

Miami-Dade County Public Schools

# North Miami Middle School



2016-17 Schoolwide Improvement Plan

## North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

<http://nmiamid.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)
Middle School 6-8	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	98%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	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 North Miami Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to excellence and achievement of our goals.

##### b. Provide the school's vision statement.

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a confusing and tumultuous world.

#### 2. School Environment

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

Understanding that children come from different cultures and backgrounds, North Miami Middle takes pride in providing students with a sense of belonging which leads to greater values and builds self worth. Effective and cordial communication between students and teachers provides for a more conducive classroom environment and allows teachers to recognize students learning difficulties and understand the students' problems, fears or confusions.

North Miami Middle provides a rigorous curriculum and teachers continuously monitor students for academic progress and achievement, as well as the student behavior, which are influenced by quality teaching. Teachers serve as mentors for students and serves as resources that can be accessed throughout their educational career.

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

North Miami Middle School provides a positive environment where students can build their social and emotional skills alongside adults who they trust. In addition, adults at North Miami Middle School ensure that the students treat each other with respect and dignity through the implementation of district initiatives (e.g., Values Matter Miami, Community Creating Change-Youth Empowerment Program, 6th Grade Foundation courses). They learn to work well with others and communicate effectively, understand how to deal with challenging situations productively, and make sound and thoughtful decisions themselves. The school provides before and after school high interest activities and clubs that allows students at North Miami to gain the competencies that will serve them well as they move on through their academic careers and life.

##### 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.

North Miami Middle is a Positive Behavior Support School (PBS). In developing an understanding of why problem behaviors occur, North Miami uses evidence-based strategies and systems aimed to increase academic performance and safety, decrease problem behavior, and establish a positive school culture. PBS is implemented school-wide, in specific settings, within classrooms, and with individual students. Expectations for student behavior are posted throughout the site and reiterated daily via announcements. Protocols for disciplinary incidents are established and shared with parents, faculty and students at scheduled orientations, parent meetings, workshops, and special events. A PBS team is established at the site to ensure consistency and fairness, as well as to identify students regularly who are "doing the right" things. North Miami Middle relies on a strong collaboration between families and professionals to ensure the success of the PBS plan.

**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.**

North Miami Middle is a healthy and successful school with a culture that supports the conditions for learning. Teachers believe that all students can learn, that they are equipped to teach students, and that they are collectively accountable for students success. Students benefit from caring connections with adults and positive connections with pro-social peers. Ensuring safety, creating caring connections, maintaining high expectations, and teaching social and emotional skills is the goal of the staff at North Miami Middle. A network of administrators, teachers, special education professionals, and counselors continually share information about students in an effort to meet their individual needs. Resources are provided to families and mentoring relationships are established so that students can feel a greater level of trust and be more willing to accept extra academic and social support.

### 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.**

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identifies students and monitor and modify existing plans. A student assistance profile list is generated at the beginning of the school year to identify students with an attendance rate below 90 percent, have one or more suspensions, failed an ELA or Mathematics course, scored Level 1 on state administered assessments, and have been retained at least once during their educational career.

**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	8	13	16	0	0	0	0	37	
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	34	28	31	0	0	0	0	93	
Level 1 on statewide assessment	0	0	0	0	0	0	199	235	207	0	0	0	0	641	

**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	125	164	207	0	0	0	0	496

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

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identifies students and monitor and modify existing plans. Intervention are tiered; School-wide, targeted, and Intensive. Tier 1-School-wide Interventions are implemented strategies used for all students. These include but are not limited to; requiring responses for every absence, teach, model and expect good behavior, and utilizing researched-based instructional programs. Tier 2-Targeted Interventions are strategies used for 15 to 20 percent of students, Examples of these strategies include attendance team meeting, assigning mentors, extra help courses in the form of electives, and targeted beyond school hour learning opportunities. Tier 3- Intensive Intervention are used for 5 to 10 percent of students. Strategies include; one-on-one attention and problem solving, individual tutoring, behavior contract and appropriate referrals to social service or community agencies.

**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.**

North Miami Middle has established local partnerships in an effort to build resources that will enhance student success. In an effort to sustain these partnerships and create positive relationships, the Principal is a voting member on the City of North Miami Educational Committee. Monthly meetings are held with city leaders and business owners to establish effective communication and to keep all parties abreast of critical needs and concerns. Community and business leaders are in attendance at monthly EESAC meetings and provide valuable information and input that supports the school's improvement plan.

**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
Antoine, Diana	Instructional Coach
Collins, Mechele	Instructional Coach
Robinson, Edward	Assistant Principal
Mullin, Tiffany	Teacher, K-12
Allen, Sheldon	Teacher, K-12
Robles, Maite	Assistant Principal

## **b. Duties**

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

Principal: Patrick Lacouty- The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl Implementation, and communicates with parents regarding school-based Rtl plans and activities.

General Education Teachers: Tiffany Mullins/ Fabiola Jean-Pierre/Gerald Darby/ DeAnthony Friday- Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education Department Chair: Dolores Vega-Special Education Department Chair participates in student data collection, integrate core instructional activities/materials into Tier 3 Instruction and collaborate with general education teachers through such activities as inclusion.

Instructional Coach(es) Reading/Math/Science: LaShuane Dauphin(coach)/ Diana Antoine(coach)/Mechele Collins(coach)/Sheldon Allen (science dept. chair) for Reading, Mathematics and Science respectively develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that lead to early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

School Psychologist: The School Psychologist participates in collection, interpretation, and analysis of data, facilitates development of Intervention Plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

The Data/Test Chairperson: Sheldon Allen-develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students**

**and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS Leadership meets regularly to review data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, improving infrastructure, and making decisions about implementation.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are met. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; they also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need 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 of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

The District receives funds to support Educational Alternative outreach programs. Services are coordinated with district Dropout Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Professional Development for add-on endorsement programs, such as Reading, Gifted, ESOL
- Professional Development and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title VI, Part B - NA

#### Title X- Homeless

The District's Homeless Assistance Program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless through our Guidance Counselors.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of the Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

#### Nutrition Programs

1)North Miami Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at North Miami Middle School will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for post-secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

North Miami Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents of available programs and their rights under No Child Left Behind. Monthly parent meetings and trainings are held to address school-wide and community issues and concerns. North Miami Middle School attempts to increase parental engagement/involvement through developing (with ongoing parental input) a Title I School-Parent Compact (for each student) and a Title I Parental Involvement policy. In addition, the school holds a Title I Orientation meeting (Open House); and conducts other activities to meet parents' needs.

North Miami Middle School conducts informal parent surveys to determine the specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules as part of the goal to empower parents and build their capacity for involvement.

The Community Involvement Specialist (CIS) completes the Title I administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits them to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential as needed services are provided to any students in the school in homeless situations, or experiencing other confidential circumstances that may require support and intervention, as applicable.

Additional academic and support services are provided to students and families of the Migrant population as applicable.

School-improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative. The school will use all available resources to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, Project CRISS strategies, and computer-based learning programs. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability is based on need.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Patrick Lacouty	Principal
Chantil Brantley	Teacher
Christyn Alexander	Education Support Employee
Enrique Balyora	Teacher
Josie Gulliksen	Business/Community
Lashuane Dauphin	Teacher
Lucie Lucas	Parent
Mirva Nelson	Education Support Employee
Jose Fernandez	Teacher
Steven Gould	Teacher
Karla Valle	Parent
Tyler Valle	Student
Carline Camille	Parent
Nadine Dormevil	Parent
Edline Germain	Parent
Jocelyn JeanMarie	Parent
Napolean Higgs	Student
Matthew Wohl	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**

ESSAC assist in the development the School Improvement Plan. The EESAC give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Reflection process. In addition, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

#### **b. Development of this school improvement plan**

EESAC reviews data for each academic section for the different assessments that are taken throughout the year (iReady Diagnostic 1, 2, and 3, content area topic assessments) and strategies to address priority barriers are developed and vetted with the EESAC and content area leaders.

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

The EESAC advise the principal in the development of the school's budget. In order to accomplish this, the EESAC receives budget training provided by the school's principal or designee.

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

There will be \$2999 allocated to the Office of the Principal, PBS/Ms. Mullin \$335, 6th Grade Team \$500, Ms. Sierra \$69.99, Mr. Savron \$150, Ms. T. Collins \$375, 7th Grade Team \$500, 8th Grade Team \$1000, Reading Coaches \$200, Math Coach \$200, Ms. Harris, \$798.76

**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
Antoine, Diana	Instructional Coach
Collins, Mechele	Instructional Coach
Brantley, Chantil	Teacher, K-12
Robles, Maite	Assistant Principal
Mullin, Tiffany	Teacher, K-12
Robinson, Edward	Assistant Principal
Allen, Sheldon	Teacher, K-12

**b. Duties**

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

Increase Literacy awareness school-wide  
 Continue to implement the school-wide Literacy Plan  
 Provide Professional Development to teachers  
 Develop school-wide literacy activities  
 Disaggregate data  
 Assist in monitoring the utilization of the Florida Continuous Improvement Model

**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.**

North Miami Middle provides collaborative planning through core subject areas. Teachers plan lessons, share best practices and establish a professional relationship that is positive and yields successful student achievement. A culture is established that allows teachers to freely express their thoughts on work-related issues in a professional manner. In team meetings or one-on-one sessions, teachers voice their opinions about a school improvement initiatives and express their ideas.

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

North Miami Middle School partners with Teach For America, which is an organization that rigorously recruits, screens and places their candidates in urban schools, to obtain highly qualified teachers. The North Miami Middle School Administrative Team also works closely with the MDCPS' Certification department in both instructional and non instructional departments. As for retention of teachers, the teacher leaders are offered leadership positions (where applicable) and extra opportunities to increase their income through extended learning programs. In addition, all classrooms are furnished with state of the art technology and teachers are given instructional support from their instructional coaches.

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

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers to the building. Beginning teachers first participate in the district sponsored New Teacher Orientation. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy and/or mentor teacher in their discipline to form a Professional Growth Team. These teams meet once monthly and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers monthly to offer support and assistance with classroom management and procedures. The Instructional Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies. This year North Miami Middle School will be piloting the New Teacher Center induction program that is part of the i3 Federal Grant whose sole purpose is to increase teacher retention through targeted new teacher support structures.

## **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.***

In an effort to move students to proficiency on the Florida State Standards, North Miami Middle has implemented instructional strategies and instructional programs in order to ensure that classroom tasks and assignments are aligned with state standards. Training and professional development related to the standards is ongoing to provide instructors with the knowledge needed to deliver explicit instruction on the content that is assessed by the state. North Miami utilizes researched- based programs, District's pacing guide and subject related item specifications as resources for teachers to reference for standard alignment.

#### **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.***

North Miami Middle uses data from formal and informal assessments to deliver and differentiate instruction. Data is used to identify students who are at risk for difficulties with certain subjects, such as mathematics and/or reading, and provide intense instruction. North Miami employs efficient progress monitoring measures to that track the progress of students receiving intervention services



towards critical academic outcomes. State and District Assessments are used to evaluate learning and determine adjustments that can be made to instruction to enhance student understanding.

**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:** 60

Students identified on the 2016 Florida Standards Assessment Test (FSA) as performing on Levels 1 and 2 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies. ELL students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning. Additionally, students will have the opportunity to participate in after school tutoring through Title III funding in the areas of Reading and Mathematics.

**Strategy Rationale**

Students achieving Level 1 and 2 are not proficient learners. The aforementioned strategies will allow extended learning time and individualized instruction needed to support the academic success of the identified students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Antoine, Diana, dantoine@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. iReady assessments, program pre- and post-tests). In addition, the students that participate in these beyond school learning opportunities will be tracked and monitored for growth throughout the school year.



**Strategy: After School Program**

**Minutes added to school year: 60**

Students identified on the 2016 Florida Standards Assessment Test (FSA) as performing on Levels 3 through 5 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide enriching supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies.

**Strategy Rationale**

Students achieving Levels 3-5 are proficient learners. In an effort to increase students achievement levels and/or improve learning gains, the aforementioned strategy will be implemented.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Antoine, Diana, dantoine@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre and post tests).

**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.**

Through vertical alignment with local high schools and feeder pattern elementary schools, North Miami Middle established course offerings and ongoing support to students as they enter the Middle school setting as well as the High School. By promoting Career Pathways and Programs of Study, students at North Miami Middle School will complete academy programs and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for post-secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

**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.**

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

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

**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.**

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

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

G088003

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	100.0
Algebra I EOC Pass Rate	96.0
CELLA Listening/Speaking Proficiency	100.0
CELLA Reading Proficiency	34.0
FCAT 2.0 Science Proficiency	56.0
AMO Math - All Students	
AMO Math - SWD	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	

**Targeted Barriers to Achieving the Goal** 3

- Literacy - limited evidence of responding to students' developmental levels
- Mathematics - Instructional Planning - There is a need for teachers to develop plans that are clear, logical, and sequential, and aligned to standard-based learning. In addition, teachers need to plan for effective content mastery, pacing, and transitions.
- Science - Knowledge of Learners - There is a need for teachers to respond to students' developmental levels
- Social Science - Engagement - There is a need for teachers to use a variety of strategies to engage students in higher order learning tasks.

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

- Math Coach, Curriculum Support Specialist, Houghton Mifflin Harcourt Collections Textbook, iReady Teacher Toolkit, Pacing Guides, Item Specifications, FLDOE FSA Achievement Level Descriptions, computers in the classrooms, Math manipulatives, Common Planning Time, Reflex, Middle School Literacy Resources, District developed Exit Slips, Algebra Nation, Edgenuity, Gizmos, Discovery Education, NBCLearn, Learnzillion, Cpalms, Illustrative Mathematics, McGraw Hill Adopted Textbook Series, creating PLC, Teacher leaders within the building, and Professional Development Department

**Plan to Monitor Progress Toward G1.** 8

Data from formal/informal assessments.

**Person Responsible**

Patrick Lacouty

**Schedule**

Monthly, from 9/30/2016 to 2/24/2017

***Evidence of Completion***

Student data, adjustments to instruction, and targeted interventions based on data analysis.

## Action Plan for Improvement

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

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


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

 G088003

**G1.B1 Literacy - limited evidence of responding to students' developmental levels** 2

 B233976

**G1.B1.S1 Standard 2: Knowledge of Learners ;respond to students' developmental levels; Provide instruction based on students' learning needs** 4

 S246788

**Strategy Rationale**

By providing individualized instruction, students will improve on their own needs.

**Action Step 1** 5

Debrief findings from IR with teachers during common planning and action plan developed

**Person Responsible**

Diana Antoine

**Schedule**

On 1/20/2017

***Evidence of Completion***

The teachers will review action plan during department meeting.

**Action Step 2** 5

Collaborate with teachers on any suggestions or adjustments to plan.

**Person Responsible**

Diana Antoine

**Schedule**

On 1/27/2017

***Evidence of Completion***

Literacy department sign-in sheet



### Action Step 3 5

During collaborative planning coaches and teachers will review and analyze Achievement Level Descriptions (ALD) and develop lessons that cater to the needs of the students

**Person Responsible**

Diana Antoine

**Schedule**

Biweekly, from 9/30/2016 to 10/26/2016

***Evidence of Completion***

Lesson Plans, student work products

### Action Step 4 5

Teachers will Implement developed lesson plans that address students' learning needs.

**Person Responsible**

Diana Antoine

**Schedule**

Monthly, from 9/30/2016 to 6/9/2017

***Evidence of Completion***

Lesson Plans, Class walk through logs

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

Administration will conduct a walkthrough focusing on the implementation of activities and how they address the varies student levels

**Person Responsible**

Maite Robles

**Schedule**

On 11/11/2016

***Evidence of Completion***

Administrative walkthrough logs and focus of teachers to be targeted for coaching cycles

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

Based on walkthrough findings, administration will reconvene with coaches to discuss additional needs to address priority barriers.

**Person Responsible**

Patrick Lacouty


**Schedule**

On 11/23/2016


***Evidence of Completion***

Administrative walkthrough logs and coaching log documentation.

**G1.B4 Mathematics - Instructional Planning** - There is a need for teachers to develop plans that are clear, logical, and sequential, and aligned to standard-based learning. In addition, teachers need to plan for effective content mastery, pacing, and transitions. **2**

 B233979

**G1.B4.S1** The teachers will backwards plan by using district provided exit slips to ensure that lessons are aligned, rigorous, and meet the complexity of the standard/objective. **4**

 S246789

### Strategy Rationale

There is a need to develop teachers' understanding the rigor of each standard and using item spec questions will ensure alignment.

### Action Step 1 **5**

Utilize a common planning to review Action Plan with the department.

#### Person Responsible

Mechele Collins

#### Schedule

On 1/20/2017

#### Evidence of Completion

The teachers in the department will have a thorough understanding of the Action Plan

### Action Step 2 **5**

Utilize a common planning to develop lesson plans that are aligned to standard-based learning. Daily lesson plan objectives/standards will be aligned to district developed exit slips and item specs.

#### Person Responsible

Mechele Collins

#### Schedule

Biweekly, from 9/30/2016 to 10/13/2016

#### Evidence of Completion

Teachers develop lesson plans that effectively address the daily objective/standard with 75% of students passing the Exit Ticket

### Action Step 3 5

Utilize a common planning to have grade level teams review completed exit slips along with lesson plans and reflect on the effectiveness of the lesson delivered.

#### **Person Responsible**

Mechele Collins

#### **Schedule**

Every 3 Weeks, from 9/30/2016 to 6/9/2017

#### ***Evidence of Completion***

Improved lesson plans that are aligned to the objective/standard of the exit slip and improved student work on exit slips.

### Action Step 4 5

The Math Coach will conduct coaching cycles with teachers who have been identified as in need of support with backwards planning.

#### **Person Responsible**

Mechele Collins

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

Complete coaching cycle documentation on those teachers identified in need of support.

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The administrative team and math coach will conduct targeted classroom walkthroughs to identify any teachers in need of additional support with the strategy.

#### **Person Responsible**

Maite Robles

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

Administrative walkthrough logs and focus of teachers to be targeted for coaching cycles

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

The administrative team and Math Coach will conduct classroom walkthroughs to ensure the identified strategy is being effectively implemented.

**Person Responsible**

Patrick Lacouty


**Schedule**

On 5/26/2017

***Evidence of Completion***

Administrative walkthrough logs and coaching log documentation.

**G1.B6** Science - Knowledge of Learners - There is a need for teachers to respond to students' developmental levels **2**

 B233981

**G1.B6.S1** Teachers will focus on the results of district provided unit assessments to provide specific support on topics/standards that have not been met. **4**

 S246790

### Strategy Rationale

This strategy will ensure that teachers review data regularly and develop remediation plans to support the students' individual needs.

### Action Step 1 **5**

Utilize a common planning session to review the Action Plan with the department teachers

#### Person Responsible

Sheldon Allen

#### Schedule

On 1/20/2017

#### Evidence of Completion

Science teachers will have an understanding of the Action Plan and their role and participation in its execution.

### Action Step 2 **5**

The Science Dept. Chairperson will establish a data disaggregation protocol to review, analyze, and identify areas in need of support.

#### Person Responsible

Sheldon Allen

#### Schedule

Every 3 Weeks, from 9/30/2016 to 5/26/2017

#### Evidence of Completion

Teachers' lesson plans show a clear focus of a secondary benchmark to be remediated.

### Action Step 3 **5**

The Science Dept. Chairperson will utilize established common planning time to provide assistance in the disaggregating of assessment data and developing secondary benchmark activities.

#### **Person Responsible**

Sheldon Allen

#### **Schedule**

On 6/2/2017

#### ***Evidence of Completion***

The teachers identified as in need of support show improvements in their execution of secondary benchmark remediation.

### Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

The administrative team and science department chairperson will conduct targeted classroom walkthroughs to identify any teachers in need of additional support with the strategy.

#### **Person Responsible**

Edward Robinson

#### **Schedule**

Monthly, from 9/30/2016 to 5/26/2017

#### ***Evidence of Completion***

Administrative walkthrough logs and identified teachers that will be supported by the science dept. chairperson

### Plan to Monitor Effectiveness of Implementation of G1.B6.S1 **7**

The administrative team and science department chairperson will conduct classroom walkthroughs to ensure those teachers supported have a thorough understanding of the strategy.

#### **Person Responsible**

Patrick Lacouty

#### **Schedule**

On 6/8/2017

#### ***Evidence of Completion***

Administrative walkthrough logs






**G1.B8 Social Science - Engagement -** There is a need for teachers to use a variety of strategies to engage students in higher order learning tasks. 2

 B233983

**G1.B8.S1 Instructional Planning:** Teachers will enhance their lesson plans by infusing various strategies that effectively engage students in the content and use a more rigorous approach that includes real-life application with inquiry based learning. 4

 S246791

### **Strategy Rationale**

By providing a hands-on approach to learning social sciences with various engagement strategies, students will increase their retention of the knowledge.

### **Action Step 1** 5

Utilize a common planning session to review the Action Plan with the department teachers

#### **Person Responsible**

Tiffany Mullin

#### **Schedule**

On 1/20/2017

#### **Evidence of Completion**

Social Studies teachers will have an understanding of the Action Plan and their role and participation in its execution.

### **Action Step 2** 5

Use a common planning session to research and review various engagement strategies used in a social studies classroom. Teachers will determine strategies that they will infuse into their lessons.

#### **Person Responsible**

Tiffany Mullin

#### **Schedule**

On 1/27/2017

#### **Evidence of Completion**

The department has selected an array of strategies to infuse into their lessons.

### Action Step 3 5

Teachers will share and review/critique the lesson plans of their peers during common planning to provide feedback on the infusion of the various strategies and their level of rigor.

#### **Person Responsible**

Tiffany Mullin

#### **Schedule**

Biweekly, from 9/30/2016 to 10/28/2016

#### ***Evidence of Completion***

Teachers consistently develop lesson plans that infuse various strategies and activities that are at a higher level of rigor.

### Action Step 4 5

The social studies department chairperson and reading coach will provide support during planning time to those teachers identified.

#### **Person Responsible**

Diana Antoine

#### **Schedule**

Every 3 Weeks, from 9/30/2016 to 1/27/2017

#### ***Evidence of Completion***

The teachers identified as in need of support show improvements in their use of various engagement strategies.

### Action Step 5 5

Utilize a common planning to share student work and provide feedback on the work products and evidence of student mastery of the content.

#### **Person Responsible**

Sheldon Allen

#### **Schedule**

Monthly, from 9/30/2016 to 2/24/2017

#### ***Evidence of Completion***

Student work products show evidence of higher order critical thinking.

**Plan to Monitor Fidelity of Implementation of G1.B.8.S1** 6

The administrative team and social studies department chairperson will conduct targeted classroom walkthroughs to identify any teachers in need of additional support with the strategy.

**Person Responsible**

Edward Robinson

**Schedule**

On 11/10/2016

***Evidence of Completion***

Student work products show evidence of higher order critical thinking.

**Plan to Monitor Effectiveness of Implementation of G1.B.8.S1** 7

The administrative team, reading coach, and social studies department chairperson will conduct classroom walkthroughs to ensure those teachers supported have a thorough understanding of the strategy.

**Person Responsible**

Patrick Lacouty

**Schedule**









On 12/23/2016

***Evidence of Completion***

Administrative walkthrough logs

## 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.B4.S1.A2 A320648	Utilize a common planning to develop lesson plans that are aligned to standard-based learning...	Collins, Mechele	9/30/2016	Teachers develop lesson plans that effectively address the daily objective/ standard with 75% of students passing the Exit Ticket	10/13/2016 biweekly
G1.B1.S1.A3 A320645	During collaborative planning coaches and teachers will review and analyze Achievement Level...	Antoine, Diana	9/30/2016	Lesson Plans, student work products	10/26/2016 biweekly
G1.B8.S1.A3 A320656	Teachers will share and review/critique the lesson plans of their peers during common planning to...	Mullin, Tiffany	9/30/2016	Teachers consistently develop lesson plans that infuse various strategies and activities that are at a higher level of rigor.	10/28/2016 biweekly
G1.B8.S1.MA1 M333889	The administrative team and social studies department chairperson will conduct targeted classroom...	Robinson, Edward	9/30/2016	Student work products show evidence of higher order critical thinking.	11/10/2016 one-time
G1.B1.S1.MA1 M333883	Administration will conduct a walkthrough focusing on the implementation of activities and how they...	Robles, Maite	9/30/2016	Administrative walkthrough logs and focus of teachers to be targeted for coaching cycles	11/11/2016 one-time
G1.B1.S1.MA1 M333882	Based on walkthrough findings, administration will reconvene with coaches to discuss additional...	Lacouty, Patrick	9/30/2016	Administrative walkthrough logs and coaching log documentation.	11/23/2016 one-time
G1.B8.S1.MA1 M333888	The administrative team, reading coach, and social studies department chairperson will conduct...	Lacouty, Patrick	9/30/2016	Administrative walkthrough logs	12/23/2016 one-time
G1.B1.S1.A1 A320643	Debrief findings from IR with teachers during common planning and action plan developed	Antoine, Diana	9/30/2016	The teachers will review action plan during department meeting.	1/20/2017 one-time
G1.B4.S1.A1 A320647	Utilize a common planning to review Action Plan with the department.	Collins, Mechele	9/30/2016	The teachers in the department will have a thorough understanding of the Action Plan	1/20/2017 one-time
G1.B6.S1.A1 A320651	Utilize a common planning session to review the Action Plan with the department teachers	Allen, Sheldon	9/30/2016	Science teachers will have an understanding of the Action Plan and their role and participation in its execution.	1/20/2017 one-time
G1.B8.S1.A1 A320654	Utilize a common planning session to review the Action Plan with the department teachers	Mullin, Tiffany	9/30/2016	Social Studies teachers will have an understanding of the Action Plan and their role and participation in its execution.	1/20/2017 one-time
G1.B1.S1.A2 A320644	Collaborate with teachers on any suggestions or adjustments to plan.	Antoine, Diana	9/30/2016	Literacy department sign-in sheet	1/27/2017 one-time
G1.B8.S1.A2 A320655	Use a common planning session to research and review various engagement strategies used in a social...	Mullin, Tiffany	9/30/2016	The department has selected an array of strategies to infuse into their lessons.	1/27/2017 one-time
G1.B8.S1.A4 A320657	The social studies department chairperson and reading coach will provide support during planning...	Antoine, Diana	9/30/2016	The teachers identified as in need of support show improvements in their use of various engagement strategies.	1/27/2017 every-3-weeks
G1.MA1 M333890	Data from formal/informal assessments.	Lacouty, Patrick	9/30/2016	Student data, adjustments to instruction, and targeted interventions based on data analysis.	2/24/2017 monthly
G1.B8.S1.A5 A320658	Utilize a common planning to share student work and provide feedback on the work products and...	Allen, Sheldon	9/30/2016	Student work products show evidence of higher order critical thinking.	2/24/2017 monthly
G1.B4.S1.MA1 M333884	The administrative team and Math Coach will conduct classroom walkthroughs to ensure the identified...	Lacouty, Patrick	9/30/2016	Administrative walkthrough logs and coaching log documentation.	5/26/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1  M333885	The administrative team and math coach will conduct targeted classroom walkthroughs to identify any...	Robles, Maite	9/30/2016	Administrative walkthrough logs and focus of teachers to be targeted for coaching cycles	5/26/2017 one-time
G1.B4.S1.A4  A320650	The Math Coach will conduct coaching cycles with teachers who have been identified as in need of...	Collins, Mechele	9/30/2016	Complete coaching cycle documentation on those teachers identified in need of support.	5/26/2017 one-time
G1.B6.S1.MA1  M333887	The administrative team and science department chairperson will conduct targeted classroom...	Robinson, Edward	9/30/2016	Administrative walkthrough logs and identified teachers that will be supported by the science dept. chairperson	5/26/2017 monthly
G1.B6.S1.A2  A320652	The Science Dept. Chairperson will establish a data disaggregation protocol to review, analyze, and...	Allen, Sheldon	9/30/2016	Teachers' lesson plans show a clear focus of a secondary benchmark to be remediated.	5/26/2017 every-3-weeks
G1.B6.S1.A3  A320653	The Science Dept. Chairperson will utilize established common planning time to provide assistance...	Allen, Sheldon	9/30/2016	The teachers identified as in need of support show improvements in their execution of secondary benchmark remediation.	6/2/2017 one-time
G1.B6.S1.MA1  M333886	The administrative team and science department chairperson will conduct classroom walkthroughs to...	Lacouty, Patrick	9/30/2016	Administrative walkthrough logs	6/8/2017 one-time
G1.B1.S1.A4  A320646	Teachers will Implement developed lesson plans that address students' learning needs.	Antoine, Diana	9/30/2016	Lesson Plans, Class walk through logs	6/9/2017 monthly
G1.B4.S1.A3  A320649	Utilize a common planning to have grade level teams review completed exit slips along with lesson...	Collins, Mechele	9/30/2016	Improved lesson plans that are aligned to the objective/standard of the exit slip and improved student work on exit slips.	6/9/2017 every-3-weeks

## V. Professional Development Opportunities

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



## 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	Debrief findings from IR with teachers during common planning and action plan developed	\$0.00
2	G1.B1.S1.A2	Collaborate with teachers on any suggestions or adjustments to plan.	\$0.00
3	G1.B1.S1.A3	During collaborative planning coaches and teachers will review and analyze Achievement Level Descriptions (ALD) and develop lessons that cater to the needs of the students	\$0.00
4	G1.B1.S1.A4	Teachers will implement developed lesson plans that address students' learning needs.	\$0.00
5	G1.B4.S1.A1	Utilize a common planning to review Action Plan with the department.	\$0.00
6	G1.B4.S1.A2	Utilize a common planning to develop lesson plans that are aligned to standard-based learning. Daily lesson plan objectives/standards will be aligned to district developed exit slips and item specs.	\$0.00
7	G1.B4.S1.A3	Utilize a common planning to have grade level teams review completed exit slips along with lesson plans and reflect on the effectiveness of the lesson delivered.	\$0.00
8	G1.B4.S1.A4	The Math Coach will conduct coaching cycles with teachers who have been identified as in need of support with backwards planning.	\$0.00
9	G1.B6.S1.A1	Utilize a common planning session to review the Action Plan with the department teachers	\$0.00
10	G1.B6.S1.A2	The Science Dept. Chairperson will establish a data disaggregation protocol to review, analyze, and identify areas in need of support.	\$0.00
11	G1.B6.S1.A3	The Science Dept. Chairperson will utilize established common planning time to provide assistance in the disaggregating of assessment data and developing secondary benchmark activities.	\$0.00
12	G1.B8.S1.A1	Utilize a common planning session to review the Action Plan with the department teachers	\$0.00
13	G1.B8.S1.A2	Use a common planning session to research and review various engagement strategies used in a social studies classroom. Teachers will determine strategies that they will infuse into their lessons.	\$0.00
14	G1.B8.S1.A3	Teachers will share and review/critique the lesson plans of their peers during common planning to provide feedback on the infusion of the various strategies and their level of rigor.	\$0.00
15	G1.B8.S1.A4	The social studies department chairperson and reading coach will provide support during planning time to those teachers identified.	\$0.00
16	G1.B8.S1.A5	Utilize a common planning to share student work and provide feedback on the work products and evidence of student mastery of the content.	\$0.00
Total:			\$0.00