

Miami-Dade County Public Schools

Thomas Jefferson Biscayne Gardens K 8 Academy



2016-17 Schoolwide Improvement Plan

Thomas Jefferson Biscayne Gardens K 8 Academy

525 NW 147TH ST, Miami, FL 33168

<http://jefferson.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	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Thomas Jefferson Biscayne Gardens K 8 Academy

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.

Thomas Jefferson Middle School provides a safe and caring learning environment that meets the needs of all students. Through the cooperative effort of staff, parents and the community, students are empowered to become successful life-long learners and productive citizens.

b. Provide the school's vision statement.

Thomas Jefferson Middle School's vision is such that all students can compete in a global economy.

2. School Environment

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

The instructional staff places emphasis on the history of Haitian Americans, Hispanics and African Americans throughout the year and especially during the designated celebratory months. Through plays, school-wide assemblies, fetes, computer based instruction, movies and the public announcement system, students are exposed to how multi-culturally diverse the school population is and learn to appreciate its diversity. Our school has infused the history of the Holocaust, women's contributions, and the sacrifices of veterans as applicable to appropriate grade levels and has also instituted the Cultural Diversity Club. Furthermore, cultural activities are embedded within the curriculum and daily course work through reading selections and other assignments.

Student and teacher relationships are built by displaying mutual respect in the classroom. Students, parents and teachers also have the opportunity to meet weekly as a team for further relationship building. Clear guidelines are established, beginning the first day of school, to set a positive tone and clarify the values that will guide interpersonal interaction between students and teachers. Professional development opportunities at the school and district levels and collegial support are made available to teachers who need help in devising methods and structures for expanding positive interpersonal interactions in the classroom.

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

The school employs three full-time security monitors and a part-time monitor who are vigilant at their assigned posts throughout the school day beginning at 8:00 a.m. to 4:00 p.m.; security cameras are installed throughout the building. Our school provides counseling services via our on campus counselor, as well as outside agencies. The counselor often has small focused group counseling sessions. Communities in Schools encourages students to contact the Switch Board of Miami 741741 text line if they need assistance at anytime of the day or night.

Likewise, peer counselors are an integral part of our school community. Peer counselors help in creating a positive, caring and supportive school community by listening and being friendly to those students that need a friend. They provide academic and other support` to peers and get help from counselors or others for problems their peers may be experiencing. Peer counselors also help other students get involved in positive school activities.

Adults on the school grounds make clear the expectations of the school and the district regarding bullying, cyber bullying, harassment and civil rights policies. Instructional and non-instructional staff are expected to model acceptable interpersonal behavior and are given instructions for reporting violations to the administration and the school resource officer if needed. Moreover, professional

development opportunities are available for teachers in effective classroom management and in effectively addressing disrespectful comments and correcting this misbehavior. Both students and parents were provided online access to the Parent/Student Handbook that clearly delineates safety procedures before, during and after school. The administrative team works in tandem with all stakeholders to ensure a safe environment.

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.

Thomas Jefferson Middle School follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. Teachers use the student warning system as a first line of communication to redirect student misbehavior. Teachers may contact parents and refer students to the counselor, social worker and/or administrators. Teachers are encouraged to attend classroom management strategies workshops, as needed and regularly employ differentiated instruction to meet student needs. Teachers provide immediate and positive feedback to students. Our school regularly recognizes students who have good conduct during quarterly assemblies. Students get to participate in ice cream socials and field trips. Students who display exemplary conduct may be selected by team members and their photographs are posted in the Main Hallway. During team meetings, parents, teachers, and students review student behavior and academic progress. Students may be placed on a daily progress report. Additionally, students may be referred to the Response To Intervention (RTI) process if behavior is consistently unsatisfactory. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages and morning announcements. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences.

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 school has a well established 5000 Role Model of Excellence Project whose mission is to intervene in the lives of at-risk boys in order to provide them with alternatives that will lead them away from lives of crime and violence or marginalization. Similarly, Brains and Beauty Girls Club (B.a.B.) is an organization which promotes the empowerment and well-being of young women. It focuses on positive decision making, building self esteem and reinforcing the importance of excelling in school. We are staffed with a counselor, social worker, success coach, psychologist and team leaders who provide differentiated delivery of services based on student/school need. These services include counseling sessions focusing on but not limited to social skills, anger management, self-esteem, problem-solving, decision making skills and family adjustment issues. Disciplinary actions include but are not limited to: removal of privileges, denial/ non-participation in school/extracurricular activities, time-out, or lunch detention with the SCSi instructor. Our grade level teams meet weekly to discuss students with barriers to academic and social success. Communities In School also provide on and off campus intervention services to students.

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.

Parents of students who are absent from school are called daily using the school's automated calling system. After the third absence from classes, teachers are encouraged to make parent contact. The Daily Attendance Bulletin is used to track students absences and suspensions. The school's social worker sends truancy letters via United States Post Office which is followed by a call home. When a student reaches 15 unexcused absences within a 90 calendar day period, a truancy packet is completed. The social worker makes several attempts to curb the attendance problem and flag the student. Interventions during this phase include individual counseling, home visits, truancy meetings, and resources specific to the families' needs. A minimum of 3 services will be provided to each student.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	1	16	10	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	17	22	18	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	5	10	20	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	0	0	0	9	114	116	0	0	0	0	239

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	6	59	61	0	0	0	126

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

Students who are identified by the early warning system are assisted using the following intervention strategies:

1. Team meetings are scheduled to problem-solve and create action plans.
2. Students are able to utilize computer based and non-computer based programs such as Inside, System 44, Read 180, Imagine Learning, Teen Biz for English Language Arts/Reading and Gizmos, Carnegie, iReady and Reflex for Mathematics.
3. Students are referred to counseling: school based counselor, success coach, social worker and community agencies. Family counseling is recommended when needed.
4. Students are encouraged to participate in after school tutoring provided by teachers, outside agencies or the FIU After-School All-Stars Program.
5. Students are provided with the Dial-a-Teacher Help Line (305) 995-1600, which is available Monday-Thursday from 5 p.m.- 8 p.m. where students can get academic assistance from certified teachers.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314919>.

2. Description

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

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

The faculty and staff work toward strengthening relationships with all stakeholders. Thomas Jefferson Middle School creates a welcoming environment for parents and community business leaders. Staff members maintain regular, open communication with parents about how they can support their children at home. Every effort is made to ensure parents are active participants in their child's schooling, and parents are encouraged to volunteer their time to support the school.

The counselor, Parent Teacher Student Association (PTSA), the Educational Excellence School Advisory Council (EESAC) and administrators are in contact with community partners. We conduct resource fairs where community partners are invited to share information with parents and staff members. Partners are encouraged to participate in EESAC and PTSA meetings and are important stakeholders in the process. Collaboration with partners involves meeting and planning and their services are used to varying degrees to address various educational, psychological, health, and social concerns, including substance abuse, job training, teen pregnancy, juvenile probation, child and family welfare, and housing. Partners are also invited to our annual Career Fair where students are exposed to the diversity of the world of work and the importance of understanding the relationship between school performance and future choices.

The following community agencies are available to work with our school community:

1. Jackson Medical and Financial Services
2. VITAS Children Bereavement Center
3. Project Upstart
4. Amerigroup
5. First Investors Corporation
6. Florida International University Collegiate Educational Talent Search (ETS) and Upward Bound Mathematics Science Program (UBMS)
7. African Heritage Cultural Arts Center
8. Center for Family and Children
9. Metro Dade Juvenile Assessment Center (JAC)
10. Upward Bound Mathematics and Science
11. North Miami Beach Community Health Center
12. AIG Financial Network
13. The Parent Academy

We share with partners that we work together to achieve better outcomes for all students and their families. We know that systemic changes are possible as we work together, and we value each partner's assets and contributions. For agencies, connection with schools is seen as providing better access to families and youth, creating an opportunity to reach and have an impact on hard-to-reach clients.

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
Lacouty, Patrick	Principal
Nathan, John	Assistant Principal
Chiles, Luis	School Counselor
Harris, Gina	Teacher, K-12
Houston, Dawn	Teacher, ESE
Sleight, Eulalee	Teacher, K-12
Cadet-Smoak, Cynthia	Teacher, K-12
Macajoux, Roxan	Instructional Coach
Kelsey, Latonya	Instructional Coach
Ferguson, Burbet	Teacher, K-12

b. Duties

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

Principal – Robin Atkins

The principal provides a comprehensive assessment plan that includes data-based decision making, assist in identifying early intervention strategies to address academic problems, ensures the Multi-tier System of Support (MTSS) course of action is implemented by the school-based team, formulates a staff development plan to train teachers in using data for making instructional decisions using the MTSS process, allocates resources to ensure that they are implemented with fidelity to support MTSS implementation and effectively communicates the vision, plans and activities of the MTSS method to all stakeholders.

Assistant Principal – John Nathan

The assistant principal guarantees that school site stakeholders are implementing the MTSS process, monitors implementation and intervention support, conducts assessments of MTSS efforts, facilitates adequate professional development to support implementation, ensures commitment and allocate resources and addresses evidence based interventions to ensure they are implemented with fidelity to support MTSS implementation.

Select General Education Teachers – Gina Harris, Burbet Ferguson, Tanya Clinch, Cynthia Cadet-Smoak

The department chairpersons work closely and cooperatively with other teachers in the department and the administrators to maintain and implement the district's instructional program. They coordinate and attend regular department meetings, and share professional growth opportunities with department members.

Instructional Coaches: Reading, LaTonya Kelsey; Mathematics, Roxan Macajoux

The instructional coaches assist with and facilitate professional development, analyze and evaluate student data, identify early intervention strategies, monitor students' mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, support teachers in improving their effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with

staff to implement core, supplemental and intensive instructional and behavioral interventions.

School Psychologist – Joseph LaForest

The school psychologist conducts, interprets and analyzes data to facilitate intervention plans, facilitates data based decisions making and enhances problem solving strategies to promote continuous improvement.

Speech Language Pathologist – Iraida McClinton

The speech language pathologist assesses and identifies the needs of students as it pertains to language skills, provides professional development to staff as it relates to the role of language skills in the curriculum and analyzes data to assist in the implementation of appropriate instructional programs.

Special Education Department Chairperson – Dawn Houston

The special education department chairperson assists with the articulation of instructional programs with the district's elementary schools that serve our incoming students and supports teachers in providing the necessary accommodations and modifications that students need based on their Individualized Education Plan (IEP). Additionally, the special education department chair coordinates and attends IEP meetings and share professional growth opportunities with department members.

Student Services Personnel – Luis Chiles, Danisha Freeman, Roselyn Etienne

The student services personnel problem solves and identifies prevention and early intervention strategies for student success through a collaborative action process, provides training targeted to increase students' performance, collaborates with school staff in developing interventions to address chronic attendance issues, dropout prevention and coordinates and facilitates family access to services in the community to improve the student's academic, social and emotional well-being.

The MTSS Leadership Team will hold bi-weekly meetings. The meetings will focus on raising and sustaining student achievement by providing professional development to teachers and support staff and examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier 2, and Tier 3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. The team will also evaluate and identify students that have mastered skills as well as those students that have the potential to regress, monitor teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the greatest needs for improvement.

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.

Thomas Jefferson's data-based problem solving processes for the implementation and monitoring of the SIP and MTSS is the school-wide implementation of the Florida Continuous Improvement Model (FCIM) and the Multi-Tiered Support System/Response to Intervention (MTSS/RtI). The revision of the Instructional Focus Calendar by content area will be provided to teachers after every school-wide assessment in order to prioritize the skills that need to be re-taught during small and/or whole group instruction. After each major assessment, teachers will access their data, monitor student progress and differentiate instruction (DI) to target benchmarks and skills in need of improvement.

All teachers will be provided with reading strategies to utilize in their classrooms in order to provide support for students. The coaches/department chairperson will meet with teachers during scheduled

Department Meetings and model how to implement various reading strategies within the classroom. In addition, instructional coaches will provide professional development activities during weekly morning meetings, Early Release and Professional Development Days. Immediately following school-wide assessments, the principal will conduct data chats with teachers in order to identify students' areas of strengths, as well as opportunities for improvement on selected benchmarks. School site professional development activities will be conducted based on assessment data to align curriculum and instruction with instructional strategies and practices.

Teachers participate in mini professional development activities during AM meeting sessions. During these sessions the coaches model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. The professional development activities will align diagnostic and assessment data with curriculum.

Services are provided at Thomas Jefferson Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities through after-school programs or summer school. The district coordinates with Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robin Atkins	Principal
Phyllis Kirkland	Teacher
Tanya Clinch	Teacher
Janice Hoover	Teacher
Evelyne Baille	Education Support Employee
Eulalee Sleight	Teacher
Dwayne Turner	Education Support Employee
Debra Kelly	Education Support Employee
Chimene Garrison	Business/Community
Sandra Hawkins	Business/Community
Catheeta Stingley	Parent
Darlyne Kancel-Alcin	Parent
Debra Thomas	Parent
Sheba StHiliare	Teacher
Mary Burns	Teacher
Donna Bibbins	Parent
Amanda Severe	Parent
Sophonie Israel	Student
Melissa Gustave	Student
Edgar Smoak	Student
Nardia Dixon	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

After members of the Leadership Team developed the initial draft of the SIP, copies were provided to all members of the EESAC, and members were encouraged to read the SIP in its entirety. Members met, reviewed the document and suggested changes. EESAC members were reminded that the SIP is a fluid document. Updates of the SIP were presented to EESAC members at each meeting.

b. Development of this school improvement plan

The School Advisory Council (SAC) will review and monitor the implementation of the School Improvement Plan. Furthermore, the School Advisory Council will discuss the progress of the School Improvement Plan during each scheduled EESAC meeting.

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

During the Opening of School Meeting, the principal discussed surplus statuses. After the principal attends the final budget conference, teacher supplements, new instructional equipment, interventionists and tutorial programs are discussed as needed. The principal will present an update of the budget periodically.

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

School Improvement Fund expenditures were as follows:

\$200.00-----Athletic Supplies

\$200.00----- Students Incentives and other supplies for Red Ribbon Week

\$1400.00-----Additional Student Incentives for Student of the Month, Science Camp, " Do the Right Thing" and iReady Progress Monitoring

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
Lacouty, Patrick	Principal
Nathan, John	Assistant Principal
Chiles, Luis	School Counselor
Harris, Gina	Teacher, K-12
Houston, Dawn	Teacher, ESE
Sleight, Eulalee	Teacher, K-12
Macajoux, Roxan	Instructional Coach
Cadet-Smoak, Cynthia	Teacher, K-12
Kelsey, Latonya	Instructional Coach
Ferguson, Burbet	Teacher, K-12

b. Duties

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

The major initiatives of the LLT will be to improve literacy instruction across disciplines and grade levels by examining instructional practices, providing on-going data to staff regarding existing student literacy skills, levels and needs, providing professional development opportunities that targets student rigor and instructional practices, monitoring school-wide student achievement and incorporating effective instructional strategies to sustain and raise student achievement. The team promotes and supports literacy through professional development, coaching and/or modeling, addressing scheduling concerns, and providing instructional and student resources and materials.

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 teachers participate in weekly Grade Level Team Meetings and Departmental Meetings. Student improvement is monitored and instruction is adjusted based on the student needs and information shared during the collaboration process.

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

The school participates in job fairs and utilizes members of the Leadership Team to engage in the interview process in order to expedite the identification of the most talented instructional applicants. The administrators assist all applicants in the hiring process to reduce the length of the hiring process and increase instructional time. Subject area test tutorials are offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers are required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the school year.

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

First year teachers participate in the district's Mentoring and Induction for New Teachers (MINT) Program for newly hired teachers. MINT ensures that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students, and begin a process of lifelong learning and professional growth. Teachers receive a mentor support team, staff development opportunities, observations, conferences and formative feedback. Specifically, teachers new to the profession are partnered with a veteran teacher of the same subject area as the new teacher to serve as a mentor. Planned mentoring activities include lesson planning, modeling, sharing of best practices, classroom management and discussions regarding classroom and instructional 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.

Most programs and materials used by the school are those that are adopted and supported by the district. For other supplemental materials, teachers along with their instructional coaches and/or department chairpersons unpack the Florida Standards, plan and discuss as they select appropriate materials for instruction.

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.

Data analysis is a critical part of the process to provide for the diverse needs of students. Data chats are conducted with the administrators, coaches and teachers and subsequently with the students and teachers. Teachers collaborate and create units of study based on the current data. Progress is monitored at the class and grade level. ESE students receive assistance via consultation/ collaboration. We utilize the RTI Process and use differentiate instruction on a regular basis. Teachers

are also provided with classroom libraries and materials for small group instructions. All Level I and Level II students in Reading are placed in Intensive Reading 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: After School Program

Minutes added to school year:

Strategy Description: Common planning sessions take place three days per week during the A.M. meeting time. Additionally, teachers participate in district mandated Early Release activities, as well as district wide Professional Development Days. Students are scheduled into Intensive Reading and Mathematics courses. Interventionists will also service selected students in reading, mathematics, writing, and science.

Strategy Rationale

Teacher collaborative planning will ensure smooth and consistent delivery of instructions. Teachers have the opportunity to share "best practices " with their colleagues. Additional tutorial sessions increase instructional time for students.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lacouty, Patrick, pr6281@dadeschools.net

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

Data is discussed through each of the following: EESAC, Leadership Team, Administration/ Instructional Coaches to teachers, teachers to students, student self-reflection, teacher self-reflection, Subject Area Department Meetings and District Data Meetings.

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.

The counselor and other members of the articulation team meet with staff of incoming students and outgoing students to address student needs. Incoming students are peered with peer counselors. Peer counselors give students a tour of the school and direct them to their classes. Incoming students are told that they can seek assistance from peer counselors when needed.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The implementation of ConnectEDU, the college and career planning platform designed to assist students in managing the required career plan online is utilized. Additionally, Career and Magnet Fairs are scheduled to expose students to a plethora of career strands.

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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

N/A

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

N/A This section is required for schools with grades 9, 10, 11 or 12.

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.

N/A

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.

N/A

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

G087851

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0
AMO Reading - All Students	60.0
FCAT 2.0 Science Proficiency	44.0
FAA Writing Proficiency	48.0

Targeted Barriers to Achieving the Goal 3

- As it pertains to instructional planning, teachers are currently planning at the surface level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core - (6-8 ELA/ESOL) Collections Series, McDougal Littell Literature; (6-8 IR) (6-8 ESOL Developmental Language Arts) National Geographic Cengage Inside Supplemental - FSA Item Specifications grades (6-8 ELA), (6-8) McDougal Littell Classzone, CPALMS, NBC Learners, and Discovery Education; (6-8 IR) Myngconnect components, (6-8 IR +) Scholastic Dashboard and SAM, (6-8 ELL Development Language Arts) Achieve 3000, Imagine Learning
- Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); iPrep Math Only-Carnegie Learning Mathia/Cognitive Tutor software and Worktext Grades 6-8, Algebra I and Geometry Supplemental: I-Ready (6-8); Gizmos (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation 6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template
- Core- 6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science Supplemental Gizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/ FOCUS <http://www.fcatexplorer.com/> , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (6-7, Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review- <http://science.dadeschools.net/middleSchool/InstructionalResourcesMS.html> , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International
- Civics 7th grade adopted Online Digital and Student/Teacher Edition Print, Discovery Education (6-8), NBC Learn (6-8), Department of Social Sciences website and Technology Resources

Plan to Monitor Progress Toward G1. 8

Throughout the year, data from: iReady, Read 180, content-specific topic assessments, will be analyzed and provided for teachers to use for grouping students based on their deficiencies.

Person Responsible

Patrick Lacouty

Schedule

Biweekly, from 9/12/2016 to 5/18/2017

Evidence of Completion

Increases in student achievement will be used to determine whether or not progress is being made towards the goal.

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

G087851

G1.B1 As it pertains to instructional planning, teachers are currently planning at the surface level. 2

B233576

G1.B1.S1 As a means of improving instructional planning, teachers will identify students' developmental needs and plan instruction effectively for content mastery, pacing, and transitions. 4

S246458

Strategy Rationale

Provide teachers with the appropriate structures for professional learning communities which allow them to maximize the quality of the finished lesson plans.

Action Step 1 5

Leadership will introduce plans and strategies to individual departments.

Person Responsible

Patrick Lacouty

Schedule

On 9/30/2016

Evidence of Completion

Agenda and Sign in Sheet

Action Step 2 5

Provide the teachers with opportunities to participate in ongoing site-based professional development geared towards enhancing active teaching strategies to include: higher order questioning, probing skills, texted-based writing, the use of anchor charts, and allowing for wait time.

Person Responsible

Patrick Lacouty

Schedule

Monthly, from 9/29/2016 to 5/18/2017

Evidence of Completion

Agenda and Sign-in sheet

Action Step 3 5

Restructure collaborative planning meetings to include the utilization of the collaborative planning guide as a tool, teachers will utilize backwards planning (starting with an end in mind)/ in order to create lessons which include: higher order thinking/ questioning, vocabulary acquisition, and text-based discussions.

Person Responsible

Latonya Kelsey

Schedule

Weekly, from 10/4/2016 to 5/18/2017

Evidence of Completion

Sign-in sheets and finished lesson plans

Action Step 4 5

Utilize formative and summative student learning data to guide planning and drive instruction.

Person Responsible

Latonya Kelsey

Schedule

Daily, from 9/29/2016 to 5/18/2017

Evidence of Completion

Evidence of mastery will be lesson plans which include differentiated instruction, student work, and classroom observations.

Action Step 5 5

Ensure the use of coaching cycles for teachers in need of support as evidenced by the Framework for Effective Instruction.

Person Responsible

Patrick Lacouty

Schedule

Daily, from 9/6/2016 to 5/18/2017

Evidence of Completion

Evidenced in teacher lesson plans, student work, and classroom observations

Action Step 6 5

Instructional coaches will provide teachers with an exemplar lesson plan which contains components which will assist in developing highly effective and engaging purpose driven, standard-based lessons

Person Responsible

Roxan Macajoux

Schedule

On 5/31/2017

Evidence of Completion

Teachers are delivering lessons which actively engage the students.

Action Step 7 5

Conduct walk throughs as means of collecting formal and informal observational data on the evidence of participation in early release PD and to monitor the effectiveness of deep planning.

Person Responsible

Patrick Lacouty

Schedule

Daily, from 10/4/2016 to 5/18/2017

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations

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

Administrators will conduct daily classroom observations and will review teacher lesson plans.

Person Responsible

Patrick Lacouty

Schedule

Daily, from 8/22/2016 to 5/18/2017

Evidence of Completion

Notes from administrators' classroom observations, administrators' schedule of classroom observations, and teachers use multiple active teaching strategies and make necessary adjustments

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

Instructional coaches will continue the use of coaching cycles for teachers in need of support as evidenced by the Framework for Effective Instruction.

Person Responsible

Patrick Lacouty

Schedule

Daily, from 9/6/2016 to 5/18/2017

Evidence of Completion

Evidence of a successful coaching cycle will be seen in teacher lesson plans, student work, and classroom observations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A319786	Leadership will introduce plans and strategies to individual departments.	Lacouty, Patrick	9/28/2016	Agenda and Sign in Sheet	9/30/2016 one-time
G1.MA1 M333121	Throughout the year, data from: iReady, Read 180, content-specific topic assessments, will be...	Lacouty, Patrick	9/12/2016	Increases in student achievement will be used to determine whether or not progress is being made towards the goal.	5/18/2017 biweekly
G1.B1.S1.MA1 M333113	Instructional coaches will continue the use of coaching cycles for teachers in need of support as...	Lacouty, Patrick	9/6/2016	Evidence of a successful coaching cycle will be seen in teacher lesson plans, student work, and classroom observations.	5/18/2017 daily
G1.B1.S1.MA1 M333114	Administrators will conduct daily classroom observations and will review teacher lesson plans.	Lacouty, Patrick	8/22/2016	Notes from administrators' classroom observations, administrators' schedule of classroom observations, and teachers use multiple active teaching strategies and make necessary adjustments	5/18/2017 daily
G1.B1.S1.A2 A319787	Provide the teachers with opportunities to participate in ongoing site-based professional...	Lacouty, Patrick	9/29/2016	Agenda and Sign-in sheet	5/18/2017 monthly
G1.B1.S1.A3 A319788	Restructure collaborative planning meetings to include the utilization of the collaborative...	Kelsey, Latonya	10/4/2016	Sign-in sheets and finished lesson plans	5/18/2017 weekly
G1.B1.S1.A4 A319789	Utilize formative and summative student learning data to guide planning and drive instruction.	Kelsey, Latonya	9/29/2016	Evidence of mastery will be lesson plans which include differentiated instruction, student work, and classroom observations.	5/18/2017 daily
G1.B1.S1.A5 A319790	Ensure the use of coaching cycles for teachers in need of support as evidenced by the Framework for...	Lacouty, Patrick	9/6/2016	Evidenced in teacher lesson plans, student work, and classroom observations	5/18/2017 daily
G1.B1.S1.A7 A319792	Conduct walk throughs as means of collecting formal and informal observational data on the evidence...	Lacouty, Patrick	10/4/2016	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations	5/18/2017 daily
G1.B1.S1.A6 A319791	Instructional coaches will provide teachers with an exemplar lesson plan which contains components...	Macajoux, Roxan	8/21/2016	Teachers are delivering lessons which actively engage the students.	5/31/2017 one-time

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.B1 As it pertains to instructional planning, teachers are currently planning at the surface level.

G1.B1.S1 As a means of improving instructional planning, teachers will identify students' developmental needs and plan instruction effectively for content mastery, pacing, and transitions.

PD Opportunity 1

Provide the teachers with opportunities to participate in ongoing site-based professional development geared towards enhancing active teaching strategies to include: higher order questioning, probing skills, texted-based writing, the use of anchor charts, and allowing for wait time.

Facilitator

LaTonya Kelsey, Roxanne Macajoux, Eulalee Sleight, and DAS Support Staff

Participants

All teachers

Schedule

Monthly, from 9/29/2016 to 5/18/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Leadership will introduce plans and strategies to individual departments.	\$0.00
2	G1.B1.S1.A2	Provide the teachers with opportunities to participate in ongoing site-based professional development geared towards enhancing active teaching strategies to include: higher order questioning, probing skills, texted-based writing, the use of anchor charts, and allowing for wait time.	\$0.00
3	G1.B1.S1.A3	Restructure collaborative planning meetings to include the utilization of the collaborative planning guide as a tool, teachers will utilize backwards planning (starting with an end in mind)/ in order to create lessons which include: higher order thinking/ questioning, vocabulary acquisition, and text-based discussions.	\$0.00
4	G1.B1.S1.A4	Utilize formative and summative student learning data to guide planning and drive instruction.	\$0.00
5	G1.B1.S1.A5	Ensure the use of coaching cycles for teachers in need of support as evidenced by the Framework for Effective Instruction.	\$0.00
6	G1.B1.S1.A6	Instructional coaches will provide teachers with an exemplar lesson plan which contains components which will assist in developing highly effective and engaging purpose driven, standard-based lessons	\$0.00
7	G1.B1.S1.A7	Conduct walk throughs as means of collecting formal and informal observational data on the evidence of participation in early release PD and to monitor the effectiveness of deep planning.	\$0.00
Total:			\$0.00