

Miami-Dade County Public Schools

Ruben Dario Middle School



2016-17 Schoolwide Improvement Plan

Ruben Dario Middle School

350 NW 97TH AVE, Miami, FL 33172

<http://dario.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	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Ruben Dario 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 Rubén Darío Middle Community School is to educate all students in a culturally diverse environment by adherence to the highest educational standards and the use of all relevant data for instruction that will empower our students to become productive and competitive citizens in a world of knowledge and technology.

The administration and faculty of Rubén Darío Middle Community School implement the Florida Continuous Improvement Model, which emphasizes progress monitoring and data analysis to determine classroom instruction. The core departments will be implementing the district's pacing guides and tailor instructional focus based on the needs of the students to target specific benchmarks and monitor student learning. The STREAM Program (Science, Technology, Robotics, Engineering, Aerospace and Mathematics) provides an opportunity for highly motivated students in grades six, seven and eight to pursue in depth and accelerated studies and first-hand knowledge about the application of science, math and technology in business, industry, research and government. Students in sixth grade utilize the Amplify curriculum program in their ELA (English Language Arts) classes. The implementation of Amplify reimagines the way teachers teach and students learn through the use of technology and individual student tablets which have build in ELA standards based curriculum and immerses students in rich rigorous learning experiences.

b. Provide the school's vision statement.

Our vision at Rubén Darío Middle Community School is to provide students with a safe and structured learning environment that uses a challenging curriculum with data driven instruction and active parental involvement, to assure student learning, critical thinking, and high achievement in all their future endeavors.

2. School Environment

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

Rubén Darío Middle Community School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to students and family members. This collaboration includes: Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and

instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, and Project CRISS.

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

Rubén Darío Middle Community School utilizes grant funds to provide after-school tutoring in mathematics and reading from 3:55 p.m. to 5:30 p.m. Students are given the opportunity to receive tutoring in mathematics and reading, utilizing computer based instruction and support in order to target needed skills. In addition, through Title III funds, after-school tutoring is available to ELL students in reading and mathematics. Students report to assigned classrooms with specified teachers.

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.

Rubén Darío Middle Community School utilizes the Multi-Tiered Support System (MTSS) in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Through a common vision the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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.

Rubén Darío Middle Community School has a partnership through the district with Borinquen. The program offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. Borinquen services reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. Borinquen also delivers coordinated social work and mental/behavioral health interventions in a timely manner to students and families in need. In addition, the school's guidance and TRUST counselor work closely with teachers and students, meeting frequently with identified students and family members.

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.

Through the MTSS, the administration and counselors monitor students' behavior and academics. The team utilizes the Student Case Management System, attendance, and academic data reports to monitor progress or lack there of. The team will monitor the number of absences and referrals, as well as, the attendance rate of students. The team will make recommendations and develop interventions to improve student behavior and attendance with the assistance of guidance counselor, school psychologist, school social worker, core teachers and parents.

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	0
Course failure in ELA or Math	0	0	0	0	0	0	11	4	4	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	108	123	131	0	0	0	0	362
Retained Students	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Failed two or more Core Subjects	0	0	0	0	0	0	0	3	4	0	0	0	0	7

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	81	104	109	0	0	0	0	294

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

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the school's early warning system. The team provides data and strategies on: academic subject that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship). Throughout the school year the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis and monitor fidelity of the delivery of instruction and intervention. Lastly, the team will provide levels of support and interventions to students based on available data and implement actions steps included in the SIP.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315709>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school builds and sustains partnerships with the local community through the Dade Partners Program and EESAC business representatives in order to secure and utilize resources that support the school and increase student achievement.

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
Mccarthy, Verona	Principal
Duarte, Maribel	Teacher, K-12
Russo, Alessandra	School Counselor
Lindo, Cheryl	Teacher, K-12
Rodriguez, Aileen	Teacher, K-12
Fortich, Jessica	Assistant Principal
Diaz, Maricela	Teacher, K-12
Florez, Maricela	Teacher, K-12
Linenfelter Guerr, Trudy	Teacher, K-12
Mora, Guadalupe	Teacher, K-12
Nicholas, Dr. Alwyn	Teacher, K-12
Pena, Lourdes	Teacher, ESE
Rozo, Ileana	Teacher, ESE
Walker, Barbara	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.

The MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS and the SIP, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals: Ensure commitment to the MTSS and SIP process and allocate resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional

development to support the MTSS and SIP implementation. Review student data and progress for all students, including target groups and individual students.

General Education Teachers: Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. ESE teachers review intensive instructional and/or behavioral interventions with the goal of increasing individual student's rate of progress academically and/or behaviorally.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Counselors will monitor students' rate of progress academically and/or behaviorally.

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 MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data and strategies on: academic subject that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship). Throughout the school year the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis and monitor fidelity of the delivery of instruction and intervention. Lastly, the team will provide levels of support and interventions to students based on available data and implement actions steps included in the SIP.

Title I, Part A

Supplementary services are provided throughout the school year to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. In addition, support services are provided to the school, students, and families through professional development and workshops targeting areas of need. Curriculum leaders develop and facilitate professional development opportunities for staff focusing on effective reading and instructional strategies. Leadership Team reviews data assessments and reports identifying students and teachers in need of support encourage teachers to engage in professional growth opportunities. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community

parenting activities. Parents participate in the design of their school's Parent Involvement Plan (PIP), the school improvement process and the life of the school and the annual Title I Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program to inform planning for the following year. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. The district coordinates with Title II and Title III in ensuring staff development needs are provided. .

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Counselors work with at-risk students throughout the year.

Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program
 - o Mentors are assigned to new/beginning teachers and they provide instructional support during the school year through observations, professional development, content area discussions and feedback.
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
 - o Identified teachers are encouraged to complete subject/content-based endorsements based on student need.
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and Protocols

The PDL plans and organizes in-house professional development workshops based on student/teacher need.

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

ELL students are encouraged to participate in after-school tutoring services focusing on math, reading and writing. Students are tutored by ESOL endorsed teachers that speak the students' native language.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for

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

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- A school-based School Homeless Liaison has been identified and has attended training on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
 - Nutrition education, as per state statute, is taught through physical education.
 - The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Ruben Dario Middle Community School is a Healthy School and as such encourages the consumption of healthy snacks and meals.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. In addition, articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Health Connect in Our Schools (HCiOS)

HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS services reduces or eliminates barriers of care, connects eligible students with health insurance and a medical home, provides care for students who are not eligible for other services. It enhances the health education activities provided by the schools and by the health department.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

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

Miami Lighthouse / Heiken Children’s Vision Program

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maribel Duarte	Teacher
Barbara Walker	Teacher
Aida Talavera	Teacher
Barbara Flores	Education Support Employee
Odette Adan	Education Support Employee
Berta Padilla	Parent
Alessandra Russo	Teacher
Cheryl Lindo	Teacher
Ileana Rozo	Teacher
Michael Latinette	Teacher
Lourdes Huerta	Parent
Jessenia Vargas	Parent
Xiomara Garcia	Parent
Romalis Mavares	Parent
Tamara Lanza	Parent
Teresita Herrera	Student
Michael Then	Student
Melanie Girmaldi	Student
Alexander Fortich	Business/Community
Luis Martinez	Business/Community
Dr. Verona McCarthy	Principal

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

SAC members assisted in the evaluation of the school improvement plan. During the first SAC meeting of the 2016-2017 SAC members reviewed last year's SIP and made recommendations for this school year's Action Plan and SIP.

b. Development of this school improvement plan

The SAC meets on a monthly basis at which time the school improvement plan is discussed and reviewed. SAC members make recommendations based on gathered data and students' needs. SAC members are very familiar with the school improvement plan and approve any changes or revisions made throughout the year.

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

During the first SAC meeting of this school year, the committee discussed for teachers to submit proposals for assistance with supplies and materials.

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

The total funds allocated were \$3,196.00. The SAC members agreed on using the funds for the following: 8th grade field trip and incentives \$1,496.00, Sports Equipment for Athletics \$1,000.00, Royalty Program Student Incentives \$200.00, and Student printer and headphones \$500.00.

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
Mccarthy, Verona	Principal
Duarte, Maribel	Teacher, K-12
Russo, Alessandra	School Counselor
Lindo, Cheryl	Teacher, K-12
Rodriguez, Aileen	Teacher, K-12
Fortich, Jessica	Assistant Principal
Diaz, Maricela	Teacher, K-12
Florez, Maricela	Teacher, K-12
Linenfelser Guerr, Trudy	Teacher, K-12
Mora, Guadalupe	Teacher, K-12
Nicholas, Dr. Alwyn	Teacher, K-12
Pena, Lourdes	Teacher, ESE
Rozo, Ileana	Teacher, ESE
Walker, Barbara	Teacher, K-12

b. Duties

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

The focus for the 2016-2017 school year will be to ensure all students are meeting reading proficiency and/or are making learning gains and ensure instruction is geared towards ELA standards. The team will identify the students in need of additional support, and review students' data, grades and progress monitoring results in order to provide intensive supplemental instruction. The LLT will maintain a connection to the schools MTSS and SIP process by using Rtl problem solving approach to ensure that a multi-tiered system of literacy support is present and effective. The LLT will also plan, develop and monitor best practice professional developments focusing on ELA Standards.

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.

Ruben Dario Middle Community School teachers engage in Professional Learning Communities and common planning on a weekly basis in order to collaborate and plan effectively. In addition, technology based best practices workshop are set up once a month in order for teachers to present and share web-based strategies, programs and instructional practices.

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

The assistant principal will oversee the following strategies to recruit and retain highly qualified teachers:

1. Offer in-house professional development targeting area(s) of need
2. Schedule quarterly meetings with new teachers
3. Provide release time in order to observe and learn from master teachers
4. Partner MINT Mentor with beginning teacher(s)
5. Form partnership with local colleges and universities for internship placement and completion of class hours.

In addition, the assistant principal will collaborate with department chairs and team leaders in order to provide additional support for teachers via professional development, learning communities and/or observations.

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

Through the district's Mentoring and Induction for New Teachers (MINT), new teachers will be assigned a Mentor teacher that has participated in MINT training. The mentor teacher will collaborate with new teacher and commit to providing professional growth and learning through a series of strategies throughout the year such as, bi-weekly meetings with mentee in order to discuss evidence-based strategies and best practices in appropriate subject area. Mentor will observe mentee and provide feedback and coaching.

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.

Ruben Dario Middle Community school teachers utilize District developed pacing guides, which are aligned to the Florida Standards. Core instructional teachers follow the pacing guides and make revisions to lesson plans based on the needs of their students. Supplementary materials are also aligned to the Florida Standards. Teachers also utilize the state's CPALMs website in order to integrate lessons and instructional activities that are aligned to the 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.

Ruben Dario Middle Community School teachers share a common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. The administration and Leadership Team provide information about core instruction, participate in student data collection, plan for and deliver intervention strategies to faculty. In order to meet the needs of all students, general education teachers collaborate with ESE teachers through a co-teaching model. In addition, teachers plan together and student progress is discussed in Team and Department Meetings.

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: 7,500

Identified students performing below grade level in reading and/or math will participate in the after school program, which will focus on targeting reading and math skills through the implementation of the i-Ready computer based program.

Strategy Rationale

The i-Ready program is tailored to the students' specific needs in reading and math. Through the after-school program, students will be able to engage in additional, targeted instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Russo, Alessandra , arusso@dadeschools.net

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

Students participating in after-school tutorial sessions will complete instructional lessons on reading and math skills. The students' progress will be monitored on a weekly basis in order to ensure program effectiveness and engagement.

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. Â§ 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.

Through yearly articulation meetings, selected faculty members visit feeder elementary schools and high schools in order to obtain relevant information regarding program of studies and learning objectives. The guidance counselor, ELL department chair and ESE department chair meet with new and transitioning students in order to facilitate the process more effectively.

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.

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. In addition, articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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

Through the STREAM classes and graphics technology courses students learn skills that they can apply to their future careers. Students learn the correlation between technology, science and math courses and the usefulness in future careers. Students participate in competitions in which they showcase their talents and abilities. Teachers encourage student participation and advancement. Student enrolled in the Medical Health Sciences Magnet learn about different careers in the medical sector and have the opportunity to apply some of the acquired skills from the careers.

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

Ruben Dario Middle Community School, through the Race to the Top grant and iPrep.Math program, has been able to provide students with the opportunity of taking a career interest survey and match each student with careers that best align with their interests. The school has also been able to establish college and career readiness through the Medical Health Sciences Magnet, which provides students with opportunities to explore and prepare for different careers in the medical sector.

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.

Ruben Dario Middle Community School, through the Medical Health Sciences Magnet and My Career Shines, is providing students with pathways leading to a post secondary institute based on their expressed interests. Technology is also being integrated daily in the delivery of instruction to best prepare students for the technological skills needed to work in the 21st century.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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.** We will increase student achievement by raising the rigor of core instruction across 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. We will increase student achievement by raising the rigor of core instruction across all content areas.

1a

G087710

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
FSA ELA Achievement	48.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	60.0
AMO Reading - ED	77.0
AMO Reading - ELL	68.0
AMO Reading - Hispanic	78.0
AMO Reading - SWD	64.0
CELLA Listening/Speaking Proficiency	10.0
CELLA Reading Proficiency	5.0
AMO Reading - White	82.0
AMO Reading - African American	84.0
AMO Math - All Students	75.0
AMO Math - African American	80.0
AMO Math - ED	74.0
AMO Math - ELL	73.0
AMO Math - Hispanic	75.0
AMO Math - SWD	60.0
AMO Math - White	85.0
AMO Math - White	85.0
FSA Mathematics Achievement	40.0
Math Gains	53.0
Math Lowest 25% Gains	52.0
Algebra I EOC Pass Rate	90.0
Geometry EOC Pass Rate	100.0
Middle School Performance in EOC and Industry Certifications	45.0
FCAT 2.0 Science Proficiency	35.0
Bio I EOC Pass	94.0
CELLA Writing Proficiency	2.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of consistent use of higher order questioning strategies in the delivery of instruction across all content areas.
- Limited evidence of performance task activities in relation to reading and writing.
- Limited evidence of consistent in-depth planning and alignment of instructional activities to the rigor of FSA ELA and Math and FCAT 2.0 Science standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support staff, department chairs, teachers/faculty, district pacing guides, Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MFS), Science Benchmarks, and FLDOE resources. Integration of online resources such as CPALMS, i-Ready, Achieve 3000, Edgenuity, Gizmos, Teen Biz, Imagine Learning, Discovery Learning, NBC Learn, BrainPop, web based journals/articles and videos. Utilization of instructional tools such as Promethean Boards and tablets.

Plan to Monitor Progress Toward G1. 8

Conduct classroom walk-throughs to collect evidence of the consistent implementation of aligned instructional activities and higher order questioning. Assessment data will be reviewed and instructional delivery will be adjusted as needed.

Person Responsible

Verona Mccarthy

Schedule

Weekly, from 10/26/2016 to 6/9/2017

Evidence of Completion

Classroom assessments, student work, observations, Interim Assessments, and FSA/MFA results.

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. We will increase student achievement by raising the rigor of core instruction across all content areas. 1

G087710

G1.B1 Limited evidence of consistent use of higher order questioning strategies in the delivery of instruction across all content areas. 2

B233197

G1.B1.S1 Teachers will use the depth of knowledge and question stems to generate higher order questions. 4

S246126

Strategy Rationale

Students need to be asked questions according to the complexity level of the standards.

Action Step 1 5

Provide professional development on the depth of knowledge and complexity of standards.

Person Responsible

Jessica Fortich

Schedule

On 10/27/2016

Evidence of Completion

sign-in sheet and presentation hand out

Action Step 2 5

Implement the use of high order questioning in the daily delivery of instruction.

Person Responsible

Jessica Fortich

Schedule

Daily, from 10/27/2016 to 6/8/2017

Evidence of Completion

lesson plans, walk-throughs, and observations

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

Walk-throughs and observations of lessons

Person Responsible

Verona Mccarthy

Schedule

Daily, from 10/27/2016 to 6/8/2017

Evidence of Completion

Walk through log and copies of teachers' lesson plans

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

Administration of district made benchmark assessments

Person Responsible

Jessica Fortich

Schedule

Monthly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Gateway to Data assessment data and data chats

G1.B3 Limited evidence of consistent in-depth planning and alignment of instructional activities to the rigor of FSA ELA and Math and FCAT 2.0 Science standards **2**

 B233199

G1.B3.S1 Consistent in-depth planning of instructional activities to meet the rigor of the standards. **4**

 S246128

Strategy Rationale

Instructional delivery is not consistently being executed at the rigor of the standards.

Action Step 1 **5**

Provide professional development on in-depth planning and standards alignment.

Person Responsible

Jessica Fortich

Schedule

Quarterly, from 10/26/2016 to 6/8/2017

Evidence of Completion

sign-in sheet and agenda

Action Step 2 **5**

Plan and implement consistently instructional activities at the rigor of the standards.

Person Responsible

Jessica Fortich

Schedule

Daily, from 10/27/2016 to 6/8/2017

Evidence of Completion

Common planning sign-in, lesson plans, and walk-through logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct walk-throughs and keep log of observations.

Person Responsible

Verona Mccarthy

Schedule

Daily, from 11/1/2016 to 6/8/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration of district made benchmark assessments.

Person Responsible

Jessica Fortich

Schedule

Monthly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Gateway to data assessment reports and data chats

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.A1 A319055	Provide professional development on the depth of knowledge and complexity of standards.	Fortich, Jessica	10/20/2016	sign-in sheet and presentation hand out	10/27/2016 one-time
G1.B1.S1.MA1 M332330	Administration of district made benchmark assessments	Fortich, Jessica	10/4/2016	Gateway to Data assessment data and data chats	6/8/2017 monthly
G1.B1.S1.MA1 M332331	Walk-throughs and observations of lessons	Mccarthy, Verona	10/27/2016	Walk through log and copies of teachers' lesson plans	6/8/2017 daily
G1.B1.S1.A2 A319056	Implement the use of high order questioning in the daily delivery of instruction.	Fortich, Jessica	10/27/2016	lesson plans, walk-throughs, and observations	6/8/2017 daily
G1.B3.S1.MA1 M332332	Administration of district made benchmark assessments.	Fortich, Jessica	10/4/2016	Gateway to data assessment reports and data chats	6/8/2017 monthly
G1.B3.S1.MA1 M332333	Conduct walk-throughs and keep log of observations.	Mccarthy, Verona	11/1/2016		6/8/2017 daily
G1.B3.S1.A1 A319057	Provide professional development on in-depth planning and standards alignment.	Fortich, Jessica	10/26/2016	sign-in sheet and agenda	6/8/2017 quarterly
G1.B3.S1.A2 A319058	Plan and implement consistently instructional activities at the rigor of the standards.	Fortich, Jessica	10/27/2016	Common planning sign-in, lesson plans, and walk-through logs	6/8/2017 daily
G1.MA1 M332334	Conduct classroom walk-throughs to collect evidence of the consistent implementation of aligned...	Mccarthy, Verona	10/26/2016	Classroom assessments, student work, observations, Interim Assessments, and FSA/MFA results.	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. We will increase student achievement by raising the rigor of core instruction across all content areas.

G1.B1 Limited evidence of consistent use of higher order questioning strategies in the delivery of instruction across all content areas.

G1.B1.S1 Teachers will use the depth of knowledge and question stems to generate higher order questions.

PD Opportunity 1

Provide professional development on the depth of knowledge and complexity of standards.

Facilitator

Jessica Fortich/Assistant Principal

Participants

Teachers

Schedule

On 10/27/2016

G1.B3 Limited evidence of consistent in-depth planning and alignment of instructional activities to the rigor of FSA ELA and Math and FCAT 2.0 Science standards

G1.B3.S1 Consistent in-depth planning of instructional activities to meet the rigor of the standards.

PD Opportunity 1

Provide professional development on in-depth planning and standards alignment.

Facilitator

department chairs and district curriculum support specialists

Participants

teachers

Schedule

Quarterly, from 10/26/2016 to 6/8/2017

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	Provide professional development on the depth of knowledge and complexity of standards.	\$0.00
2	G1.B1.S1.A2	Implement the use of high order questioning in the daily delivery of instruction.	\$0.00
3	G1.B3.S1.A1	Provide professional development on in-depth planning and standards alignment.	\$0.00
4	G1.B3.S1.A2	Plan and implement consistently instructional activities at the rigor of the standards.	\$0.00
Total:			\$0.00