Henry H. Filer Middle School

2017-18 Schoolwide Improvement Plan

Henry H. Filer Middle School

531 W 29TH ST, Hialeah, FL 33012

http://filer.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	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	C	C*	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.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Henry H. Filer Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Henry H. Filer Middle School, our mission is to enrich the community through a multicultural education experience. This sets the groundwork for high school and prepares students to become productive members of the workforce and of society in an advanced technological age. The school addresses the needs of the whole child, and the school provides a center for community activities.

b. Provide the school's vision statement.

At Henry H. Filer Middle School, our vision is to prepare students to reach their maximum potential. The school's educational community and stakeholders are dedicated to educating students so that they become lifelong learners in a complex and competitive society. We will continue to enrich the community through the development of the academic program and enhancement of technology, with emphasis on character education, so that students become productive citizens.

2. School Environment

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

At Henry H. Filer Middle School, we begin every school year reviewing the collected data (i.e., school and case management history, classroom and test performance, and so on) on file for every child enrolled at our school. As the year progresses, the school's knowledge base builds as every student participates in class and completes assignments, all which provide opportunities for self-expression and teacher-student relationship building. It is during this year long student-expression and teacher-student relationship building process that a student's cultural, linguistic, academic, and social level of functioning are known, and in turn, creates ties with those most involved in their school life (e.g., peers, teachers, and school staff).

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

To date, we have two documents that guide our school-wide safety practices: (1) Filer's Security and Attendance Plan and (2) our Critical Incidence Response Plan. The Security and Attendance Plan lays out our day-to-day safety practices, listing an array of information ranging from post assignments, (e.g., morning, between class, and afternoon posts for all security monitors and select staff) to staff lunch duties and practices; all in an effort to create and maintain a safe and respectful learning environment for all on our campus. Our Critical Incidence Response Plan, on the other hand, does not look to lead our day-to-day security practices, but aims to ensure a safe and orderly response in cases of extreme emergency (e.g., assigning posts for police, fire, and triage personnel, and having a system in place for parents if there was a disruption in our transportation services).

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.

Our behavioral management system at Filer Middle has three tiers: (1) school-wide, (2) classroom/ small group, and (3) individual. Our Tier I behavioral plan begins with our school -wide behavioral

expectations (i.e., A Filer student will be Respectful, Resourceful, Responsible, Ready, and Healthy), which connect directly to each teacher's classroom rules bringing behavioral consistency within the school by creating informed students. We also have a Discipline Plan Checklist that provides the sequenced services students are to receive following inappropriate displays of behaviors (ranging from Student Services teaching sessions to administrator sanctions). Filer's Tier II behavioral plan has two aims: one, to equip teachers to more effectively manage classrooms (i.e., strategies and professional development opportunities); and two, creating small student groups based on similar issues/concerns/needs. Both Tier II aims look to service a smaller, more specific number of students than the broader, Tier I focus. Our Tier III behavioral plan focuses on an individual's need, utilizing a functional assessment of behavior (FAB) to identify the purpose of any given inappropriate behavior, and a behavioral intervention plan (BIP) to replace the target, inappropriate behavior with an appropriate behavioral display.

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.

At Henry H. Filer Middle School, we have a strong Student Services Department and are fortunate to be a Title I school (thus receiving supplemental social and clinical services from the Citrus Health Network, Inc.). The therapeutic effectiveness and combined efforts of our unified staff (i.e., the school counselor, success coach, school social worker, private agency therapist, and school psychologist) to meet the varied social-emotional needs of our students is undeniable. In short, they provide all types of counseling and social services, ensuring that the social-emotional needs of our culturally diverse student population are met when needed.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

At Henry H. Filer Middle School, the systematic search for the early warning indicators listed below is done by reviewing the Student Case Management (SCM) system, requesting specific Control-D reports, and providing opportunities during all school meetings for staff members to share any student needs requiring additional attention.

Early Warning Indicator List:
(1) Students who miss more than 10% of instructional time (Attendance below 90%)
(2) Students who have referrals that lead to suspension (One or more suspensions)
(3) Students who are failing a middle school Language Arts or Mathematics course
(4) Students score at FSA Level 1 in either Language Arts or Mathematics (Level 1 on statewide assessment)
(5) Students who are failing two or more middle school courses

*Please Note: The data listed below is based on information from the current school year (Interim Report data from 9/1/15 - to date) and the information requested in Section 1.A.3b2 will be completed when that EWS Report is generated later this calendar year.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	30	11	15	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	105	113	146	0	0	0	0	364

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	106	123	143	0	0	0	0	372

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

In general, at Henry H. Filer Middle School, ongoing parent communication/conferences and student service access (e.g., small-group, individual, crisis, and academic counseling are a few types available to students) are strategies/procedures always being implemented. Listed below, however, are specialized strategies/procedures/processes aimed at addressing the specific needs of a given indicator:

Indicator 1: The escalating attendance services (notice, formal letter, conference, contract, home visit, etc...) leading to the development of the Truancy Packet (e.g., FM# 6007, 6006, current grades, attendance report) if needed.
.
Indicator 2: Filer's Alternative-to-Suspension Plan and the District's Success Center Process is employed to maximize academic engagement during school times.

Indicator 3: Access to our Intensive curriculum courses, which supplement the grade-level material in Reading and Mathematics with instructional level resources/activities/tasks (IR).

Indicator 4: Tier III requests are made and the appropriate supporting documents attached so that the RtI Team begins its intervention process. Provide before and after school tutoring to target Level 1 students on statewide assessment.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 Policy (PFEP) that is available at the school site.

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.

School provides access to all stakeholders through are Parent Resource Center and accessibility to all staff through workshops, parent conference and school events. Parents and family will be engaged in weekly parent conferences and monthly EESAC meetings to ensure all stakeholders have an active part in the success of the school.

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
Bellmas, Rene	Principal
Estevez, Lizette	Assistant Principal
Estrada, Christine	School Counselor
Garcia, Thais	Teacher, K-12
Gonzalez, Susana	Teacher, K-12
Triana, Georgina	Teacher, K-12
Morgan, Claudia	Instructional Coach
Perez, Bianca	Teacher, ESE
Cobos, Nancy	Instructional Coach

b. Duties

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

1) John Donohue (Principal)-to monitor and implement the instructional program of the school.
2) Lizette Estevez (Assistant Principal) - schedule and facilitate regular Rti meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources as well as monitoring all curriculum departments.
3) Nancy Cobos (Reading Department Chairperson) - carry out SIP planning and facilitate common planning.
4) Christine Estrada (Counselor) - carry out SIP planning and monitor Early Warning Indicators.
5) Bianca Perez (SPED Chairperson) - carry out SIP planning and monitor all SPED students in the program.
6) Thais Garcia (Science Chairperson)-carry out SIP planning and facilitate common planning.
7) Susana Gonzalez (ELL Chairperson)-carry out SIP planning while monitoring the ELL program and students.
8) Claudia Morgan (Mathematics Chairperson) - carry out SIP planning and facilitate common planning.

9) Georgina Triana (Social Studies Chairperson)-carry out SIP planning and facilitate common planning.

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.

Tier 1:
1) Hold regular meetings where problem solving is the sole focus.
2) Ensure that students in need of intervention are actually receiving appropriate supplemental interventions and receiving intensive reading and/or intensive math.
3) Gather and analyze data at all Tiers using iReady data and district assessments to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.

Tier 2:
1) Review ongoing progress monitoring data for intervention groups to evaluate group and individual student response through the continuous use of iReady data and ongoing data chats with teachers.
2) Support interventions where there is not an overall positive group response.
Select students for SST Tier 3 intervention.

Title I, Part A
Henry H. Filer Middle School provides tutorial services before the school day, after school and on Saturdays. These services include in-class assistance as well as pullout tutorials. Students are selected using Schoolwide and individual student data to ensure that the needs of each student are being met. These services are
used to target not only Level 1 and Level 2 students who are performing below grade level, but also includes students that are not demonstrating growth or have declined according to the most recent data in reading, mathematics and/or science. The Department Chairpersons in consultation with the Region and District work to identify the strategies and research based materials that are most appropriate to the subject and students. These services help to provide early interventions through the use of data collection, data analysis and revisions in the delivery of instruction in the content area. Teachers are provided with professional development opportunities in school and through the District to support these efforts. Other components that are integrated into Henry H. Filer Middle's school - wide program include an extensive parental program, and support services to special needs students and English Language Learners. 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. A School based, Title I funded Community Involvement Specialists (CIS), serves 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, provides materials, and encourages parental participation in the decision making processes at the school site.They identify systematic patterns of student need while working with District staff 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 and Family Engagement Plan (PFEP) which is provided in multiple languages at all schools, the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the

course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An 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.

Title I, Part C- Migrant
Henry H. Filer Middle School provides services and support to migrant students and parents as needed. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D
School site receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Dropout Prevention programs. Henry H. Filer implements all District guidelines according to MDCPS policies.

Title II
Henry H. Filer implements all District guidelines according to MDCPS policies . The District uses supplemental funds for improving basic education as follows:
• Training for add-on endorsement programs, such as Reading, Gifted, ELL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and migrant students at Henry H. Filer Middle School by providing funds to implement and/or provide:
• Tutorial programs – before and after school
• Parent outreach activities – parent workshops and training opportunities
• Behavioral/mental counseling services – student services
• Professional development on best practices for ELL and content area teachers – bi-weekly throughout the school year
• Coaching and mentoring for ELL and content area teachers
• Reading and supplementary instructional materials
• Cultural supplementary instructional materials (K-12)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Project Upstart provides a homeless sensitivity, awareness campaign to all schools. Project Upstart also provides tutoring and counseling to twelve homeless shelters in the community and utilizes a collaborative method that includes the parents, the school and the community. This Homeless Assistance Program is available to families as needed to provide supplemental services that include transportation. Additional support is provided by the District from the Homeless Children and Youth Transition Program. In addition, the District Homeless Liaison provides yearly training to all staff members. Henry H. Filer's Counselor has been identified as the Homeless Liaison on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)
Henry H. Filer Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
Henry H. Filer Middle School has a full-time Counselor who facilitates individual and group sessions/ lessons on violence prevention. The Safe and Drug-Free Schools Program is utilized by the counselor along with our School Resource Officer as it addresses violence and drug prevention services through curriculum that is implemented by classroom teachers. Character Education and Bullying Prevention will be the targeted areas for this next school year as well as the District's Values Matter program.

Nutrition Programs
1) Henry H. Filer Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Health Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education
N/A

Career and Technical Education
N/A

Job Training
N/A

Other
Parental
Henry H. Filer 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 or parent area in order to inform parents regarding available programs. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/ activities necessary in order to comply with dissemination and reporting requirements. Henry H. Filer conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Henry H. Filer Middle School also works to increase parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); the school's Title I Parent and Family Engagement Policy; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Each Title I parent is asked to sign the agreement between the home and the school to align our ongoing efforts to meet the needs of each student and, when possible, the needs of the families. The Community Involvement Specialist completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits to Title I Administration by the 5th of each month as documentation of compliance with ESSA. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. The school also provides confidential "as-needed

services" to any students in the school in "transition situations" as applicable. Also, Henry H. Filer Middle School assists with additional academic support for families as applicable. School Improve Grant Fund/School Improvement Grant Initiative: The Voluntary Public School Choice Program (It's Your Choice), a federally funded grant, is a District wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami- Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
John Donohue	Principal
Daniel Bubbel	Teacher
Georgina Triana	Teacher
Claudia Morgan	Teacher
Eva Ravelo	Teacher
Cruz Philippe	Teacher
Jessica Rodriguez	Parent
Irian Cruz	Parent
Estrella Iglesias	Business/Community
Islande Franck	Teacher
Jeanette Sanchez	Education Support Employee
Mirella Capdevila	Business/Community
Jaime Aguilar	Teacher
Miriam Zambrana	Education Support Employee
Martha Canales	Parent
Hilda Rodriguez	Parent
Mayeli Guerra	Parent
MAria Hernandez	Parent
Jade Rodriguez	Student
Iyomi Grinan	Student
Felicia Mendez	Business/Community

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of the 2016-2017 school year, the ESSAC convened to discuss the status of the School Improvement Plan. At the time, the final standardized test assessment results were not available but

the mid year was discussed. At the beginning of the 2017-2018, discussion of the upcoming SIP/
PFEP and last year's SIP were mentioned.

b. Development of this school improvement plan

Members of the SAC met to review and discuss the School Improvement Plan and all voting
members present approved the SIP/PFEP as written.

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

During an EESAC meeting, the group will discuss the possible proposals for EESAC: Mr. Donohue
will propose $2999 for Student Incentives for the entire student body, Flocabulary, a comprehensive
program featuring pop songs about certain topics and the renewal of the BrainPop Program.

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

$2999- Student Incentives
Supplemental materials/technology 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
Estevez, Lizette	Assistant Principal
Estrada, Christine	School Counselor
Triana, Georgina	Teacher, K-12
Garcia, Thais	Teacher, K-12
Bellmas, Rene	Principal
Gonzalez, Susana	Teacher, K-12
Perez, Bianca	Teacher, ESE
Cobos, Nancy	Instructional Coach

b. Duties

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

The major initiatives of the Literacy Leadership Team for this year are:
• Hold weekly teacher team meetings to discuss students they have in common and to align
instruction. These regular meetings will allow for teachers to plan for consistency in instruction across
subject areas that will ensure a comprehensive and coordinated literacy program.
• Introduce the implementation of the Common Core Standards in all content areas.
• Increase the use of technology as a medium for literacy. Technology will be used as an instructional

tool and to provide support for struggling students.
• Complete an Assessment flowchart to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
• Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
• Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
• Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPEGS Goal Setting form, and district and state reading requirements that could impact reading instruction at the school.
• Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

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.

This year, teachers have weekly scheduled common planning sessions; two of the many intents being building positive working relationships and sharing effective pedagogical practices. Within these common planning sessions, time is given for differentiated/small-group planning if needed. Also, team building professional development opportunities are/have been scheduled for this 2017-2018 school year, also with the intent to build positive relationships among staff members.

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

Individuals interested in obtaining a teaching position at Henry H. Filer will meet with the principal, assistant principal, and department chairperson, in an interview where questions will be asked in relation to the vision and mission of our school and how they relate to these. Additionally, the principal will ensure that the individual is certified in the subject area where they will be assigned.

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

Beginning teachers will be paired with veteran teachers who are MINT trained and who will guide them through their first year as an educator. Bi-weekly meetings will take place between both professionals. During these meetings, pacing guides and lesson plans will be reviewed to ensure that both are mirroring each other. There will be an opportunity during these meetings to answer questions that may arise. Once a month, all beginning teachers will meet with the assistant principal over curriculum as well.

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.

Through informal and formal classroom observations, attending our teachers' common planning sessions, and providing professional development opportunities, the administration at Henry H. Filer Middle School works hard to ensure all instruction that takes place is aligned to Florida standards. Also, the District's core instructional programs and accompanying supplemental materials are reviewed prior to being given to the school's for implementation.

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.

Being a data-driven school, Henry H. Filer Middle School collects, analyzes, and acts upon all information provided/assessed. Through informal and formal teacher-administrator data chats, as well as inter-department data desegregation sessions, all stakeholders at Filer Middle make adjustments to their approach at meeting the diverse needs of every student: Teachers create differentiated work stations within their classrooms, Departments/Grade-level Teams divide their resources/materials appropriately based on teacher-classroom need, and Administration redirect service and attention to those individual teachers and/or grade-levels that have data-verified requests for assistance.

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: Before School Program

Minutes added to school year: 24,885

Title III, ELL tutoring is scheduled to begin November 13, 2017 and will be offered to all ELL students in the areas of Language Arts, Mathematics, and Science. These tutoring sessions will take place before school one hour, Monday - Thursday, until April 12, 2018.

Strategy Rationale

At Henry H. Filer Middle School, where approximately 70% of the entire student body receives some degree of ELL service, providing this supplemental resource/service to this specific student impact would have the greatest impact on school-wide achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gonzalez, Susana, susgonzalez@dadeschools.net

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

Data from the Interim Assessments (for the participating ELL students) will be analyzed to determine the instructional effectiveness of the tutoring program. Instruction will then be modified, if needed, to build on areas of strength and address areas of weakness.

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.

Each year incoming 6th grade students are invited to attend an orientation meeting to gather information on all school policies and procedures. In addition, incoming 6th grades visit the school during the year to receive information on courses and academies available as well as a tour to all students and parents. Outgoing 8th grade students are provided with a trip to their respective senior high schools in order to provide them with the information necessary to transition into high school the following year.

b. College and Career Readiness

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

Through the United States History course, all 8th Grade students complete activities using the Career Cruiser resource guide. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals.

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

Henry H. Filer Middle School offers elective courses in Spanish, Art, Family and Consumer Sciences, Dance, Journalism, and Physical Education. Through these course and the infusion of the Common Core Standards and College Readiness Standards, students are able to make the connection between subject and relevance to their future.

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

Students will be exposed to career readiness topics within their electives courses. Furthermore, all 8th grade students will meet with their grade level counselor at least once throughout the school year to discuss high school and college goals as well as provide them with information on how to better prepare themselves for both.

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"Â? 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 content areas then student achievement will increase.

Strategic Goals Detail

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

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

🔑 G096817

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
Statewide Science Assessment Achievement	
Civics EOC Pass	
U.S. History EOC Pass	

Targeted Barriers to Achieving the Goal 3

- There is limited planning on accountable talk in lessons and limited interventions available.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources include district adopted materials, district pacing guides, item specifications, Filer Focus Calendar, Curriculum Support Specialists, computer labs, tablets and active administrative support in common planning sessions.

Plan to Monitor Progress Toward G1. 8

Interim Assessments and ongoing student assessments in class.

Person Responsible

Rene Bellmas

Schedule

Monthly, from 11/1/2017 to 6/8/2018

Evidence of Completion

Florida State Standards Assessment

Action Plan for Improvement

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

Problem Solving Key

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

    1 = Problem Solving Step   S123456 = Quick Key

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

G096817

G1.B1 There is limited planning on accountable talk in lessons and limited interventions available. 2

B260436

G1.B1.S1 Refine collaborative planning to incorporate more collaborative talks in class and during intervention. 4

S275840

Strategy Rationale

Plan for and deliver instruction that is based standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. Provide these strategies throughout intervention.

Action Step 1 5

Discuss SIP and Action plan at a faculty meeting to reinforce and gain buy in of plan to increase collaboration through common planning time.

Person Responsible

Rene Bellmas

Schedule

On 1/12/2018

Evidence of Completion

Meeting agenda

Action Step 2 5

Introduce Action Plan to each department to collect feedback from each department to include in Action Plan as it relates to lesson planning.

Person Responsible

Rene Bellmas

Schedule

On 1/12/2018

Evidence of Completion

Meeting agenda

Action Step 3 5

Provide protocols for effective lesson planning focusing on activities aligned to performance tasks to include collaborative talk across all content areas.

Person Responsible

Rene Bellmas

Schedule

On 4/27/2018

Evidence of Completion

Sign-in sheet and handouts

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

Administration will monitor the delivery of lessons and identify teachers in need of additional support not only in the language arts department but among all content areas to improve on their application of the monthly high yield strategy. Support will be provided by the reading coach and CSS.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 11/1/2017 to 4/27/2018

Evidence of Completion

Meetings agendas, sign-in sheets, data chat sheets, student work and walk-through logs.

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

Administrative team will monitor teachers' ongoing effective and integral common planning and delivery of lessons infusing collaborative talks.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 11/1/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, agendas, lessons plans, collaborative planning framework, student work and walk-through logs.

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 A370810	Discuss SIP and Action plan at a faculty meeting to reinforce and gain buy in of plan to increase...	Bellmas, Rene	10/12/2017	Meeting agenda	1/12/2018 one-time
G1.B1.S1.A2 A370811	Introduce Action Plan to each department to collect feedback from each department to include in...	Bellmas, Rene	10/4/2017	Meeting agenda	1/12/2018 one-time
G1.B1.S1.MA1 M399146	Administrative team will monitor teachers' ongoing effective and integral common planning and...	Bellmas, Rene	11/1/2017	Sign-in sheets, agendas, lessons plans, collaborative planning framework, student work and walk-through logs.	4/27/2018 weekly
G1.B1.S1.MA1 M399147	Administration will monitor the delivery of lessons and identify teachers in need of additional...	Bellmas, Rene	11/1/2017	Meetings agendas, sign-in sheets, data chat sheets, student work and walk-through logs.	4/27/2018 weekly
G1.B1.S1.A3 A370812	Provide protocols for effective lesson planning focusing on activities aligned to performance tasks...	Bellmas, Rene	11/1/2017	Sign-in sheet and handouts	4/27/2018 one-time
G1.MA1 M399148	Interim Assessments and ongoing student assessments in class.	Bellmas, Rene	11/1/2017	Florida State Standards Assessment	6/8/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 There is limited planning on accountable talk in lessons and limited interventions available.

G1.B1.S1 Refine collaborative planning to incorporate more collaborative talks in class and during intervention.

PD Opportunity 1

Provide protocols for effective lesson planning focusing on activities aligned to performance tasks to include collaborative talk across all content areas.

Facilitator

Department Chairpersons and Coach

Participants

Instructional Faculty

Schedule

On 4/27/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Discuss SIP and Action plan at a faculty meeting to reinforce and gain buy in of plan to increase collaboration through common planning time.	$0.00
2	G1.B1.S1.A2	Introduce Action Plan to each department to collect feedback from each department to include in Action Plan as it relates to lesson planning.	$0.00
3	G1.B1.S1.A3	Provide protocols for effective lesson planning focusing on activities aligned to performance tasks to include collaborative talk across all content areas.	$0.00
		Total:	$0.00