

Andover Middle School



2016-17 Schoolwide Improvement Plan

Andover Middle School

121 NE 207TH ST, Miami, FL 33179

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
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	D

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Andover 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.

Andover Middle School's mission is to create a safe and effective learning environment that will provide educational and career opportunities for all students while meeting the needs of our multicultural community.

b. Provide the school's vision statement.

Andover Middle School is committed to providing a learning environment that will provide educational and career opportunities for all students.

2. School Environment

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

Among the unique aspects of our school are the diversity of the staff, including ethnicity, background, and experiences. There is a strong sense of family values in the school. For many students, the most stable part of their day is the time spent with staff and students at Andover Middle School. Our staff is extremely tech savvy and utilizes technology as a teaching and learning tool. Andover Middle School has identified several issues that challenge student learning and achievement. Among those issues most prevalent are high percentages of our students reading below state standard expectations and a lack of parental involvement. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. The majority of our students speak English; we service students with limited skills in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural understanding. The need for academic improvement and individualized instruction has been clearly defined by the data presented on the 2015-2016 Mid-Year district data, 2016 EOC (Civics), 2016 Science, and 2016 Literacy and Math FSA results.

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

The Administrative team of Andover Middle School believes that every student should be encouraged to achieve at their highest potential and that it is our responsibility as a school community to provide a safe and nurturing learning environment necessary to achieve this goal. We will acknowledge individual creativity and stimulate personal growth. As a faculty and staff, we will strive to develop students' technical, vocational, academic, creative and performing talents as they matriculate through our educational institution.

It is our conviction that we will labor to instill in each student the necessary tools and resources to become positive, prosperous and productive members of the community.

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.

Andover Middle School (AMS) believes that every student should be encouraged to achieve at their highest potential and that it is our responsibility as a school community to provide the tools and resources necessary to achieve this goal. As a school, we serve as a model for traditional values and morals while fostering respect for all people. We will labor to instill in each student the Nine Core Charter Values of respect, responsibility, cooperation, citizenship, fairness, honesty, integrity, kindness and the pursuit of excellence. The policy at Andover Middle School is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the building. If a disciplinary situation arises which a teacher cannot resolve, the teacher is encouraged to follow the procedures outlined in 2016-2017 faculty handbook to secure any needed assistance from the team, student services or the administration. As a result, the grade-level teams at AMS have incorporated a positive behavior reward system called "Golden Eagles Spot Success". In order to help students make positive choices and to create a positive climate for learning, Andover Middle School will use a merit and demerit system to address student disruptive/off-task behavior.

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.

Andover Middle School pledges to:

- Guarantee a viable curriculum that will address the required Florida Standards necessary for our students to achieve high levels of proficiency and mastery in all subjects.
- Increase student achievement in reading, writing, mathematics, social science and science.
- Present challenging goals and high expectations for all students to achieve.
- Promote parent and community involvement. Stakeholder/Shareholder involvement will include participation in the day-to-day activities of the school, participation in the decision making process, volunteer service for school programs and activities and participation in workshops and training to increase student achievement. Active, timely and periodic communication of events, programs and important dates will occur between community and school.
- Provide a safe and orderly learning environment.
- Provide students with the classical arts/cultural experiences necessary for a holistic and sound educational experience.
- Establish a culture of collegiality and professionalism for the enhancement of teacher subject matter knowledge and pedagogical skills.
- Continue to provide students an opportunity to meet with internal and external counselors with No Place for Hate and Non-Violence Project with Success Coach.

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 Early Warning System (EWS) indicators help to identify struggling students in an order to provide appropriate support and intervention in a timely manner. These indicators are highly predictive of potential student failure, specifically in terms of students dropping out of school. These indicators include:

- Students who miss more than 10% of instructional time
- Students who have referrals that lead to suspension of more than one or more days
- Students who score at FSA Level 1 in either ELA or Math
- Students who fail either ELA or Math
- Students who fail 2 or more of any course

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		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	25	26	44	0	0	0	0	95	
One or more suspensions	0	0	0	0	0	0	1	3	3	0	0	0	0	7	
Course failure in ELA or Math	0	0	0	0	0	0	27	60	82	0	0	0	0	169	
Level 1 on statewide assessment ELA	0	0	0	0	0	0	64	85	61	0	0	0	0	210	
Level 1 on statewide assessment Math	0	0	0	0	0	0	85	101	81	0	0	0	0	267	

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	
	0	0	0	0	0	0	83	99	113	0	0	0	0	295

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

Andover Middle School provide students not making adequate performance by reviewing student data linked to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Student targeted data assistance will be provided via managed data sources through i-Ready, Interim assessments, Student Work - (Reading, Writing, Math, and Science) and in-house assessments. Behavior will be addressed through data management systems such as: COGNOS, Student Case Management System, and referrals to special education programs. In addition, the school's EESAC committee will monitor and suggest any adjustments to the delivery of curriculum and instruction to meet the specific needs of all students.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/338807>.

2. Description

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

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

Andover Middle School involve parents and the local community in all aspects of our school programs. This is done by offering a flexible meetings, workshops to provide parents with the opportunity to develop, implement and evaluate various school programs. During the EESAC meeting, the School Involvement Plan (SIP) and Parental Involvement Plan (PIP) are reviewed and parents and business community serve on the EESAC committee. Monthly meeting are facilitated to discuss EESAC, Title I funds, school data, budget, and student achievement.

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
Nicholas, Malcolm	Principal
Hoskins, Steven	Assistant Principal
Mincey, Sicily	Assistant Principal
Alpert, Clara	Instructional Media
Bethune, Shovon	School Counselor
Neilly-Johnson, Dennen	School Counselor
Cogdello, Melva	Teacher, K-12
Essue, Danette	Teacher, K-12
Johnson, Demetras	Teacher, K-12
Ladd, April	Teacher, K-12
Preston, Priscilla	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.

Andover Middle School's Leadership Team consists of the following personnel:

Rennina Turner- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing, ensures implementation of intervention is documented, and communicates with parents regarding school-based plans and activities.

Steven Hoskins and Sicily Mincey -Assistant Principals: Ensure student success in the form of increased academic achievement and positive behavior as early as possible. Ensure that the school-based team is implementing, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities. Melva Cogdello - English Language Arts Department Chair and Demetras Johnson Math Department Chair - Provides guidance on District Plans, facilitate and support data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning. Danetta Essue, Priscilla Riley-Preston, April Ladd, Clara Alpert, Deneen Neilly-Johnson, and Shovon Bethune (Department Chairs): Provide information about core instruction,

participate in student data collection, and collaborate with department members to implement intervention to students.

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 representatives support the administration through a process of problem solving technique, with student issues and concerns throughout the year. The team meets to systematic examine all available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Representatives of the Leadership Team met with the Leadership Advisory Council (LAC) and principal to help develop the SIP and Action Plans. The Leadership Team meets monthly to monitor, review, and modify the SIP and share with the school's EESAC. The team provides data on: Tier 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship) and aligned processes and procedures. Andover Middle School team will continue to monitor the fidelity of the delivery of instruction and intervention. Additionally, the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

Title I, Part A

Services are provided to ensure students requiring additional remediation through extended learning opportunities (before-school and/or after-school programs, Saturday Academy). The district coordinates with district departments offering support through Title II and Title III programs to ensuring staff development needs are provided. Support services are provided to secondary students. 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. School leaders, 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); and special support services to special needs populations such as homeless, migrant, and neglected and 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 I, Part D

Andover receives funds to support the Educational Alternative Outreach program. Services are coordinated through district Drop-out Prevention programs.

Title II

Andover Middle School uses supplemental funds for improving basic education as follows:

- training to 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 ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

Title VI, Part B – NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless 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.
- 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.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- 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)

Andover Middle School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST specialists.

Andover Middle School implements the District's Bullying and Harassment Policy Curriculum through Social Studies classes, Student Services Department and through daily Character Development announcements via CCTV.

Nutrition Programs

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

2) Nutrition education, as per state statute, is taught through Physical Education and Health Science Academy.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Continue to promote the Healthy Generation initiative at the school-site through the Physical Education Department, Food Services, and Enrichment Department.

Housing Programs - Not Applicable

Head Start – Not Applicable

Adult Education – Not Applicable

Career and Technical Education - Not Applicable Job Training - Not Applicable

Other

As a Title I school for the past two years, Andover Middle School successfully involved parents in the planning and implementation of the Title I Program and extended an open invitation to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The school will continuously involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Andover Middle School in conjunction with the Community Involvement Specialist will continue to increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and Reporting requirements. The school will continue to conduct informal parent surveys to determine the specific needs of our parents, schedule workshops, and provide Parent Academy Courses. We will continue to provide flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. School Improvement Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rennina Turner	Principal
Steven Hoskins	Principal
Deneen Neilly-Johnson	Teacher
April Ladd	Teacher
Shirley Person	Teacher
donna Baldie-Allen	Teacher
Portia Wallace	Teacher
Kimberly Woods	Parent
Jeaneen Johnson	Parent
Shaneeka Richards	Student
Andrew Carbon	Business/Community
Marie Macceus	Education Support Employee
Junior Astre	Parent
Carol Marquez	Parent
Stephanie Ellis	Parent
Sonia Murrell	Parent
Natasha Morgan	Parent
	Student

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 Educational Excellence School Advisory Council (EESAC) members were active voices in the development of last year's School Improvement Plan. Members assisted in the writing process, proof reading and analyzing data to include in the document. The EESAC members reviewed and received periodic updates regarding data results related to SIP goals.

b. Development of this school improvement plan

The purpose of EESAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The Educational Excellence School Advisory Council (EESAC) and community stakeholders will continue to provide a common vision for student academic achievement and success. In addition, EESAC will continue to monitor and evaluate the school improvement plan, ensuring an optimal learning environment.

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

ESSAC receives funds to be used at the discretion of the Education Excellence School Advisory Council. A portion of the money should be used for implementing the school improvement plan. A portion of the funds, \$2999.00, is used for small funds purchases through the schools internal funds

account and is allotted for student learning incentives. The remainder of the funds can be used among the departments for learning incentives.

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

EESAC approved requests from several departments to provide student awards, field trips and supplemental materials utilized in the classroom to support the School Improvement Plan. The Office of the Principal received \$2,999 to be used for student incentives. The Science department received \$302 to purchase Dissection Kits, Scales and Test Tube Racks. The Social Studies Department received \$500 for instructional supplies and student awards. The Enrichment Department received \$410 for books to supplement the curriculum. The 8th Grade Team received \$2,124 for awards and field trip transportation for students to attend the end of the year awards breakfast.

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
Nicholas, Malcolm	Principal
Hoskins, Steven	Assistant Principal
Mincey, Sicily	Assistant Principal
Alpert, Clara	Instructional Media
Bethune, Shovon	School Counselor
Neilly-Johnson, Dennen	School Counselor
Cogdello, Melva	Teacher, K-12
Johnson, Demetras	Teacher, K-12
Essue, Danette	Teacher, K-12
Ladd, April	Teacher, K-12
Preston, Priscilla	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will continue to utilize data to create, monitor, and adjust academic goals for students in grades six through eight. Individuals from the Literacy Leadership Team will continuously communicate efforts with EESAC/PTSA to develop the School Improvement Plan and assist in implementing the school wide Literacy Plan with fidelity. Additionally, the school's LLT will conduct Common Core Lesson Studies to transition students and teachers for 21st Century college and career readiness.

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.

- Monthly meetings with new and beginning teachers.
- Teachers meet weekly for collaborative planning
- Obtain teacher interns from various universities and programs.
- Provide professional development and expertise in accessing data resources and using data to analyze instruction.

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

- Regular monthly meetings with early career teachers and teachers new to the school.***. Mentor Teachers •Assigned to early career teachers and buddy teachers to teachers new to the school as needed
- Regular professional learning period activities focused on development and alignment of instructional activities
- Principal solicits referrals from current teaching staff for potential new hires.

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

- Partnering new teachers with certified Mentoring and Induction for New Teachers (MINT) instructors.
- Teachers with previous teaching experience and teachers in years two and three are will receive a buddy teacher.

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.

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and department chairs to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and collaborative meetings. The principal, assistant principals, and the department chairperson will facilitate these meetings.

b. Instructional Strategies

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

The district pacing guide provides teachers with the framework to facilitate reading comprehension strategies and aligns teacher focus to the new Florida Standards. Administrators periodically perform classroom walk-through to ensure that teachers are on pace with their delivery of instruction. If warranted, debriefings take place with identified teachers to ensure that instruction is modified to a high level of rigor. Our school incorporates reading and writing in every content area classroom.

Teachers report findings on struggling students during our scheduled problem solving meeting days to secure additional resources and tutoring for these students. Administrators and student services staff members contact parents and offer tutoring services and support. Each teacher keeps a data binder with a history of data performance on their students. Each topic, quarterly, and interim test scores are updated for each student and placed in the binders. After each assessment, scores are shared with other department teachers, leadership team members and students. These data chats serve to change instructional focus in order to achieve proficiency on the Florida Standards Assessments. Each teacher fills out a data protocol and adjust their benchmarks to target areas of need. Teachers also adjust student grouping in order to provide differentiated and targeted instruction. Additionally, teachers pull technology data reports every two weeks and submit to their department chairs to review with administration. Grade Level leaders and department leaders submit all team meeting agendas and minutes to administration each week.

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: 4,800

Based on the results of the 2016 FSA assessment students scoring an FSA Level 1 or 2 in Reading were placed into intensive classes. In addition, students not at mastery, who are identified as a Level 1 or 2 on the 2016 FSA assessment and iReady diagnostic data will be offered assistance via the after school-tutoring program, as well as assistance during the regular school day from core teachers and personnel hired to provide tutorial services. Student placement will also be determined based on results of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities and/or Collaborative Planning sessions to provide different methods instruction. The following strategies will be utilized for students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Literacy strategies to incorporate reading comprehension and writing into instruction to increase content vocabulary and comprehension. In addition, strategies to incorporate explicit, systematic instruction with informal and literary text with passages. Students scoring an FSA Level 3 or above in Reading and Mathematics, will participate in object-based learning activities provided within the core curriculum's.

Strategy Rationale

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and department chairs to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and collaborative meetings. The principal, assistant principals, and department chairperson will facilitate these meetings.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nicholas, Malcolm, pr6023@dadeschools.net

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

The school will utilize Gateway to Data reports for all assessment results to determine the instructional focus of whole group lessons. Instructors will utilize class reports for assessments to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive intervention, remediation and instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 51-69%, and enrichment/advanced instruction to students earning 70- 100%.

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.

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans.

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.

Andover Middle School guidance counselors review the expectations with students and parents during 6th grade Orientation, Open House, school website, and annual articulation. The Cambridge magnet program offers a specialized connection through language arts, math, and science classes to integrate the themes of justice, ethics, and conflict resolution into the core curriculum by providing students opportunities to experience a cross curricular examination of these concepts through collaborative, inquiry-based learning.

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

The Student Service Department incorporates college readiness standards into the various pathways for students to meet graduation. College Readiness standards are provided during annual student orientation and articulation sessions. Andover Middle School offer high school courses to beginning their 7th grade year. The school offers the following courses studies: Physical Science, Biology, Algebra I, and Geometry.

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

Andover Middle will work side by side to align policies, programs, and initiatives to advance both college readiness and college completion.

The school will continue to host and promote the following initiatives:

- Conduct annual Magnet Fairs and Articulations with feeder pattern high schools.
- Conduct annual Career Fairs with local Universities and Community Colleges.
- Conduct a needs assessment to identify student interest and set goals for post-secondary transition.
- Collaborate and provide feedback with guidance counselors to vertical align student interest into Middle School and High school.

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

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. If core instruction is increased in all content areas then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will increase. 1a

G088126

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	43.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence on in-depth rigorous planning using the Florida Standards to differentiate instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Pacing Guides, Florida Standards Item Specifications, CPALMS, FSA Assessments, McDougal Littell Textbooks, Interactive Reader for ELL's, INSIDE (Cengage), System 44 and READ 180, Achieve 3000 and Imagine Learning (ELL), Cambridge Curriculum Frameworks, i-Ready Program, Gateway to Data, Gizmos, Carnegie Learning Mathia Software, Algebra Nation, Unwrapping the Standards template, NBC Learn, Extended Learning Modules on Learning Village, FLREA curriculum wheel, Gateway to American Government text and Technology.

Plan to Monitor Progress Toward G1. 8

Teacher assessment data will be reviewed and instruction will be adjusted as needed.
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Malcolm Nicholas

Schedule

Weekly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments
Summative: District Assessment

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. If core instruction is increased in all content areas then student achievement will increase. 1

 G088126

G1.B1 • Limited evidence on in-depth rigorous planning using the Florida Standards to differentiate instruction. 2

 B234348

G1.B1.S1 Implement instructional practices to increase rigor and Higher Order Thinking Skills in all classrooms through standards-based instruction that leads to deeper comprehension and higher order thinking. 4

 S247110

Strategy Rationale

Implement common planning framework to assist in making strategic decisions in choosing a priority standard that leads to unpacking, developing learning targets, creating daily and culminating end products and develop rigorous text-dependent questions that align to the priority standard.

Action Step 1 5

Introduce strategies and action steps during Common Planning.

Person Responsible

Malcolm Nicholas

Schedule

On 9/19/2016

Evidence of Completion

Agenda and Sign-in sheets

Action Step 2 5

Engage students in rigorous instruction with complex texts and synthesize information from a variety of literary and informational sources leading to deeper understanding and critical thinking.

Person Responsible

Melva Cogdello

Schedule

Daily, from 9/19/2016 to 5/31/2017

Evidence of Completion

Common planning rosters, agenda, instructional plans, student artifacts

Action Step 3 5

Use common planning to examine student end products to include corrective feedback to reader response and text based writing to determine if it demonstrates mastery.

Person Responsible

Melva Cogdello

Schedule

Biweekly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Common planning rosters, agenda, instructional plans, student artifacts

Action Step 4 5

Provide opportunity for faculty to collaborate with colleagues in an effort to strengthen instructional delivery practices

Person Responsible

Malcolm Nicholas

Schedule

Monthly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Collaborative planning agenda, instructional plans, student work,

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Malcolm Nicholas

Schedule

Weekly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Formative Assessment – District Interim Assessments

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Malcolm Nicholas








Schedule

Daily, from 9/19/2016 to 5/31/2017

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments
Summative: District Assessment

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  A321527	Introduce strategies and action steps during Common Planning.	Nicholas, Malcolm	9/19/2016	Agenda and Sign-in sheets	9/19/2016 one-time
G1.MA1  M334647	Teacher assessment data will be reviewed and instruction will be adjusted as needed....	Nicholas, Malcolm	9/19/2016	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	5/31/2017 weekly
G1.B1.S1.MA1  M334645	Teacher assessment data will be reviewed and instruction will be adjusted as needed....	Nicholas, Malcolm	9/19/2016	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	5/31/2017 daily
G1.B1.S1.MA1  M334646	Teacher assessment data will be reviewed and instruction will be adjusted as needed....	Nicholas, Malcolm	9/19/2016	Formative Assessment – District Interim Assessments	5/31/2017 weekly
G1.B1.S1.A2  A321528	Engage students in rigorous instruction with complex texts and synthesize information from a...	Cogdello, Melva	9/19/2016	Common planning rosters, agenda, instructional plans, student artifacts	5/31/2017 daily
G1.B1.S1.A3  A321529	Use common planning to examine student end products to include corrective feedback to reader...	Cogdello, Melva	9/19/2016	Common planning rosters, agenda, instructional plans, student artifacts	5/31/2017 biweekly
G1.B1.S1.A4  A321530	Provide opportunity for faculty to collaborate with colleagues in an effort to strengthen...	Nicholas, Malcolm	9/19/2016	Collaborative planning agenda, instructional plans, student work,	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will increase.

G1.B1 • Limited evidence on in-depth rigorous planning using the Florida Standards to differentiate instruction.

G1.B1.S1 Implement instructional practices to increase rigor and Higher Order Thinking Skills in all classrooms through standards-based instruction that leads to deeper comprehension and higher order thinking.

PD Opportunity 1

Engage students in rigorous instruction with complex texts and synthesize information from a variety of literary and informational sources leading to deeper understanding and critical thinking.

Facilitator

Melva, Cogdello, ELA department members

Participants

ELA Department members

Schedule

Daily, from 9/19/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will increase.

G1.B1 • Limited evidence on in-depth rigorous planning using the Florida Standards to differentiate instruction.

G1.B1.S1 Implement instructional practices to increase rigor and Higher Order Thinking Skills in all classrooms through standards-based instruction that leads to deeper comprehension and higher order thinking.

TA Opportunity 1

Introduce strategies and action steps during Common Planning.

Facilitator

Rennin Turner (pr6023@dadesshools.net)

Participants

ELA, Math, Science, Social Students, Student Services Department Members, Assistant Principals

Schedule

On 9/19/2016

VII. Budget

1	G1.B1.S1.A1	Introduce strategies and action steps during Common Planning.	\$0.00
2	G1.B1.S1.A2	Engage students in rigorous instruction with complex texts and synthesize information from a variety of literary and informational sources leading to deeper understanding and critical thinking.	\$0.00
3	G1.B1.S1.A3	Use common planning to examine student end products to include corrective feedback to reader response and text based writing to determine if it demonstrates mastery.	\$0.00
4	G1.B1.S1.A4	Provide opportunity for faculty to collaborate with colleagues in an effort to strengthen instructional delivery practices	\$0.00
Total:			\$0.00