South Dade Middle School

2016-17 Schoolwide Improvement Plan

South Dade Middle School

29100 SW 194TH AVE, Homestead, FL 33030

http://sdm.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 4-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 South Dade 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.

To develop leaders through high expectations of academic achievement and individual responsibility.

b. Provide the school's vision statement.

"Students today, leaders tomorrow."

2. School Environment

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

a) Teachers are involved with our Student Government and assist with student concerns, problems, and over-all input.
b) Teachers work collaboratively with students and parents during fund raisers, sporting events and special activities
c) Our counselor and teachers work collaboratively with our students and parents

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

a) School procedures including but not limited to arrival and dismissal are in place and are followed daily.
b) The first week of school student orientations are held and students are informed of said procedures.
c) Security is visible and active throughout the building all day, during lunch time, and arrival and dismissal times.
d) Security and administrative team over see the arrival of students
e) Security, the administrative team and teachers over see the safe dismissal of all students.
The administrative team regularly walks the building and visits classrooms

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.

a) A school-wide discipline plan aligned to the district initiative of "Providing Opportunities and Access to Address Discipline" has been developed and shared with teachers during the back to school faculty meeting, as well as with students during student orientation.
b) Teachers collaborate with their students the first day of school to establish class rules and regulations
c) The Student Code of Conduct is posted on our web-site for easy access for our parents and students
d) Students are made aware of the Student Code of Conduct and when needed it is used as reference.

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.

a) During student orientation, the counselor addresses the students and gives students information on how they can best proceed to see her and gives examples of reasons a student may need to see a counselor. (i.e. counselor request form, teacher request, parent request, emergency situation, scheduling conflicts, student conflict with another student or with a staff member etc.)
b) The program "5000 Role Models" is in place and offered to male students
c) "Project U-Turn" is in place and offered to all elementary students (grades 4/5) and select secondary students (6-8).
d) Project "Juega" is in place and offered to select girls in grade 6-8.

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.

Attendance below 90 percent.
Course failure in English Language Arts or Mathematics.
i-Ready reports for both English Language Arts and Mathematics are used to identify students at risk levels.

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	8	8	3	14	7	0	0	0	0	40
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	6	2	0	3	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	13	6	3	12	7	0	0	0	0	41
Course failure in Mathematics	0	0	0	0	4	2	0	2	0	0	0	0	0	8
Level 1 on statewide assessment (Math)	0	0	0	0	13	6	3	11	7	0	0	0	0	40

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	15	8	3	14	7	0	0	0	0	47

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

Assessment data is utilized to identify students who are in need of intervention and ongoing progress monitoring.
Intervention and ongoing progress monitoring are used to support students in achieving academic goals.

Reading:

Effective Planning and Instructional Delivery

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Math:

Use and evidence of effective planning utilizing the Item Specifications.
Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

Implementing Problem Solving Protocols
Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/319048.

2. Description

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

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

See PIP

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
Galardi, John	Principal
Chew, Tamara	Assistant Principal
Hernandez, Ileana	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.

Tier 1(Leadership Team)

Administrator(s) Ms. Argilagos and Ms. Hernandez, will schedule and facilitate regular RtI meetings, ensuring attendance of team members, follow up of action steps, and allocation of resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Literacy Coach (Ms. Dorsey), Math Leaders (Ms. Barreiro and Ms. Martin), Special Education program specialist (Ms. Prado), ESOL Chair (Ms. Rodriguez)
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (after every district interim assessment) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization:
• Literacy Coach (Ms. Dorsey) and Math Leaders (Ms. Barreiro and Ms. Martin)
• Special Education program specialist (Ms. Prado),
• ESOL Chair (Ms. Rodriguez)
• School guidance counselor (Ms. Perry and Ms. Brailly)
• School psychologist (Maria Padreda)
• School social worker (Jane Flack)
In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team (Ms. Argilagos, Ms. Hernandez, Ms. Prado), and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Our MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings to evaluate problem area for specific students/groups.
2. Develop a plan on how we will know if students have made expected levels of progress towards

proficiency and then monitor response.

3. Respond when grades, subject areas, classes, or individual students have not shown a positive response.

4. Respond when students are demonstrating positive responses or have met proficiency by raising goals or providing enrichment respectively.

5. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

6. Ensure that students that do not demonstrate improvement move to Tier 2 interventions and receive appropriate intervention and support.

Our MTSS Leadership Team use the Tier 2 Problem Solving process to provide additional instructional and/or behavioral support by using supplemental instruction and intervention aligned with effective core instruction and behavioral supports to groups of targeted students.

Our MTSS Leadership Team will meet after every district interim assessment to review ongoing progress monitoring to evaluate group and individual student response.

Where there is not an overall positive student or group response, the team will evaluate:
Select students (see SST guidelines) in order to move students/groups into Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student 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 for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate);

Supplemental Educational Services; and special 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

The district uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New i-3 Scale-Up Grant (Mentor/Mint) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at CRMS focusing on Professional Learning Community (PLC) development and facilitation.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
The above services will be provided should funds become available for this school year and should the FLDOE approve the application.

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The 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, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Baron, Emily	Teacher
Mitchell, Threda	Teacher
Martin, Stephanie	Teacher
Brown, Fredrick	Teacher
Yapell, Julia	Teacher
Gilmore, Sharon	Education Support Employee
Wright, Gail	Education Support Employee
Ocuto, Sue	Business/Community
Gladney, Arthur	Business/Community
Williams, Christi	Parent
Perkins, Darren	Business/Community
Argilagos, Janet	Education Support Employee
Mendoza, Cynthia	Teacher
Williams, Parker	Student
Martinez, Irma	Parent
Rosas, Yesenia	Student
Castaneda, Reina	Parent
Dees, Crystal	Parent
Clark, Nancy	Parent
King, Christie	Parent
Dees, Jade	Student
White, Jason	Student
Adams, Jessica	Teacher
Galardi, John	Principal

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 committee and faculty of South Dade Middle were given copies of the School Improvement Plan. Opportunity was given to the EESAC committee and to the faculty to give input on the SIP. The faculty and EESAC committee voted their approval of the SIP plan.

b. Development of this school improvement plan

Implemented the state system of school improvement and accountability, to assist in the preparation and evaluation of the school improvement plan.

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

EESAC is given funds to use in alignment with the School Improvement Plan. Each school year the EESAC committee opens up the funds to the Faculty and Staff at South Dade Middle. If they are in need of items for the school they submit a proposal to EESAC for approval.

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

Each school year the EESAC committee opens up the funds to the Faculty and Staff at South Dade Middle. If they are in need of items for the school they submit a proposal to EESAC for approval. The EESAC committee spent the following:

$2,000.00 - End of Year Recognition Awards for all Grades

$169.20 - 24 Solar Scientific Calculators

$1,179.16 - Novels for Language Arts Department

$272.02 - School Supplies

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
Galardi, John	Principal
Chew, Tamara	Assistant Principal
Hernandez, Ileana	Assistant Principal

b. Duties

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

The major initiatives of the SDMS LLT to promote literacy within the school, will include:

a) The use of the Language Arts Florida Standards (LAFS) in the respective subject Pacing Guides across curriculum (Reading, Mathematics, Social Science and Science)
b) Promoting independent, self selected reading
c) Implementation of writing across disciplines
d) School-wide initiative to promote and teach proper grammar
e) Monthly Professional Development is offered to promote reading and writing across curriculum
f) Classroom libraries
g) Summer literacy plan/project offered

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

a) Every Wednesday teachers meet by department and all grade levels (grades 4-8) are present and engage in vertical planning. The session consist of sharing/discussing a best practice or "unwrapping" a Florida Standard by grade level.
b) The elementary schedule allows at least two teachers at same time in the same subject to meet for common planning on daily basis.

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

Provide leadership opportunities for teachers.
Partnering new teachers with veteran instructional personnel.
Recognition and celebration of achievements.
Teachers sign up and request observing another teacher that demonstrates strength in an area the teacher would like to develop.

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

a) Put together a master scheduling cohort to see if teachers can be placed in teaching assignments which lie within their areas of certification.

b) Implementation of the i-3 Scale-Up Grant Mentor/Mint program with the following goals:
- Improve student reading and mathematics learning
- Improve instructional practice of teachers
-Increase teacher retention
- Build MDCPS capacity to support beginning teachers and to develop teacher leaders
- Support organizational expansion and dissemination of best practices
- Build community with colleagues

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.

a) The administrative team conducts "walk-throughs" regularly to ensure that all teachers of core instructional programs are using the pacing guides and the prescribed materials for their subjects.
b) Progress monitoring assessments are scheduled and administered systematically following the pacing guides' time-lines.

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.

All students having difficulty attaining the proficient or advanced level on state assessments:

Reading (Elementary)
a) Receive Reading Intervention 30 minutes above their regularly scheduled classes and are monitored through the assessments provided by their intervention program McGraw-Hills Reading

WonderWorks.
b) Differentiated instruction (DI) is provided using teacher created lessons/activities or the Tier II lessons provided in the McGraw- Hills Reading Wonders.
c) i-Ready assessment results are provided to teachers who analyze the data to strategically place students in their corresponding groups.
d) Imagine Learning is used by level 1 students and i-Ready is used by levels 2-4 ESOL students. The data from these programs is used to identify and address areas of needs improvement
e) Data derived form Interim assessments as well as data from progress monitoring assessments are used for DI

Reading (Secondary)
a) Students are placed in an Intensive Reading class using the i-Ready data and the TRE assessments. There are three levels of Intensive Reading classes offered. Intensive Reading Plus, Intensive Reading and Intensive Reading Enrichment each have their respective resources used to meet the specific needs of students.
b) Differentiated instruction is provided using teacher created lessons/activities
c) Imagine Learning is used by level 1 ESOL students. Achieve 3000 and i-Ready is used by levels 2-4 ESOL students and the data is used to identify and address areas of needs improvement.
e) Data derived form Interim assessments as well as data from progress monitoring assessments are used for DI

Math (Elementary)
a) Strategic implementation of i-ready and reflex math, both computerized programs used to increase fluency and overall computational skills.
b) Differentiated instruction (DI) is provided by teachers using data from district created topic assessments that are administered at the conclusion of the teaching of standards according to the district pacing guides

Math (Secondary)
a) Students who are level 1's and 2's are placed in intensive math to assist in building their overall mathematics capacity.
b) Strategic implementation of i-ready and reflex math are both computerized programs used to increase fluency and overall computational skills in the intensive math classes.
b) Differentiated instruction (DI) is provided by teachers using data from district created topic assessments that are administered at the conclusion of the teaching of standards according to the district pacing guides.

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: 0

a) Every Wednesday teachers meet by department and all grade levels (grades 4-8) are present and engage in vertical planning. The session consist of sharing/discussing a best practice or "unwrapping" a LAFS Standard by grade level.
b) The elementary schedule allows at least two teachers at same time in the same subject to meet for common planning on daily basis.
c) School-wide in-house professional development is being offered by means of peer classroom observations and debriefing (The transparent Teacher is the name of our program). (Substitute coverage is provided)

Strategy Rationale

a) Common planning time allows for teachers to share best teaching practices.
b) Professional Development contributes to experiences designed to enhance practicing teachers' knowledge, attitudes, and skills, teaching strategies and methods.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Chew, Tamara, tchew1@dadeschools.net

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

The effectiveness of common planning as well as professional development will be evident in student work and performance.

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.

Student data is used to assess and meet student need.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"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.   If core instruction in all content area is increased then student achievement will improve.

Strategic Goals Detail

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

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

🔑 G088015

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	89.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	76.0
FSAA ELA Achievement	87.0
FSAA Mathematics Achievement	92.0
FSAA Science Achievement	91.0
FAA Writing Proficiency	81.0
CELLA Listening/Speaking Proficiency	69.0
CELLA Reading Proficiency	42.0
CELLA Writing Proficiency	41.0
Math Gains	74.0
Math Lowest 25% Gains	72.0
FCAT 2.0 Science Proficiency	37.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal `3`

- ELA 1. Lack of familiarity with the scope and depth of the new Florida Standards. 2. Children struggling with phonics and reading fluency. 3. Lack of computer proficiency/home computer access. 4. In school technology problem/glitches.

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

- ELA Elementary: McGraw Hill Wonders/Wonder Works (including ELL level readers and supplemental instructional charts), reader response journals, Adaptive Learning (through McGraw-Hill ConnectEd), i-Ready, MyOn, Imagine Learning, Language Arts Florida Standards (LAFS), Item Specifications, Rubrics for Opinion and Informative Writing Secondary: Collections

(ELA/ELL), National Geographic Cengage's Inside (IR, 6-8 ELL Developmental Language Arts) and Scholastic System 44 and Read 180. 6-8 ELL, i-Ready, MyOn, Imagine Learning, Achieve 3000,m Language Arts Florida Standards (LAFS), Item Specifications, Rubrics for Argumentative and Informative Writing

Plan to Monitor Progress Toward G1. 8

Will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.

Person Responsible
Tamara Chew

Schedule
Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion
Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔍 G088015

G1.B1 ELA 1. Lack of familiarity with the scope and depth of the new Florida Standards. 2. Children struggling with phonics and reading fluency. 3. Lack of computer proficiency/home computer access. 4. In school technology problem/glitches. [2]

🔍 B234016

G1.B1.S1 Vertical common planning to familiarize the entire Reading/Language Arts Department with the new Florida Standards as they evolve and increase in complexity from Grade 4 to Grade 8. [4]

🔍 S246811

Strategy Rationale

In order to plan focused instruction, teachers must know how their grade-level standards are similar to/different from previous and future grade levels.

Action Step 1 [5]

Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact instruction in English Language Arts, ELL, and Reading courses.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

Meeting agenda, lesson plans, student work samples

Action Step 2 [5]

Use the item specifications during planning to align instruction to the LAFS, identifying specific instructional implications.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

Lesson plans, reading/writing notebooks, and classroom observations

Action Step 3 5

Plan weekly with grade levels to effectively incorporate constructive response from administrators, Literacy Coach, as well as from self reflection as a result of peer observation; to reach rigor in reading/writing.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

Lesson plans, reading/writing notebooks, and classroom observations

Action Step 4 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of lessons as indicated by pacing guide and reflected in lesson plans in grades 4-8.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

Classroom walkthrough forms, Lesson Plans

Action Step 5 5

Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources, CPALMS, Discovery Education, NBC Learns, Listening Stations, and iREADY during DI to support Language Arts Florida Standards.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

lesson plans, classroom observations

Action Step 6 `5`

Disaggregate and analyze assessment data (i-Ready, Interims, OPM's for grades 4-8) for targeted small group differentiated instruction.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

Lesson plans, data collection, classroom observations

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

Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.

Person Responsible

Tamara Chew

Schedule

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

Evidence of Completion

Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations

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

Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.

Person Responsible

Tamara Chew

Schedule

Weekly, from 6/3/2016 to 6/2/2017

Evidence of Completion

Results from the District Interim Assessment and FSA.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M333939	Will meet regularly with teachers during common planning; will conduct classroom walkthroughs,...	Chew, Tamara	9/2/2016	Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M333935	Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom...	Chew, Tamara	6/3/2016	Results from the District Interim Assessment and FSA.	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M333936	Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom...	Chew, Tamara	9/2/2016	Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations	6/2/2017 weekly
G1.B1.S1.A1 🔑 A320717	Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact...	Chew, Tamara	9/2/2016	Meeting agenda, lesson plans, student work samples	6/2/2017 weekly
G1.B1.S1.A2 🔑 A320718	Use the item specifications during planning to align instruction to the LAFS, identifying specific...	Chew, Tamara	9/2/2016	Lesson plans, reading/writing notebooks, and classroom observations	6/2/2017 weekly
G1.B1.S1.A3 🔑 A320719	Plan weekly with grade levels to effectively incorporate constructive response from administrators,...	Chew, Tamara	9/2/2016	Lesson plans, reading/writing notebooks, and classroom observations	6/2/2017 weekly
G1.B1.S1.A4 🔑 A320720	Conduct weekly classroom walkthroughs to monitor the effective implementation of lessons as...	Chew, Tamara	9/2/2016	Classroom walkthrough forms, Lesson Plans	6/2/2017 weekly
G1.B1.S1.A5 🔑 A320721	Implement and monitor the use of core and supplemental technology resources such as: Interactive...	Chew, Tamara	9/2/2016	lesson plans, classroom observations	6/2/2017 weekly
G1.B1.S1.A6 🔑 A320722	Disaggregate and analyze assessment data (i-Ready, Interims, OPM's for grades 4-8) for targeted...	Chew, Tamara	9/2/2016	Lesson plans, data collection, classroom observations	6/2/2017 weekly

V. Professional Development Opportunities

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

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

G1.B1 ELA 1. Lack of familiarity with the scope and depth of the new Florida Standards. 2. Children struggling with phonics and reading fluency. 3. Lack of computer proficiency/home computer access. 4. In school technology problem/glitches.

G1.B1.S1 Vertical common planning to familiarize the entire Reading/Language Arts Department with the new Florida Standards as they evolve and increase in complexity from Grade 4 to Grade 8.

PD Opportunity 1

Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact instruction in English Language Arts, ELL, and Reading courses.

Facilitator

Chiffion Dorsey, Literacy Coach, Iliana Herrera, Cassandra Bishop and Fanny Romero, Department Chairs, Janet Argilagos and Ileana Hernandez , Assistant Principals

Participants

Elementary and Secondary Reading Language Arts Teachers

Schedule

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

PD Opportunity 2

Use the item specifications during planning to align instruction to the LAFS, identifying specific instructional implications.

Facilitator

Chiffion Dorsey, Literacy Coach, Iliana Herrera, Cassandra Bishop and Fanny Romero, Department Chairs, Janet Argilagos and Ileana Hernandez , Assistant Principals

Participants

Elementary and Secondary Reading Language Arts Teachers

Schedule

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

PD Opportunity 3

Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources, CPALMS, Discovery Education, NBC Learns, Listening Stations, and iREADY during DI to support Language Arts Florida Standards.

Facilitator

Chiffion Dorsey, Literacy Coach, Iliana Herrera, Cassandra Bishop and Fanny Romero, Department Chairs, Janet Argilagos and Ileana Hernandez , Assistant Principals

Participants

Elementary and Secondary Reading Language Arts Teachers

Schedule

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

PD Opportunity 4

Disaggregate and analyze assessment data (i-Ready, Interims, OPM's for grades 4-8) for targeted small group differentiated instruction.

Facilitator

Chiffion Dorsey, Literacy Coach, Iliana Herrera, Cassandra Bishop and Fanny Romero, Department Chairs, Janet Argilagos and Ileana Hernandez , Assistant Principals

Participants

Elementary and Secondary Reading Language Arts Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact instruction in English Language Arts, ELL, and Reading courses.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
2	G1.B1.S1.A2	Use the item specifications during planning to align instruction to the LAFS, identifying specific instructional implications.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
3	G1.B1.S1.A3	Plan weekly with grade levels to effectively incorporate constructive response from administrators, Literacy Coach, as well as from self reflection as a result of peer observation; to reach rigor in reading/writing.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
4	G1.B1.S1.A4	Conduct weekly classroom walkthroughs to monitor the effective implementation of lessons as indicated by pacing guide and reflected in lesson plans in grades 4-8.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
5	G1.B1.S1.A5	Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources, CPALMS, Discovery Education, NBC Learns, Listening Stations, and iREADY during DI to support Language Arts Florida Standards.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5003 - South Dade Middle School			$0.00
6	G1.B1.S1.A6	Disaggregate and analyze assessment data (i-Ready, Interims, OPM's for grades 4-8) for targeted small group differentiated instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
					Total:	$0.00