Ponce De Leon Middle School

resources needs assessment effective leadership strategies ambitious instruction supportive environment school improvement building relationships increased achievement collaborative teaching family and problem step 8-Step solving zero students strategic planning community involvement public and mission vision career goals college and

2017-18 Schoolwide Improvement Plan

Ponce De Leon Middle School

5801 AUGUSTO ST, Coral Gables, FL 33146

http://ponce.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	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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 [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 Ponce De Leon 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.

It is the mission of Ponce de Leon Middle School to provide its students with a safe, academically challenging, and culturally diverse learning environment which fosters the development of a strong character and intellect. Furthermore, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We strive to impress in our students the principles, which will enable them to positively and actively contribute to an ever-changing global society. As such, Ponce de Leon Middle School Students are expected to be inquisitive, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective in their pursuit of life-long learning.

b. Provide the school's vision statement.

Ponce de Leon Middle IB World School is committed to producing global students who are responsible members of society.

2. School Environment

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

Ponce de Leon Middle School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Ponce strives to impress in students the principles that will enable them to contribute to an ever-changing global society.

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

Ponce de Leon Middle IB World School students become inquisitive, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective in their pursuit of life-long learning. In line with its unique vision and mission, Ponce has aligned its student characteristic curriculum in accordance with the requirements of the International Baccalaureate Middle Years Programme. The leadership team has created clear expectations that are aligned with local and state requirement to ensure students are safe at all times while on campus. These expectations and definitions have been shared with all accountable stakeholders. Inclusively, the school has security guards that are visible in key areas of the campus to assist with the enforcement of the expectations and safety of everyone on campus.

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.

Ponce de Leon Middle School utilizes progressive discipline, RTI, and implements the District's Code of Student Conduct (COSC) in order to problem solve for the well being of the student as issues and concerns arise. The COSC outlines ranges of inappropriate student behaviors in alignment with their corrective strategies. Admnistrators attend annual professional development provided by the district. Teachers also follow the IBMYP student learner profile to develop inquiring, knowledgeable and

caring young people who help to create a better and more peaceful world through intercultural understanding and respect. In order to meet IBMYP training requirements, teachers in the programme have attended official IBMYP learner profile workshops . Monthly student recognition assemblies are held to recognize students who exhibit the IB Learner Profile characteristics and exemplify Values Matter pillars.

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.

Ponce de Leon Middle School's counselors provide all students with a safe, culturally diverse learning environment, which fosters resiliency and a positive character. The Student Services Department, through Nearpod, provide in class lessons focusing on different socio-emotional topics. Students also have the opportunity to see their counselor at any given time throughout the school day.

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.

Identifying and referring students who may be developing a pattern of non-attendance to RTI team for intervenion services, implementing attendance incentives and providing parent resource information.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	21	6	13	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	95	106	122	0	0	0	0	323
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	99	122	144	0	0	0	0	365

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

Students exhibiting indicators will be closely monitored by the student services department and school social worker. Students exhibiting difficulty with their academic progress will be monitored through a weekly progress report. Grade level team leaders will be monitoring them on a monthly basis and scheduling parent/team/student conferences. Students exhibiting an attendance issue will be monitored through our school social worker. Parents/guardians will be referred to outside agencies for additional services, if need be.

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

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 school builds and sustains partnerships with the local community through the Dade Partners Program, local universities, PASS Program, PTSA, and EESAC business representatives to secure and utilize resources, which support the school and student achievement.

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
Balboa, Anthony	Principal
Lacayo, Yader	Assistant Principal
Fortich, Jessica	Assistant Principal
Alvarez, Anay	Teacher, K-12
Cortez, Mayra	Teacher, K-12
Ercilla, Magaly	Teacher, ESE
Fernandez, Yudenis	Teacher, K-12
Gelin, Eliza	Teacher, ESE
Gonzalez, Rosa	Teacher, K-12
Machado, Eugenio	Teacher, K-12
Melton, Raeford	Teacher, K-12
Mesa, Susana	Teacher, K-12
Mila, Lillian	Teacher, K-12
Morell, Yuneisy	Teacher, K-12
Trujillo, Javier	Teacher, K-12
Falcon, Diego	Teacher, K-12
Garcia-Ona, Maritza	Teacher, K-12
Gupta, Veena	Teacher, K-12
Juncosa, Jennifer	School Counselor
Masters, Melissa	Administrative Support
Ramos, Marlene	Teacher, ESE
Silva, Charles	Teacher, K-12
Bryan, Lynn	Teacher, ESE
Barrera, Myleen	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.

Administrator(s) Hebert Penton, Yader Lacayo, and Jessica Fortich who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Reading Department Chair: Yuneisy Morell
Language Arts Department Chair: Susana Mesa
Math Department Chair: Raeford Melton
Science Department Chair: Eugenio Machado
Humanities Department Chair: Mayra Cortez
World Languages Department Chair: Anay Alvarez
English Language Learners Department Chair: Yudenis Fernandez
Special Education Department Chair: Magaly Ercilla

Magnet Lead Teacher: Marlene Ramos
Gifted Department Chair: Myleen Barrera
Activities Director and Test Chair: Melissa Masters
Electives Department Chair: Javier Trujillo

Grade Level Team Leaders: Eliza Gelin, Veena Gupta, Charles Silva, Rosa Gonzalez, Diego Falcon, Maritza
Garcia-Ona

School Guidance Counselor Department Chair: Jennifer Juncosa

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

The MTSS/RtI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

Tier 1
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation
during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. What
progress will show a positive response.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
MTSS problem solving process and monitoring progress of instruction
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals
or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group
or individual student diagnostic and progress monitoring assessment.
7. 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.

Tier 2
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 implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year.to The MTSS/RtI 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 need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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 or summer school). 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. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

Ponce de Leon Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

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

1. training to certify qualified mentors for the New Teacher (MINT) Program

2. training for add-on endorsement programs, such as Reading, Gifted, ESOL

3. 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

Ponce de Leon Middle School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

1. Tutorial programs

2. Parent outreach activities through Bilingual Parent Outreach Program (BPOP)

3. Behavioral/mental counseling services

4. Reading and supplementary instructional materials

5. Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased to be used by ELL and immigrant students

6. Coaching and mentoring for ESOL and content area teachers

7. Professional development on best practices for ESOL and content area teachers

Title X- Homeless

1. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

2. The Homeless Liaison provides training for school registrars for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Ponce de Leon Middle School is a participant in the Safe and Drug-Free Schools Program.

1. The Safe and Drug-Free Schools Program, Drug Free Youth In Town (DFYIT), addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and the TRUST Specialist.

2. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists are also a component of this program.

3. The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.

4. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crisis.

Nutrition Programs

1. Ponce de Leon 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, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Other
Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Stephanie Milford	Teacher
Patrick Finale	Parent
Javier Zarraluqui	Business/Community
Remy Dou	Teacher
Deepali Verma	Student
Christanne Foderick	Student
Herb Penton	Principal
Scott Fromer	Teacher

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

The EESAC assists with the development of the School Improvement Plan. The EESAC periodically provides input and feedback on the implementation of the SIP. Recommendations were made by the EESAC and included in the current plan.

b. Development of this school improvement plan

The EESAC will assist in the development and implementation of the School Improvement Plan. The EESAC will also review and provide input on curricular issues as they relate to increasing student achievement..

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

The 2017-2018 EESAC budget will be utilized to assist to purchase incentives.

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

EESAC funds will be used to purchase Reading incentives. ($ 500.00)
EESAC funds will be used to purchase Mathematics incentives. ($500.00)
EESAC funds will be used to purchase Science incentives. ($250.00)
EESAC funds will be used to purchase Civics EOC incentives ($250.00)
EESAC funds will be used to purchase Writing incentives. ($250.00)
EESAC funds will be used to purchase student incentives for EOC Assessment incentives.($500.00)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Balboa, Anthony	Principal
Lacayo, Yader	Assistant Principal
Morell, Yuneisy	Teacher, K-12
Alvarez, Anay	Teacher, K-12
Cortez, Mayra	Teacher, K-12
Ercilla, Magaly	Teacher, ESE
Fernandez, Yudenis	Teacher, K-12
Fortich, Jessica	Assistant Principal
Machado, Eugenio	Teacher, K-12
Melton, Raeford	Teacher, K-12
Mesa, Susana	Teacher, K-12

b. Duties

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

The LLT will work collaboratively to ensure the implementation of the Comprehensive Intervention Reading Plan (CIRP). We will ensure that the teachers are utilizing Inside! in the Intensive Reading classes and Read 180/System 44 for the Intensive Reading Plus classes. The CIRP includes instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRP is used to accelerate growth in reading with the goal of returning students to grade level proficiency.

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.

Teachers meet weekly via department and teams to collaborate and plan for effective teaching. Meetings are held on a biweekly basis for 30 minutes prior to the school day beginning, Department teachers are assigned classrooms in proximity to each other to promote collegial conversations.

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

Regular meetings of new teachers with Reading and/or Mathematics Curriculum Leader.
Mentor teacher partnership and soliciting referrals from current employees.

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

1. Regular meetings of new teachers with Reading and/or Mathematics Curriculum Leader
2. Mentor teacher partnership
3. Soliciting referrals from current employees

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school utilizes District provided core Instructional Programs and District Pacing guides aligned to Florida Standards.

b. Instructional Strategies

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

Each teacher pulls data continuously from different tests administered to students. Teachers utilize information from from I-Ready reports, District assessments, class assignments, and tests to plan for and differentiate instruction for all students.

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: Weekend Program

Minutes added to school year: 960

Instruction provided will be differentiated to meet the needs of individual students, Saturday school will begin in January 2018 and will offer targeted tutoring in Reading, Mathematics, Writing and test preparation for EOC assessments.

Strategy Rationale

Students are identified by their teachers based on their data and performance and are offered remediation. Participating students work in a small group setting with highly qualified teachers to promote mastery of benchmarks in Reading, Mathematics and Writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Balboa, Anthony, pr6741@dadeschools.net

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

Upon their entrance to the program, each student will be assessed to determine their area of weakness. Students will be assessed to determine student progress based on baseline data during the 4th week of instruction and again at the completion of the program.

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, §
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.

N/A

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.

Career planning is incorporated throughout all subject areas, with a specific focus in 7th grade Civics. School-wide Magnet High School Fair is held for all 8th graders in early October at the beginning of magnet season. High schools also schedule visits to discuss requirements and academy selection.

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

Ponce de Leon Middle School is an Internal Baccalaureate Middle Years Programme (IBMYP). The IBMYP allows students to make the connection between the relevance of what they are learning and the global impact. Students complete standards based projects throughout the three year program.

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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`

🔑 G096837

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FSA Mathematics Achievement	65.0
Math Gains	58.0
Algebra I EOC Pass Rate	80.0
Geometry EOC Pass Rate	90.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	34.0
FSA ELA Achievement	61.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	44.0
Bio I EOC Pass	92.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	39.0
Middle School Participation in EOC and Industry Certifications	96.0
Math Lowest 25% Gains	50.0
Civics EOC Pass	77.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of differentiated instruction.

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

- I-Ready, Carnegie Learning, Brain Pop, Khan Academy, Reflex Math, Discovery Education, Intensive Math, Ten Marks, Computer Labs, IB MYP Curriculum, District Pacing Guides, EdModo, Remind 101, IB Summer Camp, Saturday School, ELA test item specifications, PTSA, After-school tutoring/homework help

Plan to Monitor Progress Toward G1. 8

Conduct classroom walk-throughs and curriculum council meetings to monitor and discuss the progress toward meeting the goal.

Person Responsible
Anthony Balboa

Schedule
Monthly, from 10/9/2017 to 6/7/2018

Evidence of Completion
Walk-through logs and council meeting agendas.

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]

🔑 G096837

G1.B2 Limited evidence of differentiated instruction. [2]

🔑 B260490

G1.B2.S1 Increase student achievement through differentiated lessons and activities. [4]

🔑 S275896

Strategy Rationale

2017 FSA data shows limited progress in student academic learning gains. Therefore, applying differentiated instruction will allow teachers to reach all learners and provide them with their individual needs.

Action Step 1 [5]

World Languages Department will implement a new differentiated strategy each quarter.

Person Responsible

Anay Alvarez

Schedule

Quarterly, from 10/9/2017 to 6/7/2018

Evidence of Completion

lesson plans and student performance on activities

Action Step 2 [5]

The English Language Arts and Humanities Departments will complete professional development in differentiated instruction

Person Responsible

Susana Mesa

Schedule

On 10/31/2017

Evidence of Completion

Certificate of Completion, lessons, and lesson planning

Action Step 3 `5`

Math teachers will provide differentiated intervention during middle block.

Person Responsible

Raeford Melton

Schedule

Daily, from 10/3/2017 to 6/7/2018

Evidence of Completion

Lesson plans and lists of flexible groups

Action Step 4 `5`

Science Department will Implement differentiated instruction and varying instructional strategies such as flexible grouping, cooperative grouping and hands-on activities to increase proficiency of annually assessed benchmarks and standards.

Person Responsible

Eugenio Machado

Schedule

Daily, from 10/3/2017 to 6/7/2018

Evidence of Completion

Lesson plans, authentic student work,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administrators will conduct walk-throughs to monitor implementation of department specific action steps.

Person Responsible

Anthony Balboa

Schedule

Weekly, from 10/9/2017 to 6/7/2018

Evidence of Completion

walk-through logs and review of lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration of iReady Diagnostic Assessments and Data Analysis

Person Responsible

Jessica Fortich

Schedule

Triannually, from 10/9/2017 to 6/7/2018

Evidence of Completion

iReady data chats and reports

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.B2.S1.A2 🔑 A370969	The English Language Arts and Humanities Departments will complete professional development in...	Mesa, Susana	10/9/2017	Certificate of Completion, lessons, and lesson planning	10/31/2017 one-time
G1.MA1 🔑 M399280	Conduct classroom walk-throughs and curriculum council meetings to monitor and discuss the progress...	Balboa, Anthony	10/9/2017	Walk-through logs and council meeting agendas.	6/7/2018 monthly
G1.B2.S1.MA1 🔑 M399276	Administration of iReady Diagnostic Assessments and Data Analysis	Fortich, Jessica	10/9/2017	iReady data chats and reports	6/7/2018 triannually
G1.B2.S1.MA1 🔑 M399277	Administrators will conduct walk-throughs to monitor implementation of department specific action...	Balboa, Anthony	10/9/2017	walk-through logs and review of lesson plans	6/7/2018 weekly
G1.B2.S1.A1 🔑 A370968	World Languages Department will implement a new differentiated strategy each quarter.	Alvarez, Anay	10/9/2017	lesson plans and student performance on activities	6/7/2018 quarterly
G1.B2.S1.A3 🔑 A370970	Math teachers will provide differentiated intervention during middle block.	Melton, Raeford	10/3/2017	Lesson plans and lists of flexible groups	6/7/2018 daily
G1.B2.S1.A4 🔑 A370971	Science Department will Implement differentiated instruction and varying instructional strategies...	Machado, Eugenio	10/3/2017	Lesson plans, authentic student work,	6/7/2018 daily

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.B2 Limited evidence of differentiated instruction.

G1.B2.S1 Increase student achievement through differentiated lessons and activities.

PD Opportunity 1

The English Language Arts and Humanities Departments will complete professional development in differentiated instruction

Facilitator

Beacon Online and/or ASCD In Focus Training Videos

Participants

English Language Arts and Social Studies Department

Schedule

On 10/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	World Languages Department will implement a new differentiated strategy each quarter.	$0.00
2	G1.B2.S1.A2	The English Language Arts and Humanities Departments will complete professional development in differentiated instruction	$0.00
3	G1.B2.S1.A3	Math teachers will provide differentiated intervention during middle block.	$0.00
4	G1.B2.S1.A4	Science Department will Implement differentiated instruction and varying instructional strategies such as flexible grouping, cooperative grouping and hands-on activities to increase proficiency of annually assessed benchmarks and standards.	$0.00
		Total:	**$0.00**