Richmond Heights Middle School

2016-17 Schoolwide Improvement Plan

Richmond Heights Middle School

15015 SW 103RD AVE, Miami, FL 33176

http://rhms.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	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

Table of Contents

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 Richmond Heights 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.

Richmond Heights Middle School's mission is to provide an enriching learning environment which fosters the core skills of communication, collaboration, creativity, and critical thinking through innovative instructional strategies, accountability, and high expectations in the pursuit of excellence.

b. Provide the school's vision statement.

Richmond Heights Middle School's vision is to create an environment of academic excellence which improves the skills of today's generation of learners allowing them to adapt to the ever-changing world of technological advancements while meeting their diverse needs.

2. School Environment

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

Richmond Heights Middle School is committed to spark intellectual curiosity and to create life-long learners in today's generation, by preparing them to succeed in an international world. The faculty and staff at Richmond Heights Middle School are dedicated to creating a safe, caring and nurturing environment, that
facilitates growth and learning. Together, all staff works to promote active citizenship, selfsustainability
and cross-cultural awareness and respect, in order to develop responsible, well-rounded, and civic minded citizens.
Throughout the school year, students receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Teachers and students alike participate in many different activities throughout the year such as: Hispanic Heritage Month, Career Day, Science Fair, Black History Month, Performing Arts field trips, Anti-bullying, 5000 Role Models, Youth Crime Watch, and
Character Education.

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

Richmond Heights Middle School is committed to providing a safe learning environment. At the beginning of the school year, expectations and school rules are shared with all students during grade level student
assemblies. Administrators, counselor, coach, and security personnel are introduced to the students. All students are encouraged to speak to any school personnel should they encounter any kind of problem at any time.
Before school starts, all students report to the cafeteria for breakfast where they are greeted and supervised by staff members. After breakfast, students are supervised by staff members as they wait outside of their classrooms. Once students report to their classrooms, the Core Values are reviewed daily during morning announcements.
During the school day, our counselor provide individual and group counseling services to meet the developmental, preventive, and remedial needs of students.
After school, all school personnel assist in the safe dismissal of students. All students report to a

designated area where they are supervised by staff members. After school activities, such as sports and tutoring services are offered to students.

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.

School-wide guidelines have been provided for teachers to effectively and efficiently manage behaviors in order to minimize disruptions to the learning environment and keep students fully engaged during instructional time. This involves teachers establishing clear behavioral expectations through the teaching and practicing of rules and procedures, holding students accountable for violations with appropriate and effective consequences, reinforcing positive behaviors with meaningful rewards and recognitions, and determining the efficacy of the established plan as well as ensuring fairness and consistency in its application through consultations with student services and the administration.

Teachers are encouraged to greet students at the door on a daily basis to ensure they enter the classroom in the right frame of mind ready to learn. Whether the rules are established solely by the teacher or with input from students, teachers should require students to copy and sign the rules and have it signed by a parent as well, possibly as a homework assignment. This will clarify expectations for children and parents alike. Classroom procedures should be taught and practiced repeatedly to facilitate smooth transitions. Individual student accountability is upheld through afterschool detentions for those students who fail to comply with established guidelines.

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.

Our school Counselor provide all students growth in four areas of skill development: academic, personal/

social, career/community awareness and health. In the area of academic development, the student is taught to understand the value of developing positive habits and attitudes which will enable him/her to accept academic challenges and benefit from school and the life-long learning process.

In the area of personal/social development, the student is encouraged to identify personal strengths and challenges through self-assessment, accept personal attributes, and develop a desire to improve in chosen areas. The student will also be directed to develop skills associated with peer and adult relationships leading to positive self concept and self confidence.

On-site we have a full service clinic which provides medical care, preventive health services and risk management, mental health support, laboratory services and health educational promotions. We have collaborations with private agencies which have consultants that visit our students weekly. For our students in the Emotionally Behavioral Disturbed program there is a clinician and art therapist on-site that meets with the students on a regular basis.

3. Early Warning Systems

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

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

The school administration utilizes data systems to identify students who have attendance, behavioral, or academic concerns. The administration ensures that teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. The Student Development Plan Data Driven Practices are utilized to assess the needs of the students and the barriers blocking their success.

Early Warning Indicators:

• Students who miss more than 10% of instructional time

After a student has had a minimum of five (5) unexcused absences within a calendar month or ten (10) absences within 90 calendar days, the parent is advised of the unsatisfactory absences and the school begins to provide services to process the truancy referral. After fifteen (15) unexcused absences within a ninety (90) calendar day period (three (3) consecutive months), administration gives written notice to the student's parent to request their attendance to discuss the attendance problem and identify potential remedies. The teachers write a SCAM for students that have not reached the criteria as described above, but have excessive tardies, early releases, and have excessive "excused absences". Our social worker visits the home to reach out to the parent/guardian and make them aware of the concern. That visit is then noted in ISIS.

• Students who have referrals that lead to suspension

Students who have behavioral concerns are referred to the assistant principal and school counselor. They

determine the next steps for further assistance and develop a plan according to the concerns. The counselor may refer the student to a small group or individual counseling. The counselor and the administrator contact the family and design a Student Development Plan. If the behavior concerns persist, the student has to attend indoor suspension before the student may be suspended outdoor.

• Students score at FSA Level 1 in either Reading or Math

Students who scored at FSA Level 1 in either Reading or Math are targeted during Differentiated Instruction. In addition, the students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in reading, in small-group settings in addition to instruction in the general curriculum.

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	15	76	103	0	0	0	0	194

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

Richmond Heights Middle School Leadership Team iscontinually developing and maintaining a problem solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. The team will meet once a week to conduct

the following activities: Review student/teacher observations/ findings as well as data from reading, mathematics, writing, and science assessments. The team will link instructional decisions; review

the data by 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 will closely monitor fidelity to the intervention and enrichment programs set by the Office of Academics and Transformation (OAT). Based on
the above information, the team will identify professional development and resources needed to aide students in achieving mastery. The leadership team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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.

Richmond Heights Middle School will involve the local community through several organized meetings to include but not limited to PTSA meetings and EESAC meetings to develop a partnership of support for our students. And to serve as a partnership among community stakeholders, parents and focuses on supporting student development, improving student outcomes, supporting families and developing a strong community. With the support of our families and the community working together, every component of this partnership can be strengthened and engaged. In addition, we commit to organizing resources around the holistic development of our young people in a student-centered environment (i.e., the school). Students and families are more successful and the whole community benefits from partnerships that support the development of all.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Sauri, Francisco	Principal
Nora, Javier	Assistant Principal
Ellis, Danielle	Instructional Coach
Woodson, Brenda	Instructional Coach
Prather-Turner, Carol	Teacher, K-12
Tate, Derrick	Teacher, K-12

b. Duties

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

The Richmond Heights Middle School's MTSS/RtI Leadership Team will include the following personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• LaRhonda Donaldson– (Principal)
• Javier Nora (Assistant Principal)
• Danielle Ellis (Reading Coach)
• Dr. Carol Prather-Turner (Test Chairperson)
• Jessica Samuel (SPED Chairperson)
• Angela Bevilacqua (Guidance Counselor)
• Tamara Monroe (Magnet Lead Teacher)
• Lois Seaman (Language Arts Department Chairperson)
• Ebonie Battle-Williams (Science Department Chairperson)
• Brenda Woodson (Math Department Chairperson & Math Coach)
• Barbara Slaton (Social Studies Department Chairperson)
• Derrick Tate (SCSI Coordinator)

The School Leadership Team will focus on:
• Aligning plans and procedures to execute the vision of the school
• Data Analysis for teachers and staff
• Data Chats by department heads with teachers
• Regular department meetings to discuss instructional strategies
• Communicating with staff for input and feedback and updating on procedures and progress
• Regular classroom visits
• Provide professional development

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.

MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and

interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

To the greatest extent possible all discretionary funds as well as EESAC funds will be spent on items specifically aligned to school improvement. The instructional coaches will be provided with supplies and materials that will facilitate their embedded professional development activities, classroom demonstrations, data compilation, motivational strategies, and achievement recognition.

Title I dollars will be spent to extend the school day for additional academic support for students and to provide students with access to computers and the Internet. To facilitate the after-school program, Title I funds will provide after hours transportation for students. Additionally, support services are provided to students, and families. This is facilitated through our school based, Title I funded Community Involvement Specialist (CIS), who serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, and encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Magnet funds are used to provide enhancement opportunities for participants. These opportunities include full access to the grounds of Zoo Miami. Two teachers, extra period supplements for each and the magnet lead teacher supplement are purchased using funds from the magnet budget. Recruitment and promotional materials, office equipment and supplies, laboratory supplies and materials, and other items to enhance the magnet experience are funded through the magnet budget.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lois Seaman	Teacher
Karen Sikes	Education Support Employee
Nichole Brousseau	Parent
C. Stockment	Teacher
Leroy Harris	Business/Community
LaRhonda Donaldson	Principal
Sharon Joyce	Teacher
Raven Brousseau	Student
LaRhonda Donaldson	Principal
Danielle Monroe	Teacher
Angela Bevilacqua	Education Support Employee
Carol Prather-Turner	Teacher
Yolanda Kerr-Stewart	Teacher
Leslie Cooper	Teacher
Tiffany Williams	Education Support Employee
Jacqueline Holladay	Parent
Silvia McBride	Parent
Rubi Molinero	Parent
Mitchell Nowells	Parent
Yvonne Williams	Parent
Natalie Molinero	Student
Michelle Skinger	Business/Community
Nancy Weilert	Business/Community
Patricia Garrett	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The EESAC is the sole body responsible for final decision-making at the school as it relates to implementation of the provision of the state system of improvement and accountability. The EESAC reviewed the School Improvement Plan, discussed the strategies chosen by content area members as
recommended by the curriculum support specialists and instructional coach to yield the greatest academic improvement. Ideas regarding how to best motivate students, involve parents for support of school initiatives and sustain a high level of teacher morale as means of maintaining a culture of high student performance are discussed.

b. Development of this school improvement plan

The EESAC is the sole body responsible for final decision-making at the school as it relates to implementation of the provision of the state system of improvement and accountability. The EESAC reviewed the School Improvement Plan, discussed the strategies chosen by content area members

as recommended by the curriculum support specialists and instructional coach to yield the greatest academic improvement. Ideas regarding how to best motivate students, involve parents for support of school initiatives and sustain a high level of teacher morale as means of maintaining a culture of high student performance are discussed.

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

Ensuring that OAT systems and structures are adhered to by members of their respective content areas
and teams. Strategizing on operational procedures designed to enhance the delivery of instructional programs and initiatives will also be a function of the EESAC. Brainstorming ideas for student motivation
such as academic competitions, achievement recognition and attendance challenges will take place. EESAC members will regularly review Interim Assessment data, discuss the implications and impact on
school operations, cultures and norms and make recommendations for maintaining a school culture of
high expectations and high academic performance. Members will review the school budget and make recommendations and suggestions for modifications where deemed appropriate.

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

$500- I-ready student incentives,
$250- Attendance challenge and
$500 - Honor roll assemblies.
$1000- Books for Language Arts

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
Nora, Javier	Assistant Principal
Sauri, Francisco	Principal
Ellis, Danielle	Instructional Coach
Seaman, Lois	Teacher, K-12
Prather-Turner, Carol	Teacher, K-12

b. Duties

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

The major initiatives of the LLT will be to ensure that ETO systems and structures are adhered to by members of their respective content areas and teams. Members of the LLT will be charged with monitoring the implementation of strategies as set forth in the Implementation Plans. Additionally, it is

expected that members will be the faculty members who will master such strategies and serve as additional support for those in need of assistance. LLT members will also assist with providing professional development as well as supply feedback regarding the intermittent effectiveness of our school improvement efforts.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers participate in common planning sessions weekly by subject area to work collaboratively during common planning to create lesson plans that include unwrapping the standard
and all components of Gradual Release of Responsibility Model (GRRM) and Common Board Configuration.

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

1. Encourage faculty to complete Clinical Supervision course so that more interns can be trained and consequently hired at Richmond Middle.
Donaldson)
2. Provide appropriate and desired professional development for teachers so that they have a good teaching experience at the school and will choose to remain.
(Theonie Beasley)

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

Teachers will be provided the assistance needed when planning for the implementation of the Common Core Standards this school year and be provide adequate time to attend the professional development necessary to become highly qualified. Mentor teachers and our Instructional Coach will provide assistance
and model for instructional staff on a needs basis.

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.

Teachers are provided with several documents to ensure that instructional programs and materials are aligned to the Florida Standards. These materials include the Item Specifications, Florida iSpecs Planning Tools, and District Pacing Guide. Teachers participate in
common planning sessions three times a week where instructional coaches unwrap the standards. Unwrapping a
standard reveals the knowledge and skills that will be required of students, and of teachers, to effectively learn and teach a particular skill. The process makes the learning objectives manageable for teachers and the learning goals clear for students.

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.

The Leadership Team meets on a weekly basis to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan (SIP). During meetings, data is analyzed to identify strengths and weaknesses in all grade levels by subject area. District Assessments, I-Ready data is dissagregated and shared with teachers. During common planning, teachers utilize data to plan differentiated instruction lessons to meet the individual needs of the students.

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: 27,000

The Read 2 Succeed after school program is designed to enrich what students have learned during their school day. Students will receive instruction in Reading, Language Arts, Mathematics, and Science by Florida Certified Teachers and/or paraprofessionals. In addition, students will participate in outdoor activities such as physical education, arts and crafts, and social skill building exercises. Students are also provided a snack

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sauri, Francisco, pr6781@dadeschools.net

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

Data will be collected after each district and school wide level assessment. The administrative staff and academic coaches will disaggregate the data to determine the weakest benchmark and provide the information to the Read 2 Succeed staff.

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. § 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.

N/A

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.

Academic and career planning is included in all Civics courses. The counselor will conduct classroom lessons related to career planning and assist in the development of the master schedule. The Zoo magnet offers courses directly related to careers in Zoological field.

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

Through the collaborative approach of the interdisciplinary teams, students at RHMS are afforded the opportunity to make cross curricular connections within subject areas. Teachers also plan together to find the commonalities within their subject matter in order to ensure that students receive subject specific perspectives of the topic and are able to discern the similarities and differences. Additionally within the zoology magnet, animals are studied within the context of the zoo which allows for a variety of real world applications to be examined. The same applies for our agricultural science class.

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

Some of the strategies include the Iprep coursework for all levels of mathematics. The IPrep approach to teaching mathematics develops independent and critical thinking through the use of project based learning and the use of real world technology. In addition, the school offers Cambridge courses designed to encourage critical thinking and include an internationally recognized series of assessments to monitor mastery of content material. Students in the Zoology magnet study high levels of science and are afforded frequent opportunities to apply their knowledge in real life situations while conducting on site research at Zoo Miami, Monkey Jungle, Everglades National Forest, Theater of the Sea, Biscayne Nature Center, and the National Zoo in Washington, D.C.

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. § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in Literacy.

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 Literacy. `1a`
🔑 G088005

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of instructional planning for differentiated instruction to meet the needs of all learners.
- Limited evidence of instructional planning using the backward design method.

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

- Collaborative Planning
- Item Specifications
- Pacing Guides
- Instructional Framework
- Curriculum Support Specialist

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in Literacy. 1

🔑 G088005

G1.B1 Limited evidence of instructional planning for differentiated instruction to meet the needs of all learners. 2

🔑 B233987

G1.B1.S1 Use formative and summative student learning data to guide planning. 4

🔑 S246794

Strategy Rationale

Using data will guide teachers to effectively gather and/or create appropriate instructional materials to meet the need of all learners.

Action Step 1 5

Using iReady data to determine students' needs in literacy.

Person Responsible

Javier Nora

Schedule

Triannually, from 9/30/2016 to 5/31/2017

Evidence of Completion

Lesson plans that demonstrate the use of data to drive differentiated instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔍 A320667	Using iReady data to determine students' needs in literacy.	Nora, Javier	9/30/2016	Lesson plans that demonstrate the use of data to drive differentiated instruction.	5/31/2017 triannually

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in Literacy.

G1.B1 Limited evidence of instructional planning for differentiated instruction to meet the needs of all learners.

G1.B1.S1 Use formative and summative student learning data to guide planning.

PD Opportunity 1

Using iReady data to determine students' needs in literacy.

Facilitator

Literacy Coach

Participants

Teachers/Staff

Schedule

Triannually, from 9/30/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Using iReady data to determine students' needs in literacy.	$0.00
		Total:	**$0.00**