Miami-Dade County Public Schools

George Washington Carver Middle School

2016-17 Schoolwide Improvement Plan

George Washington Carver Middle School

4901 LINCOLN DR, Coral Gables, FL 33133

http://carver.dade.k12.fl.us/

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	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

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 George Washington Carver 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.

The mission of George Washington Carver Middle School is to provide for Miami-Dade County's multicultural and multilingual population an advanced educational program. G. W. Carver Middle School will follow state standards and meet the academic standards of France, Germany, Spain, and Italy. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

b. Provide the school's vision statement.

Reflecting the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multiliterate. All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

2. School Environment

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

George Washington Carver Middle School is a magnet school for international education; the only public middle school recognized by the French, German, Italian, and Spanish governments and accredited by Spain. Students in our International Studies Program (IS) are fluent in French, German, Italian, and Spanish; they are exposed to a challenging academic program that promote a better understanding of the cultures and languages. Students in our International Education Program (IE) are studying their chosen language, with courses emphasizing grammar and vocabulary, as well as communication. During the course of the school year, students from both programs participate in classroom/school-wide presentations, projects (including spoken word, visual art, etc.), and district-sponsored contests in an effort to share their experiences about their different cultures. Additionally, the teachers that instruct the foreign language classes are native speakers; they bring firsthand knowledge and experiences from different countries that are shared with the students and other stakeholder.

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

George Washington Carver Middle School continuously works at maintaining a safe learning environment. We have a strict zero-tolerance for bullying and harassment. The district has created reporting procedures for bullying and/or harassment, which guides our response to founded and unfounded complaints of bullying and/or harassment. We have a policy in place that allows students and parents to report suspected bullying and/or harassment; these reports can be anonymous. Once a claim has been received, the Student Services Department and the Administrators work together with all parties involved to remediate the situation and provide the necessary resources (if needed). Additionally, the Student Services Department facilitates bullying and/or harassment prevention education with students (via homeroom and grade level orientations), parents (parent workshops), and faculty (during faculty meetings).

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.

George Washington Carver has a well-defined school wide behavioral system that is used to minimize and address disciplinary concerns. At the beginning of the school year, the administrators facilitate grade-level orientations. During the orientations, we outline what is expected (academically and behaviorally) of our students. G. W. Carver provides each student with an agenda that includes an abbreviated version of the Code of Student Conduct, which includes core values, examples of model student behavior, and a range of corrective strategies. Additionally, parents must sign a document (Acknowledgement of Receipt and Review) that ensures they have reviewed the Code of Student Conduct with their child.

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.

George Washington Carver Middle School's Student Services Department ensures that the social-emotional needs of our students are being addressed. The department is comprised of a two Guidance Counselors. The counselors have a variety of resources that are used to assist students and their families to cope with life's issues. They facilitate guidance on topics ranging from abuse to dealing with peer pressure. They also provide counseling based on the individual students' needs. During the course of the school year, the department hosts parent/student workshops that are facilitated by community stakeholders.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions, whether in school or out of school.

Course failure in English Language Arts or mathematics.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	0	0	1	0	0	0	0	1
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	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	27	37	37	0	0	0	0	101

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	4	12	10	0	0	0	0	26

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

George Washington Carver Middle School uses a variety of strategies to improve the academic performance of all students, especially those that are identified by the early warning system. Some of the strategies include the following:
- Attendance Review Committee (ARC): the committee reviews the school's daily attendance in an effort to
capture students that exhibit attendance concerns.
- One or more suspensions: the school utilizes a range of corrective strategies to address behavioral issues;
alternatives to suspension are enforced (when applicable).
- Course Failure: Meeting with students and/or parents are facilitated by teachers and/or counselors whenever
a student is experiencing difficulty in a class.
- Students Scoring Level 1 on statewide assessment: students not meeting state standards in Reading are
enrolled in an intensive reading course the following year; students not meeting state standards in mathematics receive remediation (integrated in their required mathematics course) or they are enrolled in an
intensive mathematics course the following year.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

We recognize and support the fact that continual family and community involvement in all aspects of the school's programs and activities are directly related to student achievement. In keeping with this idea, we host a variety of parent engagement opportunities, ranging from new students orientations to Cyber Crime and Substance Abuse prevention.
In additional to our general Parent, Teacher, Student Association (PTSA), we have the following parent organizations:
- French International Parent Association (FIPA),
- German International Parent Association (GIPA),
- Italian International Parent Association (IIPA), and
- Spanish International Parent Association (SIPA).

Parents also work diligently as volunteers at sporting events, field trips, and in-school activities (luncheons, socials).

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.

George Washington Carver Middle School's Student Services professionals are skilled in addressing the academic, personal/social, career/community awareness, and health and wellness development needs of our students. Many of our students (and family) needs are met at the school site. At times, the department may refer students and families to community resources that support the school's various programs. Student Services has a list of resources that is updated regularly by the District's Division of Student Services.

C. 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).

1. School Leadership Team

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

Name	Title
Artime, Iliana	Principal
COTO-GONZALEZ, SYLVIA	Assistant Principal
RIVERS, SHELTON	Assistant Principal

b. Duties

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

The administrators will schedule and facilitate the School Leadership Team (SLT) meetings, ensure attendance of team members, ensure follow up of action steps, and allocate the necessary resources. The remaining SLT will consult and collaborate with Janas Byrd (Language Arts Department Chairperson), Brigette Hirson-Troubady(Mathematics Department Chairperson); Eva Moore (Science Department Chairperson), Cecilia Castillo (Guidance Counselor) and Ana Garces (Guidance Counselor); they will provide information to the entire team based on their specific area(s). Collectively, the SLT team will (1) determine student needs according to the academic and behavioral goals utilizing ongoing data collection, analysis, and prescriptive instructional plans, (2) utilize ongoing progress monitoring to determine the effectiveness of instruction and intervention, and (3) provide interventions to students, as needed and appropriate.

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 School Leadership Team (SLT) ensures academic success for all students by providing high quality instruction and intervention matched to student needs. Through a data based problem solving process, a multi-tiered approach for addressing academic and behavior challenges is implemented. Ongoing examination and support is provided for all aspects of the school, including identifying

methods and strategies to improve student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through intervention.

1. In order to create a safe, positive, and inviting school climate where all students achieve high academic performance levels, the SLT is composed of the following:
• Administrator(s) build consensus and awareness of SLT implementation constructs among all school staff and assess school interventions and resources available to all tiers of instruction and intervention.
• Teacher(s) conduct systematic examination of available school data, engage in problem solving, participate in intervention planning, monitor student progress, and evaluate overall impact of instructional programs.
• Team members collaborate towards the school's academic mission by examining school, grade, classroom, and student data to measure fidelity of instruction and/or intervention in a supportive environment.

2. As problem solving issues and concerns arise, the following staff members may be included since they are in key roles to guide exploration of Root Cause Analysis and implementation of prevention/intervention strategies:
• School guidance counselor(s)
• Special education personnel
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders

3. The SLT will follow a tiered-approach to instructional prevention and intervention that supports the utilization of
all available resources to meet student needs. As students' needs increase in academic and behavior systems, the level of support (instruction and intervention) is intensified.
• All students in the general curriculum are included in the core instructional and behavior methodologies, practices and supports.
• Targeted students who need additional instructional and/or behavioral support are provided supplemental instruction and interventions in addition to and in alignment with the core curriculum utilizing best teaching practices, research-based interventions, and behavioral strategies.
• Students requiring intensive instructional and/or behavioral intervention to increase individual student's rate of progress will be provided intensive instruction and interventions aligned with the core curriculum. Individualized supplemental instruction and intervention will be based on ongoing evaluation to promote student growth as measured by benchmark and progress monitoring data, including FAIR testing.

Additionally, the school's leadership team will:

1. Collect and analyze data to address student academic and behavioral needs.
2. Based on data analysis, appropriate professional development for faculty will be provided based on instructional/behavioral needs and intervention with the goal of all students meeting achievement goal.
3. Scheduled team meetings will be held to discuss exemplary teaching practices, effectiveness of interventions, and progress monitoring.
4. All faculty will communicate effectively to promote feedback on the effectiveness of procedures implemented based on data collection.
5. Monitor effective academic and behavioral intervention aligned with the school's goals to continue implementation of effective core instruction and regularly scheduled interventions.

6. Examine progress based on data, assess student needs and monitor progress toward goals to determine effectiveness of program delivery with fidelity and validity.
7. Provide all subgroups with the necessary academic instruction and interventions, and behavioral interventions to ensure adequate yearly progress.

George Washington Carver Middle School provides our stakeholders with a host of services which include but are not limited to Violence Prevention Programs and Health Connect in Our Schools (HCiOS). The administration and the Student Services Department provide services to the students, parents, and staff by:
- addressing violence and drug prevention and intervention services in the classroom setting (for students), staff
meetings, and parent workshops. Some of the activities are facilitated by outside agencies.
- adhering to the District's Policy Against Bullying and Harassment.
- utilizing the range of corrective strategies stated in the District's Code of Student Conduct,
- exemplifying and enforcing the core values and examples of model student behavior that are outlined in the
Code of Student Conduct.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Shelley Stroleny	Principal
Ingrid Robledo	Teacher
Annette Daniels	Teacher
Guillermo Garcia	Teacher
Cheli Fernandez	Teacher
Richard Hudson	Teacher
Maria Alvarado	Education Support Employee
Tom Kernan	Business/Community
Melissa Nobles	Business/Community
Ana Arguello	Parent
Shirelle Jackson	Parent
Sinclair Cerber	Parent
J. Hiram Williams	Business/Community
Maria Toledo	Teacher
Rafael Lopez	Parent
Julian Castro	Student
Carson Middlesworth	Student
Ivannia Van Arman	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 Educational Excellence School Advisory Council (EESAC) is responsible for assisting in the preparation and evaluation (development, implementation, mid-year/final review) of the School Improvement Plan (SIP). The EESAC is the sole body responsible for the final decision-making at the school relating to the implementation of the SIP and school-wide accountability.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is responsible for assisting in the preparation and evaluation (development, implementation, mid-year/final review) of the School Improvement Plan (SIP). The EESAC is the sole body responsible for the final decision-making at the school relating to the implementation of the SIP and school-wide accountability.

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

The Educational Excellence School Advisory Council (EESAC) is responsible for assisting in the preparation and evaluation of the school's budget.

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

The School Improvement funds will be used to improve the school's technology needs. The amount allocated for this project was $4861.00.

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
Artime, Iliana	Principal
COTO-GONZALEZ, SYLVIA	Assistant Principal
RIVERS, SHELTON	Assistant Principal
BYRD, JANAS	Teacher, K-12
LLEWELLYN-JONES, JENNY	Teacher, K-12
MOGHANI, GABRIELE	Teacher, K-12
MOORE, EVA	Teacher, K-12
WINSTON, LISE	Teacher, K-12
VINAT, MADELIN	Teacher, K-12
HIRSON-TROUBADY, BRIGETTE	Teacher, K-12
NOA, ANIA	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) will review all available data (i.e. baseline benchmark, interim assessment tests assessments) to target benchmarks where student performance demonstrates areas of weakness, while strengthening strong areas with best teaching practices for all students.

• Design a plan to meet the needs of all students who are not making sufficient progress toward the goals of the Florida Standards.
• Share exemplary reading and writing instructional practices to implement across the curriculum.

Additionally, teachers participate in professional development activities in differentiated instruction and how to
interpret data. Individual student's test data are made available to the teachers. All department chairpersons are members of the school's literacy team and disseminate the information from the literacy team meetings to build reading capacity school-wide. Social Studies, foreign language and elective classes incorporate reading activities in their instruction on an ongoing basis. In addition to student work samples, student progress is monitored using district Baseline and Interim assessments.

D. Public and Collaborative Teaching

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

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

In an effort to encourage positive working relations between teachers, each department is required to host weekly meetings. Generally, the department meetings are held twice a week. However, with approval from the administrative team, a department may meet once a week. During the department meetings, teachers are often grouped by grade level so that they may plan lessons together and share best-practices. Additionally, we encourage teachers to visit their colleagues during their planning period so that they can see how the same (or different) lessons or units are being introduced and how the instruction is being delivered.

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

In an effort to recruit and retain highly qualified, certified-in-field, effective teachers, the principal (and administrative staff) facilitate the following strategies:
1. Regular meetings with new teachers.
2. Partner new teachers with veteran staff.
3. Work with mentor teacher(s) and their mentee(s).
4. Solicit referrals from current employees.

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

In an effort to ensure that all teachers/professionals at George Washington Carver Middle School perform at their highest potential, the following mentoring program/plan has been established:
- department chairpersons hold weekly department meetings; additionally, departments may meet by grade level
(i.e. the 6th grade mathematics teachers may meet in addition to the mathematics department meeting),
- departments/grade levels participate in collaborative lesson planning to ensure that content/ benchmarks are
being taught at the same time,
- teachers continually share best practices,

- teachers are encourage to informally observe their colleagues, both in their discipline and across the curriculum.

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.

The teachers at George Washington Carver Middle School utilizes the district's year-at-a-glance and pacing guides to develop short and long term lesson plans. When administrators conduct evaluations (informal and formal), we look for evidence that the standards are being introduced and mastered and that all materials and activities are aligned to the Florida Standards. In the event that standards are not being master, there should be evidence of remediation and reteaching.

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.

The Literacy Leadership Team (LLT) will be composed of the principal, assistant principal(s), language arts department
chairperson, and at least one representative from each department to ensure that all students will have the benefit of data analysis, effective instructional practices, and targeted interventions.
The principal will be in a key role to promote the impetus to engage in data chats and the implementation of best teaching practices.

The Administrative team will ensure the effective implementation of exemplary teaching practices and ongoing monitoring of student progress, including academic and behavior systems, and follow-up with individual teachers/students, as needed to achieve excellence for all students.
Teachers will develop a system for engaging all students academically, as well as meeting all behavioral
challenges.

Teachers will analyze data, share best teaching practices, and add new strategies to their repertoire of effective teaching practices, and follow-up with implementation of these best teaching practices, including sharing student samples to demonstrate effectiveness of the implementation of "new" practices for all students. Meetings are regularly scheduled to address current data, analyze student areas
of needs according to the benchmarks and the Florida standards, institute best teaching practices and
share the effective implementation of such practices.

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: Extended School Day

Minutes added to school year:

The following research-based strategies are used to provide enrichment/acceleration, as well as remediation (if needed) during the school day. The programs are web-based and can also be accessed at home.
• iReady Reading and Mathematics - provides a diagnostic test, instruction, and growth and monitoring
assessments.
• Algebra Nation – Algebra End-Of-Course prep tool.
• BrainPOP – engages students through animated movies, games, quizzes (Mathematics, Science,
Language Arts, Reading, Writing).
• Achieve 3000 – provides web-based, differentiated instruction in reading and writing.
• GIZMOS (Mathematics and Science) – simulated math and science instruction.
• Imagine Learning - language and literature program
• Academic Enhancement (30 minutes per day, 4 times per week).
*** The aforementioned strategies are offered during the school day (during homeroom). Therefore, no minutes
are added to the school year.

Strategy Rationale

The strategies are offered during the school day because an extended school day is not feasible for our population. We are a magnet school; students rely on school transportation to and from school. Therefore, they are not able to come to school early or stay after.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
COTO-GONZALEZ, SYLVIA, cotogo@dadeschools.net

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

The teacher resources that iReady provide (diagnostic test, instruction, and growth monitoring assessments) will help teachers align student needs with classroom instruction. Achieve 3000, and GIZMOS allow teachers and administrators to generate reports to track student's mastery of certain skills and make the necessary adjustment to their instruction. Algebra Nation is an on-line program that is used as a "prep tool" for the Algebra End-Of-Course (EOC) exam. Academic enhancement is used to address student's needs in any subject. Students that are assigned to academic enhancement meets with their tutor four days per week for 30 minutes.

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.

The core curriculum (Language Arts, Mathematics, Social Studies, Science, and 2 Language courses) of a student's schedule is based on their program of study (International Education or

International Studies) and their chosen language (German, Spanish, French, or Italian). Students have a variety of electives that they may choose from to complete their 7 course schedule. The core courses are taught at the advanced or honors level; giving students the opportunity to earn high school credit(s). In an effort to support the students as they transition one school level to another, we offer academic enhancement to students that experience academic difficulty. The Student Services Department provides academic advisement to students and parents as well. Students may also be referred to the School Support Team (SST) for a more in-dept analysis of academic progress; the SST will develop strategies to ensure the student's success.

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.

Students that complete grades 6, 7, and 8 will leave middle school with a minimum of 5 high school credits (at the end of grade 6 they will earn 1 foreign language credit; at the end of grade 7 they will earn 1 foreign language credit; at the end of grade 8 they will earn 1 foreign language credit, I mathematics credit and 1 science credit). Some students may earn additional credits by completing courses on-line via Florida Virtual School and/or completing Geometry and/or Biology by the end of grade 8.

We promote academic and career planning, including advising on course selections, by facilitating high school presentations to all 8th grade students and their parents. During the presentations, high schools showcase their academies, course offerings, and conduct question and answer sessions for students and parents.

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

We offer high school courses in Mathematics, Science, French, German, Spanish, and Italian. In addition, we offer Advanced Placement (AP) courses to students that participate in our International Studies (IS) program – students who are proficient in French, German, Spanish, or Italian. In grade 8, IS students take the AP exam for the different language programs, with the possibility of earning college credit.

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

We will continue to promote and encourage students to take advantage of the advanced/honors courses that the school offers. In addition, we will continue to advise students of the availability of other learning opportunities (i.e. Florida Virtual School).

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.

N/A

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

🔑 G087696

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Evidence of the Gradual Release of Responsibility Model is limited.

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

- ELA: iReady, Imagine Learning, Academic Enhancement, Promethean Board.

- Mathematics: iReady, Algebra Nation, Academic Enhancement, Tablets, Promethean Board.

- Science: GIZMOS, Academic Enhancement, Discovery Learning, Essential Labs, BrainPop, Promethean Board.

- Social Science: Tablets, CNN Student News, Promethean Board.

- Technology: Promethean Board, Tablets, Computer Labs (mobile and stationary).

Plan to Monitor Progress Toward G1. `8`

Administrators will use a variety of data to determine if progress towards the goal is being made. The data includes: lesson plans that include the gradual release of responsibility, minutes/agendas from department meetings that focus on the sharing of best practices related to the gradual release of responsibility, student work samples, student engagement and student lead instruction (during classroom walkthroughs and/or observations).

Person Responsible
Iliana Artime

Schedule
On 6/2/2017

Evidence of Completion
Lesson plans, student work samples, minutes, agendas.

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`

🔑 G087696

G1.B2 Evidence of the Gradual Release of Responsibility Model is limited. `2`

🔑 B233156

G1.B2.S1 Implement the Gradual Release of Responsibility Model in all content areas to support students in content, skills, and strategy acquisition by making them more responsible for their learning outcomes. `4`

🔑 S246090

Strategy Rationale

The Gradual Release of Responsibility Model:
- supports student achievement.
- develops critical thinking.
- promotes student engagement.

Action Step 1 `5`

Provide Professional Development across the content areas on the effective implementation of the Gradual Release of Responsibility Model with department chairpersons.

Person Responsible

Iliana Artime

Schedule

On 8/19/2016

Evidence of Completion

Meeting agenda, sign-in sheet, literature on Gradual Release of Responsibility Model.

Action Step 2 `5`

Department Chairpersons will provide professional development / best practices related to the Gradual Release of Responsibility Model with their colleagues during their department meeting(s).

Person Responsible

SHELTON RIVERS

Schedule

On 9/15/2016

Evidence of Completion

Meeting agendas, sign-in sheets, minutes.

Action Step 3 `5`

Teachers in all content areas will implement the Gradual Release of Responsibility Model during classroom instruction.

Person Responsible

Iliana Artime

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Classroom walk-throughs, lesson plans, observations

Action Step 4 `5`

Provide support / resources to instructional staff on the effective implementation of the Gradual Release of Responsibility Model.

Person Responsible

Iliana Artime

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Agendas, minutes, handouts/resources related to Gradual Release of Responsibility Model.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administrators will provide instructional staff with professional development, resources, and on-going support on the effective implementation of the Gradual Release of Responsibility Model.

Person Responsible

Iliana Artime

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work samples, walkthroughs, observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will attend department meetings to ensure that instructional staff is sharing best practices related to the Gradual Release of Responsibility Model. Administrators will also look for evidence of the Gradual Release of Responsibility Model in instructional staff's lesson plans and during instructional delivery during walkthroughs and/or observations.

Person Responsible

Iliana Artime

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Agendas, minutes, sign-in sheets, student work samples, lesson plans, observations

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.B2.S1.A1 🔑 A318976	Provide Professional Development across the content areas on the effective implementation of the...	Artime, Iliana	8/19/2016	Meeting agenda, sign-in sheet, literature on Gradual Release of Responsibility Model.	8/19/2016 one-time
G1.B2.S1.A2 🔑 A318977	Department Chairpersons will provide professional development / best practices related to the...	RIVERS, SHELTON	9/15/2016	Meeting agendas, sign-in sheets, minutes.	9/15/2016 one-time
G1.MA1 🔑 M332246	Administrators will use a variety of data to determine if progress towards the goal is being made....	Artime, Iliana	9/19/2016	Lesson plans, student work samples, minutes, agendas.	6/2/2017 one-time
G1.B2.S1.MA1 🔑 M332244	Administrators will attend department meetings to ensure that instructional staff is sharing best...	Artime, Iliana	9/19/2016	Agendas, minutes, sign-in sheets, student work samples, lesson plans, observations	6/2/2017 weekly
G1.B2.S1.MA1 🔑 M332245	Administrators will provide instructional staff with professional development, resources, and...	Artime, Iliana	9/19/2016	Lesson plans, student work samples, walkthroughs, observations.	6/2/2017 daily
G1.B2.S1.A3 🔑 A318978	Teachers in all content areas will implement the Gradual Release of Responsibility Model during...	Artime, Iliana	9/19/2016	Classroom walk-throughs, lesson plans, observations	6/2/2017 weekly
G1.B2.S1.A4 🔑 A318979	Provide support / resources to instructional staff on the effective implementation of the Gradual...	Artime, Iliana	9/19/2016	Agendas, minutes, handouts/resources related to Gradual Release of Responsibility Model.	6/2/2017 monthly

V. 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.B2 Evidence of the Gradual Release of Responsibility Model is limited.

G1.B2.S1 Implement the Gradual Release of Responsibility Model in all content areas to support students in content, skills, and strategy acquisition by making them more responsible for their learning outcomes.

PD Opportunity 1

Provide Professional Development across the content areas on the effective implementation of the Gradual Release of Responsibility Model with department chairpersons.

Facilitator

RIVERS, SHELTON

Participants

Department Chairpersons

Schedule

On 8/19/2016

PD Opportunity 2

Department Chairpersons will provide professional development / best practices related to the Gradual Release of Responsibility Model with their colleagues during their department meeting(s).

Facilitator

Department Chairpersons

Participants

Instructional staff.

Schedule

On 9/15/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Provide Professional Development across the content areas on the effective implementation of the Gradual Release of Responsibility Model with department chairpersons.	$0.00
2	G1.B2.S1.A2	Department Chairpersons will provide professional development / best practices related to the Gradual Release of Responsibility Model with their colleagues during their department meeting(s).	$0.00
3	G1.B2.S1.A3	Teachers in all content areas will implement the Gradual Release of Responsibility Model during classroom instruction.	$0.00
4	G1.B2.S1.A4	Provide support / resources to instructional staff on the effective implementation of the Gradual Release of Responsibility Model.	$0.00
		Total:	$0.00