

Miami-Dade County Public Schools

North Dade Center For Modern Languages



2017-18 Schoolwide Improvement Plan

North Dade Center For Modern Languages

1840 NW 157TH ST, Miami Gardens, FL 33054

<http://cml.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) |
|--|------------------------|---|
| Elementary School KG-5 | Yes | 89% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A* | A |

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 North Dade Center For Modern Languages

| 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.

The school's mission is to prepare all students for the challenges ahead by providing an academically enriched environment. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multi-cultural experiences and mutual respect on the road to becoming multi-lingual and multi-literate citizens in an increasingly internationalized workforce.

b. Provide the school's vision statement.

The vision of the North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multi-cultural, multi-lingual society.

2. School Environment

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

North Dade Center for Modern Languages utilizes results from portions of student and teacher surveys to build relationships and foster a positive atmosphere for the development of relationships between teachers and students. In addition, the school creates an environment where students learn and experience other cultures to assist in developing respect and open mindedness outside of their own traditional roots. Cultural festivities include Hispanic Heritage Month, Black History Month, and French cultural celebrations.

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

The results of the School Climate Survey indicate that maintaining a safe and orderly environment was one of the school's strengths. The responses from the parent questionnaire (equal or greater than 80%), student questionnaire (equal to greater than 90%), and staff questionnaire (equal to or greater than 70%) indicated the following: The school and law enforcement authorities work together to keep our school free of violence, gang activity and substance abuse. Staff survey results indicate that the schools purpose statement is clearly focused on student success, while the students believe that a high quality education is being offered. Additional safety measures requires adult supervision which is provided every morning prior to the start of school. Security cameras are strategically placed throughout the school and appropriately managed by select personnel to enhance security. The Safety Patrol program allows intermediate grade students to assist adults in student supervision. These students are selected based on high academic achievement, exemplary conduct and teacher recommendation. These students are supervised by the the club sponsor to ensure effectiveness. Safety and respect are of the utmost importance at CML.

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.

All stakeholders participate in maintaining a safe, orderly learning environment through active involvement in the PTA and the EESAC. The school is implementing a mentoring program where teachers and staff members play the role of mentors to provide an overall positive effect on student behavior. In addition, the school counselor will provide continuous emphasis on Character Education during morning announcements and will recognize and reward students with "Do the Right Thing" incentives for exemplary behavior, social interaction, and academic accomplishments. During the Opening of School Meeting, parents are informed of the Student-Parent Handbook and via school web-site about student safety. Every student is given a copy of the Code of Student Conduct which delineates school rules, procedures, and consequences. Supplementary activities are included during weekly on-site announcements via closed circuit TV.

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.

To ensure all of the students' social-emotional needs are being met, the school's counselor provides a variety of services to our students which include: small group, peer and one-on-one counseling. The counselor also instructs classes on topics such as bullying, stress, and moral character. Thirteen teachers have been trained to implement MindUP, a researched based program for educators and students. The MindUP curriculum is intended to create an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner.

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.

The school ensures academic success for all students by providing high quality instruction and intervention matched to student needs. Through a data based problem solving process, academic and behavior challenges are addressed. On-going examination and support is provided for all aspects of the school including identifying methods and strategies to improve student achievement, school safety, school's culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through intervention.

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Level 1 on statewide assessment | 0 | 1 | 0 | 0 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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 | 5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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

The instructional strategies include academic intervention through a pull-out program in basic skills, utilization of team teaching to bridge the achievement gap, differentiated instruction and cooperative learning strategies implemented in daily classroom settings. In addition, early bird tutoring is provided based on student performance to reinforce deficient skills. Teachers voluntarily participate in vertical and horizontal collegial curriculum planning where they have the opportunity to share their concerns and strategies.

As problem solving issues and concerns arise, the school's guidance counselor along with the school psychologist may be included in determining the root causes and assisting with suggestions for implementation of prevention/intervention strategies.

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?

No

1. PFEP Link

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

2. Description

North Dade Center for Modern Languages will host parent workshops to help orient parents of technological programs students can use at home to enhance student achievement and test taking strategies. Additionally, the school conducts bi-monthly parental involvement meetings to inform parents on school activities. Parents are encouraged to have regularly scheduled parent/teacher conferences.

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.

North Dade Center for Modern Languages enjoys a collaborative relationship with our stakeholders and the different communities represented by our diversified student body. Parents, relatives, and community members play important roles in our school educational environment initiative by donating their time and sharing their knowledge and expertise with our students throughout the year. This allows students to explore career opportunities and develop academic success. In an initiative to link the school to the community, the school participates in a variety of experiences through the City of Miami Gardens and St. Thomas University. The school has a committed PTA who is very involved with school activities. In addition, the Young Men's Christian Association (YMCA) provides low-cost, quality childcare in the after-care program.

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 |
|---------------------|---------------------|
| James, Latoya | Principal |
| Flores, Silvia | SAC Member |
| Spicer, Allison | Teacher, K-12 |
| Alvarez, Celia | Teacher, K-12 |
| Alonso, Maria | Teacher, K-12 |
| French, Constance | School Counselor |
| Holts-Rich, Shontel | Teacher, K-12 |
| Pieze, Donna | Assistant Principal |

b. Duties

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

Dr. Maria A. Castaigne, Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/Rtl, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Donna Pieze, Assistant Principal: Assists in ensuring implementation of intervention support and documentation, ensures adequate professional development opportunities, and ensures the implementation of the school-based MTSS/Rtl activities.

Silvia M. Flores, EESAC Chairperson: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Allison Spicer, UTD Building Steward: Assists in the design and implementation of academic goals and objectives; participates in collection and interpretation of data.

Shontel Holts-Rich, Elementary Department Chairperson, Maria E. Alonso, Elementary Department Chairperson and Celia Alvarez, assistant to Department Chairpersons: Provide information about core instruction, participate in student data collection, and collaborate with other faculty members to implement early intervention planning.

Dr. Constance V. French, School Counselor: Assists with behavioral intervention, provides academic and behavioral social skills training using student-centered data, and provides parents with information on community wellness programs and other services available through outside agencies.

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 MTSS/RTI Leadership Team along with the faculty uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals three times per year by:

1. Holding grade level meetings in which problem solving is the sole focus;
2. Using the four step problem solving process during all team meetings that focus on maximizing student achievement and/or behavior success. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation;
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS/RTI problem solving process and monitoring progress of instruction);
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively;
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student i-Ready diagnostic and progress monitoring assessment;
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention, gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support. The MTSS/RTI team will provide support and assistance to students in Tier 2 process who have not met proficiency or who are at risk of not meeting proficiency. Tier 2 problem solving meetings occur monthly to:

1. Review ongoing progress monitoring (OPM) data for individual students;
2. Determine if Tier 2 data shows sufficient progress;
3. Determine if Tier 2 intervention continues, or a Tier 3 intervention plan is merited

•Title I, Part A

North Dade Center for Modern Languages provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school will increase parental involvement by scheduling meetings and activities, encouraging parents to support their child's education, providing materials, and encouraging parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parental Involvement Plan (PIP – provided in three languages), the school improvement process, the life of the school, and the annual Title I 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 the school site Title I coordinator, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish, Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

•Title X- Homeless

•The Homeless Assistance Program at North Dade Center for Modern Languages seeks to ensure a

successful educational experience for homeless children by collaborating with parents, schools, and the community. At this time North Dade CML doesn't have any students identified as homeless. However, in the event a student is identified as homeless, all services will be provided to meet the individual needs of the student.

- 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 N Dade Center of Modern Languages with the identification, enrollment and attendance.

The District's Homeless Liaison will provide training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act - ensuring homeless students are not to be stigmatized or separated, segregated or isolated on their status as homeless.

The school has identified our Guidance Counselor as our school-based homeless coordinator .

- Violence Prevention Programs

North Dade Center for Modern Languages addresses violence and drug prevention and intervention services for students through curriculum implemented by the elementary school counselor.

- Nutrition Programs

North Dade Center for Modern Languages adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------------|----------------------------|
| Dr. Maria A. Castaigne | Principal |
| Allison Spicer | Teacher |
| Silvia M. Flores | Teacher |
| Michelle L. Egan | Teacher |
| Shontel Holts | Teacher |
| Edna Affronte | Education Support Employee |
| Regine Desire | Parent |
| Brenda Burton | Parent |
| Stacy Bruno | Parent |
| Deborah Parrott | Parent |
| Russell Johnson | Business/Community |
| Ulysses Harvard | Business/Community |
| Catherine H. Stanley | Parent |
| David Williams Jr. | Business/Community |
| Jennifer Mayol | Teacher |
| Jada Johnson | 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 School Improvement Plan (SIP) is the driving force to raising student achievement. Educational Excellence School Advisory Council (EESAC) conducts a needs assessment, targets areas for improvement, develops specific improvement plans with administration and staff, implements and monitors the plan, evaluates progress, and modifies the plan as needed. The long term goal of the SIP is to create a self-monitoring and self-improving institution. The collective effort of all stakeholders aims to build consensus to sustain and raise student achievement. Each stakeholder has a vested interest in ensuring that goals of the SIP are achieved.

The most challenging goal of our School Improvement Plan is to maintain or improve performance in the core academic subjects. Student performance in this area already indicates a high level of achievement, yet the goal is further improvement. The school's leadership team is aggressively working to show improvement in performance on the state assessment.

Continuous evaluation of the the School Improvement Plan is monitored through monthly Collegial Curriculum Planning, Educational Excellence School Advisory Committee, Parent-Teacher Association meetings.

b. Development of this school improvement plan

The purpose of the North Dade Center for Modern Languages Educational Excellence School Advisory Council (SAC) is to work toward improved student achievement. One of the ways the Council will do this is by developing, implementing, and evaluating the academic goals and objectives delineated in the SIP. The SAC is the sole body at the school responsible for making joint decisions relating to implementation of the provision of the state system of improvement and accountability.

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

School administrators are highly accessible and involved. The school leadership has intentionally created a sense of shared purpose among faculty, students, and parents to accomplish the goals delineated in the SIP. Administration, United Teachers of Dade Building Steward, teachers, support personnel, parents, business partners, and students participate in the leadership of the school through the EESAC. The EESAC assisted in the preparation and evaluation of the School Improvement Plan (SIP) and the school's annual budget. Funds are allocated to enhance the academic program for all students. Funds have also been used to increase the technological infrastructure. Software such as STAR, Accelerated Reader, IXL, and Brain Pop have been made available to students in school and at home. Additional funds have been utilized to reinforce reading, math, and science to improve performance on the Florida State Standards.

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

The school improvement funds were utilized to purchase magazine subscriptions in grades 1-5 to enhance literacy instruction across the curriculum. Yearly subscriptions include Scholastic, Time for Kids, Scholastic Art, and Music Express. The amount allocated for this project was \$ 2,200.00.

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 |
|---------------------|---------------------|
| James, Latoya | Principal |
| Alonso, Maria | Teacher, K-12 |
| Brown, Linda | Psychologist |
| Holts-Rich, Shontel | Teacher, K-12 |
| Alvarez, Celia | Teacher, K-12 |
| Spicer, Allison | Teacher, K-12 |
| French, Constance | School Counselor |
| Flores, Silvia | SAC Member |
| Pieze, Donna | Assistant Principal |

b. Duties

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

The Administration will work with the Literacy Leadership Team to guarantee fidelity of the implementation of the Florida State Standards. The Assistant Principal will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers; sharing exemplary reading and writing instructional practices to implement across the curriculum, and providing professional development and resources that will assist teachers and students in understanding the new standards.

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.

Commitment to shared values and beliefs about teaching and learning is evident during grade-level curriculum planning. The commitment is regularly reflected in communication among leaders and staff. The implementation of the Professional Learning Communities will encourage teachers to expand best practices that are focused on areas of deficiency based on student data. Weekly collaborative planning provides teachers with the opportunity to incorporate equitable learning experiences to focus on depth of understanding and the mastery of skills. School leadership and staff share high expectations for professional service.

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

The principal will utilize the applicant tracking site and her expertise as a former personnel coordinator to recruit highly qualified teachers. To enhance the academic program, the instructional team and the

administration collaborate at the grade and school level to share effective practices, evaluate implementation, and make decisions that will bridge the achievement gap. The team facilitates the process of building consensus and providing high quality and rigorous standards.

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

In an effort to maintain and expand subject matter knowledge, including keeping abreast of sources which enhances teaching, North Dade Center for Modern Languages has the following mentoring program in place:

Weekly grade level meetings are held where teachers collaboratively plan to ensure that benchmarks are being taught throughout the grade level.

Monthly collaborative meetings are held to allow teachers to share best practices utilizing the strengths of other colleagues to develop professional relationships.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The use of District Pacing Guides along with assessments will ensure that students develop expected learning skills that support the Florida State Standards. Evidence indicates that the curriculum and learning experiences prepare students for success at the next level. Differentiated Instruction supports the achievement of expectations.

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 continuous improvement process ensures that vertical and horizontal alignment, as well as, alignment with state standards are maintained and enhanced in curriculum instruction and assessment. Data collection and data analysis is utilized to design effective instructional teaching/ learning practices and to provide appropriate interventions to accelerate student achievement. The process utilized is as follows:

- * Ensure the effective delivery of the core instructional curriculum to meet student needs;
- * Modify instructional methodology and delivery of instruction necessary to meet the needs of all students;
- * Revisit school based resources;
- * Target professional development toward goals of meeting all students' needs;
- * Monitor student growth to address and identify areas that continue to show deficiency;
- * Provide all subgroups with the necessary academic interventions to increase student achievement;

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

North Dade Center for Modern Languages sets high standards for overall academic performance by offering all students an accelerated English curriculum and an intensive foreign language program. Students attend an extended day program which includes instruction in world languages and integrates international content into all curriculum areas. Foreign language classes reinforce basic skills and academic standards during their 7.5 weekly hours of instruction. The curriculum is interdisciplinary, providing students with a comprehensive education. Additionally, students in grades 4 – 5 have the opportunity to participate in the Cooperative Agreement with Spain. This is an agreement between Spain and Miami-Dade County Public Schools that is approved and accredited to implement a Spanish program providing dual accreditation for the participating students. Students are taught science and social studies using textbooks published in Spain. CML's emphasis upon critical thinking skills, problem solving skills, and creative thinking processes is evidenced by the various learning opportunities offered to our students. This year's integration of technology offers students enrichment and student achievement opportunities through computer technology in science, reading, math, and English. Since 1992, the students who are enrolled in the French program have the opportunity to participate in the annual National French Contest sponsored by American Association of Teachers of French (AATF). The Early Bird Chess Program enhances reasoning skills and provides students with the opportunity to experience competitions at various levels. The Mathematics and Science Brain Bowl is an in-house competition meant to increase performance in mathematical reasoning skills and scientific processing skills. The Miami Gardens Science Fair is a joint venture with St. Thomas University to promote scientific research. Future Educators of America (FEA) is a club that fourth and fifth grade students have the opportunity to participate in at North Dade CML. The focus of FEA is to prepare aspiring students as future educators. Students are paired with teachers to provide assistance and gain experience in education.

Strategy Rationale

North Dade Center for Modern Languages understands the importance of setting up an effective learning environment and implements appropriate instructional activities in individual, small, and large group settings to meet the cognitive and linguistic needs of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

James, Latoya , pr5131@dadeschools.net

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

North Dade Center for Modern Languages uses formative assessments offered by the school and the District, and summative assessments offered by the State to determine effectiveness of the strategies. The data obtained from these sources are reviewed by the Leadership Team to set the school's academic goals. The school administrators and teachers use assessment data on a regular and systematic basis. The most important use of this data is to help assess the performance of the school, to contribute to its future growth, and to assess how well the school improves from year to year.

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.

The magnet program supports learning to meet the diverse needs of all our students. Tours are scheduled with parents prior to enrollment to familiarize them with the program. In addition, the school provides programs that engage families in meaningful ways in their children's education. Workshops are offered to students and parents consistently and at different times of the day to accommodate different needs. In order to improve and maintain academic performance, constant communication is kept with parents via telephone, e-mails, and agendas. Student progress reports on formal and informal assessments are sent home periodically. The school's goal is to create a support system that will improve academic performance and contribute to the student's well being. In an effort to aid in a smooth transition to middle school, we have middle school fairs. Neighborhood middle schools meet with parents and students to inform them about their curriculum. This gives both parents and students an opportunity to make an informed decision of which middle school would make their transition the smoothest.

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.

Not applicable

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

Not applicable

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

Not applicable

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.

Not applicable

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 improved core instruction in all content areas is provided , then student achievement will be increased.

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 improved core instruction in all content areas is provided , then student achievement will be increased. **1a**

 G096754

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Reading - African American | |
| AMO Math - Hispanic | |

Targeted Barriers to Achieving the Goal **3**

- The need to adjust instruction to target the subgroups not meeting the yearly AMO in Reading and Science. Teachers need additional support in analyzing data.

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

- McGraw Hill Reading Wonders textbook, performance assessments, professional development, smartboards, computer programs (i.e. iReady, IXL Language Arts, Accelerated Reader, STAR Reading, Florida Achieves - Focus), supplemental material in reading, District Pacing Guide. Scott Foresman Science textbook, Sciencsaurus, AIMS Physical Science Grade 5 (shared among grade level), professional development, smartboards computer programs (i.e. Gizmos, Brain Pop, Florida Achieves - Focus), Discovery Education, Science in Action Videos (grade 5), science tools and material to conduct hands-on activities, District Pacing Guide Supplemental material in reading, math, and science District Pacing Guide Textbooks Performance Assessments

Plan to Monitor Progress Toward G1. **8**

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Latoya James

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, focused walk-through, data chats formative and summative evaluation.

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 improved core instruction in all content areas is provided , then student achievement will be increased.

1

 G096754

G1.B1 The need to adjust instruction to target the subgroups not meeting the yearly AMO in Reading and Science. Teachers need additional support in analyzing data. 2

 B260255

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S275690

Strategy Rationale

Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis in Reading and Science.

Action Step 1 5

Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading.

Person Responsible

Latoya James

Schedule

Monthly, from 10/2/2017 to 12/1/2017

Evidence of Completion

Sign-in log, agenda, PD registration, follow-up activity Focused walk-through, lesson plans, data binder, student work, schedule to visit the model classrooms, data reports, students' weekly assessments, student work samples, flexible grouping schedules, assessment data.

Action Step 2 5

Teachers will analyze data and group students for instruction.

Person Responsible

Donna Pieze

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plans, data binder, student work, data reports, students' weekly assessments, student work samples, flexible grouping schedules, assessment data.

Action Step 3 5

Identify model classrooms where teachers can visit for additional support. Administration will continue to support teachers to conduct data chats.

Person Responsible

Donna Pieze

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Focused walk-through, lesson plans, data binder, student work, schedule to visit the model classrooms, data reports, flexible grouping schedules, assessment data.

Action Step 4 5

Administrative team will attend PDs to ensure that teachers are actively participating. They will look for collaborative conversations. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance, have data chats to ensure that AMO subgroups are identified and instruction is geared to meet their needs.

Person Responsible

Latoya James

Schedule

Monthly, from 10/2/2017 to 12/1/2017

Evidence of Completion

Sign-in log, agenda, PD registration, follow-up activity, focused walk-through, lesson plans - data binder, student work, schedule to visit the model classrooms, data reports, students' weekly assessments, student work samples, intervention/flexible grouping schedules, assessment data.

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Donna Pieze

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, focused walk-through, data chats, formative and summative evaluation.

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

Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to monitor students' progress and adjust instruction as needed.

Person Responsible

Latoya James








Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, focused walk-through, data chats, formative and summative evaluation.

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.B1.S1.A1  A370420 | Participate in professional development opportunities and professional learning communities to... | James, Latoya | 10/2/2017 | Sign-in log, agenda, PD registration, follow-up activity Focused walk-through, lesson plans, data binder, student work, schedule to visit the model classrooms, data reports, students' weekly assessments, student work samples, flexible grouping schedules, assessment data. | 12/1/2017 monthly |
| G1.B1.S1.A4  A370423 | Administrative team will attend PDs to ensure that teachers are actively participating. They will... | James, Latoya | 10/2/2017 | Sign-in log, agenda, PD registration, follow-up activity, focused walk-through, lesson plans - data binder, student work, schedule to visit the model classrooms, data reports, students' weekly assessments, student work samples, intervention/flexible grouping schedules, assessment data. | 12/1/2017 monthly |
| G1.MA1  M398797 | Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to... | James, Latoya | 8/21/2017 | Lesson plans, focused walk-through, data chats formative and summative evaluation. | 6/1/2018 monthly |
| G1.B1.S1.MA1  M398795 | Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to... | James, Latoya | 8/21/2017 | Lesson plans, focused walk-through, data chats, formative and summative evaluation. | 6/1/2018 monthly |
| G1.B1.S1.MA1  M398796 | Utilizing Florida's Continuous Improvement Model (FCIM), the teacher will review data in order to... | Pieze, Donna | 8/21/2017 | Lesson plans, focused walk-through, data chats, formative and summative evaluation. | 6/1/2018 monthly |
| G1.B1.S1.A2  A370421 | Teachers will analyze data and group students for instruction. | Pieze, Donna | 10/2/2017 | Lesson plans, data binder, student work, data reports, students' weekly assessments, student work samples, flexible grouping schedules, assessment data. | 6/1/2018 monthly |
| G1.B1.S1.A3  A370422 | Identify model classrooms where teachers can visit for additional support. Administration will... | Pieze, Donna | 10/2/2017 | Focused walk-through, lesson plans, data binder, student work, schedule to visit the model classrooms, data reports, flexible grouping schedules, assessment data. | 6/1/2018 monthly |

V. Professional Development Opportunities

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

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

G1.B1 The need to adjust instruction to target the subgroups not meeting the yearly AMO in Reading and Science. Teachers need additional support in analyzing data.

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1- 5

Schedule

Monthly, from 10/2/2017 to 12/1/2017

PD Opportunity 2

Teachers will analyze data and group students for instruction.

Facilitator

Shontel Holts-Rich

Participants

Teachers in grades 1 - 5

Schedule

Monthly, from 10/2/2017 to 6/1/2018

VII. Budget

| | | | | | | |
|---|-------------|--|---------------|----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Participate in professional development opportunities and professional learning communities to increase the use of data driven instruction to develop a repertoire of efficient techniques in reading. | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | District-Wide | Other | | \$2,500.00 |

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North Dade Center For Modern Languages

| | | | |
|---------------|-------------|---|-------------------|
| | | Notes: EESAC funds will be utilized to purchase magazine subscriptions for grades 1 - 5, music and art. | |
| 2 | G1.B1.S1.A2 | Teachers will analyze data and group students for instruction. | \$0.00 |
| 3 | G1.B1.S1.A3 | Identify model classrooms where teachers can visit for additional support. Administration will continue to support teachers to conduct data chats. | \$0.00 |
| 4 | G1.B1.S1.A4 | Administrative team will attend PDs to ensure that teachers are actively participating. They will look for collaborative conversations. Develop a focus walk through schedule to ensure implementation and provide support for teachers that need additional assistance, have data chats to ensure that AMO subgroups are identified and instruction is geared to meet their needs. | \$0.00 |
| Total: | | | \$2,500.00 |