

Miami-Dade County Public Schools

Georgia Jones Ayers Middle School



2017-18 Schoolwide Improvement Plan

Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Georgia Jones Ayers Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Georgia Jones-Ayers Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

b. Provide the school's vision statement.

Georgia Jones-Ayers Middle School provides a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life.

2. School Environment

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

Georgia Jones-Ayers Middle School builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap.

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

Georgia Jones-Ayers Middle School is part of triangular services through City Year, and MCUSA. The two entities serve in the main capacity to help raise achievement scores, decrease the dropout rate, and develop the academic, social, emotional, and mental needs of our students. The purpose benefits students, their schools and their communities. For students, this means graduating with a meaningful diploma ready for the future. For our school, it means raising achievement scores and allowing students to grow academically by providing extra adults to help meet students' social and emotional needs. For our community, it means decreased drop-out rates, a better trained workforce and new generation of local leaders; through the utilization of a Impact Manager, Team Leader, Site Coordinator, Success Coach and Motivational Coach (who oversees the behavioral and academic services with Administrators and Teachers through tracking systems), and City Year Corps Members who work alongside students (through specialized tutoring services before, during, and after school); teachers (Professional Development services and planning sessions), and the community (through beautification projects).

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.

Georgia Jones-Ayers Middle School engages our Administration, Parents, Community, Staff, our District and State Curriculum Team, and our triangular services through City Year, and MCUSA in

order to create a robust, progressive disciplinary system. The classroom is the foundation of the school's progressive discipline model. The classroom teacher is responsible for establishing a tone and climate, which allows for high quality instruction and learning to take place. Clear expectations, specific rules and set procedures are articulated and established to enhance positive student behavior. Administrators and the Student Success Coach assist classroom teachers and students as part of the progressive discipline process. The Progressive Discipline Model is discussed at all grade level assemblies at the beginning of the school year and reviewed as deemed necessary throughout each semester. Alternate to suspension centers are used only when other forms of behavior intervention have been unsuccessful or in serious/immediate situations. Furthermore, the Positive Behavior Support initiative helps eliminate challenging behaviors and replace them with pro-social skills through positive reinforcement of desired behaviors.

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 teachers, staff, and community of Georgia Jones-Ayers Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Georgia Jones-Ayers Middle culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Advisory Committee of Liberty City Youth, New Horizons, Girl Power, Youth Empowerment Program, Nonviolent Program, Elevating Word Church, First Investors, Black Nurses Association, and the Urban League, among others.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Georgia Jones-Ayers Middle School's early warning system includes weekly Early Warning Indicator (EWI) meetings. The Success Coach facilitates a professional learning community where all school stakeholders can discuss students with indicators and develop interventions by grade level. The intervention plans are sent to all stakeholders and monitored to assist the student to get back on track. EWI follow up meetings are held to discuss progress of students and assesses if interventions are working or need to be changed. Every quarter, focus lists produced by the Success Coach alongside with the Impact Manager are developed to identify students with indicators or have become off track. Assessment data is also discussed and analyzed each quarter to provide students with the right intervention based on learning gains and/or losses.

The list of early warning indicators includes: attendance, behavior, course performance in language arts and math, interventions per indicator, assessment data including interim assessments, topic assessments, i-Ready, ORF, and Florida Standards test scores.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	38	7	7	0	0	0	0	52	
Level 1 on statewide assessment	0	0	0	0	0	0	109	96	104	0	0	0	0	309	

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	105	101	94	0	0	0	0	300	

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

Parent Conferences are scheduled every Tuesday and Thursday through a grade-level team approach so parents and guardians can dialogue with teachers from all disciplines in a collaborative and collegiate setting.

Student Conferences are held throughout the grading periods to set academic goals, monitor progress and address deficiencies. Conferences may also be scheduled by guidance counselor, motivational coach, site coordinator or content area instructional coaches.

After and before school tutoring is provided by teachers and mentors.

Positive Behavior Support (PBS) initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor) and prevents the loss of instructional time. School-wide incentives to improve behavior include rewards, treats, and events to improve climate.

Weekly Early Warning Indicator (EWI) Meetings by grade level with all school stakeholders facilitated by Success Coach to discuss students with indicators and propose interventions to move students back on-track, progress monitor interventions and outside resources that provide interventions to students, Global Focus List (Data that includes indicators, interventions, and assessments), Report Card Conferences (after each 9 weeks), progress report conference (after progress reports during 4th 9 weeks).

City Year: 6 corp members that provide classroom interventions, morning tutoring, lunch mentoring in attendance/behavior, daily attendance phone calls.

Communities In Schools: Site Coordinator provides one on one counseling, check in/check out, referral to outside resources when needed and coordinates the involvement of community partners. Motivation coach, success coach, site coordinator, administration, counselor work together to create incentives to improve indicators.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

During the 2017-2018 school year Georgia Jones-Ayers Middle School will work with the PTSA and Community Involvement Specialist to provide literacy training for parents, arrange parent meetings during different times throughout the day, and attract a variety of parents to become actively involved in their children's education.

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

The teachers, staff, and community of Georgia Jones-Ayers Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Georgia Jones-Ayers Middle School culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members and community involvement specialist, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Gang Alternative, Project Uplift, New Horizons, Girl Power, Guitars Over Guns.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Edwards, Bernard	Principal
Greene, Starsheema	Assistant Principal
Dawkins, Lenere	Assistant Principal
Johnson, Kimberly	Instructional Coach
Moulton, Samantha	Other
Sherard, Latanja	Instructional Coach
Cole, Donald	Other
Avedikian, Sherry	Other

b. Duties

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

Georgia Jones-Ayers Middle School's MTSS/Rtl Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) and the principal to discuss and develop the School Improvement Plan. The team will provide assessment data on student's trend data based on identified areas of strengths and weaknesses, instructional interventions based on the Rtl model (Tiers 1-3), instructional approaches to increase

rigor, relevance and relationship and professional development needs. The team will also monitor the fidelity of the delivery of instruction and interventions and provide levels of support and interventions to students based on data. Lastly, the team will discuss the Florida Continuous Improvement Model (F-CIM) to facilitate the systematic approach of aligning curriculum with students' instructional needs.

The Rtl leadership team is an important vehicle in providing:

- Principal - The principal provides a comprehensive assessment plan that includes data-based decision making, assist in identifying early intervention strategies to address academic problems, conducts needs assessment of staff regarding Rtl, ensures the Rtl course of action is implemented by the school-based team, formulates a staff development plan to train teachers in using data for making instructional decisions using the Rtl process, allocates resources to ensure that they are implemented with fidelity to support Rtl implementation and effectively communicates the vision, plans and activities of the Rtl method with parents and stakeholders and allocate the appropriate resources.
- Assistant Principals- Coordinate efforts to ensure that school site stakeholders are implementing the Rtl model, monitor implementation and intervention support, conducts assessments of Rtl efforts, facilitate adequate professional development to support implementation, ensure commitment and allocate resources and address evidence based interventions to ensure they are implemented with fidelity to support Rtl implementation.
- Instructional Coaches & Department Chairpersons- Assist with and facilitate professional development, analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with staff to implement core, supplemental and intensive instructional and behavioral interventions.
- School Psychologist: Conducts, interprets and analyzes data to facilitate intervention plans, facilitates data based decisions making and enhances problem solving strategies to promote continuous improvement.
- Guidance Counselor/Social Worker- Assist with problem solving measures and identifies prevention and early intervention strategies for student success through a collaborative action process, provides training targeted to increase students' performance, collaborates with school staff in developing interventions to address chronic attendance issues, dropout prevention and coordinates and facilitates family access to services in the community to improve the student's academic, social and emotional well-being.

The team will include additional personnel as resources based on specific challenges or concerns as

warranted, such as:

- Teachers from various subject areas
- Special education personnel
- School guidance counselor
- School social worker
- Community Involvement Specialist

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to collectively navigate through problem solving techniques by an ongoing, systematic examination of available data. The goal of MTSS/RtI at Georgia Jones-Ayers Middle School is to impact student achievement, school safety, school culture, academics, attendance, student social/emotional behavior, and prevention of student failure through early intervention.

The MTSS/RtI Leadership Team will hold meetings, and these meetings will be monitored. Using the team approach, instructional staff members at each grade level have been assigned a specific week each month in order to address the challenges, issues, and concerns previously mentioned. The meetings will focus on raising and sustaining student achievement by providing professional development to teachers and support staff; examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier 2, and Tier 3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. They will also conduct data chat sessions, review the ongoing progress monitoring data in each core area, and synthesize what's working, what's not working, and steps needed to make changes for improvement. The team will also evaluate and identify students that have mastered skills as well as those students that have the potential to regress, monitor teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the greatest needs for improvement. Additionally, the team will maintain communication with staff for input and feedback as well as create a structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

Title I

Services are provided at Georgia Jones-Ayers Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development

needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected students.

Title I, Migrant

Georgia Jones-Ayers Middle 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

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

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

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

Title II

Georgia Jones-Ayers Middle School uses Title III funds to supplement and enhance the programs for English Language

Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
 - parent outreach programs
 - professional development on best practices for ESOL and content area teachers
 - coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials

Title X- Homeless

Georgia Jones-Ayers Middle School is serviced by Project Upstart, Homeless Children and Youth in Transition. Students receive services upon identification and classification as homeless.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance and the 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 and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Georgia Jones-Ayers Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Georgia Jones-Ayers Middle School is a Safe and Drug-Free School.

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and student services.
- Training and technical assistance for middle school teachers, administrators, counselors, student services focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, LGBTQ and other crisis.

Nutrition Programs

1) Georgia Jones-Ayers 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.

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.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completer

and have a better understanding and appreciation of the post-secondary opportunities available and a plan for

how to acquire the skills necessary to take advantage of those opportunities. Curriculum on specific careers is integrated through the Culinary Arts, 6th grade foundations, 8th grade Social Studies classes and Engaged Citizenship through Service Learning is geared toward helping middle school students gain a greater understanding of career choices. The school based counselors utilizes the Virtual Job Shadow website to assist students in choosing a career at the middle school level. Students will also obtain understanding of business and industry workforce requirements by determining what is needed to acquire Ready to Work and other industry certifications. Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Other

Georgia Jones-Ayers Middle School is Health Connect School.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department.

HCiOS will assure all students receive health education.

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

Georgia Jones-Ayers Middle School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents

regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's

Title I School-Parent Compact; 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.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to

empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly

Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey,

distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The

Survey's results are to be used to assist with revising our Title I parental documents for the

approaching
school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Donald Cole	Teacher
Kimberly Banks	Teacher
Roslyn Johnson	Parent
Gerina McGriff	Parent
Regina Davis	Parent
Dericka Johnson	Parent
Elan Daviglus	Teacher
Nirva Alexis-Docteur	Education Support Employee
Daniel Hayoun	Business/Community
	Student
Shanika Brown	Teacher
LaCresha Blue	Teacher
David Miranda	Student
Judith Grey	Teacher
Sherry Avedikian	Teacher
Francis Brown	Teacher
Samantha Moulton	Teacher
Starsheema Greene	Principal
	Student
Rachel Cato	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) was the sole body responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC's function was to bring together all stakeholders and involve them in authentic roles in decisions which affect instruction and the delivery of programs. EESAC members were actively engaged in the preparation and evaluation of the School Improvement Plan (SIP) as well as its impact on the delivery of the educational program.

b. Development of this school improvement plan

The EESAC Committee will provide feedback and suggestions for the existing SIP during each phase of writing of the draft. The SIP must be improved by a majority vote prior to submittal of each phase (i.e. beginning of year, midyear and end of year).

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

EESAC is responsible for assisting in the preparation and evaluation the school's annual budget. The healthy collaboration of EESAC contributed to stakeholders' participation in school management, financing and organizing of resources, budgeting, and implementation of policies. Therefore, the EESAC directly affected students' academic performance.

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

EESAC amount budgeted last year was \$2,080

1. Project 1 - \$480.00 - For Field Trips
2. Project 2 - \$200.00 - For Field Trips
3. Project 3 - \$250.00 - For student activities.
4. Project 4 - \$400.00 - For PBS activities.
5. Project 5 - \$200.00 - Student activities.
6. Project 6 - \$550.00 - End of the Year Student Activities.

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
Edwards, Bernard	Principal
Greene, Starsheema	Assistant Principal
Sherard, Latanja	Instructional Coach
Johnson, Kimberly	Instructional Coach
Dawkins, Lenere	Assistant Principal
Moulton, Samantha	Other

b. Duties

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

Literacy teachers expose students to deeper vocabulary through a cyclical process; from understanding the letter formation to then being able to create and read the words until automaticity. Students also learn how to make connections of the words through meaning in text, and apply skills learned through a quick assessment at the end of the week.

Across all disciplines teachers infuse Text-Dependent Writing strategies throughout the year, that will transcend into all core areas, for the purpose of preparing students to be able to write using textual

evidence in informational and argumentative formats. These initiatives will provide assistance to all teachers in an effort to increase literacy throughout the curriculum.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning time among teachers is a crucial element in the success of an inclusive school. This planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. Common planning helps teachers maximize the time and resources that they have available. The guidance of instructional coaches and agreed upon protocols during your planning meetings also helps maximize the time teachers plan together. Furthermore, weekly grade-level team meetings also contribute meaningful professional development and implementation.

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

The principal in conjunction with Region/District office consistently recruits highly qualified individuals who are certified in their respective subject areas for open interview positions. The remaining administrative team and leadership team members are responsible for providing on site mentoring activities to assist with retaining these highly qualified individuals. Activities can consist of modeling, mentoring (provide formally and informally) and bi-weekly meetings to assist individuals with adapting to school culture and climate.

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

Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Mentors volunteer to assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative support will be provided in areas as deemed necessary.

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.

Instructional coaches have worked closely with teachers to provide instructional routines, systems and recommended activities or learning experiences for students and increase teachers' familiarity with new standards. Common planning has focused on teachers' requisite knowledge base of a wide variety of instructional strategies and understanding of when to use those strategies to meet required standards.

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.

Georgia Jones-Ayers Middle School utilizes data to differentiate instruction and actively work to support the learning of all students. Strategic assessment, thoughtful planning and targeted, and flexible instruction means students have multiple opportunities for taking in information, making sense of ideas, and expressing what they learn. The data sources are FSA scores, i-Ready assessment scores, Mid-Year assessments, and topic tests, among others.

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: 10,800

Tutoring will be offered before school from 8:30 am - 9:00 am every day from Monday - Thursday`.

Strategy Rationale

Tailored tutoring for the specific academic needs and learning style and interest of targeted group; designed to build a relationship that can be applied through an interdisciplinary approach; designed around flexible scheduling for families.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Greene, Starsheema, starsheema.greene.7231@gmail.com

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

Students will be given standard quizzes to track progress on individual standards. Students will track their own data on custom trackers found in their interactive journals.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

During regular team conferences and at transition planning meetings, information about effective instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication is exchanged. The receiving grade-level teams learn about the strategies that have worked in the past so that precious time is not lost at the beginning of the new school year.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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.

N/A

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

Strategic Goals Detail

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

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

 G096712

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - SWD	
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	25.0

Targeted Barriers to Achieving the Goal **3**

- Instructors' lack preparation of scaffold instructional planning. Limited Instructors' lesson plans have explicit, hearty and relevant scaffold content, differentiated instruction, active reading comprehension infusion, and data based planning that are aligned to the benchmarks or standards that addresses student needs and the implementation of School-wide strategies.

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

- Teacher reflection during planning meetings, use of instructional coaching cycles, purposeful and targeted walkthroughs by the administration, school-based professional development, and instructional support from the Division of Academic Support
- Lesson planning resources provided on google sites, district pacing guide, technology (Promethean boards, computer labs, tablets), curriculum support specialist provided by DAS, content instructional coaches, content specific item specifications and planning resources. Resources specific binders provided to teachers by school.
- Social Studies specific professional development that supports standards-based instruction, NBC Learn, Discovery Education. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes), situational stations, history labs and the student edition (online) textbook. In addition, 7th grade Civics need to utilize the 7th grade Civics Test Item Specifications (FLDOE) and Civics Task Cards and tablets.
- Teacher collaboration during common planning, professional development course both ESE and ELL training with instructional support from Division of Academic Support.

Plan to Monitor Progress Toward G1. 8

Data from Reading diagnostics, FSA administration, and EOCs will be collected and disaggregated to adjust instruction and measure effectiveness of instruction.

Person Responsible

Starsheema Greene

Schedule

Every 2 Months, from 9/15/2017 to 4/27/2018

Evidence of Completion

Data chat logs; common planning logs; walkthrough logs.

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 improve. **1**

 G096712

G1.B1 Instructors' lack preparation of scaffold instructional planning. Limited Instructors' lesson plans have explicit, hearty and relevant scaffold content, differentiated instruction, active reading comprehension infusion, and data based planning that are aligned to the benchmarks or standards that addresses student needs and the implementation of School-wide strategies. **2**

 B260133

G1.B1.S1 Through professional development, collaborative planning and coaching cycles, teachers will plan effective rigorous lesson in both whole group and small group that is data-driven and scaffold with the end in mind. **4**

 S275580

Strategy Rationale

Use the Florida Standards or FSA benchmarks when planning for and delivering instruction.

Action Step 1 **5**

Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction. Modeling instructional delivery of those lessons to identified teachers.

Person Responsible

Starsheema Greene

Schedule

Biweekly, from 9/15/2017 to 6/7/2018

Evidence of Completion

PD Agenda; Common Planning Products; Walkthroughs

Action Step 2 **5**

Support teachers through coaching cycles that focus on alignment to standard, explicit, and scaffold content instruction.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/15/2017 to 6/7/2018

Evidence of Completion

PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections

Action Step 3 5

Administrative walkthroughs to observe and gather evidence of purposefully planning within the content framework.

Person Responsible

Bernard Edwards

Schedule

Weekly, from 9/15/2017 to 6/7/2018

Evidence of Completion

Walkthrough logs

Action Step 4 5

Support teachers through coaching cycles that focus on planning and implementing for differentiated instruction and small group.

Person Responsible

Starsheema Greene

Schedule

Weekly, from 9/15/2017 to 6/7/2018

Evidence of Completion

PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections

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

Instructional Coach and administrators will monitor alignment of lessons and quality of delivery through weekly walkthroughs.

Person Responsible

Bernard Edwards

Schedule

Weekly, from 9/15/2017 to 6/7/2018

Evidence of Completion

Common planning logs and walkthrough logs

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

Determine effectiveness of instruction through student end products and data analysis.

Person Responsible

Lenere Dawkins








Schedule

Biweekly, from 9/15/2017 to 6/7/2018

Evidence of Completion

Common planning logs, data chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M398537	Data from Reading diagnostics, FSA administration, and EOCs will be collected and disaggregated to...	Greene, Starsheema	9/15/2017	Data chat logs; common planning logs; walkthrough logs.	4/27/2018 every-2-months
G1.B1.S1.MA1  M398535	Determine effectiveness of instruction through student end products and data analysis.	Dawkins, Lenere	9/15/2017	Common planning logs, data chats	6/7/2018 biweekly
G1.B1.S1.MA1  M398536	Instructional Coach and administrators will monitor alignment of lessons and quality of delivery...	Edwards, Bernard	9/15/2017	Common planning logs and walkthrough logs	6/7/2018 weekly
G1.B1.S1.A1  A370145	Conduct ongoing professional development and collaborative planning sessions, which focus on...	Greene, Starsheema	9/15/2017	PD Agenda; Common Planning Products; Walkthroughs	6/7/2018 biweekly
G1.B1.S1.A2  A370146	Support teachers through coaching cycles that focus on alignment to standard, explicit, and...	Dawkins, Lenere	9/15/2017	PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections	6/7/2018 weekly
G1.B1.S1.A3  A370147	Administrative walkthroughs to observe and gather evidence of purposefully planning within the...	Edwards, Bernard	9/15/2017	Walkthrough logs	6/7/2018 weekly
G1.B1.S1.A4  A370148	Support teachers through coaching cycles that focus on planning and implementing for differentiated...	Greene, Starsheema	9/15/2017	PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections	6/7/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Instructors' lack preparation of scaffold instructional planning. Limited Instructors' lesson plans have explicit, hearty and relevant scaffold content, differentiated instruction, active reading comprehension infusion, and data based planning that are aligned to the benchmarks or standards that addresses student needs and the implementation of School-wide strategies.

G1.B1.S1 Through professional development, collaborative planning and coaching cycles, teachers will plan effective rigorous lesson in both whole group and small group that is data-driven and scaffold with the end in mind.

PD Opportunity 1

Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction. Modeling instructional delivery of those lessons to identified teachers.

Facilitator

Kimberly Johnson, Latanja Sherard, Michael Strozier

Participants

All Teachers

Schedule

Biweekly, from 9/15/2017 to 6/7/2018

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	Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction. Modeling instructional delivery of those lessons to identified teachers.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6011 - Georgia Jones Ayers Middle School	School Improvement Funds		\$3,000.00
2	G1.B1.S1.A2	Support teachers through coaching cycles that focus on alignment to standard, explicit, and scaffold content instruction.				\$0.00
3	G1.B1.S1.A3	Administrative walkthroughs to observe and gather evidence of purposefully planning within the content framework.				\$0.00
4	G1.B1.S1.A4	Support teachers through coaching cycles that focus on planning and implementing for differentiated instruction and small group.				\$0.00
Total:						\$3,000.00