

Miami-Dade County Public Schools

Benjamin Franklin K 8 Center



2016-17 Schoolwide Improvement Plan

Benjamin Franklin K 8 Center

13100 NW 12TH AVE, North Miami, FL 33168

<http://benfranklinelem.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	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	99%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Benjamin Franklin K 8 Center

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.

At Benjamin Franklin K-8 Center, our mission is to prepare our students for tomorrow's world. We strive to serve the community, create healthy habits, and develop the ability to become effective lifelong problem solvers.

b. Provide the school's vision statement.

The vision of Benjamin Franklin K-8 Center is to cultivate a balanced education for each and every child. While working with the whole child, we will strive to help every student accept responsibility for their own education and enhance their individual potential and ability to become self-sufficient. In order to support this vision, various programs are available for students and parents at Benjamin Franklin K-8 Center such as Pre-K, Gifted, Emotional Behavior Disorder (EBD), 5,000 Role Models, Brains and Beauty, and intramural sports. In addition, an in-school intervention is provided for reading, and math. The services provided to students are directly aligned to the needs of the students and response to the data. A tiered approach is provided to ensure that every child is provided with an opportunity to succeed.

2. School Environment

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

The school learns about students' cultures by establishing a positive relationship with their students and families. Every year before the opening of schools, we invite our students and their families to meet the teachers and staff to the "Getting Acquainted Day." On that day, students are able to meet administration, teachers, and staff members. We get to meet the parents and families and get to know them. Additionally since our student body is composed of Haitian-American, African-American, and Hispanic-American students. Our school highlights and celebrates each of these cultures throughout the year.

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

On campus, we have 3 full-time security guards and one part-time security guard. A security guard is in the hallways at all times monitoring students transitioning to classes and visitors that may arrive. There are designated areas for student arrivals where they are monitored at all times. Additionally, there are dismissal procedures in place where teachers have to escort their students out of the building. From there security guards monitor the students until they are picked up.

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.

Our school has a progressive discipline plan in place. Classroom rules and procedures are expected to be followed. A warning is given for the first infraction. A phone call home is given for the second infraction. A parent teacher conference is given for the third infraction. If level 2 or higher violations

are committed by the student, the following consequences are given: detention, indoor suspension, Saturday detention, or Alternative to Suspension.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school has a full-time counselor, a school psychologist, a social worker, a Success Coach, and an itinerant EBD counselor. These individuals make-up our support team at our school. Our counselor has peer group meetings throughout the year. Our psychologist meets with the Student Support Team and parents once a week. Our Success Coach meets with high risk students daily to circumvent Early Warning Systems (EWS). Our EBD counselor schedule one on one sessions with each of our EBD student weekly. Our social worker meets with our truant and homeless students. Our school psychologist meets with our students and their parents to discuss addressing issues that may be beyond academic that affect their learning.

3. Early Warning Systems

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

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

The school's early warning system includes the following indicators:

- level 1/2 in Reading = 38 students
- level 1/2 in Mathematics = 178 students
- failed a Reading course = 22 students
- failed a Mathematics course = 38 students
- suspensions = 0 count
- absent 18 or more days= 15 students

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	2	7	2	4	4	1	4	4	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	6	5	6	5	2	4	1	2	0	0	0	0	31
Level 1 on statewide assessment	0	6	20	0	16	38	0	0	22	0	0	0	0	102

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	1	3	9	6	14	31	25	30	32	0	0	0	0	151

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

Our school has a progressive discipline plan in place. Classroom rules and procedures are expected to be followed.

Level 1 is positive reinforcement. The teacher will utilize one or more of the following to recognize positive student behavior within the classroom.

Level 2 is a behavior re-direction plan. When a student's behavior impedes the educational focus within the classroom or disregards established school-wide rules and procedures; then the following actions will be applied:

1. The classroom teacher will assign the student to the in-class "Quiet Corner" for a designated period of time.
2. The classroom teacher will assign the student to a "buddy associate teacher" for a change of environment setting for a designated period of time.
3. The classroom teacher will contact the student's parent(s) to solicit assistance in supporting positive student behavior.
4. The classroom teacher will assign the student to the Benjamin Franklin K-8 Center's "Tiger's Den", which is a designated room, apart from the student's classroom, to provide for restorative discussions and activities.
5. The student is assigned to Thursday after-school detention for one hour.
6. The student is assigned to Saturday detention for three hours.
7. The student is referred to the Tiger's Den for administrative intervention.

Level 3 focuses on egregious student behavior. Egregious student behavior will be handled swiftly and effectively by the school's Dean of Discipline. These displays of inappropriate behavior will be handled with the assistance of the school's security monitors who will escort the identified student(s) to the Tiger's Den for administrative intervention. Egregious behavior includes fighting, cursing directed toward a teacher or another student, or possession of a weapon or firearm.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Title I School - Please see Parent Involvement Plan (PIP)

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

The school builds and sustains partnerships with the local community by inviting them to our monthly EESAC meetings, special events, and acknowledging them in our school newsletter.

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
Loubeau, Diana	Principal
Paul, Maria	Assistant Principal
Louis, Ingrid	Instructional Coach

b. Duties

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

The members of the school-based leadership team are made up of the following individuals:

- Dr. Fabrice Laguerre, Principal
- Maria Paul, Assistant Principal
- Ingrid Louis, Reading Coach
- Lawana Parrott, Reading Coach
- Keshner Guerrier, Mathematics Coach
- Chantal Duignan, Science Coach
- Jean Celestin, Dean of Discipline
- Remus Cesar, Counselor
- Sheila St. Fleurose, Psychologist

Administrators will schedule and facilitate regular Multi-Tier System of Supports (MTSS) meetings, ensure attendance of team members, ensure follow through of action plan steps, distribute resources appropriately. Instructional coaches will provide guidance on K-12 reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The school support staff (counselor, psychologist, and ESE teacher) will conduct regular meetings to evaluate intervention efforts for students by subject, intervention, and grade.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data analysis, problem solving, differentiated assistance, and progress monitoring.

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 Academic Instruction (SAI); 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, Migrant Education Program.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

The above services will be provided should funds become available for the 2016-2017 school year and should the FLDOE approve the application(s).

- Title X- Homeless The Homeless Assistance Program seeks to ensure a successful educational

experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart 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 twelve homeless shelters in the community.
- The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Benjamin Franklin K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Safe and Drug-Free School Violence Prevention

- 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.

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 School Board.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Wayne Kirkland	Teacher
Deronia Phillips	Parent
Grace Byrd	Teacher
Ingrid Morgan	Parent
Kathey Johnson	Business/Community
Princess Stanley	Teacher
Remus Cesar	Education Support Employee
Fabrice Laguerre	Principal
Marie Viard	Teacher
Myrtha Fortune	Teacher

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 School Advisory Council (SAC) reviewed the 2015-2016 SIP plan and discussed strategies for improvement. The SAC conducted reviews of assessment data, curriculum updates, student and parent representative elections.

b. Development of this school improvement plan

School Advisory Council (SAC) will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction/Intervention Team (MTSS/Rtl) to create multiple resources and strategies to increase student achievement. The MTSS/Rtl Leadership Team meets monthly to ensure the goals and objectives stated in the School Improvement Plan are effectively implemented with fidelity. Additionally, the MTSS/Rtl Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as the development of the School Improvement Plan's goals and strategies. During 2016-2017 school year, the MTSS/Rtl Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance.

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

The School Advisory Council (SAC) are presented with the EESAC budget and make allocation decisions as a part of the responsibilities and duties of the SAC. Members present proposals for expenditures of the budget, which are voted upon for approval or denial.

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

The current projection funds used towards school improvement is \$2,692.00. It will be allocated towards the following areas to improve student achievement:

- Reading/Language Arts \$448
- Writing \$448
- Mathematics \$448
- Science \$448
- Technology \$448
- Parental Involvement \$452

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
Loubeau, Diana	Principal
Paul, Maria	Assistant Principal
Louis, Ingrid	Instructional Coach

b. Duties

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

Paramount among this year’s initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills. The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement.
- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

D. Public and Collaborative Teaching

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

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

A needs assessment is done at the beginning of the year to create a professional development plan that centers around the teachers' need of support. Also common planning time is created for each grade level to plan for instruction in the core areas for reading and mathematics.

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

The assistant principal is responsible for ensuring that the newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (M.I.N.T.) program. Regular meeting will be held throughout the year for new teachers by the Principal. Instructional coaches will inform new teachers of on-going professional development. Administration will invite students from the local universities to conduct their student teacher at the school.

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

Newly hired teachers and teachers new to our school are paired up with an instructional coach or veteran teacher in their field of expertise. The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

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.

Miami Dade County Public Schools has created pacing guides for the teachers in each subject that is newly aligned with the Florida State Standards. Our teachers use these as resources to help plan their lessons and create an appropriate timeline for their units of instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

After each district assessment, coaches meet with teachers to debrief on data results. Both coaches and teachers collaborate to develop Differentiated Instruction plan that targets all their students' needs.

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: Extended School Day

Minutes added to school year: 2,400

Students will receive push in interventions in Reading, Writing, and Mathematics throughout the school day.

Strategy Rationale

The amount of students that can participate in the intervention program can be maximized when occurring during the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Loubeau, Diana, pr2041@dadeschools.net

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

We will administer quarterly assessments and monitor the students' academic improvement on district assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

b. College and Career Readiness

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

The school promotes academic and career planning by having the students' meet with their teachers quarterly to discuss their academic progress and how it impacts their future academic progress and career.

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

In the 7th grade, students take Civics and Career Planning. The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them

with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure, and function of local, state, and national government within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system, and an understanding of rights, responsibilities, and obligations.

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

Our school has a partnership with our high school feeder pattern where members of their leadership team come and speak to our middle school students. They address issues such as the importance of academic excellence, citizenship, and their responsibilities.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

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. We will increase student achievement by improving core instruction in all content areas. 1a

G088039

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
FSA Mathematics Achievement	63.0
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of purposeful planning, targeting standards based instructions and activities aligned to daily and culminating end products in literacy.
- Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during mathematics instructions.
- Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during science instructions.
- Limited evidence of writing within the instructional framework of Social Studies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy: Item specifications, pacing guides, planning cards, literacy coaches, unpacking document, FSA Wonders weekly assessment, Vertical alignment.
- Mathematics: Computer Labs, IReady Diagnostic Data, Mathematical Practices task cards, GoMath textbooks, Pacing Guides, Item-Specs, CPalms lessons, Teacher-toolbox, Algebra Nation, Edgenuity, McGraw-Hill textbook
- Science: District Pacing Guides, test Item Specifications, Computer Lab, District Unit Assessments, J&J Bootcamp
- Social Studies: Writing rubrics, tablets, graphic organizers

Plan to Monitor Progress Toward G1. 8

Monitor Action Plan for fidelity and consistency

Person Responsible

Maria Paul

Schedule

Monthly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Administrative Walkthroughs

G2. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G088040

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	30.0

Targeted Barriers to Achieving the Goal 3

- About 29 of our students missed 10 days or more during the year. This academic year, our goal is to decrease that by 1 percentage point making it only 4% of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS/RTI Leadership Team
- School Social Worker
- Alternative to Suspension
- Student Success Coach
- Dean of Discipline

Plan to Monitor Progress Toward G2. 8

Increase academic achievement by addressing students' needs through tiered support through school-wide and community resources.

Person Responsible

Diana Loubeau

Schedule

Monthly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Attendance reports, Behavioral SCMs, and Instructional assessments

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. We will increase student achievement by improving core instruction in all content areas. **1**

 G088039

G1.B1 Limited evidence of purposeful planning, targeting standards based instructions and activities aligned to daily and culminating end products in literacy. **2**

 B234064

G1.B1.S1 Purposeful standards based planning with emphasis on effective Higher Order Questioning and Active Student Engagement. **4**

 S246866

Strategy Rationale

Limited evidence of purposeful standards based planning and effective use of Higher order thinking questions during instruction.

Action Step 1 **5**

Introduce action plan to faculty during faculty meeting.

Person Responsible

Diana Loubeau

Schedule

Quarterly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Sign-in sheet and Agenda

Action Step 2 **5**

Introduce the instructional framework and unpacking strategies to the literacy department during common planning session

Person Responsible

Ingrid Louis

Schedule

On 10/5/2016

Evidence of Completion

Sign-in sheet, Agenda, Lesson plan, unpacking document

Action Step 3 5

Implement a professional development on instructional framework and unwrapping of the standards aligning the daily and culminating end products.

Person Responsible

Ingrid Louis

Schedule

On 10/31/2016

Evidence of Completion

Sign-in sheet, Agenda, PD resources, lesson plans

Action Step 4 5

Identify a teacher leader implementing the instructional framework and unwrapping of the standards with aligned activities, daily and culminating end products.

Person Responsible

Ingrid Louis

Schedule

On 11/30/2016

Evidence of Completion

Lesson plans, Coaching logs and calendar, Note taking, Note making

Action Step 5 5

Follow-up and provide coaching support on the instructional framework and unpacking of the standards with aligned activities, daily and culminating end products.

Person Responsible

Ingrid Louis

Schedule

Weekly, from 11/1/2016 to 6/8/2017

Evidence of Completion

Lesson plans, Coaching logs and calendar, Note taking, Note making

Action Step 6 5

Monitor the literacy department to ensure the implementation of the instructional framework and unpacking of the standards with aligned activities, daily and culminating end products that are taking place during instructional delivery.

Person Responsible

Maria Paul

Schedule

Weekly, from 10/31/2016 to 6/8/2017

Evidence of Completion

Administrators' walk-through notes

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

Walk-throughs

Person Responsible

Diana Loubeau

Schedule

Weekly, from 10/24/2016 to 6/8/2017

Evidence of Completion

Administrators' walk-through notes, Lesson Plans, student artifacts

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

Teacher observations

Person Responsible

Diana Loubeau


Schedule

Weekly, from 10/24/2016 to 6/8/2017

Evidence of Completion

Student assessments, data analysis

G1.B2 Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during mathematics instructions. 2

 B234065

G1.B2.S1 Purposeful standards based planning with emphasis on effective Higher Order Questioning and Active Student Engagement. 4

 S246867

Strategy Rationale

Limited evidence of purposeful standards based planning and effective use of Higher order thinking questions during instruction.

Action Step 1 5

Introduce strategy during professional development of planning with the end in mind

Person Responsible

Diana Loubeau

Schedule

On 10/28/2016

Evidence of Completion

Sign-In sheet and Agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Implement standards-based collaborative planning including planned Higher Order Thinking questions.

Person Responsible

Ingrid Louis

Schedule

Biweekly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Sign-In sheet and Agenda

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Provide support through coaching cycles as needed

Person Responsible

Ingrid Louis

Schedule

Biweekly, from 10/4/2016 to 6/8/2017


Evidence of Completion

Coaching logs

G1.B3 Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during science instructions. 2

 B234066

G1.B3.S1 Purposeful standards based planning with emphasis on effective Higher Order Questioning and Active Student Engagement. 4

 S246868

Strategy Rationale

Increase the level of rigor in instruction.

Action Step 1 5

Provide professional development opportunities to teacher on use of One Drive & Planning Cards

Person Responsible

Diana Loubeau

Schedule

On 10/14/2016

Evidence of Completion

Sign-In sheet and Agenda

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

Model how to develop lesson plans that are clear, logical and aligned to objectives through the use of the backwards planning design during common planning.

Person Responsible

Diana Loubeau

Schedule

Biweekly, from 10/17/2016 to 12/22/2016

Evidence of Completion

Sign-In sheet and Agenda

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

Provide coaching cycles as needed for teachers with selected questioning on strategies and backwards planning.

Person Responsible

Ingrid Louis

Schedule

Biweekly, from 10/17/2016 to 6/8/2017


Evidence of Completion

Peer observation schedule

G1.B4 Limited evidence of writing within the instructional framework of Social Studies. 2

 B234067

G1.B4.S1 Purposeful and effective collaborative planning focused on questioning strategies and explicit learning outcomes. 4

 S246869

Strategy Rationale

Students need to become familiar with analyzing non-fiction material.

Action Step 1 5

Introduce action plan to department during common planning.

Person Responsible

Maria Paul

Schedule

On 10/4/2016

Evidence of Completion

Sign-in sheet, Agenda

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

Provide professional development on backwards planning utilizing backward design article.

Person Responsible

Maria Paul

Schedule

On 12/22/2016

Evidence of Completion

Backward Design Article, Sign-in-sheet and Agenda and Model Lesson Plans

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

Provide coaching cycles as needed for Civic Teacher with backwards planning.

Person Responsible

Ingrid Louis

Schedule

Biweekly, from 10/17/2016 to 6/8/2017

Evidence of Completion

Coaching Logs

G2. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G088040

G2.B1 About 29 of our students missed 10 days or more during the year. This academic year, our goal is to decrease that by 1 percentage point making it only 4% of students. 2

B234068

G2.B1.S1 Identify and refer students monthly who have accrued a minimum of ten unexcused absences to the school's attendance review committee. 4

S246870

Strategy Rationale

Action Step 1 5

Recognize daily school's average attendance and state our attendance goals school wide.

Person Responsible

Maria Paul

Schedule

Monthly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

Action Step 2 5

Provide incentives to students that maintain perfect attendance for the quarter.

Person Responsible

Maria Paul

Schedule

Quarterly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

Action Step 3 5

Recognize homeroom classes with the best attendance.

Person Responsible

Maria Paul

Schedule

Weekly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Maintain attendance daily. Review responses from parents and guardians during attendance review committee meetings. Review District reports pertaining to attendance.

Person Responsible

Maria Paul

Schedule

Monthly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Attendance review committee meetings and daily attendance reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor Attendance review committee meetings and Daily attendance reports.

Person Responsible

Maria Paul




















Schedule

Weekly, from 10/7/2016 to 6/8/2017

Evidence of Completion

See a decrease in the number of students accruing unexcused absences.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.A1  A320832	Introduce action plan to department during common planning.	Paul, Maria	10/4/2016	Sign-in sheet, Agenda	10/4/2016 one-time
G1.B1.S1.A2  A320825	Introduce the instructional framework and unpacking strategies to the literacy department during...	Louis, Ingrid	10/5/2016	Sign-in sheet, Agenda, Lesson plan, unpacking document	10/5/2016 one-time
G1.B3.S1.A1  A320831	Provide professional development opportunities to teacher on use of One Drive & Planning Cards	Loubeau, Diana	10/14/2016	Sign-In sheet and Agenda	10/14/2016 one-time
G1.B2.S1.A1  A320830	Introduce strategy during professional development of planning with the end in mind	Loubeau, Diana	10/4/2016	Sign-In sheet and Agenda	10/28/2016 one-time
G1.B1.S1.A3  A320826	Implement a professional development on instructional framework and unwrapping of the standards...	Louis, Ingrid	10/18/2016	Sign-in sheet, Agenda, PD resources, lesson plans	10/31/2016 one-time
G1.B1.S1.A4  A320827	Identify a teacher leader implementing the instructional framework and unwrapping of the standards...	Louis, Ingrid	11/7/2016	Lesson plans, Coaching logs and calendar, Note taking, Note making	11/30/2016 one-time
G1.B3.S1.MA1  M334065	Model how to develop lesson plans that are clear, logical and aligned to objectives through the use...	Loubeau, Diana	10/17/2016	Sign-In sheet and Agenda	12/22/2016 biweekly
G1.B4.S1.MA1  M334067	Provide professional development on backwards planning utilizing backward design article.	Paul, Maria	10/14/2016	Backward Design Article, Sign-in-sheet and Agenda and Model Lesson Plans	12/22/2016 one-time
G1.MA1  M334068	Monitor Action Plan for fidelity and consistency	Paul, Maria	10/3/2016	Administrative Walkthroughs	6/8/2017 monthly
G2.MA1  M334071	Increase academic achievement by addressing students' needs through tiered support through...	Loubeau, Diana	10/7/2016	Attendance reports, Behavioral SCMs, and Instructional assessments	6/8/2017 monthly
G1.B1.S1.MA1  M334060	Teacher observations	Loubeau, Diana	10/24/2016	Student assessments, data analysis	6/8/2017 weekly
G1.B1.S1.MA1  M334061	Walk-throughs	Loubeau, Diana	10/24/2016	Administrators' walk-through notes, Lesson Plans, student artifacts	6/8/2017 weekly
G1.B1.S1.A1  A320824	Introduce action plan to faculty during faculty meeting.	Loubeau, Diana	10/4/2016	Sign-in sheet and Agenda	6/8/2017 quarterly
G1.B1.S1.A5  A320828	Follow-up and provide coaching support on the instructional framework and unpacking of the...	Louis, Ingrid	11/1/2016	Lesson plans, Coaching logs and calendar, Note taking, Note making	6/8/2017 weekly
G1.B1.S1.A6  A320829	Monitor the literacy department to ensure the implementation of the instructional framework and...	Paul, Maria	10/31/2016	Administrators' walk-through notes	6/8/2017 weekly
G1.B2.S1.MA1  M334062	Provide support through coaching cycles as needed	Louis, Ingrid	10/4/2016	Coaching logs	6/8/2017 biweekly
G1.B2.S1.MA1  M334063	Implement standards-based collaborative planning including planned Higher Order Thinking questions.	Louis, Ingrid	10/4/2016	Sign-In sheet and Agenda	6/8/2017 biweekly
G1.B3.S1.MA1  M334064	Provide coaching cycles as needed for teachers with selected questioning on strategies and...	Louis, Ingrid	10/17/2016	Peer observation schedule	6/8/2017 biweekly
G1.B4.S1.MA1  M334066	Provide coaching cycles as needed for Civic Teacher with backwards planning.	Louis, Ingrid	10/17/2016	Coaching Logs	6/8/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M334069	Monitor Attendance review committee meetings and Daily attendance reports.	Paul, Maria	10/7/2016	See a decrease in the number of students accruing unexcused absences.	6/8/2017 weekly
G2.B1.S1.MA1 M334070	Maintain attendance daily. Review responses from parents and guardians during attendance review...	Paul, Maria	10/7/2016	Attendance review committee meetings and daily attendance reports.	6/8/2017 monthly
G2.B1.S1.A1 A320833	Recognize daily school's average attendance and state our attendance goals school wide.	Paul, Maria	10/7/2016	Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.	6/8/2017 monthly
G2.B1.S1.A2 A320834	Provide incentives to students that maintain perfect attendance for the quarter.	Paul, Maria	10/7/2016	Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.	6/8/2017 quarterly
G2.B1.S1.A3 A320835	Recognize homeroom classes with the best attendance.	Paul, Maria	10/7/2016	Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.	6/8/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introduce action plan to faculty during faculty meeting.	\$0.00
2	G1.B1.S1.A2	Introduce the instructional framework and unpacking strategies to the literacy department during common planning session	\$0.00
3	G1.B1.S1.A3	Implement a professional development on instructional framework and unwrapping of the standards aligning the daily and culminating end products.	\$0.00
4	G1.B1.S1.A4	Identify a teacher leader implementing the instructional framework and unwrapping of the standards with aligned activities, daily and culminating end products.	\$0.00
5	G1.B1.S1.A5	Follow-up and provide coaching support on the instructional framework and unpacking of the standards with aligned activities, daily and culminating end products.	\$0.00
6	G1.B1.S1.A6	Monitor the literacy department to ensure the implementation of the instructional framework and unpacking of the standards with aligned activities, daily and culminating end products that are taking place during instructional delivery.	\$0.00
7	G1.B2.S1.A1	Introduce strategy during professional development of planning with the end in mind	\$0.00
8	G1.B3.S1.A1	Provide professional development opportunities to teacher on use of One Drive & Planning Cards	\$0.00
9	G1.B4.S1.A1	Introduce action plan to department during common planning.	\$0.00
10	G2.B1.S1.A1	Recognize daily school's average attendance and state our attendance goals school wide.	\$0.00
11	G2.B1.S1.A2	Provide incentives to students that maintain perfect attendance for the quarter.	\$0.00
12	G2.B1.S1.A3	Recognize homeroom classes with the best attendance.	\$0.00
Total:			\$0.00