

Miami-Dade County Public Schools

Frank Crawford Martin K 8 Center



2016-17 Schoolwide Improvement Plan

Frank Crawford Martin K 8 Center

14250 BOGGS DR, Miami, FL 33176

<http://fcmartin.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 | 65% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 9 |
| Effective Leadership | 10 |
| Public and Collaborative Teaching | 15 |
| Ambitious Instruction and Learning | 15 |
| 8-Step Planning and Problem Solving Implementation | 20 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 26 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 27 |
| Professional Development Opportunities | 27 |
| Technical Assistance Items | 28 |
| Appendix 3: Budget to Support Goals | 28 |

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 Frank Crawford Martin 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.

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative and flexible environment in which children learn to think globally and act compassionately.

b. Provide the school's vision statement.

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This challenging curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students strive to become model citizens of our diverse world.

2. School Environment

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

The students at Frank C. Martin K-8 represent over 40 different nationalities and cultures from around the world. We celebrate these cultures through a variety of events and activities. During the International Fair, the PTSA invites parents to set up informational booths on the International Plaza representing their particular country of origin. Teachers visit each booth with their students to see and listen to the parent volunteers share their native culture. Every two years, the school invites consulates living in Miami to speak to Frank C. Martin students about their represented country. On Halloween, students are encouraged to dress in traditional clothing from their native countries and share with their classmates objects from their native cultures. The International Baccalaureate program promotes cultural understanding and encourages teachers to design lessons highlighting various view points.

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

Every classroom teacher establishes an essential agreement among the students creating a standard set of norms providing for a safe environment. The teachers also create a behavior plan for the Primary Years Programme (PYP) or a progressive disciplinary plan for the Middle Years Programme (MYP) appropriate to their particular grade level outlining consequences for violations of the essential agreement. In addition, the administration conducts a safety meetings with the MYP students reviewing guidelines for student behavior and discuss the student Code of Conduct. Both the PYP and MYP have an assigned counselor that works with the administration, faculty, and students to create a safe environment through classroom presentations, group sessions, and individual counseling sessions. An anonymous bully box is in the media center and may be used to report harassment and bullying. The school participates in Red Ribbon Week and Blue Ribbon Week activities that promote anti-drug use and anti-bullying behavior. The counselors also implement the Value Matters program. A student group, The Peer Mentors, work toward anti-bullying behavior by promoting positive peer interactions through student presentations. The Youth Crime Watch presents area of concern and potential solutions to school administration. The parents may also utilize parental concern forms at the main office if their child prefers to speak with the parent at home regarding behaviors from other students. All community stakeholders are invited to regular safety meetings and may present items of concern to the team as well as provide suggestions to solve any safety

concerns.

Several on site community service opportunities will be offered throughout the school year to create student ownership of the school campus and grounds. After school activities are run by the instructional staff and provide the students with a variety of opportunities to explore their interests. The teachers monitor the students closely during the activities and then ensures each child leaves the building safely. The Principal run after school program director remains on campus until every students leaves and will notify administration of unsafe student behavior. The staff members maintain positive control of the students until their parent/guardian comes to the school to pick them. The aftercare program maintains a checkout system that includes the authorized adult presenting an ID and signing the child out.

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.

As an International Baccalaureate (IB) school, the faculty promote the use of the IB learner profiles to encourage intellectual inquiry, respect and principled behavior. Each month, teachers and students may nominate a student that represent the learner profile of the month. The media specialist reviews the nominations and choose weekly and monthly students who best represent that profile. The school implements the MDCPS Values Matter Program. The teachers will have access to the lesson plans offered for each Value Matters.

When infractions do occur, Frank C. Martin K-8 administrative team follows the Miami Dade County Public Schools Code of Student Conduct. Each student is required to have an agenda outlining the standards of behavior for the both the elementary school and the middle school. Each classroom teacher submitted a classroom progressive disciplinary plan outlining infractions and the progressive steps taken before students are removed from the classroom. Expectations are also posted on every lunch table to remind students standards of behavior for the cafeteria.

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.

The on-sight student services team at Frank C. Martin K-8 consist of two school counselors and one TRUST specialist. A school psychologist and school social worker visit the school on a regular basis and consult with the on site student services team regarding student academic and social-emotional issues. The counselors develop and present to classrooms on maintaining good grades, stress relief, and bullying behavior. Students new to the school participate in newbie group sessions to assist with the adjustment to a new school environment. The peer mentor club, run by the acting Trust Specialist, teaches a group of students conflict resolution skills they utilize with other students. The Listener program pairs specially trained adults with at-risk identified youth to provide an opportunity for a child to talk freely to an adult.

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.

The administration has access to weekly and monthly district reports regarding attendance and suspensions for a given period. Those reports are reviewed by the principal and provided to the appropriate assistant principal or student services team member for follow up. The administrator or student service team meets with the identified individual, and if necessary the parents, to determine the root cause of an attendance issue and/or behavioral issue. The student service team reviews quarterly grade reports with the administrative team to identify students receiving D or F's in

academic subjects, provide counseling and connect the student to on campus academic assistance.

Some items utilized to monitor EWS signs are:

- District generated reports on attendance and suspensions
- Quarterly gradebook reports
- Student Performance Indicator (SPI) reports
- Wonder Works Intervention Data
- iReady data
- Teacher Observations

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 2 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 7 | 8 | 0 | 0 | 0 | 0 | 20 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 4 | 0 | 0 | 5 | 0 | 9 | 8 | 0 | 0 | 0 | 0 | 27 |

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

K-8 An attendance review committee utilizes absence and tardy reports to monitor students with excessive absences and tardies to determine how grades are affected and make appropriate referrals.

K-5- Students needing reading or math assistance outside of the core instructional block receive intervention during their designated Foreign Language time. The teachers utilize the district Wonder Works intervention program to re-teach identified skill deficiencies. Quarterly, the teachers meet with administration to review programmatic data to discuss student progress. If a students receiving intervention is not making progress, they are referred to the RtI Tier III process. Students with emotional/behavioral issues receive regular counseling sessions in addition to specific classroom based strategies suggested by the student services team. as needed, students are referred for evaluations based on the RTI process

Grade 6- At the beginning of the school year, all students new to Frank C. Martin K-8 were identified and participated in a newbie group session that introduced school policies, expectations, and outlined academic assistance available to the students. All students were administered the i-Ready diagnostic assessment in order to monitor their reading and math growth and identify areas of need. Identifies students who scored a Level 1 or 2 on the 2016 FSA were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4 weeks using interim progress reports and end of quarter report cards for academic issues. Identified

students receive counseling, and if necessary, a parent conference with all core teachers. Students who violate the student code of conduct will receive counseling services related to their infractions. Grade 7 & 8-The counselor identified any student who did not receive credit for a required course during the previous school year and encouraged summer school attendance or facilitated enrollment in virtual school. All students were administered the i-Ready diagnostic assessment in order to monitor their reading growth and identify areas of need. Identified students who scored a Level 1 or 2 on the 2016 FSA were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4 weeks using interim progress reports and end of quarter report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers. Students who violate the student code of conduct will receive counseling services related to their infractions.

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

The school works closely with an active PTSA association to build positive relationships with the school community. The PTSA sponsors various events throughout the year attracting both the general PTSA membership and specific groups such as fathers or grandparents. The events are held at various times of the day to allow for every parent to participate in at least one event.

Communication with the parents occurs by both the administrative staff and the PTSA board through paper communication, school calendars, pre-recorded phone messages, text messages, email, the school and PTA website, and social media sites. The principal host a principal's coffee once a quarter to engage in direct conversations with parents and family members.

Communication regarding student progress occurs at a minimum of 8 times per year with the issuing of interim progress reports and report cards. All K-5 students utilize agendas to write their daily assignments and homework and the teachers utilize the agenda to communicate any academic or behavioral concerns to the parent. If necessary, teachers or student service personnel request parent conferences to discuss ongoing issues.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school partners with FCM alumni to provide support services through the Foreign Language Club, including linguistic practice in French and Chinese. Frank C. Martin K-8 maintains partnerships with local area churches aligning curriculum needs of incoming students within child care programs, including parenting resources & workshops and elementary school readiness. The school works with the PTSA to upgrade existing technology in the classrooms. Community groups such as Girls Who Code, Smart Solutions, Books and Books, Kiwanis Club, and the 100 Black Men of South Florida offer in kind donations of office/ educational supplies and volunteer services, which include participation in Career Day, Assemblies, Club sponsorship, and Read In Chain.

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 |
|--------------------------|---------------------|
| Basulto, Elianeys | Principal |
| Hoel, Robert | Assistant Principal |
| Therault, Jacqueline | Assistant Principal |
| Adjamah, Dian | Other |
| Humphrey, Sharon | Teacher, K-12 |
| Waronker, Elyse | Teacher, K-12 |
| Malone, Ronald | Teacher, K-12 |
| Santana, Monica | Teacher, K-12 |
| Santerre, Minerva | Teacher, K-12 |
| Eiras, Jessica | Teacher, K-12 |
| Arechavaleta, Leidis | Teacher, K-12 |
| Hasboun-Dupuy, Alexandra | School Counselor |
| Viola, Michael | School Counselor |
| Laidler, Tanisha | Teacher, K-12 |
| Cassimire, Dawn | Other |
| Makhoul, Diana | Teacher, ESE |
| Berrios, Carlos | Teacher, K-12 |
| Almanza, Frances | Teacher, K-12 |
| Plyler, Mark | Teacher, K-12 |
| Gonzalez, Damaris | Teacher, K-12 |

b. Duties

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

The Multi Teared System of Support (MTSS) Leadership Team is comprised of the following members who hold specific responsibilities as indicated.

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

Robert D. Hoel and Jacqueline Therault, (Assistant Principals): Participate in interpretation, and

analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Department Chairs (Pre-K-8): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Makhoul, Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Frances Almanza , (Reading Liaisons), Damaris Gonzalez, (Mathematics Liaison), Minerva Santerre (Science Liaison), and Monica Santana (Social Science Liaison), Carlos Berrios (MYP Math), Ronald Malone (MYP Science), Mark Plyler (MYP Individuals and Societies), Jessica Eiras (ESOL):

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Alexandra Hasboun-Dupuy, Michael Viola and Tanisha Laidler, (Counselors): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Terri Clark, (School Psychologist) – Conducts student evaluations, collects and reviews Tier 3 Data, conduct student observations, provide insight on cognitive and behavioral science

Arleene Padilla, (School Social Worker) – Collects social history data for identified students and provides behavioral support as determined by the team.

Dawn Cassimire, (Speech/Language Pathologist) – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

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 team meets monthly to engage in the analyzing of academic and behavioral data as to provide recommendations for the utilization of differentiated instruction and to consider student tier placement. The team reviews i-Ready student reports and District interim assessment results and links it to instructional needs of the students. On-going Progress Monitoring data is reviewed to identify students who are below, meeting or exceeding expected levels of performance. Based on the information discussed during these meetings, the team identifies professional development resources. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation, make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention. The principal maintains the school budget and works with other stakeholders to secure necessary funds

for any programs requiring funding outside of the district allotment of resources. Inventory of resources is maintained the administrative team and may be accessed through the mainframe database.

Title II

Additionally, NHQ teachers are provided the opportunity to participate in District courses for the purpose of certification and endorsement in the areas of Reading, ESOL and Gifted Education.

Violence Prevention Programs

Funding to provide TRUST Specialist and school counselors within the school site to focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other crises. The District provides policy awareness of the Zero Tolerance for Bullying and Harassment policy. Education is provided to promote a school atmosphere in which bullying, harassment and intimidation will not be tolerated by students, school board employees, visitors or volunteers.

Nutrition Programs

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 adhered to concerning breakfast, lunch and snack options.

Career and Technical Education

By promoting Career Pathways and Programs of Study students are offered courses in technology education. Students build an understanding of and an appreciation for the career choices available through technology. Additionally, students are able to participate in journalism courses which offer insight into the profession and practices of the career choice.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Monica Santana | Teacher |
| Javid Mortavadi | Business/Community |
| Joelle Saliba | Business/Community |
| Mark Plyler | Teacher |
| Michelle Baldriche | Teacher |
| Ronald Malone | Teacher |
| Sharon Humphrey | Teacher |
| Leidis Archavaleta | Teacher |
| Stanley Ford | Parent |
| Stacey Rhodd | Business/Community |
| Wylamere Marshall | Business/Community |
| Lintette Coleman | Business/Community |
| Felicia Joseph | Principal |
| Amy Perez | Teacher |
| Doris Kuehn | Teacher |
| Jennifer Prida | Teacher |
| Donovan Lee-Sin | Parent |
| Leidis Arechavaleta | Teacher |
| Latavia Wright | Education Support Employee |
| Anne-Marie Edouard | Parent |
| Sandre Raymond | Parent |
| Roxanne Tomlin | Parent |
| Kadarin Willkes | Parent |
| Dominique Ford | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (EESAC) met at the end of the 2015-2016 school year to review all available data and effectiveness of current strategies. At that time, the goals and strategies of the SIP were discussed and considerations from the EESAC Committee were made and reviewed.

b. Development of this school improvement plan

The administration will review the Professional Development School Site Blueprint and the Goal of the 2016-2017 SIP as well as the overall focus for the 2016-2017 school year with EESAC. The members are provided opportunities to listen, ask questions, and make suggestions to include in the SIP. Once completed, the assistant principal will review the final SIP plan with the EESAC committee. On a monthly basis, the principal informs the EESAC of recent happenings and upcoming events involving the various stakeholders and allows the committee to ask questions and make recommendations to increase participation in the events. The assistant principal will provide monthly SIP updates.

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

The principal reviews the schools annual budgets and discusses with EESAC any major changes within the budget. The principal shares with the committee plans that result directly from those budgetary plans, allows the committee to ask questions, and to make recommendations. The EESAC budget is currently in development and will receive a vote at the October EESAC Meeting.

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

The use of school improvement funds through the SAC will be used to provide instructional support materials used to enhance district provided classroom materials. The first request for EESAC funds will be used to continue the subscription of Time for Kids for all Grade Levels. The budgeted allocated for these items are not to exceed \$2,500.

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 |
|------------------------|---------------------|
| Basulto, Elianeys | Principal |
| Hoel, Robert | Assistant Principal |
| Therriault, Jacqueline | Assistant Principal |
| Adjamah, Dian | Instructional Media |
| Humphrey, Sharon | Teacher, K-12 |
| Malone, Ronald | Teacher, K-12 |
| Santana, Monica | Teacher, K-12 |
| Santerre, Minerva | Teacher, K-12 |
| Waronker, Elyse | Teacher, ESE |
| Eiras, Jessica | Teacher, K-12 |
| Arechavaleta, Leidis | Teacher, K-12 |
| Almanza, Frances | Teacher, K-12 |
| Plyler, Mark | Teacher, K-12 |
| Makhoul, Diana | Teacher, ESE |

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

The LLT support team includes the following personnel.

Elyse Waronker (PYP coordinator), Sharon Humphrey (MYP Coordinator), Frances Almanza (Reading Liaison), Minerva Santerre (Science Liaison), Monica Santana (Social Science Liaison), Jessica Eiras (ESOL), Ronald Malone (UTD Chairperson), Mark Plyler (Social Studies Department)

Chair), Dian Adjamah (Media Specialist). The district liaisons will attend monthly meetings in their respective departments. During the monthly faculty meetings, the liaisons may present new strategies and/or updated information. The department chairpersons and grade level chairs will then discuss with their team members on the best way to infuse the new strategies or information into their curriculum.

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.

All K-5 teachers share common planning time and meet several times per week developing lesson plans and solving pedagogical issues in the classroom. In Grades 6,7 & 8, the master schedule contains common planning for all teachers by content area. The middle school teachers use the time to exchange ideas and discuss vertical alignment issues related to each subject area. In addition, the entire faculty meets 2 times per month to discuss district related issues and build teacher capacity. The International Baccalaureate Coordinators utilize Wednesday Early release days to plan vertically across grade levels and horizontally across subject areas.

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

Through District sponsored job fairs, collegiate references, postings on the Human Resources home page and partnerships with local universities, we will recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development.

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

New/beginning teachers are mentored with veteran teachers as indicated by the District's MINT program. Teachers new to the school site are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of Common Planning Sessions, classroom walk-throughs and curriculum guidance.

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 approved and provided educational resources at all levels of instruction. The resources are aligned with the Florida Standards. Teachers utilize district created pacing guides that include the Florida FSA-ELA standards, FSA Math standards, NGSSS Science standards, and NGSSS Social Studies standards.. These standards are written into their lesson plans in the relevant subject areas. Copies of the standards and draft item specifications have been save to the school collaboration site and accessible by every staff member.

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.

K-5- The teachers utilized SAT-10, previous and current i-Ready data, and teacher discretion to place students into intervention groups. The intervention groups meet 4 times per week and the teachers utilize the district designated programs which include a progress monitoring tool. In addition, all students in grades 3-5, were administered the i-Ready diagnostic assessment. Teachers will receive training on how to interpret the reports and identify areas of need for each student. Teachers will then use state, district, and program resources to scaffold student tasks so they reach the cognitive demands of the new Florida Standards.

Grades 6-8- The students are placed into Intensive Reading or Intensive Mathematics class based upon 2016 FSA assessment results, i-Ready diagnostic results, or classroom grades. Every middle school student was administered the i-Ready diagnostic assessment to collect data on Reading and Math Needs. The Language Arts and Reading teachers will receive training on interpreting i-Ready reports and then how to place the students into differentiated groups. The teachers will also utilize the My on Reader program. The Intensive Math teachers utilize teacher created resources, i-Ready, and Reflex math to reinforce grade level skills and Florida Math Standards. Teachers will then use state, district, and program resources to scaffold student tasks so they reach the cognitive demands of the new Florida Standards.

K-8 During quarterly data chats teachers will update the administration on student progress and together make recommendations for instructional strategies that will assist students attain a higher level of proficiency.

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: 8,000

Select students are offered intense remediation during the second semester of the school year through the afterschool tutorial/enrichment program. Identified students work in small group setting with highly qualified teachers to promote mastery of standards by grade level and subject area.

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

Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Rationale

After school tutoring provide teachers the opportunities to enhance the daily instruction through smaller groups.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Basulto, Elianeys, pr3101@dadeschools.net

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

Data is collected and the MTSS team meets once a month to engage in the following activities: Use 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. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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.

Pre-k-Kindergarten- Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our K-8 Center include allowing

the staff and students from outside prekindergarten programs visit our campus to observe kindergarten classrooms. Kindergarten meetings are held to review registration procedures, attendance policy and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Readiness Screener (FLKRS). A spring parent meeting is conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Finally, Pre-K and Kindergarten Teachers attend all curriculum training's and professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

Elementary School to Middle School- About 80% of the 5th grade students will enter the middle school. During the 4th quarter, the 5th grade teachers will meet with 6th grade teachers to review the instructional progress of the current 5th graders and discuss any instructional concerns that arose during the school year. The 5th grade students tour the middle school and visit middle school classrooms. Several of the middle clubs allow 5th grade students to participate and interact with middle school students and teachers.

Middle School to High School- The school offers several high school level courses to provide students the opportunity to begin the transition period while still in the Middle School. FCM allows high schools on campus to present their various programs and allow students to ask questions regarding entrance requirements. The student service makes presentation to the students regarding high school requirements and demands.

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.

Our annual Men of Distinction event invites professional men from the school community to visit and speak with our students regarding goal setting related to college and careers. The invitees share their own personal career experiences and lessons learned along and encourage students to succeed in their future endeavors. . Every year the school also host either a school wide career day or host foreign counsuls and diplomats to speak with the students of Frank C. Martin. The guest visit classrooms and speak to students on specific career related topics or foreign service related fields of study The Primary Years Programme (PYP) and Middle Years Programme (MYP) culminating project require students to take real world action and present how they can make a difference in their communities. The projects provides students the opportunity to research an issue and develop an age appropriate solution to the issue, a real world translatable skill.

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

The goal of the Middle Years Programme is "to encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life." Currently Frank C. Martin K-8 does not have a course that leads to industry certification. The Middle Years Programme (MYP) (Grades 6-8) does offer a Communications Technology Course, Journalism, Theater, Critical Thinking, and US History & Career Planning. The teachers incorporate project based learning, technology, and higher order thinking to develop real world solutions to issues they may encounter throughout the school year.

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

Teachers plan both horizontally (across subject areas within a grade level) and vertically (across grade levels in single subject areas) according the the new International Baccelaurete Programme (MYP) Global Contexts. The elective courses plan alongside the core subject areas and utilize the Global Context to create common themes across the disciplines. Coursework in each subject area is

made relevant to the needs of the workforce through project based learning and field trips into the community.

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.

Frank C. Martin Middle School students have the opportunity to take up to 5 high school courses before they leave middle school allowing students to take advance courses once they enter high school.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G087844

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------------|---------------|
| ELA/Reading Gains District Assessment | 97.0 |
| ELA/Reading Lowest 25% Gains | 99.0 |
| AMO Math - African American | 89.0 |
| AMO Math - Hispanic | 93.0 |
| AMO Math - ED | 91.0 |

Targeted Barriers to Achieving the Goal 3

- 15. Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy teacher leaders: Math, ELA, Social Science, and Science liaison, Core text and materials, Common planning established for all departments, Faculty meetings, Established horizontal and vertical team meetings, Academic leaders present in the building. Media Center with computers and eight laptop carts available for assessment and computer based instruction, File share containing unit planners, Of the two faculty meeting per month, one will include teacher led best practice sharing, Promethean or Smart board in every classroom, All classrooms contain either two or four computer stations.

Plan to Monitor Progress Toward G1. 8

All students at Frank C. Martin K-8 will complete the i-Ready assessments three times per year and any required district interim assessments.

Person Responsible

Elianeys Basulto

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

i-Ready reports, district interim assessment periods.

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. If core instruction is increased in all content areas then student achievement will improve. 1

G087844

G1.B12 15. Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level. 2

B233552

G1.B12.S2 The administrative team will conduct regular grade level and departmental data chats and create opportunities to determine effectiveness of their interventions. 4

S246441

Strategy Rationale

The data chats will allow administration to ensure teachers utilize effective strategies during intervention

Action Step 1 5

The administrative team will conduct data chats with all grade levels and departments during the first two weeks of school to review current student data, share district and state resources, develop goals, and determine grade level needs.

Person Responsible

Elianeys Basulto

Schedule

On 9/2/2016

Evidence of Completion

Sign in sheets from the meetings

Action Step 2 5

The administrative team will conduct regular data chats with the grade levels and CORE departments to review student progress and problem solve instructional concerns with any identified students.

Person Responsible

Elianeys Basulto

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and notes from the meeting will be maintained in the office.

Action Step 3 5

The administration will schedule Professional Development Opportunities based upon the needs of the teachers as per the conversations during data chats.

Person Responsible

Elianey Basulto

Schedule

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

Evidence of Completion

The teachers will utilize the My Learning Plan to register for Professional Development Opportunities. The administrative team will keep any sign in sheets for school site based professional development opportunities.

Action Step 4 5

Gifted students will research and present to teachers innovative technology resources used to enhance instruction.

Person Responsible

Jennifer Prida

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

The teacher will keep presentation schedules and any resources provided to the teachers.

Action Step 5 5

Mrs. Santana will provide additional intervention support in Reading and Mathematics for identified grades 2-5 students and students in need of Tier III intervention. Mrs. Santana will also provide support to the new Kindergarten teacher through co-teaching.

Person Responsible

Schedule

Daily, from 11/28/2016 to 6/8/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Administration will conduct walkthroughs and monitor assessment data.

Person Responsible

Robert Hoel

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and notes will be kept for each teacher data chat.

Plan to Monitor Effectiveness of Implementation of G1.B12.S2 7

The administrative team will utilize data reports to determine if student progress is occurring.

Person Responsible

Elianeys Basulto









Schedule

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

Evidence of Completion

The administrative team will print reports from various program sources.

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  M333076 | All students at Frank C. Martin K-8 will complete the i-Ready assessments three times per year and... | Basulto, Elianeys | 9/29/2015 | i-Ready reports, district interim assessment periods. | 5/31/2016 monthly |
| G1.B12.S2.A1  A319753 | The administrative team will conduct data chats with all grade levels and departments during the... | Basulto, Elianeys | 8/22/2016 | Sign in sheets from the meetings | 9/2/2016 one-time |
| G1.B12.S2.MA1  M333071 | The administrative team will utilize data reports to determine if student progress is occurring. | Basulto, Elianeys | 9/6/2016 | The administrative team will print reports from various program sources. | 6/2/2017 monthly |
| G1.B12.S2.MA1  M333072 | Administration will conduct walkthroughs and monitor assessment data. | Hoel, Robert | 9/6/2016 | Sign in sheets and notes will be kept for each teacher data chat. | 6/2/2017 biweekly |
| G1.B12.S2.A2  A319754 | The administrative team will conduct regular data chats with the grade levels and CORE departments... | Basulto, Elianeys | 10/3/2016 | Sign in sheets and notes from the meeting will be maintained in the office. | 6/2/2017 monthly |
| G1.B12.S2.A3  A319755 | The administration will schedule Professional Development Opportunities based upon the needs of the... | Basulto, Elianeys | 9/6/2016 | The teachers will utilize the My Learning Plan to register for Professional Development Opportunities. The administrative team will keep any sign in sheets for school site based professional development opportunities. | 6/2/2017 monthly |
| G1.B12.S2.A4  A319756 | Gifted students will research and present to teachers innovative technology resources used to... | Prida, Jennifer | 8/22/2016 | The teacher will keep presentation schedules and any resources provided to the teachers. | 6/2/2017 monthly |
| G1.B12.S2.A5  A319757 | Mrs. Santana will provide additional intervention support in Reading and Mathematics for identified... | | 11/28/2016 | | 6/8/2017 daily |

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B12 15. Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level.

G1.B12.S2 The administrative team will conduct regular grade level and departmental data chats and create opportunities to determine effectiveness of their interventions.

PD Opportunity 1

The administration will schedule Professional Development Opportunities based upon the needs of the teachers as per the conversations during data chats.

Facilitator

Various vendors

Participants

Teachers

Schedule

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

PD Opportunity 2

Gifted students will research and present to teachers innovative technology resources used to enhance instruction.

Facilitator

Gifted Students under the guidance of Mrs. Prida

Participants

Teachers and Administration

Schedule

Monthly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B12 15. Increasing the learning gains of students in both ELA and Math is a challenge as well as maintaining students on grade level.

G1.B12.S2 The administrative team will conduct regular grade level and departmental data chats and create opportunities to determine effectiveness of their interventions.

TA Opportunity 1

The administrative team will conduct data chats with all grade levels and departments during the first two weeks of school to review current student data, share district and state resources, develop goals, and determine grade level needs.

Facilitator

Felicia K. Joseph

Participants

Teachers

Schedule

On 9/2/2016

VII. Budget

| | | | |
|---------------|--------------|--|---------------|
| 1 | G1.B12.S2.A1 | The administrative team will conduct data chats with all grade levels and departments during the first two weeks of school to review current student data, share district and state resources, develop goals, and determine grade level needs. | \$0.00 |
| 2 | G1.B12.S2.A2 | The administrative team will conduct regular data chats with the grade levels and CORE departments to review student progress and problem solve instructional concerns with any identified students. | \$0.00 |
| 3 | G1.B12.S2.A3 | The administration will schedule Professional Development Opportunities based upon the needs of the teachers as per the conversations during data chats. | \$0.00 |
| 4 | G1.B12.S2.A4 | Gifted students will research and present to teachers innovative technology resources used to enhance instruction. | \$0.00 |
| 5 | G1.B12.S2.A5 | Mrs. Santana will provide additional intervention support in Reading and Mathematics for identified grades 2-5 students and students in need of Tier III intervention. Mrs. Santana will also provide support to the new Kindergarten teacher through co-teaching. | \$0.00 |
| Total: | | | \$0.00 |