South Miami Middle School

2016-17 Schoolwide Improvement Plan

South Miami Middle School

6750 SW 60TH ST, South Miami, FL 33143

http://smmcs.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South Miami Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

At South Miami Middle Community School safety is a priority. A safety committee is in place and meets four times a year to review safety issues and make recommendations for improvement. Security monitors are located throughout the building before, during and after school hours. There are two full-time counselors that provide students with curriculum on bullying, character education, and other issues of importance to our students. This year we are continuing the "Values Matter" district initiative school wide through our core and elective classes well as through Wildcat time. Additionally our student services department is coordinating Project Sentry and Project Safe Childhood which are progams that empower students to refrain from committing acts of bullying, cyberbullying, electronic predation, and sexting. The program also empowers students to avoid becoming victims of bullies and Internet predators, This year we have also implemented the "Start with Hello Sandy Hook Promise" program which is aimed at gun violence prevention. An after school program is offered through the community school which allows for student supervision, homework help and a myriad of activities from dismissal until 8:30 pm.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At South Miami Middle Community School a school-wide progressive discipline plan has been developed, and is implemented with assistance from a full time SCSI instructor, to ensure consistency in enforcing the Miami Dade County Public School Code of Student Conduct. The plan is posted in all classrooms, is printed in student agendas and is distributed to parents. Students have clear behavioral expectations on how to conduct themselves in classrooms, buses, hallways, cafeteria, media center, etc.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. 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).

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	10	22	9	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	25	21	24	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	74	61	47	0	0	0	0	182
Failed 2 or more courses	0	0	0	0	0	0	10	13	14	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Building positive relationships is a priority at South Miami Middle School. Every month our Magnet Boosters: Drama, Broadcast, Orchestra, Band, Chorus, Photography, Dance and Art have meetings with their parents. Approximately 15% of the parents attend the meetings on a regular basis and their support is instrumental to the success of the program. In addition, Student Services and the administrative team provide presentations to students and parents on Middle School Transitions, Cyberbullying, Internet Safety, High School Preparation, New Student, Magnet Orientations and other important presentations. Parents are informed about these meetings through the Blackboard Mass Communication System. It is also the PTSA's goal to increase teacher, student and parent participation in school events and fund raisers. Lastly, the mission and vision of the school are posted in every classroom and teachers infuse this message into their daily practice.

2. 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.

At South Miami Middle School, the focus is on both the arts and academics. South Miami Middle School has an Affiliating Agreement with Engineering for Kids. Their program offers robotics on Saturdays to Elementary and Middle School students. In addition, a new Affiliating Agreement was initiated with Musicall; they teach music classes on Saturdays to Middle School Students. Our community school also offers dance, music, fencing, math, violin, piano and many other classes after school. Many of our families who have businesses donate their time and services and have become our Dade Partners. The Community School Assistant Principal is also a member of the Miami Dade Coalition. In this group we have monthly meetings that address the needs of our school and the community. Events and fundraisers are planned throughout the year that give our students the opportunity to shine and bring families and communities together. In order to secure resources and obtain support, SMMCS uses the Blackboard Connect Ed system to communicate with faculty, students and family members. To keep parents and community members informed, messages go out through the Connect Ed system on a regular basis. In

addition, our EESAC group is comprised of parents and business partners that are committed to working with us on the school's mission and vision. At the EESAC meetings, school improvement projects are planned and discussed. Our campus has been significantly improved with the help of our students and community members. The school's beautification project continues to bring faculty , families and business partners together for school improvement projects.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Izaguirre, Fabiola	Principal
Artime, Iliana	Assistant Principal
Perez-Sanz, Ingrid	Assistant Principal
Hawkins, Lee	Assistant Principal
Marshall, Tina	School Counselor
Botana, Lourdes	School Counselor
Davis, Tenaj	Teacher, K-12
Valdes-Vega, Jessica	Teacher, K-12

b. Duties

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

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

In addition to Tier 1 problem solving, the Leadership Team will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.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 III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (6-8)

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Fabiola Izaguirre	Principal
Tenaj Davis	Teacher
Joshua Paolino	Teacher
Connie Cardona	Teacher
Jenetia Carter	Teacher
Shawn WIlson	Teacher
Christy Sellars	Business/Community
Richard Ward	Business/Community
Nancy Handler	Teacher
Gina Mesa	Parent
Monica Cooper	Parent
Donna Poole	Parent
Bella Gonzalez	Student
Brian Beasley	Business/Community
Andria Gutierrez	Education Support Employee
Sarah Middleton	Education Support Employee
Astrid Baez	Parent
Christina Espinosa	Parent
Saulo Miraya	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The School Advisory Committee met at the end of the school year and discussed each School Improvement academic area. The committee reviewed the suggestions provided by the staff and discussed the successful strategies and the factors contributing to their success. The SAC also

reviewed those strategies that were partially implemented and what shifts in practice are needed for full implementation.

c. Preparation of the school's annual budget and plan

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Izaguirre, Fabiola	Principal
Artime, Iliana	Assistant Principal
Perez-Sanz, Ingrid	Assistant Principal
Hawkins, Lee	Assistant Principal
Budino, Daysi	Teacher, K-12
Wujnovich-Hardy, Nicolette	Teacher, K-12
Padilla, Sophia	Teacher, K-12
Diaz, Cecilia	Teacher, K-12
Marshall, Tina	School Counselor
Martinez, Richard	Teacher, K-12
Fernandez, Elsie	Teacher, ESE
Botana, Lourdes	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The main focus of the Literacy Leadership Team for the 2016-2017 school year will be to continue to provide support for implementing of Florida Standards. The LLT will continue to plan and promote the school-wide literacy plan as well as providing strategies and support in content and elective classes that stress critical thinking across the curriculum. The LLT will ensure that time is provided for

professional development and department meetings as well as opportunities for vertical and cross-curricular planning and professional growth opportunities..

D. 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).

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

At South Miami Middle Community School teachers, department chairs and administrators work together to ensure that students are provided with a comprehensive curriculum. The leadership team meets every two weeks to review data and provide instructional leadership. The school Curriculum Council meets monthly to plan effective strategies and rigorous activities. Teachers meet with members of their departments twice a month to collaborate on lesson plans, participate and plan professional development and to share best practices. At South Miami Middle Community School we strive to develop a team atmosphere in which teachers and administrators examine instructional practice and student motivation. Lessons are data driven and differentiated to meet the needs of all learners. Class visitations by administrators are geared toward Improving the quality of conversations with teachers about teaching and learning and the development of a common language around instruction.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

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

Strategy Rationale

To challenge students and maintain proficiency status.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Perez-Sanz, Ingrid, ipsanz@dadeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 3,000

Bilingual Tutoring Academy

Strategy Rationale

Increase student achievement in reading, science and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Artime, Iliana, iartime@dadeschools.net

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

Imagine Learning and Achieve 3000 data as well as District and State test results will be used to monitor effectiveness of Bilingual Tutoring Academy.

Strategy: Before School Program

Minutes added to school year: 2,000

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

Strategy Rationale

Increase student achievement in reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Artime, Iliana, iartime@dadeschools.net

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

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

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

Our Counselors network with elementary schools and high schools and transition activities are planned. . Students are invited to visit several high schools on field trips. South Miami Middle Community School hosts an academic Magnet Fair and an Arts Magnet Fair where High Schools have an opportunity to present their programs to our eighth grade students. Our counselors and SPED teachers participate in all district articulation activities both with our feeder elementary schools and receiving high schools.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

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

N/A

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G087637

Targets Supported `1b`

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	79.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal `3`

- Limited interdisciplinary focus

Resources Available to Help Reduce or Eliminate the Barriers `2`

- English/ Language Arts: Teachers trained on creating exemplar lessons, all teachers are highly qualified, Implementing Wordly Wise, before and after school tutoring, Writing Bootcamp, School-wide iReady implementation plan in place, Bilingual Tutoring, School Curriculum Council monthly meeting, integrating technology through the use of Promethean boards and weekly scheduled computer lab times.

- Mathematics: Teachers trained on Think, Solve and Explain, all teachers are highly qualified, Extended Learning Services are offered, FSA Bootcamp, Algebra Nation, Edgenuity and Reflex Math are in use, Bilingual Tutoring Academy, Explicit Instruction on compare and contrast for solving problems, IPREP, School Curriculum Council monthly meetings, Integrating technology through the use of Promethean boards and weekly scheduled computer lab times

- Science: Teachers are afforded time to do vertical planning through department meetings twice a month, all teachers are highly qualified, Gizmos, Earth Echo, Fairchild Challenge, SECME Olympiad, 2nd place in National SECME competition, School Curriculum Council monthly meetings, Integrating technology through the use of Promethean boards and other programs allows teachers to provide opportunity for enrichment of lesson benchmarks and simulate events in science that are impossible to recreate in classroom.

- Social Science: Teachers are trained on how to utilize a variety of primary sources, extensive training on integration of technology, and document based questions, School-wide Bring Your Own Device plan is in place, EdSitement, Digital History, National Archives, Promethean boards, maps, highly qualified teachers, School Curriculum Council monthly meetings, Department meetings twice a month

- Early release time and District PD days are available for cross curricular PD and PLCs.

Plan to Monitor Progress Toward G1. 8

Monitor for effectiveness of the implementation of research based critical thinking instructional strategies such as close reading and the use of digital fluency to enhance instruction by reviewing iReady diagnostic data.

Person Responsible
Fabiola Izaguirre

Schedule
Monthly, from 11/1/2016 to 5/1/2017

Evidence of Completion
iReady data reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step　　🔑 S123456 = Quick Key

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

🔑 G087637

G1.B1 Limited interdisciplinary focus `2`

🔑 B232960

G1.B1.S1 Utilize Professional Learning Communities focused on Digital Fluency and Critical Thinking to synchronize and coordinate academic focus across all areas. `4`

🔑 S245920

Strategy Rationale

Technology can be used for communication and collaboration between teachers. Professional Development will be implemented to develop Digital Fluency and Critical Thinking across all disciplines.

Action Step 1 `5`

PLC Team will lead cross curricular Professional Development and Professional Learning Communities during Early Release and Professional Development days targeted at using technology to develop Digital Fluency across all curricular areas..

Person Responsible

Fabiola Izaguirre

Schedule

Monthly, from 10/12/2016 to 5/3/2017

Evidence of Completion

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

Action Step 2 `5`

Teachers will show implementation of Digital Fluency through daily instruction.

Person Responsible

Lee Hawkins

Schedule

Daily, from 10/17/2016 to 5/10/2017

Evidence of Completion

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

Action Step 3 `5`

In all curriculum areas follow up and support teachers in need of additional assistance in the area of digital fluency.

Person Responsible

Lee Hawkins

Schedule

Daily, from 10/20/2016 to 5/10/2017

Evidence of Completion

Teacher request

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

Conduct classroom walkthroughs to monitor fidelity of implementation of research based critical thinking instructional strategies and the use of digital fluency to enhance instruction.

Person Responsible

Iliana Artime

Schedule

On 5/4/2017

Evidence of Completion

Walkthrough logs, lesson plans

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

Monitor for effectiveness of the implementation of research based critical thinking instructional strategies such as close readingand the use of digital fluency to enhance instruction by reviewing interim assessment and iReady data.

Person Responsible

Iliana Artime

Schedule

Monthly, from 10/12/2016 to 10/12/2016

Evidence of Completion

Interim Assessment and iReady reports, authentic student work samples

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔑 M331857	Monitor for effectiveness of the implementation of research based critical thinking instructional...	Artime, Iliana	10/12/2016	Interim Assessment and iReady reports, authentic student work samples	10/12/2016 monthly
G1.MA1 🔑 M331859	Monitor for effectiveness of the implementation of research based critical thinking instructional...	Izaguirre, Fabiola	11/1/2016	iReady data reports	5/1/2017 monthly
G1.B1.S1.A1 🔑 A318529	PLC Team will lead cross curricular Professional Development and Professional Learning Communities...	Izaguirre, Fabiola	10/12/2016	Professional Development sign in sheets, agendas, handouts, teacher reflections and group feedback sheets	5/3/2017 monthly
G1.B1.S1.MA1 🔑 M331858	Conduct classroom walkthroughs to monitor fidelity of implementation of research based critical...	Artime, Iliana	10/12/2016	Walkthrough logs, lesson plans	5/4/2017 one-time
G1.B1.S1.A2 🔑 A318530	Teachers will show implementation of Digital Fluency through daily instruction.	Hawkins, Lee	10/17/2016	Lesson Plans, Student authentic work samples, Student Discourse, Teacher Reflections, Student Feedback	5/10/2017 daily
G1.B1.S1.A3 🔑 A318531	In all curriculum areas follow up and support teachers in need of additional assistance in the area...	Hawkins, Lee	10/20/2016	Teacher request	5/10/2017 daily

V. Professional Development Opportunities

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

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

G1.B1 Limited interdisciplinary focus

G1.B1.S1 Utilize Professional Learning Communities focused on Digital Fluency and Critical Thinking to synchronize and coordinate academic focus across all areas.

PD Opportunity 1

PLC Team will lead cross curricular Professional Development and Professional Learning Communities during Early Release and Professional Development days targeted at using technology to develop Digital Fluency across all curricular areas..

Facilitator

Iliana Artime

Participants

All instructional Staff

Schedule

Monthly, from 10/12/2016 to 5/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	PLC Team will lead cross curricular Professional Development and Professional Learning Communities during Early Release and Professional Development days targeted at using technology to develop Digital Fluency across all curricular areas..	$0.00
2	G1.B1.S1.A2	Teachers will show implementation of Digital Fluency through daily instruction.	$0.00
3	G1.B1.S1.A3	In all curriculum areas follow up and support teachers in need of additional assistance in the area of digital fluency.	$0.00
		Total:	$0.00