

Miami-Dade County Public Schools

North Dade Middle School



2017-18 Schoolwide Improvement Plan

North Dade Middle School

1840 NW 157TH ST, Miami Gardens, FL 33054

<http://ndms.dadeschools.net/main.htm>

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	97%
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	F	F*	C

**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 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.

North Dade Middle School's mission is to infuse effective strategies designed to enhance our students' academic and social development. We aim to prepare students for the 21st Century by engaging all learners with quality instruction that meets the highest educational expectations. Students will develop intellectual, social, multicultural, and technological skill sets that are required to become successful members of the broader global societies in which we collectively cohabitate.

b. Provide the school's vision statement.

In the 2017-2018 school year, we envision the students enrolled at North Dade Middle School to perform all tasks related to academic and social development with a spirit of excellence. Our vision will extend towards the belief that our students will be successful and productive participants of our community and global society. These beliefs will encourage and motivate our students to have an instilled sense that "Success Has No Limit".

2. School Environment

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

North Dade Middle School's faculty builds positive relationships with their students through honesty, respect, and compassion. It is our belief that this will enhance the self-esteem, safety, and well-being of all stakeholders. Through our International Baccalaureate Middle Years Program (IBMYP), we work to release the inherent intellectual capacity of all children, and to affirm their right to learn. These relationships will foster an environment that serves all students and aspires to eliminate the achievement gap. The staff at our school are empowered to problem solve and make decisions for the betterment of our student body, follow a proactive instead of reactive approach, and encouraged to provide feedback related to the climate of the school to ensure they have an enjoyable working environment. This empowerment will provide a learning environment that will allow our students to achieve their maximum potential.

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

North Dade Middle School strives to develop each student's academic, social, and emotional needs by encouraging them to be directly involved and understand the barriers to their learning. This student accountability approach will create a positive, caring and respectful student-peer relationships, student-teacher relationships, and teacher-teacher relationships. Through certain extra curricular groups/clubs, Guidance Counseling, Code Masters, and After-School All-stars students are able to feel fully supported and in charge of their education in a safe and respectable environment.

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.

North Dade Middle School engages our administration, parents, community, staff, district and state curriculum teams to create a robust and progressive discipline plan. The first component of the plan requires the classroom teacher to set the tone and expected climate of the classroom environment, clear expectations of academic performance, specific rules, and set procedures which allows for high quality instruction and learning to take place. All students are expected to adhere to the school uniform policy to assist in promoting safety, identification of students, and instilling pride and respect . The Progressive Discipline plan is presented at all grade level assemblies at the beginning of the school year and reviewed as deemed necessary throughout each quarter. Students will be held to a 3-strike system where on the next infraction will be directed to the Team Leaders for a consequence. Administration becomes involved in the progressive discipline plan when the students have gone through the progression of Team leader and Discipline Team. Teachers will participate in team/grade level and school-wide discipline training once per month, that will emphasize effective implementation of the school-wide discipline plan.

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 North Dade Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to progress and excel. The school employs positive behavior support systems for students, Student Success Coach, School Counselor, and Character Education Curriculum provided by the School District. Incoming sixth graders are exposed to the school's culture through the Foundations course. All stakeholders continuously set high expectations for behavior and academic achievement.

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.

North Dade Middle School's early warning system includes weekly RTI team meetings and parent conferences. The team leaders facilitate weekly meetings 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 assess progress. 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 mid year assessments, i-Ready, Ongoing Progress Monitoring (OPM) data, and data from Florida Standards Assessment.

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	17	37	32	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	6	2	5	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	26	13	29	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	0	0	0	128	127	80	0	0	0	0	335

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	95	95	117	0	0	0	0	307

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 for every Thursday but in an effort to accommodate all parents and guardians individual conferences can be scheduled during the week to dialogue with all of the students' teachers in a collaborative setting. Student data conferences are held throughout the grading cycles to set and review academic goals, monitor progress, and address deficiencies. In addition, teachers are provided a list of students identified by the EWS to ensure that they provide the additional supports to ensure the students' success. These identified students are also provided with before, after, and Saturday-School tutoring opportunities to improve their academic progress. Positive behavior initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor or outdoor suspensions) and prevents the loss of instructional time.

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

The school completes a Parent and Family Engagement (PFEP) which is available at the school site. North Dade Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parent Family Engagement Plan; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Increase stakeholder involvement through The Educational Excellence School Advisory Council (EESAC), by including students and parents and involving them in an authentic role in decisions to impact instruction and the delivery of programs.

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 staff of North Dade Middle School, along with community stakeholders are committed to creating and ensuring a safe, creative, and challenging environment for students to grow and learn. Community leaders provide mentorship opportunities through various programs (i.e., 5000 Role Model, Miami Children's Trust, DIVAS, Fishing program), sponsorships, and tutoring services. The Educational

Excellence School Advisory Council (EESAC) will bring together all stakeholders, including key community members, and involve them in an authentic role in decisions which affect instruction and the delivery of programs. During these meetings the members are updated on School Improvement Plan (SIP) implementation and any adjustments made to instruction based on current relevant data.

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
Armand, Kharim	Principal
Edwards, Kayla	Assistant Principal
Webster, Taneisha	Instructional Coach
Bowie, Tattala	Instructional Coach
Rutherford, Susie	School Counselor
Riddick, Xavier	Teacher, K-12

b. Duties

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

North Dade Middle School's team consists of Kharim Armand-Principal, Kayla Edwards-Assistant Principal, Ubaldo Interian-Assistant Principal, Taneisha Webster, Tattala Bowie, Lisa Smith-Transformational Coaches, Susie Rutherford-Student Services Personnel and Counselor. The individuals selected for the team have specific knowledge and strengths within their content area or expertise. The team problem solves issues and concerns that arise through an ongoing and systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The leadership team is vital to consider implementing the following actions:

- Administrator(s) who will ensure a commitment of support and allocate resources;
- Transformational coaches will extend and report on meeting the goals of the leadership team within the implementation of the Action Plan, within grade level content areas, and monitoring the various intervention groups, and problem solving;
- Team members will meet to review consensus, infrastructure, and implementation of behavioral discipline plan.

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.

North Dade Middle School's Leadership Team meets weekly to review the overall educational delivery of instruction by developing and maintaining a problem solving system to ensure optimal performance of our leaders, teachers and students. This includes data analysis and progress monitoring of reading, mathematics, science, and civics. Data is reviewed constantly by grade level, content areas, class, and individual student. The review of the data allows the identification of

students at risk, changes in instructional practice, professional development needs, and the need for supplemental resources. Teachers also participate in one-on-one data chat conversations with administration regarding relevant data as it is generated. The team will collaborate regularly to problem solve and implement effective strategies to maximize student achievement. The team will analyze student diagnostic and progress monitoring assessment data at all Tiers to determine staff professional development activities. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. These data points are used to determine where interventionists will be placed to support the identified students. Interventionists use district developed and/or standards aligned resources that will meet the individual students at their deficiencies. Moreover, transformation coaches assist in developing an action plan for the interventionists to follow. This ensures that the interventionists are maximized and used strategically.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the Tier 1 worksheets completed three times per year. The Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student needs across Tiers.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy and Spring Break Academy). The school coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Transformation Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Family Engagement Plan (PFEP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is

intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The school's 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 III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

1. tutorial programs (K-12)
2. parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
3. professional development on best practices for ESOL and content area teachers
4. coaching and mentoring for ESOL and content area teachers(K-12)
5. reading and supplementary instructional materials(K-12)
6. cultural supplementary instructional materials (K-12)
7. purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
8. Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless

The school's homeless student liaison identifies the students who are considered homeless and conferences with them individually to inform them of the services that can be provided by the school site, as well as to monitor their academic progress. Student meetings are conducted quarterly to ensure that the students are being supported in accordance with district homeless student policies and to progress monitor the students' academic progress. In addition, the homeless student liaison conferences with these parents to inform them of the services that their families are entitled to and have available to them.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kharim Armand	Principal
Toika Trice	Teacher
Beth Lugo	Parent
Yainet Garcia	Student
Xavier Riddick	Teacher
Akeelah Edwards	Student
Ulysses Harvard	Business/Community
Monica Thurston	Education Support Employee
Brendalee Davis	Teacher
Floyd Knight	Teacher
Sheila Banks	Parent
Dedgra Washington	Education Support Employee

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 and 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 programs.

b. Development of this school improvement plan

Once finalized, the EESAC reviews the draft of the SIP and provides comments, suggestions, and edits to ensure its alignment with the goals and expectations of the EESAC. Members will then meet regularly to review and monitor the implementation of the SIP and the school's annual budget.

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

EESAC is responsible for assisting in the preparation and evaluation of the school's annual budget. The collaboration of EESAC members contributed to the effective utilization of the school's resources, budgeting, and the enforcing of policies.

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

100% of the EESAC funds was utilized to provide incentives and motivational activities to assist with student achievement during the 2016-2017 school year. The committee approved a total of \$2999 which was used to provide snacks for students participating in Saturday Academy, providing incentives for students who performed well on iReady Diagnostic Assessments, and recognizing students who made substantial growth on assessments and/or monitoring programs.

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
Armand, Kharim	Principal
Edwards, Kayla	Assistant Principal
Webster, Taneisha	Instructional Coach
Bowie, Tattala	Instructional Coach
Riddick, Xavier	Teacher, K-12
Rutherford, Susie	School Counselor

b. Duties

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

North Dade Middle Literacy Team's major initiatives will be to:

- Increase Literacy awareness school-wide through ineterdisciplinary trainings where the various departments are provided with literacy/writing strategies that can be used within the various content areas.
- Develop and implement a school-wide Literacy Plan where teachers are provided with students literacy data to be aware of their students deficiencies, expected to infuse literacy strategies within their instruction, and provided with writing strategies that can be used to have students develop writing products aligned to the expectation of the state assessments for writing.
- Provide Professional Development to teachers (as mentioned above).
- Host school-wide literacy activities such as January Back to School Night, allow local community members to conduct classroom read-alouds, and encourage teachers to recognize exemplar writing products by students.
- Disaggregate data to maintain all stakeholders aware of grade level, course, and individual student needs.
- Assist in monitoring/applying the utilization of the Florida Continuous Improvement Model as needed.

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. The guidance of instructional coaches and agreed upon protocols during planning meetings also helps maximize the time teachers plan together. Moreover, on Early Release Days are dedicated for "professional feedback" meetings to continue the work occurring during common planning and to address any concerns teachers may have. Additionally, weekly grade-level team meetings contribute meaningful professional development for teachers.

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

Teachers are provided internship and partnership opportunities with local Universities and Colleges. They also have the opportunity to provide mentoring for new and veteran teachers to collaborate on a weekly basis. Time is provided for new teachers to; observe modeled instruction, share best practices, and receive coaching cycles for their development. Teachers are kept up-to-date with opportunities to become highly qualified (National Board certified, etc.).

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

Using the MINT program, beginning teachers are paired with a mentor teachers preferably within the subject area in which they teach. Coaches and mentors volunteer time 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 bi-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.

North Dade Middle School follows the MDCPS district pacing guides to warrant that its core instructional programs are aligned with Florida's Standards. Instructional coaches work cooperatively with teachers to provide continuous professional development on State Standards, enhance instructional techniques, and recommended activities to improve student learning. Weekly common planning sessions are focused on the development of each teachers' pedagogy and knowledge of instructional strategies to deliver standard-based instruction. North Dade Middle School is driven by research-based best practices, high expectations, and the infusion of inquiry-based learning.

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.

North Dade Middle School utilizes data to determine students leveling and provide differentiated instruction. Instructors and administrators are able to decipher students strengths and weaknesses by desegregating the data from Power BI compiled from numerous sources such as FSA/EOC/District Topic Assessments/Mid-Year assessment/ and i-Ready scores. Based on the data, students are placed in intensive classes and given supplemental instruction to meet areas of concern. Teachers are provided models/frameworks for implementing Differentiated Instruction (DI) for students based on current relevant data and meets the student at their deficiencies. In addition, interventionists are being deployed to follow both a pull-out and push-in model to provide individualized support. Each instructional component is tailored to meet the needs of the students in order to progress towards proficiency.

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: After School Program

Minutes added to school year: 6,000

North Dade Middle School offers the After School All-Stars program which provides planned activities, that include homework assistance, indoor and outdoor games, arts and crafts, snack time and various recreational activities. The program offers reading and math tutoring, music, enrichment, and other classes designed to provide participants with a variety of educational and enrichment experiences. The tutoring aspect is designed to remediate students in their weakest standards as it relates to their content knowledge. The All-Stars program will not be limited to a specified target group, it will offer enrichment lessons and engaging activities for all student learners.

Strategy Rationale

This extended learning strategy enables certified teachers an opportunity to instruct intervention lessons and analyze ongoing student data for the purpose of future instruction and growth. 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)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Edwards, Kayla, kjenkins@dadeschools.net

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

Utilizing the reports generated by the iReady program, teachers render mini-assessments throughout the tutoring/enrichment process to alter instruction and meet definitive needs of the students. Students groups change according to academic strengths/weaknesses and curricular approaches are modified according to school performance needs. Sign -in sheets, schedule of planned activities, and student participation logs are monitored to ensure efficacy of implementation.

Strategy: Before School Program

Minutes added to school year: 4,200

North Dade Middle School provides a before-school tutorial program where students can receive Math and English Language Arts tutoring, as well as have access to computers so that they may receive iReady instruction via the computer program.

Strategy Rationale

To provide students with extended opportunities to work on their deficiencies and access to technology that they not normally have access to at their homes. In addition, the opportunity to work on the specified deficiencies will provide the students with an opportunity to develop and show academic growth.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Kayla, kjenkins@dadeschools.net

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

Using the rosters signed by students and the number of sessions attended, North Dade Middle School will compare these groups to other students within the same cohorts who do not attend these sessions to determine if has impacted the students' performance on iREADY and District Topic Assessments.

Strategy: Weekend Program

Minutes added to school year: 1,800

North Dade Middle School provides a Saturday Academy tutorial program where students can receive Math and English Language Arts tutoring. As the Saturdays progress, efforts will be made to provide more personalized Civics and Algebra I tutoring opportunities.

Strategy Rationale

This will provide the students with an extended opportunity to develop and show academic growth on their specified deficiencies.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Kayla, kjenkins@dadeschools.net

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

Using the rosters signed by students and the number of sessions attended, North Dade Middle School will compare these groups to other students within the same cohorts who do not attend these sessions to determine if has impacted the students' performance on iREADY and District Topic Assessments.

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.

North Dade Middle School hosts the "Thunderbirds for a Day" articulation for incoming 6th graders and Magnet Program Applicants. During this time students are able to experience the middle school environment, they are provided with the expectations, course variety, and the North Dade Middle school academic offerings. Incoming 6th graders are also able to select their course for the upcoming school year to ensure a smooth transition. Administrative staff, Transformation Coaches, IB/Magnet Coordinator, and the North Dade Middle Student Services personnel visit feeder elementary school 5th graders to express our excitement for their transition to North Dade Middle School. During regular team conferences and student transition meetings, information related to instructional strategies, necessary modifications and adaptations, positive behavior support strategies, and methods of communication are shared. The receiving grade-level teams discuss transitioning students and strategies that will assist the student as they acclimate to their new environment.

Incoming 6th graders are enrolled in a 6th Grade Foundations course that provides them with a curriculum that will prepare them for the transition into middle school. There are brain research components that encourage the students to develop a growth mindset that does not limit the amount of knowledge they can absorb. This curriculum also provides students with some writing development opportunities as these students work on the critical writing component of the course.

Outgoing 8th graders are provided with an opportunity to visit their respective high school for subject selection and articulation. These students are transported to high schools within the feeder pattern to talk with counselors and current student body to get a feel for the high school they will be attending. The purpose of these visits is to address questions and alleviate concerns during the students' transition from middle to high school.

b. College and Career Readiness

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

North Dade Middle School will host Career day, in which local businessmen and other members of the community speak to students regarding career opportunities and the steps needed to complete the targeted career path. Local colleges such as Miami Dade College, Barry University, and Florida International University participate in the College and Career Fair to provide students with a college experience. Selected students will also be able to take the PSAT to expose them to the rigor of college entrance exams and to help establish a career path for them. Students will also be selected to participate in a cohort of students who will be administered the PERT for admission to Miami-Dade College. Once admitted these students will be able to enroll in college level courses and receive college credit as middle school students. Through the electives/social sciences/ and science classes, student will be able to take a career path inventory assessment to provide insight as to career path that students may consider based on their interests and abilities. This information will also be used to have students research and determine the criteria/requirements needed to achieve these career paths.

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.

All courses have a technology component infused within the curriculum. Additionally, courses are offered in business and technology to equip students with 21st Century Skills. The art education program also integrates career and technical education skills to enroll students.

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096783

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	32.0
ELA/Reading Gains	49.0
ELA/Reading Lowest 25% Gains	47.0
FSA Mathematics Achievement	32.0
Math Gains	54.0
Math Lowest 25% Gains	60.0
Algebra I EOC Level 3	80.0
Statewide Science Assessment Achievement	35.0
Civics EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- The instructional delivery of the lesson is not reflective of the lesson planning process that included rigor and skills necessary to master the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy- Professional Development
- Literacy- Lesson Studies
- Literacy- Professional Learning Communities
- Mathematics- Mathematical Florida Standards (MAFS), MAFS item Specification, Pacing Guides, McGraw-Hill Course Books, HMH Algebra I , HMH Geometry
- Mathematics- Tablets, Computer Labs, iPrep, iReady, Reflex Math
- Mathematics- Thinkgate, iReady, Data Chat Template
- Science- Backwards Planning Guide, Pacing Guide, Lesson Plans, Item Specification, Science Curriculum Support, Department Chair, Model Teachers, District Lesson Plans, Textbook Brainpop, Study Jams, Discovery, Edgenuity, Cpalms, Gizmos.
- Science- Tablet, Gizmos, Discovery
- Science- CER,
- Social Science- Increase time on task and instruction; increase attendance by offering incentives
- Social Science- Increase usage of tablets and accessories (i.e.keyboards); more tablets; Tech
- Social Science- Differentiate Instruction with varying content resources (tutorials, videos, etc.)
- Social Science- In class incentives; Positive Behavior Support
- STS/EWI-District Data Reports
- STS/EWI-Student Success Coach
- STS/EWI-Community Based Organizations
- STS/EWI-Online support materials

- STS/EWI-District Professional Development
- STS/EWi - Values Matter Miami Resources

Plan to Monitor Progress Toward G1. 8

Administration will analyze i-Ready, MYA, Topic Assessments and FSA data to assess mastery levels of all content curricula. Ongoing data chats will occur to promote checks and balances towards progress of achieving the established goal.

Person Responsible

Kharim Armand

Schedule

Weekly, from 9/25/2017 to 1/31/2018

Evidence of Completion

Data Chat Protocols, Data Chat forms, Data Binder

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all areas then student achievement will increase. 1

G096783

G1.B17 The instructional delivery of the lesson is not reflective of the lesson planning process that included rigor and skills necessary to master the standards. 2

B260358

G1.B17.S1 During collaborative planning and individual planning teachers will develop lessons using the backwards planning model, ALDs, and Item Specifications to execute robust and rigorous instruction that explicit. 4

S275766

Strategy Rationale

Based on administrative presence in Collaborative Planning and Instructional Walk-throughs, teachers pedagogical knowledge and understanding of the standards impede the planning process. Teachers are not able to plan lessons that include alignment to the standards as it pertains to their content area. Teachers are not leaving collaborative planning with a plan that will allow them to effectively link the learning targets to the end product.

Action Step 1 5

Introduce the strategy, action steps, and completion dates to entire faculty.

Person Responsible

Kharim Armand

Schedule

On 9/11/2017

Evidence of Completion

Faculty Meeting Sign-In Sheet, Agenda

Action Step 2 5

Conduct ongoing Collaborative Planning or intimate planning sessions with teachers to create lesson plans that are in depth and explicit to address the Florida standards.

Person Responsible

Taneisha Webster

Schedule

Weekly, from 9/11/2017 to 9/11/2017

Evidence of Completion

Teacher Lesson Plans, Coaching Support Documentation

Action Step 3 5

Teachers identified in need of additional support in Instructional Delivery will receive support from Transformation Coaches and District Support Personnel.

Person Responsible

Taneisha Webster

Schedule

Weekly, from 9/25/2017 to 1/31/2018

Evidence of Completion

Teacher Lesson Plans, administrative walk-through documentation

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

Administration will conduct classroom walkthroughs with District CSS (if possible) to ensure effective implementation of planned lessons with fidelity and identify teachers in need of support. The result of these findings and next steps will be a part of weekly leadership meeting.

Person Responsible

Kharim Armand

Schedule

Weekly, from 9/18/2017 to 1/31/2018

Evidence of Completion

Leadership Meeting Agendas, Sign-In Sheets, Administrative Walk-through documentation

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

Administrators will conduct walk-throughs and attend collaborative planning sessions to determine effectiveness, areas of growth, and next steps for development in instructional delivery.

Person Responsible

Kharim Armand







Schedule

Weekly, from 9/25/2017 to 1/31/2018

Evidence of Completion

Collaborative Planning Sign-In Sheets, Administrative Walk-through documentation

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.B17.S1.A1  A370645	Introduce the strategy, action steps, and completion dates to entire faculty.	Armand, Kharim	9/11/2017	Faculty Meeting Sign-In Sheet, Agenda	9/11/2017 one-time
G1.B17.S1.A2  A370646	Conduct ongoing Collaborative Planning or intimate planning sessions with teachers to create lesson...	Webster, Taneisha	9/11/2017	Teacher Lesson Plans, Coaching Support Documentation	9/11/2017 weekly
G1.MA1  M398972	Administration will analyze i-Ready, MYA, Topic Assessments and FSA data to assess mastery levels...	Armand, Kharim	9/25/2017	Data Chat Protocols, Data Chat forms, Data Binder	1/31/2018 weekly
G1.B17.S1.MA1  M398968	Administrators will conduct walk-throughs and attend collaborative planning sessions to determine...	Armand, Kharim	9/25/2017	Collaborative Planning Sign-In Sheets, Administrative Walk-through documentation	1/31/2018 weekly
G1.B17.S1.MA1  M398969	Administration will conduct classroom walkthroughs with District CSS (if possible) to ensure...	Armand, Kharim	9/18/2017	Leadership Meeting Agendas, Sign-In Sheets, Administrative Walk-through documentation	1/31/2018 weekly
G1.B17.S1.A3  A370647	Teachers identified in need of additional support in Instructional Delivery will receive support...	Webster, Taneisha	9/25/2017	Teacher Lesson Plans, administrative walk-through documentation	1/31/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B17.S1.A1	Introduce the strategy, action steps, and completion dates to entire faculty.	\$0.00
2	G1.B17.S1.A2	Conduct ongoing Collaborative Planning or intimate planning sessions with teachers to create lesson plans that are in depth and explicit to address the Florida standards.	\$0.00
3	G1.B17.S1.A3	Teachers identified in need of additional support in Instructional Delivery will receive support from Transformation Coaches and District Support Personnel.	\$0.00
Total:			\$0.00