

Arvida Middle School



2016-17 Schoolwide Improvement Plan

Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

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

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

**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 Arvida 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.

Arvida Middle School exemplifies a progressive commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. Arvida Middle School believes in meeting students where they are and assisting them in reaching their potential while encouraging them to reach for higher goals.

b. Provide the school's vision statement.

Arvida Middle School is committed to providing educational excellence for all.

2. School Environment

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

Arvida Middle School will infuse the content as applicable to appropriate grade levels, to discuss - History of Africans and African Americans, Hispanic and women's contributions to our country, as well as sacrifices made for our freedom. In addition, school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) will be informed of the current state of the cultural awareness and student-teacher relationships. Through the school's student services department members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. To further emphasize the building of relationships several school wide multicultural projects and activities will occur within curriculum and daily course work (e.g., reading selections, writing prompts, presentations, etc.).

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

Arvida Middle School's student services department will provide school wide presentations on social-emotional learning and self-management skills and its relationship to creating a positive, caring and supportive school community. In addition, they will implement a supplemental solution focused small group counseling that will be based on student need and provide counseling services when needed. In conjunction, teachers will clarify their expectations for positive interpersonal interaction and participate in the structures and processes for reporting violations of the student code of conduct. In addition, an anonymous reporting system continues to be implemented, where students can notify an adult of what may be happening before, during, or after school. Finally, these policies and procedures will be assessed and monitored; when needed, these strategies will be improved, created, discussed, and supported.

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.

Arvida will follow a progressive discipline plan where student behavior is monitored and tracked to ensure student success in school. By following Miami Dade County's Student Code of Conduct which provide universal guidelines for all students to ensure that all students, teachers, and parents are

aware of school expectations. If a student chooses to not follow the established rules and regulations, they are aware of the consequences.

In order to encourage students to continue to follow the established rules, there will be a school wide recognition program, Do the Right Thing, and citizenship awards ceremony at the end of every quarter.

A referral system is in place where students are referred to a counselor in the school that will assist them in their progress for behavior changes. This differentiated system of school counseling services will dedicate time for the guidance on achieving positive behaviors that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The T.R.U.S.T. and academic counselors provide school wide orientations to students by grade level on school expectations through Social Studies classes. The counselors also calendar in presentations from outside agencies to come into the school to provide on-site professional development for faculty and staff, as well as the community.

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 student services department and leadership team will meet quarterly to identify students with barriers to academic and social success. These students will be monitored and supported by routine feedback from an adult "mentor" throughout the week. Regular conversations will occur between teachers, counselors, and parents in order to identify student progress and support needs.

School counselors and the leadership team will provide a differentiated delivery of services based on student/school need. These services will include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

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.

Arvida Middle School's Early Warning System indicators consist of failing grades, poor attendance, poor decision making, poor behavior and lack of academic proficiency. Arvida will utilize data systems and the Early Warning Systems report to identify students who have attendance, behavioral or academic concerns, create data decision rules for number of absences, institute a school wide discipline plan before a referral is generated, share said plans with teachers to make them aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, and utilize the Response to Intervention process to assess the needs of the students and the barriers blocking their success. (example: attendance, course failure, behavior.)

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	14	27	21	0	0	0	0	62	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	8	14	15	0	0	0	0	37	
Level 1 on statewide assessment	0	0	0	0	0	0	82	92	90	0	0	0	0	264	

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

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

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

Arvida addresses students identified by the Early Warning System through Response to Intervention (RTI). Identified students are regularly assessed to determine their progress and the need for addressing academic and/or behavioral supports. Evidenced based interventions to close student need gaps related to early warning systems are implemented. Arvida Middle School will utilize programs such as Inside, Reading Plus, I-Ready, during before and after school tutorials to provide differentiated instruction to build student content and foundational knowledge.

Counselors and the administrative team will implement small group/individual interventions connecting students/families to school based and community resources. Students/parents will be provided with support, monitoring, and reporting of student attendance, academics and behaviors as needed. Arvida Middle School will express personal interest in students via positive reinforcements and group bonding activities through our T.R.U.S.T. When problems or concerns arise, action plans will be developed in order to provide optimal support to students/families.

Counselors will follow up with teachers to inform them of student/parent decisions made to address problems. In addition, counselors will provide parents with guidance and modeling on how to participate in their child's schooling and manage unwanted behaviors.

There is a school wide attendance program that will highlight the importance of attendance, track daily attendance and provide quarterly recognition awards for students with good attendance. Once a child acquires five or more absences, they will be assigned to an administrator and counselor who will respond to or assist with these attendance issues.

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?

No

1. PIP Link

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

2. Description

Parent participation plays a major role in the successes of Arvida Middle School. Parents can be seen supporting the school in various ways: answering phones in the main office, greeting visitors at our front door, assisting teachers in the classroom, and supporting the school with extra curricular activities. Arvida Middle School would like to continue to build upon our current parental involvement through partnerships with our PTSA and community liaison. Arvida Middle School will continue to offer current participation opportunities and also include new opportunities such as FSA Parent Night for the core subjects, annual open house, PTSA meetings, EESAC participation, volunteer and field trip chaperone opportunities.

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.

Arvida Middle School will continue to build and sustain partnerships with local community businesses and people through the continued development and implementation of activities in which parents and the community are invited and welcomed to work closely with the school in order to support students. Feedback is solicited from parents through surveys and conversations with the PTSA and EESAC. During Open House, curriculum night, and other shared opportunities. Presentations inform parents on how they can work closely with teachers and administrators to support student achievement. Parents are also provided with positive notes, letters, and phone calls home.

Arvida has a large list of community resources whom support programs and activities which provide unique experiences for our students. We feel these partnerships help develop our students socially, emotionally, physically and academically.

Arvida Middle School works closely with local colleges (Miami-Dade College, Florida International College, University of Miami, etc.) who assign students to come in and observe the education process in action. In addition Arvida works with the district in supporting the United Way and Kids And the Power Of Work (KAPOW), which educates our students about work and working through school and career activities. Through Working with Common Threads students will be provided afterschool cooking classes to learn how to cook, plan healthy meals, and set a pleasing tables. And through the schools partnership with Fairchild Tropical Garden, the school works closely with them on a monthly basis so that students have numerous opportunities to learn about Florida's diverse ecological systems.

Moreover, Arvida is lucky to have a very large family support though volunteers who actively participate within the school on a daily basis. All of this community participation helps to develop our students into educated citizens who are ready and able to give back to their community.

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
Holbrook, Angie	Principal
Mckay, Tonya	Assistant Principal
Abousaleh, Katja	Teacher, K-12
Alvarez, Yumeisy	Teacher, K-12
Chin, Judy	Teacher, K-12
Delrisco, Alain	Teacher, K-12
Reyes, Aixa	Administrative Support
Roblin, Sally	Teacher, ESE
Englemann, Melinda	Psychologist
Lugo, Vivian	Teacher, K-12
Paoella, Angela	Teacher, K-12
Mijares, Alma	Teacher, K-12

b. Duties

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

The school's Leadership Team will include personnel as resources to the team, based on specific problems or concerns. The school's administrative team consists of Nancy Aragon, Principal, and Ada Montero and Tonya McKay, Assistant Principals. Department chairpersons will communicate issues and concerns to and from department members and administrative team: Alma Mijares, Language Arts, Josefa Gutierrez, Mathematics, Vivian Lugo, Science, Alain DelRisco, Social Sciences, Katja Abousaleh, Reading, Sally Roblin, ESE, and Yumeisy Alvarez, Fine Arts. Student service personnel assist with student identification, monitoring, and support, they are Melinda Engleman, Psychologist, Marsha Spanner, Gustavo Jimenez, Ronit Richman and Melanie Richardson, School Counselors.

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 RTI Problem-Solving team at Arvida meets on a quarterly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the RTI problem solving process as outlined in the district's RTI Manual.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nancy Aragon	Principal
Jovany Corzo	Teacher
Gustavo Jimenez	Teacher
Aixa Reyes	Teacher
Daysi Martin	Education Support Employee
Katja Abousaleh	Teacher
Naomi Sims	Education Support Employee
Earnest Johnson	Education Support Employee
Josefa Gutierrez	Teacher
Natacha Madrid	Teacher
Christine Reis	Parent
Oriana Bellucci	Student
Lauren L. Smith	Student
Vivian Beck	Business/Community
Natasha Toress	Parent
Michelle Baublitz	Parent
Vivian Lugo	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 School Improvement Plan was discussed during the first meeting for the 2016-2017 school year, which occurred on Thursday, September 23, 2016. The overall goals, strengths, and weaknesses from available data for the 2015-2016 school year were discussed. In addition, overall school scores and results of projects that had been funded were presented.

b. Development of this school improvement plan

The SAC in collaboration with the principal at Arvida Middle School will be responsible for final decisions on issues relating to the implementation and status of the school improvement plan and its progress. The SAC and principal will evaluate last year's school improvement plan and then assist in the development of the proposed/current school improvement plan. In addition, the school's annual budget will be reviewed and plans will be made on how the monies will be expended.

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

The Arvida SAC will be made aware of the school's budget through monthly SAC meetings where members will ask any questions and voice any concerns. All funds will be for the enhancement of school performance through development and implementation of the 2016-2017 school improvement plan. Available funds will only be utilized for programs or projects selected by the School Advisory Council and will not be used for any project or program with a duration of more than one year.

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

Last year's school improvement funds are allocated as follows:

\$1,600.00 Student incentives

\$3,000.00 Tutoring Support

\$1,100.00 FCAT/Common Core Workbooks

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
Holbrook, Angie	Principal
Mckay, Tonya	Assistant Principal
Abousaleh, Katja	Teacher, K-12
Chin, Judy	Teacher, K-12
Delrisco, Alain	Teacher, K-12
Reyes, Aixa	Teacher, K-12
Roblin, Sally	Teacher, ESE
Lugo, Vivian	Teacher, K-12
Paolella, Angela	Teacher, K-12
Alvarez, Yumeisy	Teacher, K-12
Mijares, Alma	Teacher, K-12

b. Duties

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

The Leadership Literacy Team will cultivate the vision for increased school-wide literacy across all content areas by focusing on teaching/requiring all grade levels to write in complete sentences with proper capitalization and punctuation, increasing fluency and comprehension of the students' reading in their curriculum, and using inquiry based and higher order questioning to develop students' reading comprehension as well as writing skills.

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.

Teachers will have a dedicated planning time two times per week to work together within their departments. During this time teachers will work collaboratively and cooperatively in the interest of the student achievement. Teachers will plan for instructional delivery that is based on standards and/or specific course benchmarks. In addition, it is expected that teacher will experience and master course

content and skills, as a result of rigorous, purposeful, and engaging instructional planning activities. Moreover, teachers will utilize student data to ascertain strengths and weaknesses and to identify clear and accessible future instructional paths.

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

Arvida Middle School will continue to work closely with neighboring universities and colleges by accepting interns from these schools. This affords Arvida Middle School opportunities to work closely with qualified teachers and possibly retain them, once they have graduated. Once an effective teacher is retained Arvida Middle School will provide quality professional development opportunities in order for these new teachers to gain access to knowledge and expertise that will provide positive experiences in the classroom. Arvida Middle School will team a new teacher with a choice of two mentors; one from within their curriculum and one from another curriculum to provide support from varying perspectives. In addition, administrators will also have an open door policy in which all teachers will be able to enter and ask for support when needed.

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

New teachers to the teaching profession are participating with-in the New Teacher Center (NTC) Investing In Innovation (i3Teachers) program. This program is modeled to accelerate the effectiveness of teachers in their first two years in the profession. First -year teachers will receive two years of comprehensive induction services provided by NTC-trained mentors. Second-year teachers in 2016-17 will receive one year of mentoring support. NTC will provide training, tools, and on-going site-based support to school-based mentors. NTC will also support school leaders to lead and supervise induction in our school. New teachers to the building in need of mentoring will be paired with two experienced teachers from within the building. One of those teachers being from within their department and a second from outside of the department to give the mentored teacher different perspectives. Monthly meetings will take place where colleagues ask questions or discuss best practices within the classroom. The rationale for this is for departmental support to discuss curricular needs or best practices, and to give a different perspective.

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.

The teachers at Arvida Middle School will cross check district provided pacing guides and focus calendars to the Florida Standards to ensure that the standards are addressed effectively and in depth as outlined in the Florida item specification. Teachers will monitor the FSA website and utilize the CPALMS website. In the occurrence where a standard may not be covered effectively, teachers will supplement the instruction for the grade level.

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.

Arvida Middle School will analyze data from the 6th, 7th and 8th grade state and district assessments to identify student needs within each assessed content area. Teachers will then modify and supplement the curriculum that is provided when needed. With state assessment scores still pending the schools focus will be addressing subject area curriculum and standards. Teachers will address identified deficient standards and remediate as needed. There will be a school wide focus on writing, therefore, the curriculum will be shared with all content areas and professional development will be given that will include more writing opportunities and reflection to increase student achievement in writing. Instruction will be differentiated in that students will work at their own pace within established guidelines and the curriculum will offer extension/enrichment activities for students that will encourage the application of their knowledge.

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: 5,760

The Early Bird Program will be implemented in the morning from 8:30 am - 9:00 am and After School Success Academy from 3:55 pm -4:55 pm. Students are targeted based of teacher referral, however every student is able to attend. Students are placed on Edgenuity, Reflex, Digit-wiz and Gizmos which supports student standard based curriculum.

Strategy Rationale

Giving students additional opportunities to gain subject knowledge as well as work on individual deficiencies will increase students opportunity for success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Holbrook, Angie, pr6021@dadeschools.net

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

Attendance sheets, computer generated student reports

Strategy: Extended School Day

Minutes added to school year: 5,760

After school tutoring is offered based on reading, mathematics and writing by grade level and exceptionality. Students are given this extended learning opportunity based on curriculum for specific days. Teachers base their lessons on discussed deficient areas in the classroom.

Strategy Rationale

Giving students additional opportunities to gain subject knowledge as well as work on individual deficiencies will increase students opportunity for success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Holbrook, Angie, pr6021@dadeschools.net

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

Attendance sheets, computer generated student reports

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.

Arvida Middle School will continue to conduct a one week student orientation that occurs in June. During this one week orientation student will be given the opportunity to meet their teachers, get to know the school building, and establish new friendships. Guided informational magnet tours will be available throughout the school year. During these tours parents and students will have the opportunity to witness first hand the opportunities that are available at Arvida Middle School. In addition, there will be several informational meetings prior to the beginning of the school year where students and parents will become familiar with their new school.

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.

Prior to students exiting the 7th grade, school counselors allow students to participate in My Career Shines, a program where students explore career resources through self-assessment activities that will assist students in thinking about the relationship between personal interest and career goals. This will be completed within the 7th grade social studies curriculum.

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

Arvida will continue to integrate technology in classroom instruction through offering computer classes where students learn basic computer skills and software programs. Here student will participate in four key components of learning: active engagement, participation in groups, frequent

interaction and feedback, and connection to real-world experts. Through projects, students will acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information. At the end of the course they also have the opportunity to participate in industry certification exams in Excel, Word, Publisher, and Powerpoint.

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

All teachers incorporate their content area and it relates to the real world. Teachers provide students with feedback that in turn allows students to explore and research how the studied content could be addressed in their lives.

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G088109

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
AMO Reading - SWD	
ELA/Reading Gains	0.0
ELA/Reading Lowest 25% Gains	49.0
AMO Math - All Students	
AMO Math - Asian	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
Math Gains	78.0
Math Lowest 25% Gains	68.0
Bio I EOC Pass	97.0
FCAT 2.0 Science Proficiency	43.0

Targeted Barriers to Achieving the Goal 3

- Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative Team, Leadership Team, Literacy Team, Department Chairpersons, PD Liaison, EESAC, Parental involvement, STEM Activities, Active PTSA, Field Experiences, and Technology Integration.

Plan to Monitor Progress Toward G1. 8

Monitoring of collaborative grade level/department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support.

Person Responsible

Angie Holbrook

Schedule

Monthly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Data results from District Assessments, FSA/FCAT 2.0, Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

G088109

G1.B1 Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum. 2

B234278

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. 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. 4

S247045

Strategy Rationale**Action Step 1 5**

Introduction: Provide professional development on Deliberate Practice Growth Target process by September 30, 2016.

Person Responsible

Angie Holbrook

Schedule

On 9/30/2016

Evidence of Completion

Sign- In, Agenda, Power Point, and handouts

Action Step 2 5

Implement: 1. Participation in grade level/department meetings and Professional Learning Communities following deliberate growth practice. 2. Instructional delivery focused on the results of collaborative planning meeting and colleague review.

Person Responsible

Angie Holbrook

Schedule

Weekly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings.

Action Step 3 **5**

Follow-up and support through collaborative conversation, observations, modeling for teachers on an as needed basis through grade level/department meetings.

Person Responsible

Angie Holbrook

Schedule

Weekly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings.

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

Monitoring of collaborative grade level/department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support.

Person Responsible

Angie Holbrook

Schedule

Monthly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback.

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

Monitoring of collaborative grade level/department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support.

Person Responsible

Angie Holbrook

Schedule

Monthly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A321373	Introduction: Provide professional development on Deliberate Practice Growth Target process by...	Holbrook, Angie	8/26/2016	Sign- In, Agenda, Power Point, and handouts	9/30/2016 one-time
G1.MA1 M334493	Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery...	Holbrook, Angie	10/28/2016	Data results from District Assessments, FSA/FCAT 2.0, Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback	6/2/2017 monthly
G1.B1.S1.MA1 M334491	Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery...	Holbrook, Angie	10/28/2016	Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback.	6/2/2017 monthly
G1.B1.S1.MA1 M334492	Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery...	Holbrook, Angie	10/28/2016	Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback.	6/2/2017 monthly
G1.B1.S1.A2 A321374	Implement: 1. Participation in grade level/department meetings and Professional Learning...	Holbrook, Angie	8/26/2016	Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings.	6/2/2017 weekly
G1.B1.S1.A3 A321375	Follow-up and support through collaborative conversation, observations, modeling for teachers on an...	Holbrook, Angie	10/31/2016	Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings.	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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. 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.

PD Opportunity 1

Introduction: Provide professional development on Deliberate Practice Growth Target process by September 30, 2016.

Facilitator

N. Aragon - Principal, T. McKay - Assistant Principal, A. Montero - Assistant Principal, Professional Development Team: K. Abousaleh.

Participants

All Faculty

Schedule

On 9/30/2016

PD Opportunity 2

Implement: 1. Participation in grade level/department meetings and Professional Learning Communities following deliberate growth practice. 2. Instructional delivery focused on the results of collaborative planning meeting and colleague review.

Facilitator

N. Aragon - Principal, T. McKay - Assistant Principal, A. Montero - Assistant Principal, Professional Leadership Team, K. Abousaleh, Yumeisy Alvarez, Judy Chin, Alain Del-Risco, Alma Mijares, Josefa Gutierrez, Sally Roblin, Vivian Lugo

Participants

All Faculty

Schedule

Weekly, from 8/26/2016 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	Introduction: Provide professional development on Deliberate Practice Growth Target process by September 30, 2016.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6021 - Arvida Middle School	School Improvement Funds		\$0.00
			Notes: ESSAC Funds			
2	G1.B1.S1.A2	Implement: 1. Participation in grade level/department meetings and Professional Learning Communities following deliberate growth practice. 2. Instructional delivery focused on the results of collaborative planning meeting and colleague review.				\$0.00
3	G1.B1.S1.A3	Follow-up and support through collaborative conversation, observations, modeling for teachers on an as needed basis through grade level/department meetings.				\$0.00
Total:						\$0.00