South Miami K 8 Center

2016-17 Schoolwide Improvement Plan

South Miami K 8 Center

6800 SW 60TH ST, South Miami, FL 33143

http://smiamie.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)
Combination School PK-8	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for South Miami K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students will complement our mission to develop the whole child in an enriching academic environment, and develop lifelong learners in pursuit of excellence, utilizing the visual, expressive arts and technology.

b. Provide the school's vision statement.

The staff, parents, and community of South Miami K-8 Center Expressive Arts Magnet believe that all students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the the achievement of excellence in education, as it relates to citizenship, academics and the integration of the expressive arts.

2. School Environment

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

South Miami K-8 Center is in the heart of the City of South Miami. We proudly cater to many different backgrounds, ethnicities and cultures. South Miami K-8 center hosts many activities inviting the community to create a true home away from home feel and to allow all community members an active role in the education of our students. South Miami K-8 center publicly advertises all School Advisory meetings and invites the entire community to assist the school to make sound decisions involving the school. The teachers are continuously attending professional development opportunities to be on the cutting edge and further assist all students in their varied learning styles.

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

South Miami K-8 Center has embedded a safety procedure to account for the entire school day. This includes a "Safe Crisis Team" that meets on a regular basis to ensure student safety and address possible concerns that may arise. South Miami K-8 Center also abides with the Jessica Lunsford Act and does not allow adults into the campus without proper identification. We have two counselors on staff to address students' needs and to educate the students on particular topics including bullying, cyber bullying, harassment, and any other issues that suddenly arise. South Miami K-8 Center has an anonymous reporting policy empowering students to share suggestions and/or report concerns. We host several assemblies to include bullying/harassment addressing current topics for prevention as well as topics addressing specific site needs every school year. Code of Conduct lessons informing of proper behavior and consequences take place yearly.

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.

Students are informed of the Code of Student Conduct guidelines through classroom lessons discussing the school wide discipline plan, through counselors, morning announcements, individual student conferences and/or behavioral contracts. The Miami Dade County Public Schools Initiative of

Miami Values Matters and Hello Miami are included in daily morning announcements. Parents receive information on the Code of Student Conduct (COSC) at Meet and Greet, Open House, and COSC contracts and on the school's web-site. South Miami K-8 uses the Student Code of Conduct and educates the students on ensuring student accountability of actions and what is the expected behavior and consequences. South Miami K-8 Center provides the students and staff with assemblies supporting pressing issues involving Special Education awareness, Bullying, Code of Student Conduct, and any other current behavioral issue being dealt with in the educational arena. South Miami K-8 Center addresses behavior systems and how it impacts the classroom through grade level meetings, EESAC meetings and Leadership meetings established within the school. South Miami K-8 Center monitors students' adverse behavior through Assertive Discipline Plan, the use of the Student Case Management Referral forms and as needed with, through a Functional Assessment of Behavior (FAB) and by creating a Behavior Intervention Plan (BIP).

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

South Miami K-8 Center has two school counselors that meet with whole group classes on a bi-monthly basis and meet with small groups and individual students on a daily basis based on student's individual needs. Counselors also schedule public speakers to address grade levels on many current topics that interest our students and hence, provide the tools needed to succeed in and out of the classroom. South Miami K-8 Center provides students with a support system that allows students to express their thoughts, concerns, likes and dislikes anonymously if they choose to do so. Some of the ways students report is through submission to a drop box, or by reporting to the administrators, teachers or counselors.

3. Early Warning Systems

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

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

Students with excessive absences and tardies will be identified and referred for intervention to the school counselor and/or school social worker. Attendance is monitored by administration and evaluated using daily attendance bulletin.

Students with one or more suspensions will be monitored and and team will consider developing Functional Assessment of Behavior and a Behavior Intervention Plan if deemed necessary for student success. Students and parents will learn about the Code of Student Conduct, Open House, parent teacher conferences, COSC contracts via the communication folder and school's web-site to minimize suspension rates.

Provide differentiated instruction focusing on students weaknesses evidenced through classroom assessments. Give struggling students opportunities to receive extended instruction via tutorials. Interventions are provided in reading in areas indentified by previous data and i-Ready program.

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	1	3	4	1	1	1	2	1	3	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	0	2	2	0	4	3	0	0	0	0	0	14
Level 1 on statewide assessment	2	10	11	7	43	53	40	40	36	0	0	0	0	242

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	1	4	1	7	17	21	22	24	22	0	0	0	0	119

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

South Miami K-8 Center incorporates a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Teachers uses targeted instruction and interventions, remediation
and enrichment.
The Tier one support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum; individual student data is analyzed to determine specific needs.
The Tier two support consists of supplemental instruction and interventions provided based on data results in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
The Tier three support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be ongoing assessments established for services at each Tier to monitor the effectiveness of student growth as measured by baselines, Interim Assessments and progress monitoring data from the intervention program being implemented. The four step problem-solving models (FCIM) will be used to plan, monitor, and revise instruction and intervention. By using the four steps: problem identification, problem analysis, intervention implementation, and Response to Intervention.
In addition, The RtI Team in conjunction with teacher(s) will monitor academic and behavioral data while evaluating progress through curriculum, based on standards, common assessments, and enrichment opportunities.

B. Family and Community Engagement

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

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

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

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

1. PIP Link

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

2. Description

South Miami K-8 Center provides the community with resource information through the Parent Portal and various media formats including the school website, ConnectED, brochures flyers, and PTA calendar. South Miami K-8 also incorporates a Parent Resource Room with free and appropriate resources for our parents. South Miami K-8 Center also broadcast its WiFi connection to parents to assist parents with access to the internet. The EESAC committee invites all parents to join and be a voting member of the EESAC to help the decision making of the school.

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.

South Miami K-8 reaches out to the community via ConnectED messages and advertises EESAC meetings via the school website. South Miami K-8 Center has an active PTA that supports the overall academic program and provides additional materials/supplies and honor roll recognition needed to effectively carryout a school year. South Miami K-8 Center has Magnet Booster Clubs that raise money for the magnet strands and provide the strands with monies to support the academic programs throughout the school year.

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
Mayor, Evie	Principal
Semeraro, Giuseppe	Assistant Principal
Montoya, Ana	Teacher, K-12
Puga, Rebecca	Teacher, K-12
Rodriguez, Marlissa	School Counselor
Sanchez, Virginia	Teacher, K-12
Lawrence, Nicholas	Teacher, K-12
Rosales, Joyce	Teacher, Career/Technical
Jewett, Eileen	Teacher, K-12
Espinosa, Nora	Teacher, K-12
Romero, aurora	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.

Principal: Lourdes A. Lopez
Assistant Principals: Giuseppe Semeraro
Grade Level/Department Chairpersons: Leslie Sevastopoulos, Aurora Romero, Rebecca Puga, Eileen Jewett, Nora Espinosa, Virginia Sanchez (STEM), Joyce Rosales (CTE), Nicholas Lawrence,

Exceptional Student Education (SPED) Teachers: Jacqueline Fernandez
Psychologist: Maria Arguelles

The principal and assistant principal responsibilities include but are not limited to assembly of the MTSS team members, gathering dates, pertinent State/District/Region information, and ensuring overall success of the team.
Grade Level Chairs are responsible for disseminating information to team members regarding grade level data and progress or lack thereof, brainstorming ideas and creating fluid intervention groups that will improve student achievement.

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 following steps will be considered by the school's MTSS/RtI Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS/RtI Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by:
•curriculum based on standards
•common assessments
•Implement Response to Intervention problem solving process and monitoring progress of interventions
•Through enrichment opportunities beyond the Reading Wonders materials using accelerated computer programs

2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.

3. Bi-monthly team meetings focusing on data with the MTSS/RtI Leadership Team.
• The MTSS/RtI Leadership Team will meet on a bi-monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions grouping Kindergarten through second, third through five, and six through eighth monitored by the RtI liaisons in grades K-8.

6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walkthroughs and data fluidity.

Title III funds are used to supplement and enhance the programs for English Language Learners(ELL) and Recently Arrived Immigrant Children and Youth by providing tutorials through Title III before and after school for kindergarten to third grade.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Vivian Gonzalez	Teacher
Virginia Sanchez	Teacher
Trevia Harrel	Teacher
Bridget Pinchet	Parent
Daniel Alonso	Business/Community
Joyce Rosales	Teacher
Lourdes A. Lopez	Principal
Giuseppe Semeraro	Education Support Employee
Collen Linares	Teacher
Angel Pina	Teacher
Elizabeth Llanes	Education Support Employee
Pauline Mellet	Student
	Student
Alina Martinez	Parent
Sophia Figueroa	Student
Michelle Pesantes	Parent
Susy Perez	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 SAC monitored and aligned the progress of the School Improvement Plan and will continue to do so through SAC minutes and SAC meetings and adjusting the School Improvement as issues arise throughout the school year.

b. Development of this school improvement plan

Team members from across different grade levels and different subjects were formed to create the SIP Creation Team. Each team member met with their respected team to gather information needed and the team reconvened to and followed the 8-step problem solving process with the information gathered from team members. The Action Plan was also discussed with the SAC and the staff for input to gather more necessary information.

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

Allocations are proportioned to increase student performance and addressed with all stakeholders in the form of a SAC meeting.

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

The EESAC funds are used for increasing student achievement due to the need of technology for upcoming computer based testing. EESAC voted granting funds for this need. Additionally, they support the South Miami K-8 website and making the website the source for parental involvement and communication.

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
Mayor, Evie	Principal
Jewett, Eileen	Teacher, K-12
Redondo, Monica	Teacher, K-12
Rodriguez, Rosa	Teacher, K-12
Semeraro, Giuseppe	Assistant Principal
Romero, aurora	Teacher, K-12
Sevastopoulos, Lesly	Teacher, K-12
Sanchez, Virginia	Teacher, K-12
Rodriguez, Marlissa	School Counselor

b. Duties

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

The Literacy Leadership Team meets once a month during the school year. The team engages in the following activities while meeting: Review the assessment data of the previous school year and link to instructional decisions for the new school year; review progress monitoring data at grade level data chats in order to identify students who are working below, on grade, and beyond grade level. Based on the information the team discusses professional development, resources, enrichment/intervention needs, enrichment/intervention schedules and fluidity, and best practices.The major initiative of the LLT this year will be to provide targeted and rigorous learning activities integrating the Common Core standards to our students including subgroups and to increase the number of students working at grade level and above.

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

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

South Miami K-8 Center has a created a teacher schedule with embedded common planning to facilitate collaboration within the grade levels and effectively meet the needs of all students. South Miami K-8 Center created departmentalized in each grade level to increase the level of instruction.

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

Monthly data chats with administration and Leadership Team members are held in order to target instruction. Soliciting personnel referrals from current employees. Attending career job fairs. Teachers are provided with common planning time in order to plan cohesively with their grade level.

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

Mentor and mentee are paired by subject, grade, and common planning time. Peer Observations and the use Reflection Journals are implemented to safeguard a smooth transition into the classroom and teaching strategies.

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.

Following the District Pacing Guide and aligned with FCIM ensures that the material and supplementary materials being used are aligned with the Florida Standards. Monthly data chats with the LLT take place to discuss student performance and intervention/enrichment needs. Monitoring the fluidity of the intervention groups and closely monitoring progress and making adjustments as needed.

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 following steps will be considered by the school's LTT and Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The LTT and Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by addressing the following important questions:
•What will all students learn? (curriculum based on standards)
•How will we determine if the students have learned? (common assessments)
•How will we respond when students have not learned? (Implement Response to Intervention problem solving process and monitoring progress of interventions)
•How will we respond when students have learned or already know? (Through enrichment opportunities beyond the Reading Wonders materials using accelerated computer programs)

2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.

3.Monthly team meetings focusing on data with the LLT and Leadership Team.

• The LTT and Leadership Team will meet on a monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/professional development meetings.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions in K-8.

6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walk-through and data fluidity.

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: 4,800

Computer labs and teacher classrooms are available through the before and after school programs for students to work on individualized computer programs aimed at increasing academic performance in student weaknesses or enrichment.

Strategy Rationale

Giving students access to computer based instruction using research based computer programs targeting each students particular weakness.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Semeraro, Giuseppe, gsemeraro@dadeschools.net

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

Reading and Math data is collected all year through i-Ready, Baselines and District Interim Assessments.

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.

A "Meet and Greet" takes place prior to school begins so the parents and students are familiar with the location of the class and arrival and dismissal locations. During the fourth quarter of the school year, students from the local Pre-K school in a Kindergarten Information fair. Through this joint venture, parents and children gain familiarity with kindergarten as well as receive information relative to the registration of student at the school. The principal also meets with the center directors of the neighborhood center.

Weekly tours are conducted, providing families the opportunity to visit their future school. The office staff distributes kindergarten preparation brochures and other documents to interested parents throughout the year.

All incoming Kindergarten students are assessed upon entering. Assessments used is FLKRS/WSS and i-Ready. After analyzing results, intervention or enrichment is determined and implemented.

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.

The school promotes academic and career planning through various avenues. First, the school is an audition based expressive arts magnet school in grades three through eighth. Student's schedules and courses are driven based on the strand of the magnet they are enrolled in. The non-magnet students have elective courses available that target business education and robotics through computer literacy.

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

The school incorporates courses that are necessary to access specific high schools criteria for acceptance in the fields of computer arts, business, graphics, graphic design, visual arts with multimedia approaches, and technology. Throughout the school year, art students are archiving their work in the form of a portfolio. Students participate in community based art exhibits, art fairs, art walks, and art competitions/contest. The relationship between coursework and relevance to the future is enhanced through a Visiting Artist Program Series, where prominent community leaders/ professionals in the arts visit the classrooms and discuss their experiences. In addition, South Miami K-8 Center hosts a Magnet Fair for our stakeholders to explore the offerings available to them.

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

South Miami K-8 Center offers Algebra I and Civics courses to give students flexibility in course paths to successfully be admitted to high schools that have these requirements for admission. The C@T and CIE program also incorporates the arts and implications to the real world. The school also offers a Business Education elective preparing students with basic business knowledge.

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.

South Miami K-8 Center offers Business Education as an elective course that prepares students with basic knowledge in the business world. South Miami K-8 Center has keyboarding classes and robotics through various electives. The school also has a two middle school art magnet strands with prepare students get admitted to various talent based high schools.

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`

🔑 G087727

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - White	
CELLA Writing Proficiency	
FCAT 2.0 Science Proficiency	58.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective planning using the gradual release of responsibility model (GRRM).

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

- Wordly Wise,MyOn Reader, G2D, Edgenuity, Common Core Progress, Accelerated Reader, STAR, Vocabulary Workshop, McGraw Hill Reading Wonders, Grammar Workshop, Wonder Works, ESOL Tutoring, Spectrum Reading, Computer Labs, Science Lab, Promethean Boards, SMART Boards, Civics Tablets, My Big Campus, Edmodo, Discovery Education, Gizmos, Robotics, Pearson SuccessNet, Carolina Science Biological Online, Science Antholgy, I-Civics, Florida Joint Center for Citizenship, Thinkgate, Go Math Resources, Think Central, Math Manipulatives, School Rack, School Website, NJHS, Problem of the day, Animated Math, Booster Clubs, Active PTA, Performance Tasks, MinecraftEdu, Kodu Game design, Code.org programming, Open Media Center, Book Fair, Parent Volunteers, Parent Resource Center, McGraw Hill Math, Intensive Reading, Math and Science, I-Ready, Novels, GPS devices, compasses, Adobe Suite, Cameras and Camcorders, Productivity Software, Magnet shows and exhibits, Fairchild Challenge, Education Fund gardens, Green Schools gardens FPL, minimum 2 computers in each room, WiFi and Internet access, BYOD, Student Portal, Data Chats, Educational Field Trips, PLCs

Plan to Monitor Progress Toward G1. `8`

Following FCIM using data from Interim Assessments and State Assessments

Person Responsible
Evie Mayor

Schedule
Triannually, from 8/22/2016 to 6/8/2017

Evidence of Completion
Formative Assessments: District Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0/CELLA

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
🔑 G087727

G1.B1 Limited evidence of effective planning using the gradual release of responsibility model (GRRM). 2
🔑 B233239

G1.B1.S1 Effective Planning and Instructional Delivery. 4
🔑 S246171

Strategy Rationale

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

Action Step 1 5

Provide staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.

Person Responsible

Giuseppe Semeraro

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Grade level meeting agenda, sign in sheets, and sample frameworks.

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

Implement the use of the lesson plan framework and delivery of instruction using the GRRM.

Person Responsible

Giuseppe Semeraro

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lessons Plans

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

Provide additional support and resources to facilitate the use of the effective lesson plan framework based on teacher needs through peer mentoring

Person Responsible

Evie Mayor

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Notes

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.MA1 🔍 M332429	Following FCIM using data from Interim Assessments and State Assessments	Mayor, Evie	8/22/2016	Formative Assessments: District Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0/CELLA	6/8/2017 triannually
G1.B1.S1.MA1 🔍 M332427	Provide additional support and resources to facilitate the use of the effective lesson plan...	Mayor, Evie	8/22/2016	Observation Notes	6/8/2017 monthly
G1.B1.S1.MA1 🔍 M332428	Implement the use of the lesson plan framework and delivery of instruction using the GRRM.	Semeraro, Giuseppe	8/22/2016	Lessons Plans	6/8/2017 daily
G1.B1.S1.A1 🔍 A319158	Provide staff with a PD during grade level planning on the development of a framework for effective...	Semeraro, Giuseppe	8/22/2016	Grade level meeting agenda, sign in sheets, and sample frameworks.	6/8/2017 weekly

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.B1 Limited evidence of effective planning using the gradual release of responsibility model (GRRM).

G1.B1.S1 Effective Planning and Instructional Delivery.

PD Opportunity 1

Provide staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.

Facilitator

District offered PD's and in house PD's.

Participants

ALL Teachers

Schedule

Weekly, from 8/22/2016 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 staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.**				**$5,440.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5241 - South Miami K 8 Center			$4,240.00
			Notes: EESAC Funds			
			5241 - South Miami K 8 Center	General Fund		$1,200.00
			Notes: Supplemental Resources			
					Total:	$5,440.00