

Miami-Dade County Public Schools

West Miami Middle School



2016-17 Schoolwide Improvement Plan

West Miami Middle School

7525 SW 24TH ST, Miami, FL 33155

<http://wmms.dade.k12.fl.us/>**School Demographics**

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 West Miami Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at West Miami Middle School is to educate all our students in a safe, respectful, disciplined, and culturally diverse environment. Clear and direct communication as well as challenging curriculum will empower our students to become lifelong learners and productive citizens in a world of work and technology contributing to assure their success.

b. Provide the school's vision statement.

The vision of West Miami Middle School is to provide educational excellence for all the students so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

2. School Environment

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

West Miami Middle School is a school dedicated to providing the best education for its students. The school purpose is clear and it is communicated through its working documents and by leading by example. Those documents include board policies, our mission statement, school handbooks and signs and posters in the building. The school culture is reflected by the behaviors of staff and students in and out of the classroom. Teachers are engaged in regular teacher meetings every Wednesday through Friday which are used for addressing problems and initiatives. The principal supports and monitors those meetings. Through input from teachers clear direction is established for improving conditions that support student learning. New programs that enhance learning are discussed and endorsed using input from the staff. Minutes for those meetings are available in the office. The direction of the school has been clear, but it is also readily influenced by new state standards, such as Florida Standards and EOC requirements. The school's personnel systematically maintain, use and communicate a profile with current and comprehensive data and school performance.

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

West Miami Middle School is in compliance with local and state requirements and takes careful measures to ensure that all students are safe at all times on campus. The school leaders at West Miami Middle School have collaboratively-created and adopted clear definitions and expectations for maintaining safety, and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. The school maintains security guards that are visible at all key entrances to the building.

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.

West Miami Middle School implements the Code of Student Conduct (COSC) the District's policy that creates a safe learning environment to ensure academic success. The COSC outlines ranges of

inappropriate student behaviors in alignment with their corrective strategies. In the school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. The administrators receive annual training through the district. At the school level, annual professional development is conducted with the faculty and staff. Grade level assemblies are held to reinforce the strategies outlined in the COSC. Within the Code of Student Conduct, Core Values are incorporated. The Core Values are read to the students on a daily basis. In addition, West Miami Middle School utilizes the Response to Intervention for Behavior (RTiB)/Multi-Tiered System of Support (MTSS) as a corrective strategy which is part of the progressive discipline plan to guide teachers, students, and parents in assisting students to modify their behavior. Parents and community stakeholders are informed of the Code of Student Conduct through Connect Ed, parent conferences, EESAC meetings, PTSA Meetings, Parent Academy, announcements on the school's website, Parent Portal, Orientation Meetings, and Back-to-School Night. Behavioral expectations are directly taught to the students and modeled by the teacher. The following programs and initiatives have also been incorporated into our school wide behavioral system:

- Recognition by "Do the Right Thing" Program
- Recognition by "The Winner's Circle" Program
- Recognition of "Values Matter" Student of the Month
- Recognition at Board Member Town Hall Meetings
- Citizenship awards, grade level incentives and extracurricular activities as covered through our "Falcon Crest" Program

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.

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. A school-based behavioral and referral system is in place that carefully monitors student behavior and discipline. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. The school employs an on-site full-time guidance counselor and two part-time counselors, one part-time social worker, and a part-time school psychologist to provide services to students and their parents in the critical areas of academic and social services. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the students. West Miami Middle School follows the District Comprehensive Student Services Plan with fidelity.

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.

West Miami Middle School recognizes that student academic development is correlated to student attendance, the number of suspensions, course failure, as well as the number of students that scored below a Level 2 on statewide assessments in ELA or mathematics. In monitoring the Early Warning systems, our school will increase student attendance by decreasing the number of students who missed by 10% or more of the available instructional time, the number of students who received two or more behavioral referrals, students who received one or more in/out suspensions, who failed a English Language Arts course, a math course, students who failed two or more courses in any subject, along with students who scored below a Level 2 on statewide assessments.

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	3	20	30	0	0	0	0	53	
One or more suspensions	0	0	0	0	0	0	1	7	5	0	0	0	0	13	
Course failure in ELA or Math	0	0	0	0	0	0	17	7	15	0	0	0	0	39	
Level 1 on statewide assessment	0	0	0	0	0	0	4	138	169	0	0	0	0	311	

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	7	91	107	0	0	0	0	205	

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

West Miami Middle School takes measures to improve academic performance with improving the behavior of students in the classroom. Although it can seem challenging, our teachers play a large role in creating an environment that encourages learning, improve student behavior and create better academic performance at every level. The Positive Behavioral Intervention program was implemented to assist students with poor classroom behavior struggling with academic skills. Expecting students to succeed, asking questions and getting involved in the curriculum can motivate each student. Behavioral challenges require support, encouragement and the belief that students can achieve high standards to overcome the challenges and distractions. The teachers incorporate several learning styles into the lessons making it easier for students to remain engaged. Each student has a different learning style and traditional instruction might not engage every student. Providing hands-on learning options and assignments gives students something different and encourage movement that can help reduce behavioral problems related to boredom, attention disorders or similar situations. Differentiating the assignments is a way to gain student attention and keep it focused on the classroom. Improving the behavior of students in the classroom is part of a teacher's job. By taking measures to support students, offering different teaching strategies and focusing on rigorous educational standards, teachers are keeping the class motivated and encouraging better academic performance.

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 available at the school site.

2. Description

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.

West Miami Middle School builds and sustains community partnerships through EESAC and the PTSA. The following Community partners are a great resource to the school, Fairchild Tropical Botanic Gardens, Purple Martin Conservation Association, Everglades National Park, Jet Stream Credit Union, Publix, Florida International University and University of Miami. The partnerships support our students through mentoring and coaching programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning.

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
Osorio, Ron	Principal
Cedeno, Pedro	Assistant Principal
Rodriguez, Desiree	Teacher, K-12
Rosales, Monica	Teacher, K-12
Tejada, Luisa	Teacher, K-12
Smith, Rachel	Teacher, K-12
Gonzalez, Daniel	Teacher, K-12
Vital, Cristina	Teacher, K-12
Helbig-Perez, Lillian	School Counselor
Huguet, Marissa	Teacher, K-12
Salas, Stephanie	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.

West Miami School-based Leadership Team is comprised of the following:

Content Area Curriculum Leaders: Science – Desiree Rodriguez, Social Studies – Lyda Aparicio, Mathematics – Luisa Tejada, Language Arts – Marissa Huguet

Electives Curriculum Leader:

ESOL Curriculum Leader: Susette Guerra

Gifted Curriculum Leader: Rachel Smith

Principal/Assistant Principals: Katyna Martin, Peter Cedeno

Reading Curriculum Leader: Daniel Gonzalez

SPED Curriculum Leader: Cristina Vital

Student Services Department Leader/Test Chair: Lillian Helbig-Perez

The School-based Leadership Team uses consensus-based decision making. In this type of group decision making, all members contribute to and help shape the final decision. By listening closely to

one another, members aim to come up with solutions and proposals that work for the team. This approach is empowering because each member has the opportunity to influence team decisions. When all members are able to voice their opinions and concerns, they are more likely to be vested in and connected to the work of the team.

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

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

The Team will analyze data to determine appropriate interventions and step up progress monitoring schedules to ensure that students are receiving assistance in a timely manner. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The West Miami Middle School's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted.

The Leadership Team is vital, therefore, in building the team, the following considerations were included:

- Administrator/s who will ensure commitment and allocate resources;
- Teacher/s and coach who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.
- Designate coordination responsibilities to each grade level counselor, team leader, and assistance principal to monitor student progress on a bi-weekly basis.
- Meet monthly to review the assessment data and link this data to instructional decisions and the creation of remediation/support programs.
- Review program monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and/or at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the Team will identify required professional development and resources for the faculty in order to implement the necessary differentiated instructional strategies to meet the needs of the students.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and adjust processes and skills to meet the needs of the student body.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about Implementation and monitoring of the SIP.

The Leadership Team met with the EESAC to help develop the SIP. The team assisted as follows:

- Provided data on Tier 1, 2, and 3 targets, and the academic and social/emotional areas that needed to be addressed
- Helped set clear expectations for instruction (rigor, relevance, and relationships)
- Facilitated the development of a systematic approach to teaching (essential questions, activating strategies, teaching strategies such as extending, refining, and summarizing) and aligned processes and procedures.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katyna D. Lopez-Martin	Principal
Stormy Raboid	Teacher
Carmen Rivas	Education Support Employee
Julie Duran	Parent
Manuel De Anzizu	Parent
Monica Vega	Parent
Nilca Galicia	Parent
John Navarro	Business/Community
Danny Alonso	Business/Community
Tania Hernandez-Pardo	Teacher
Clara Dinodato	Parent
Pedro Cedeño	Principal
Daniel Gonzalez	Teacher
Susette Guerra	Teacher
Nadia Khan Roberts	Parent
Mignon Griffith	Teacher
Isabella Whitfield	Student
Wendy Moreno	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The members of West Miami Middle School EESAC are actively involved in the monthly SIP reviews, as well as evaluating the performance data for the previous year's SIP.

b. Development of this school improvement plan

The members of West Miami Middle School EESAC are actively involved in the evaluation of school performance data and preparation of the school's improvement plan .

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

The members of West Miami Middle School EESAC are actively involved in the evaluation of school performance data and preparation of the school's annual budget and plan.

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

The School Improvement monies were expended on the following based on the recommendations of the EESAC.

* Student Agendas - \$1,836.00

* Student Incentives and End-of Year Awards- \$1,898.40

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
Cedeno, Pedro	Assistant Principal
Osorio, Ron	Principal
Gonzalez, Daniel	Teacher, K-12
Tejada, Luisa	Teacher, K-12
Rosales, Monica	Teacher, K-12
Helbig-Perez, Lillian	School Counselor
Rodriguez, Desiree	Teacher, K-12
Vital, Cristina	Teacher, ESE
Huguet, Marissa	Teacher, K-12

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

Key strategies include:

1. Implement reading/writing strategies across the curriculum each month.
2. Implement the Word of the Day and Phrase of the Week to enhance vocabulary awareness.
3. Organize literacy events as motivational learning activities.
4. Sponsor a reading club for all grade levels.
5. Coordinate student participation in contests that promote literacy in West Miami Middle School.

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.

Teacher's participate in Common Planning on a weekly basis. The result is a supportive, professional culture that promotes the continuous renewal of instructional methods and curricular offerings in an atmosphere of collegiality, trust, and shared mission, serving all of the students in the school. Meeting on a regular basis has proven to be a foundation for change, improvement, and renewal.

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

Course-alike professional learning communities providing teachers with the opportunities to discuss lesson study, and sharing of student work and plan curriculum.

Administrative Staff and PLC Leaders

Partnering new teachers with successful teachers to provide for sharing of best practices.

Provide leadership opportunities for teachers.

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

The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain.

The mentor is a 20 year veteran in MDCPS. She is also registered in the MINT program and teaches the same subject area as both mentees.

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.

West Miami Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice and curriculum mapping.

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.

West Miami Middle School ensures every teacher contributes to literacy improvement of every student by:

- Choosing methods of instruction based on the needs of students (I Do, We Do, You Do)
- Conducting data chats with teachers and students
- Monitoring progress at the grade level during Team Meetings
- Differentiating instruction based on current data
- Meeting during Common Planning to make decisions about literacy instruction in the school
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Administering assessments which measure instructed standards

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: Before School Program

Minutes added to school year: 60

Support services are provided to identify patterns of student need while working on intervention strategies.

Support for implementation and progress monitoring.

Provide support for assessment.

Strategy Rationale

Core Academic instruction

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cedeno, Pedro, pcedeno@dadeschools.net

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

Teachers collect the data from the tutors and analyze the students' progress. After an analysis of the assessments, the coach will identify appropriate intervention approaches.

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.

All members of West Miami Middle School staff participate in collaborative learning communities that meet formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

N/A

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

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

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

G1. 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**

 G087858

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	
AMO Reading - SWD	
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	33.0
AMO Math - ELL	
Algebra I EOC Pass Rate	86.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of Twenty First Century Skills (4 C's: Critical Thinking, Communication, Collaboration, Creativity and Innovation) in the classroom.

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

- Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); Prentice Hall Algebra 1 Gold Series; Algebra I Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra I Gold Series; iPrep Math Only-Carnegie Learning Mathia software and Student Text Grades 6-8, Algebra I Supplemental: I-Ready (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 Resources 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 2012-2013 Online Digital and Student/Teacher Edition Print, Discovery Education(6-8), NBC Learn (6-8), Department of Social Sciences website, FLREA curriculum wheel and Technology Resources

Plan to Monitor Progress Toward G1. 8

Progress towards the goal will be determined through the review of Interim Assessments, Florida Standards Assessments, and EOC.

Person Responsible

Pedro Cedenó

Schedule

Quarterly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Interim Assessments, Florida Standards Assessments, and EOC data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G087858

G1.B3 Limited evidence of Twenty First Century Skills (4 C's:Critical Thinking, Communication, Collaboration, Creativity and Innovation) in the classroom. 2

 B233599

G1.B3.S1 Infuse critical thinking activities and questioning along with activities requiring creativity in everyday lesson plans. 4

 S246482

Strategy Rationale

Teaching critical thinking and problem solving effectively in the classroom is vital for students. Learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing.

Action Step 1 5

Develop lesson plans integrating critical thinking and creativity using the 21st Century Skills Maps that illustrate the intersection between core subjects and 21st Century Skills.

Person Responsible

Pedro Cedenio

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work samples, assessments, inquiry activities

Action Step 2 5

Attend Four C's professional development and share best practices and strategies with the other teachers.

Person Responsible

Tania Hernandez

Schedule

On 10/12/2016

Evidence of Completion

Agendas showing the sharing of content and strategies from the science PDs in department and common planning meeting agendas

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

Conduct weekly administrative walkthroughs to monitor and ensure that students become independent learners as a result of activities for 21st Century Learning in all classes while adhering to District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.

Person Responsible

Pedro Cedenó

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Evidence of walk through forms

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

Monitor for effectiveness weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Pedro Cedenó

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Student work folders, data chat agendas, assessment data

G1.B3.S2 Integrate collaboration and communication into classroom teaching and learning practices across all disciplines. 4

 S246483

Strategy Rationale

Twenty first century readers and writers need to be able to build relationships with others to pose and solve problems collaboratively and crossculturally.

Action Step 1 5

Create opportunities for students to develop authentic problem statements to be investigated and/or researched and subsequently presented using Twenty First Century skills.

Person Responsible

Tania Hernandez

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities

Action Step 2 5

Develop and apply rubrics to writing assignments, such as lab conclusions using CERs (Claim-Evidence-Reasoning), projects, and home learning assignments.

Person Responsible

Pedro Cedenio

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Rubrics, lesson plans, student work samples, Interactive Notebooks, assessments, inquiry activities

Action Step 3 5

Promote the use of instructional technology in lesson plans to enhance and remediate student conceptual understanding of topics being addressed.

Person Responsible

Pedro Cedenó

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work samples, Interactive Notebooks, assessments, inquiry activities

Action Step 4 5

Provide classroom and after-school opportunities for students to design and develop projects to increase communication skills which include presentations, debates, case studies, and Claim Evidence Reasoning activities.

Person Responsible

Tania Hernandez

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work samples, Interactive notebooks, assessments, inquiry activities

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor fidelity of implementation of collaboration and communication activities by conducting weekly administrative walkthroughs to monitor and ensure that students become independent learners as a result of inquiry-based, hands-on activities in all e classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications through walkthroughs.

Person Responsible

Pedro Cedenó

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Evidence of classroom walkthrough form

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monitor for effectiveness of activities weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Pedro Cedenio

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Student work folders, data chat agendas, assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A2 A319862	Attend Four C's professional development and share best practices and strategies with the other...	Hernandez, Tania	10/12/2016	Agendas showing the sharing of content and strategies from the science PDs in department and common planning meeting agendas	10/12/2016 one-time
G1.MA1 M333168	Progress towards the goal will be determined through the review of Interim Assessments, Florida...	Cedeno, Pedro	10/12/2016	Interim Assessments, Florida Standards Assessments, and EOC data	6/8/2017 quarterly
G1.B3.S1.MA1 M333164	Monitor for effectiveness weekly by monitoring student work, data chats, and teacher-made...	Cedeno, Pedro	10/12/2016	Student work folders, data chat agendas, assessment data	6/8/2017 weekly
G1.B3.S1.MA1 M333165	Conduct weekly administrative walkthroughs to monitor and ensure that students become independent...	Cedeno, Pedro	10/12/2016	Evidence of walk through forms	6/8/2017 weekly
G1.B3.S1.A1 A319861	Develop lesson plans integrating critical thinking and creativity using the 21st Century Skills...	Cedeno, Pedro	10/12/2016	Lesson plans, student work samples, assessments, inquiry activities	6/8/2017 daily
G1.B3.S2.MA1 M333166	Monitor for effectiveness of activities weekly by monitoring student work, data chats, and...	Cedeno, Pedro	10/12/2016	Student work folders, data chat agendas, assessment data	6/8/2017 weekly
G1.B3.S2.MA1 M333167	Monitor fidelity of implementation of collaboration and communication activities by conducting...	Cedeno, Pedro	10/12/2016	Evidence of classroom walkthrough form	6/8/2017 weekly
G1.B3.S2.A1 A319863	Create opportunities for students to develop authentic problem statements to be investigated and/or...	Hernandez, Tania	10/12/2016	Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities	6/8/2017 daily
G1.B3.S2.A2 A319864	Develop and apply rubrics to writing assignments, such as lab conclusions using CERs...	Cedeno, Pedro	10/12/2016	Rubrics, lesson plans, student work samples, Interactive Notebooks, assessments, inquiry activities	6/8/2017 daily
G1.B3.S2.A3 A319865	Promote the use of instructional technology in lesson plans to enhance and remediate student...	Cedeno, Pedro	10/12/2016	Lesson plans, student work samples, Interactive Notebooks, assessments, inquiry activities	6/8/2017 daily
G1.B3.S2.A4 A319866	Provide classroom and after-school opportunities for students to design and develop projects to...	Hernandez, Tania	10/12/2016	Lesson plans, student work samples, Interactive notebooks, assessments, inquiry activities	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.B3 Limited evidence of Twenty First Century Skills (4 C's:Critical Thinking, Communication, Collaboration, Creativity and Innovation) in the classroom.

G1.B3.S1 Infuse critical thinking activities and questioning along with activities requiring creativity in everyday lesson plans.

PD Opportunity 1

Attend Four C's professional development and share best practices and strategies with the other teachers.

Facilitator

District facilitators

Participants

All Teachers

Schedule

On 10/12/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Develop lesson plans integrating critical thinking and creativity using the 21st Century Skills Maps that illustrate the intersection between core subjects and 21st Century Skills.				\$0.00
2	G1.B3.S1.A2	Attend Four C's professional development and share best practices and strategies with the other teachers.				\$0.00
3	G1.B3.S2.A1	Create opportunities for students to develop authentic problem statements to be investigated and/or researched and subsequently presented using Twenty First Century skills.				\$0.00
4	G1.B3.S2.A2	Develop and apply rubrics to writing assignments, such as lab conclusions using CERs (Claim-Evidence-Reasoning), projects, and home learning assignments.				\$0.00
5	G1.B3.S2.A3	Promote the use of instructional technology in lesson plans to enhance and remediate student conceptual understanding of topics being addressed.				\$0.00
6	G1.B3.S2.A4	Provide classroom and after-school opportunities for students to design and develop projects to increase communication skills which include presentations, debates, case studies, and Claim Evidence Reasoning activities.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$2,000.00
			Notes: Lab/Inquiry-based lesson materials			
Total:						\$2,000.00