

Miami-Dade County Public Schools

Ada Merritt K 8 Center



2016-17 Schoolwide Improvement Plan

Ada Merritt K 8 Center

660 SW 3RD ST, Miami, FL 33130

<http://adamerritt.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	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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 Ada Merritt 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.

The mission of Ada Merritt K-8 Center provides and supports a rigorous dual language international education program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes, through a unique and high quality education for our diverse community of learners.

b. Provide the school's vision statement.

The school vision of is as follows:

Ada Merritt K-8 Center

A place where children always come first

Where high expectations and standards are the norm

A place where all staff members know we are here to serve children and serve each other

Ada Merritt K-8 Center

A place where parents and other support systems

Are valued as we know we cannot do it all alone

A place where the study of languages and international perspectives are embraced and promoted

Ada Merritt K-8 Center

A place where our mission is to create a vibrant learning community

Where the minds and hearts of all who enter are nurtured, developed, and respected.

2. School Environment

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

As indicated in its mission statement, Ada Merritt K-8 Center aims to nurture and build upon the existing cultural diversity of its population, to provide quality language instruction to children from a variety of cultural backgrounds, and to promote international-mindedness on the part of the adults and the students in the school community. Using the IB Learner Profile as a guide, our school is committed to help students develop a heightened sense of their place and responsibility within their community and in the world.

In planning the curriculum, teachers emphasize holistic learning and make every effort to encourage students to see connections between disciplines, while at the same time reinforcing the learning objectives, within each discipline.

Viewing the curriculum through the global contexts and developing interdisciplinary units, students understand the connections between their subject of studies, other topics, and the real world.

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

The school opens its doors at 7:30 a.m. with two open entrances; each with a school monitor welcoming parents and students to school daily. School monitors are set up in different locations around the school to keep the students safe. All middle school students are located in the Cafeteria where their teachers pick them up every day. Parents are welcome to remain with their children until the teachers arrive at which time they leave campus.

The school has provided information to the school community regarding the District's Anti-Bullying and Harassment Board Policy. All students have participated in the five lessons that are part of the Anti-Bullying and Harassment Curriculum. Since the 2015-2016 school year, the school has been implementing the Miami Dade County Public Schools Values Matter Campaign with a focus on nine values that promote a safe learning environment at the school.

The school's International Baccalaureate (IB) Programme provides a framework where students work towards achieving the attributes of the IB Learner Profile, which include being principled, open-minded, caring, balanced and reflective. The aim of the IB Programme is to develop internationally minded people who, recognizing their common humanity, help create a better and more peaceful world.

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.

Ada Merritt K-8 Center's International Baccalaureate (IB) Program provides a framework for the development of the whole child. Students work to develop themselves according to the IB Learner Profiles of inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, courageous, balanced, and reflective.

The teachers encourage the students to exhibit attitudes that serve as the foundation for the development of these profiles; appreciation, cooperation, commitment, creativity, curiosity, empathy, enthusiasm, respect, integrity, and tolerance. In essence, the IB Curriculum fosters model student behavior through its curriculum and best practices.

The Counselor is available for students who need intervention strategies and additional counseling and/or mediation.

The Code of Student Conduct is presented to students and students are expected to make the right choices. In the event there is an instance in which a student/students do not act in accordance with expected behaviors, the following are the practices set forth by the school as consequences and action towards improved behavior:

- Immediate Parent Contact
- Individual counseling
- Immediate Intervention by Counselor and/or Administrator
- Removal of Privileges, i.e. participation in school dance, etc.
- Referral for Functional Assessment of Behavior (FAB), if needed, and development of Behavior Intervention Plan (BIP)

At the Opening of Schools Meeting, the administration presents an overview of the Code of Student Conduct for teachers, an overview of the District's Anti-Bullying and Harassment Curriculum, and the Miami Dade County Public Schools Values Matter Initiative.

At the beginning of every school year, the school administrators and counselor conduct Code of Student Conduct Orientations in order to establish the expectations at the school as well as the consequences for undesired behavior.

The Student Services Team is comprised of the school administration, school counselor, school psychologist, and the social worker. Parents are always invited to be present during meetings involving disciplinary actions and/or interventions involving their children.

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.

Model behaviors are fostered through the implementation of the IB Curriculum. Students at Ada Merritt K-8 Center learn early on to respect individual differences and that it is imperative they make the right choices. The IB Philosophy provides for high expectations for all. All academic lessons are infused with character development and always target the development of the whole child who exhibits the attitudes that will lead all students toward being a model student, i.e. the Learner.

The Counselor provides an introduction at the beginning of the school year so that students are aware of the availability of counseling services.

3. Early Warning Systems

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

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

Attendance - Students who miss more than 10% of instructional time

Behavior - Students who have referrals that lead to suspension

Performance - Students score at FCAT (FSA) Level 1 in either ELA or Math

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	1	0	0	0	0	1	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	1	0	0	3	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 & 2 on statewide assesement	0	2	4	1	16	17	11	14	10	0	0	0	0	75

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	1	1	4	3	3	7	1	0	0	0	0	20

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

The school utilizes the Response to Intervention (RtI) Process. Students in need of intervention are provided with 30 minutes of Reading or Mathematics interventions on a daily basis outside of the core instructional time. Students demonstrating concerns with attendance are referred to Truancy Meetings and the school utilizes contracts to reinforce the importance of attendance.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Provide and schedule parent workshops and school-sponsored activities at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

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 following community partnerships provide resources to support the school and student achievement as follows:

Spanish International Parent Association (SIPA) - Parents provide culturally-rich educational activities for students to support the Dual Language Curriculum and the International Baccalaureate (IB) Curriculum.

Portuguese International Parent Association (PIPA) - Parents provide culturally-rich educational activities for students to support the Dual Language Curriculum and the International Baccalaureate (IB) Curriculum. In addition, PIPA has provided grants to the school's Parent Teacher Association (PTA) to fund computers for the school as well as Smart Boards.

Banco do Brasil - Banco do Brasil has provided financial support in securing Smart Boards for the school.

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
Garcia, Carmen	Principal
Hernandez, Yosvany	Teacher, K-12
Alvarez, Andrew	Teacher, K-12
Sabatier, Lydia	Assistant Principal

b. Duties

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

Tier 1(Leadership Team)

Administrator(s) Carmen M. Garcia and Lydia Sabatier, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

- Ms. Jessika Abdalah, Reading Interventionist
- Ms. Cynthia McKinnon-Bodden, Special Education Personnel
- Ms. Ileana Tolibia, School Guidance Counselor
- Ms. LeeDiane Zimmerman, School psychologist
- Mr. Alejandro Laucirica, School Social Worker
- Ms. Jackeline Sanchez-Jimenez, Member of advisory group, community stakeholders, parents

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Ms. Sabatier, Ms. Ileana Tolibia, and Ms. Zimmerman, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Ms. Sabatier, Ms. Ileana Tolibia, Mr. Laucirica and Ms. Zimerman members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral

success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

International Studies (IS) Program

Selected first through fifth-grade students participate in the International Studies (IS) and International Education (IE) Program. Students are provided with enrichment in Spanish or Portuguese through creative writing activities, role play, presentations, and projects. This opportunity provides a rich bilingual education and prepares students to be fully bi-literate opening the door for a variety of career opportunities.

Career and Technical Education

By promoting and using My Career Shines, Florida's comprehensive education and career planning system, middle school students are offered developmentally-appropriately education and career guidance through their MYP Design courses. Students build an understanding and an appreciation for the career choices available through technology.

Nutritional Program

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are observed concerning breakfast, lunch, and snack options.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carmen Garcia	Principal
Monica Coto	Teacher
Jackeline Sanchez-Jimenez	Teacher
Amy Crowley-Gonsoulin	Parent
Ron Kauffman	Business/Community
Adriana Sabino	Business/Community
Andrew Alvarez	Teacher
Laura Cabrera	Teacher
Gina Ferrandiz	Education Support Employee
Virtudes Amador	Education Support Employee
Valentina Coriat	Parent
Rosy Kuper	Parent
Ileana Tolibia	Education Support Employee
Lydia Sabarteir	Education Support Employee
Carmen Spangenberg	Teacher
Yosvany Hernandez	Teacher
Amalia Rocheleau	Parent
Nora Gonzalez	Parent
Thomas Lund-Hansen	Parent
Deborah Eusebio	Student
Andres Arzola	Student
Clemente Quinones	Business/Community

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 implementation of the 2015-2016 School Improvement Plan provided increment of learning gains as well as improvement of students' academic achievement in Reading, Mathematics, and Science.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2016-2017 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

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

The 2016-2017 EESAC budget will be utilized to assist with the purchase of Brain Pop and additional laptops for the classrooms.

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

The 2015-2016 school improvement funds were utilized towards the purchase of laptops. The amount that was allocated to this project was \$8,000.00.

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
Garcia, Carmen	Principal
Sabatier, Lydia	Assistant Principal
Garcia, Sonia	Instructional Media

b. Duties

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

The major initiatives of the LLT this year will include: (1) aligning International Baccalaureate (IB) Planners with Florida Standards, (2) implementing best practices to target instruction, (3) increasing best practices in writing instruction to incorporate writing in the content areas.

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.

The schedule for elementary school provides common planning time for teachers in grades K-5. Middle school teachers are provided with planning time on Wednesdays when students are dismissed early. Teachers have access to share folders where the International Baccalaureate (IB) Units are available for shared access and through Managebac for MYP. Additionally, the school provides opportunities for collaborative planning and unit reflections on selected days when coverage is provided so that teachers can meet by grade level (elementary) and by department (middle) to make revisions and reflect on units.

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

- Partner new teachers with mentor teachers.
- Schedule common planning time for each grade level to support new teachers.
- Schedule time for new teachers to meet with Instructional Coaches in order to familiarize teachers with school's IB Program, Dual Language Program and Language Arts Florida Standards.

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

New teachers are partnered with mentor teachers at the beginning of the year. Mentor teachers provide feedback, planning support, and work with new teachers to implement best teaching practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school utilizes District-provided Core Instructional Programs and standards-aligned District Pacing Guides.

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.

Each teacher is provided a data binder to keep ongoing data from tests administered to students. Teachers utilize information, District Interim Assessments, class assignments, tests, iReady Reports and SAT data (Grades 2-8/Level 1's and 2's) to plan for and differentiate instruction for students. Students that are having difficulty in attaining the proficient or advanced level on state assessments in grades K-5 are provided with intervention in the area of deficiency in addition to the required instructional time in the specific subject. Students in middle school who have not achieved proficiency are enrolled in intensive reading and/or mathematics classes.

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

Strategy: Extended School Day

Minutes added to school year: 2,400

Selected students are offered intensive remediation during the second semester of the school year through a after-school tutorial/enrichment program. Identified students work in a small group setting with highly qualified teachers to promote mastery of benchmarks by grade level and subject area.

Participation in annual academic clubs offer selected students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, and geography.

Monthly professional development is provided for all faculty to ensure understanding of instructional practices. Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Rationale

The additional intensive remediation provides students with additional opportunities to master proficiency in the deficient subject area.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Garcia, Carmen, pr3191@dadeschools.net

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

In order to determine the effectiveness of this strategy, data is collected and monthly team meetings provide an opportunity to dialogue and utilize the four step problem solving process as the basis for goal setting, planning and program evaluation. The team collaborates to identify additional needs and focus for instructional decisions. The team will also review progress monitoring data, (District Interim Assessments, etc.) at each grade level to identify student who meet or exceed benchmarks or students who need additional strategies in order to reach targeted benchmarks.

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.

Ada Merritt K-8 Center hosts four tours for candidates wishing to apply for the next school year. Applicants have an opportunity to meet school staff, tour the school, and become informed on the various academic programs offered. Additionally, students entering Kindergarten are invited to attend the annual Meet and Greet Event scheduled the Friday before school begins. Parents and students have the opportunity to meet the teacher, visit the classroom and tour the school. During the school year, parents are invited to join us for the respective showcases for each grade level, Student of the Month Events, PTA Meetings, and Special Guest Presentations. A monthly calendar is provided via the school website to inform parents and students of upcoming events and activities.

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.

MYP Students are college-bound students. They follow a rigorous academic program that includes High School classes in Mathematics, Science and Spanish. Their Design class includes units of study focusing on career planning, including preparing curriculum vitae, a job application, a letter of intent, and culminating in a job interview. High Schools are invited to Ada Merritt for an annual High School fair, to provide our student the information that will allow them to make an educated choice of High School.

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

All Middle School students at Ada Merritt K-8 Center participate in the International Baccalaureate (IB) Middle Years Programme (MYP). The central goal of the MYP is for students to become more aware of the relevance of their learning to real-world issues, and should come to see knowledge, concepts, skills and attitudes as an interrelated whole. In this way, students can appreciate that the subject groups are not isolated but complement each other. Teachers encourage students to see connections by approaching their curriculum through the lens of the global contexts. There are six global contexts through which the curriculum blends with the real world and with other subjects. Students in the MYP also take a Design class where they acquire and reinforce their approaches to learning skills that will allow them to be successful learners throughout Middle and High School and further at the College level: communication, social (collaboration), self-management (organization & affective, reflection), research (information literacy & media literacy and thinking (critical, creative and transfer).

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

The majority of students at Ada Merritt K-8 Center take High School courses in Mathematics, Science, Portuguese, and Spanish, thus allowing them to progress to a higher level in High School and prepare for postsecondary studies. Students in the Spanish program, also take the Advanced Placement classes in Spanish, which allows them to earn College credit in the language.

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. 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

 = 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

G087815

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
CELLA Writing Proficiency	62.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	95.0
Math Gains	80.0
Math Lowest 25% Gains	85.0
CELLA Listening/Speaking Proficiency	93.0
CELLA Reading Proficiency	57.0
Middle School Participation in EOC and Industry Certifications	100.0
Algebra I EOC Pass Rate	99.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of incorporating analytical writing across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Wonders Series, McDougal Littell, Trade Books, Accelerated Reader (AR), Wonder Works Intervention, iReady, ELA Test Item Specifications, ELA District Website, District Pacing Guide, PYP/MYP Curriculum, IB Planners, Media Center, Media Specialist/Reading Curriculum Leader, Smart Board Technology, Third and Fifth Grade Literacy Classes have laptops, Strong Grade Level Chairs, Model Classrooms, Common Planning Time

Plan to Monitor Progress Toward G1. 8

Consistently monitor the implementation of developed lesson plans that infuse text-based writing across all content areas.

Person Responsible

Carmen Garcia

Schedule

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

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

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

 = Problem Solving Step  S123456 = Quick Key

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

 G087815

G1.B3 Limited evidence of incorporating analytical writing across all content areas. 2

 B233475

G1.B3.S1 Implement academic writing as part of an instructional framework during reading instruction to support students in the production of coherent writing about text through the use of the writing process in all content areas. 4

 S246373

Strategy Rationale

In order for our students to be college and career ready, students must be offered opportunities for authentic writing in different genres and modalities. Reading and writing must be inextricably linked in order for students to engage with texts with rigor. Writing instruction must take place across all content areas.

Action Step 1 5

Provide job embedded professional development on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework. Additionally, teachers will attend District professional development workshop for their specific grade level and subject areas.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 10/3/2016 to 4/10/2017

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections,

Action Step 2 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Action Step 3 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.

Person Responsible

Sonia Garcia

Schedule

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

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

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

Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

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

Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Person Responsible

Carmen Garcia







Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Diagnostic Assessments and Florida Standard Assessment (FSA)

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.B3.S1.A1  A319627	Provide job embedded professional development on the different modalities and genres of academic...	Garcia, Carmen	10/3/2016	Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections,	4/10/2017 quarterly
G1.B3.S1.A3  A319629	Teachers in need of additional support will be assigned mentors to assist in lesson plan...	Garcia, Sonia	10/3/2016	Lesson Plans, Student Work, Student Discourse	5/5/2017 monthly
G1.MA1  M332907	Consistently monitor the implementation of developed lesson plans that infuse text-based writing...	Garcia, Carmen	10/3/2016	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	5/12/2017 weekly
G1.B3.S1.MA1  M332898	Administration will conduct classroom walk through to monitor the implementation of developed...	Garcia, Carmen	10/3/2016	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	5/26/2017 weekly
G1.B3.S1.A2  A319628	Administration will conduct classroom walkthroughs to monitor the implementation of developed...	Garcia, Carmen	10/3/2016	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	5/26/2017 weekly
G1.B3.S1.MA1  M332897	Monitor the effectiveness of the developed lesson plans that infused writing and writing...	Garcia, Carmen	10/3/2016	Diagnostic Assessments and Florida Standard Assessment (FSA)	6/9/2017 quarterly

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.B3 Limited evidence of incorporating analytical writing across all content areas.

G1.B3.S1 Implement academic writing as part of an instructional framework during reading instruction to support students in the production of coherent writing about text through the use of the writing process in all content areas.

PD Opportunity 1

Provide job embedded professional development on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework. Additionally, teachers will attend District professional development workshop for their specific grade level and subject areas.

Facilitator

Staff members and district personnel

Participants

All Teachers

Schedule

Quarterly, from 10/3/2016 to 4/10/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide job embedded professional development on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework. Additionally, teachers will attend District professional development workshop for their specific grade level and subject areas.	\$0.00
2	G1.B3.S1.A2	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	\$0.00
3	G1.B3.S1.A3	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.	\$0.00
Total:			\$0.00