

North Miami Middle School



2017-18 Schoolwide Improvement Plan

North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

<http://nmiamid.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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for North Miami Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to the excellence and to the achievement of our goals.

b. Provide the school's vision statement.

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a challenging and dynamic world.

2. School Environment

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

Understanding that children come from different cultures and backgrounds, North Miami Middle takes pride in providing students with a sense of belonging, which leads to greater values and builds self worth. Effective and cordial communication between students and teachers provides for a classroom environment that is more conducive to learning and that allows teachers to recognize students' learning difficulties and understand the students' problems, fears or confusions.

North Miami Middle provides a rigorous curriculum, and teachers continuously monitor students for academic progress and achievement, as well as the student behavior, which are influenced by quality teaching. Teachers serve as mentors for students and serve as resources that can be accessed throughout their educational career.

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

North Miami Middle School provides a positive environment where students can build their social and emotional skills alongside adults whom they trust. In addition, teachers and staff at North Miami Middle School ensure that the students treat each other with respect and dignity through the implementation of district initiatives (e.g., Values Matter Miami, Community Creating Change-Youth Empowerment Program, Communities in Schools, and Gang Alternative). They learn to work well with others and communicate effectively, understand how to deal with challenging situations productively, and make sound and thoughtful decisions themselves. The school provides before and after school high interest activities and clubs that allows students at North Miami to gain the competencies that will serve them well as they move on through their academic careers and life.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

North Miami Middle is a school that promotes positive behavior systems and the Values Matter program. In developing an understanding of why problem behaviors occur, North Miami uses evidence-based strategies and systems aimed to increase academic performance and safety, decrease problem behavior, and establish a positive school culture. Our positive behavior program is implemented school-wide, in specific settings, within classrooms, and with individual students. Core values and expectations for student behavior are posted throughout the site and reiterated daily via announcements. Protocols for disciplinary incidents are established and shared with parents, faculty and students at scheduled orientations, parent meetings, workshops, and special events. A discipline team is established at the site to ensure consistency and fairness, as well as to identify students regularly who are "doing the right" thing, by celebrating students with Tiger of the Week and Scholar of the Week. North Miami Middle relies on a strong collaboration between families and professionals to ensure the success of the positive behavior plan. In addition, a Discipline Committee comprised of administration, teachers, and staff works to come up with solutions to curtail negative behavior in a fair and consistent manner.

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.

North Miami Middle is a healthy and successful school with a culture that supports the conditions for learning. Teachers believe that all students can learn, that they are equipped to teach students, and that they are collectively accountable for student success. Students benefit from caring connections with adults and positive connections with peers. Ensuring safety, creating caring connections, maintaining high expectations, and teaching social and emotional skills is the goal of the staff at North Miami Middle. A network of administrators, teachers, special education professionals, and counselors continually share information about students in an effort to meet their individual needs. Resources are provided to families and mentoring relationships are established so that students can feel a greater level of trust and be more willing to accept extra academic and social support.

3. Early Warning Systems

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

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

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identified students and monitor and modify existing plans. A student assistance profile list is generated at the beginning of the school year to identify students who have met the following criteria: an attendance rate below 90 percent, one or more suspensions, failing grade on ELA or Mathematics course, and/or level 1 on state administered assessments.

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	39	21	42	0	0	0	0	102	
Level 1 on statewide assessment	0	0	0	0	0	0	148	136	146	0	0	0	0	430	

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	151	158	160	0	0	0	0	469

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

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identified students and monitor and modify existing plans. Intervention is tiered - school-wide, targeted, and intensive. Tier 1-school-wide interventions are implemented strategies used for all students. These include but are not limited to requiring responses for every absence; teaching, modeling and expecting good behavior; and utilizing researched-based instructional programs. Tier 2-targeted interventions are strategies used for 15 to 20 percent of students. Examples of these strategies include attendance team meetings, assigning mentors, extra help courses in the form of electives, and targeted, beyond-school hour learning opportunities. Tier 3-intensive interventions are used for 5 to 10 percent of students. Strategies include one-on-one attention and problem solving, individual tutoring, behavior contract and appropriate referrals to social service or community agencies.

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

Parents and families will engage parents by conducting regular meetings with parents, including holding Title I meetings, parental input with the school-parent compact and frequent communication with parents.

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

North Miami Middle has established local partnerships in an effort to build resources that will enhance student success, as well as provide support and resources for parents, students and staff. These partnerships foster a supportive environment and commitment for the school and the students. A defined process has been established to work collaboratively with community-based organizations and/or outside counseling agencies. These organizations/agencies support academic achievement and positive student behavior. Community organizations not only have natural links with parents, but they have a vested interest in the success if children and youth in our local community. Community and business leaders are in attendance at monthly EESAC meetings and provide valuable information and input that supports the school's improvement plan.

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
Stewart, Miriam	Principal
Collins, Mechele	Instructional Coach
Robinson, Edward	Assistant Principal
Allen, Sheldon	Teacher, K-12
Robles, Maite	Assistant Principal
Dauphin, Lashaune	Instructional Coach
Jean-Pierre , Fabiola	Teacher, K-12
Saint Jean , Fernande	Teacher, K-12
Denis , Marie	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.

Principal: Miriam Walker - The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI Implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Edward Robinson and Maite Robles--Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Fabiola Jean-Pierre/Fernande Saint Jean/Marie Denis/Sheldon Allen - Select General Education Teachers serve as Department Chairpersons and provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education Department Chair: Calester Chaney Dominguez - Special Education Department Chair participates in student data collection, integrate core instructional activities/materials into Tier 3 Instruction and collaborate with general education teachers through such activities as inclusion.

Instructional Coach(es) Reading/Math: LaShuane Dauphin(coach)/Mechele Collins(coach for Reading and Mathematics respectively develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; 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 lead to early intervening services for children to be considered

"at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

Test Chairperson: Sheldon Allen- Coordinates district and state assessments for the school; ensures that the school's testing plan/calendar is effectively and efficiently executed.

Additional members, as needed:

School Psychologist: Joseph LaForest- The School Psychologist participates in collection, interpretation, and analysis of data, facilitates development of Intervention Plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

Technology Specialist: Paul Wilces- Develops or brokers technology necessary to manage and display academic data in area of Reading and Math, provides professional development and technical support to teachers and staff regarding data management and display.

Success Coach (Counselor): Madeline Fenster-Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the Success Coach and the counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership meets regularly to review data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, improving infrastructure, and making decisions about implementation.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are met. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; they also 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 of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The 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 Educational Alternative outreach programs. Services are coordinated with district Dropout Prevention programs.

Title II

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

- Professional Development for add-on endorsement programs, such as Reading, Gifted, ESOL
- Professional Development 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 immigrant students by providing funds to implement and/or provide reading and supplementary instructional materials. Tutorial services are being provided for the 2017-2018 school year. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. ELL students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning.

Title VI, Part B - NA

Title X- Homeless

The District's Homeless Assistance Program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless through our Guidance Counselors. In addition, the Homeless Assistance Program was established, which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Additional programs to address homeless students' needs are:

- Project Upstart, Homeless Children & Youth Program, which assists schools with the identification, enrollment, attendance, and transportation of homeless students. The program provides a homeless sensitivity and awareness campaign throughout all the schools, whereby each school is provided a video and curriculum manual. A contest is sponsored by the homeless trust, a community organization.
- A Homeless Liaison provided training for the school's Registrar on the procedures for enrolling homeless students and provided training for the School Counselor on the McKinney Vento Homeless Assistance Act, ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.

Violence Prevention Programs

At North Miami Middle School, the Gangs Over Guns Program and Gang Alternative program address violence and drug prevention and intervention services for students through curriculum implemented by teachers and counselors.

Nutrition Programs

1)North Miami 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.

Housing Programs - N/A

Head Start
N/A

Adult Education
N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at North Miami Middle School will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for post-secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training
N/A

Other

North Miami Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents of available programs and their rights under No Child Left Behind. Monthly parent meetings and trainings are held to address school-wide and community issues and concerns. North Miami Middle School promotes and implements parental engagement/involvement through developing (with ongoing parental input) a Title I School-Parent Compact (for each student) and a Title I Parental Involvement policy. In addition, the school holds a Title I Orientation meeting (Open House); and conducts other activities to meet parents' needs.

North Miami Middle School conducts informal parent surveys to determine the specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules as part of the goal to empower parents and build their capacity for involvement. The Community Involvement Specialist (CIS) 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 them to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential as needed services are provided to any students in the school in homeless situations or experiencing other confidential circumstances that may require support and intervention, as applicable. Additional academic and support services are provided to students and families of the migrant population as applicable.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Miriam Walker	Principal
Chantil Brantley	Teacher
Enrique Balyora	Teacher
Josie Gulliksen	Business/Community
Lashuane Dauphin	Teacher
Mirva Nelson	Education Support Employee
Steven Gould	Teacher
Emely Almanzar	Student
Giorgio Savron	Teacher
Mamonne Onelien	Teacher
Rose Mertilus	Parent
Toledo Murray	Parent
Denise Finch	Parent
Edline Germain	Parent
Karla Valle	Parent
Tyler Valle	Student
Kenyasha McDaniel	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

ESSAC assists in the development the School Improvement Plan. The EESAC gives the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Reflection process.

In addition, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

b. Development of this school improvement plan

EESAC reviews data for each academic section for the different assessments that are taken throughout the year (iReady Diagnostic 1, 2, and 3, content area topic assessments), and strategies to address priority barriers are developed and vetted with the EESAC and content area leaders.

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

The EESAC advises the principal in the development of the school's budget. In order to accomplish this, the EESAC receives budget training provided by the school's principal or designee.

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

School improvement funds were used to increase student achievement through school-wide resources, teacher resources and materials requests, to include the \$2999 allocated to the Office of the Principal, \$200 to Mr. Allen for Science Lab equipment, \$238 to Mr. Baloyra for Behavior Management Desk, \$50 for Ms. Dauphin for Reading novels, \$300 to Mr. Hill, \$140 to Ms. Onelien, \$432.64 to Ms. Harris, \$65 to Ms. Fernandez, 6th Grade Team \$250, 7th Grade Team \$250, 8th Grade Team \$500

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
Stewart, Miriam	Principal
Collins, Mechele	Instructional Coach
Brantley, Chantil	Teacher, K-12
Robles, Maite	Assistant Principal
Robinson, Edward	Assistant Principal
Allen, Sheldon	Teacher, K-12
Dauphin, Lashaune	Instructional Coach
Jean-Pierre , Fabiola	Teacher, K-12
Saint Jean , Fernande	Teacher, K-12

b. Duties

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

Increase literacy awareness school-wide and across curriculum
Continue to implement the school-wide Literacy Plan
Provide professional development to teachers
Develop school-wide literacy activities
Disaggregate data
Assist in monitoring the utilization of the Florida Continuous Improvement Model

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.

North Miami Middle provides collaborative planning through core subject areas. Teachers plan lessons, share best practices and establish a professional relationship that is positive and yields successful student achievement. A culture is established that allows teachers to freely express their thoughts on

work-related issues in a professional manner. In team meetings or one-on-one sessions, teachers voice their opinions about a school improvement initiatives and express their ideas.

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

North Miami Middle School partners with Teach For America, which is an organization that rigorously recruits, screens and places their candidates in urban schools, to obtain highly qualified teachers. The North Miami Middle School Administrative Team also works closely with the MDCPS' Certification department in both instructional and non instructional departments. As for retention of teachers, the teacher leaders are offered leadership positions (where applicable) and extra opportunities to increase their income through extended learning programs. In addition, all classrooms are furnished with state of the art technology and teachers are given instructional support from their instructional coaches.

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

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers to the building. Beginning teachers first participate in the district sponsored New Teacher Orientation. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy and/or mentor teacher in their discipline to form a Professional Growth Team. These teams meet once monthly and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers monthly to offer support and assistance with classroom management and procedures. The Instructional Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies. This year North Miami Middle School will be piloting the New Teacher Center induction program that is part of the i3 Federal Grant whose sole purpose is to increase teacher retention through targeted new teacher support structures.

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.

In an effort to move students to proficiency on the Florida State Standards, North Miami Middle has implemented instructional strategies and instructional programs in order to ensure that classroom tasks and assignments are aligned with state standards. Training and professional development related to the standards is ongoing to provide instructors with the knowledge needed to deliver explicit instruction on the content that is assessed by the state. North Miami utilizes researched- based programs, district's pacing guide, and subject related item specifications as resources for teachers to reference for standard alignment.

b. Instructional Strategies

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

North Miami Middle uses data from formal and informal assessments to deliver and differentiate instruction. Data is used to identify students who are at risk for difficulties with certain subjects, such as mathematics and/or reading, and provided intense instruction. North Miami employs efficient progress monitoring measures to that track the progress of students receiving intervention services towards critical academic outcomes. State and District Assessments are used to evaluate learning and determine adjustments that can be made to instruction to enhance student understanding.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,800

Selected ELL students identified as performing Level 1 or 2 from the results of the 2017 Florida Standards Assessment Test (FSA) will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies.

Strategy Rationale

Students achieving Level 1 and 2 are not proficient learners. The aforementioned strategies will allow extended learning time and individualized instruction needed to support the academic success of the identified students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Collins, Mechele, maccollins@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. Imagine Learning, Achieve 3000, iReady assessments, program pre- and post-tests). In addition, the students that participate in these beyond school learning opportunities will be tracked and monitored for growth throughout the school year.

Strategy: After School Program

Minutes added to school year: 4,800

Students identified on the 2017 Florida Standards Assessment Test (FSA) as performing on Levels 1 and 2 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies.

Strategy Rationale

Students achieving Level 1 and 2 are not proficient learners. The aforementioned strategies will allow extended learning time and individualized instruction needed to support the academic success of the identified students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Collins, Mechele, maccollins@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. iReady assessments, program pre- and post-tests). In addition, the students that participate in these beyond school learning opportunities will be tracked and monitored for growth throughout the school year.

Strategy: After School Program

Minutes added to school year: 4,800

Students identified on the 2017 Florida Standards Assessment Test (FSA) as performing on Levels 3 through 5 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide enriching supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies.

Strategy Rationale

Students achieving Levels 3-5 are proficient learners. In an effort to increase students achievement levels and/or improve learning gains, the aforementioned strategy will be implemented.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Collins, Mechele, maccollins@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre and post tests).

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.

Through vertical alignment with local high schools and feeder pattern elementary schools, North Miami Middle established course offerings and ongoing support to students as they enter the Middle school setting as well as the High School. By promoting Career Pathways and Programs of Study, students at North Miami Middle School will complete academy programs and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for post-secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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.

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

A cohort of students in the 6th and 7th grades that are advanced in math (FSA Math levels 4 and 5) will take the MOS Certification exam in their Computer Applications class. The students will earn industry certification in Microsoft Word, Excel, and PowerPoint.

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

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If there is an improvement of core instruction in all content areas, then there will be an increase in student achievement.

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 there is an improvement of core instruction in all content areas, then there will be an increase in student achievement. **1a**

 G096898

Targets Supported **1b**

Indicator	Annual Target
FSAA Mathematics Achievement	100.0
Algebra I EOC Pass Rate	96.0
CELLA Listening/Speaking Proficiency	100.0
CELLA Reading Proficiency	34.0
FCAT 2.0 Science Proficiency	56.0
AMO Math - All Students	
AMO Math - SWD	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	

Targeted Barriers to Achieving the Goal **3**

- Limited knowledge and evidence of understanding implementation of instructional strategies during the delivery of lessons and activities in order to address and respond to the needs of all learners.

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

- Transformational Coaches: Reading and Math, Curriculum Support Specialists, Houghton Mifflin Harcourt Collections Textbook, Mathia Program, Amplify Program, iReady Data Results and Teacher Toolkit Resources, Pacing Guides, Item Specifications, FLDOE FSA Achievement Level Descriptions, various school and district data points/sources, computers and/or tablets in the classrooms, Math manipulatives, Common Planning Sessions, Reflex Math, Middle School Literacy Resources, district developed Exit Slips, Edgenuity, Gizmos, Discovery Education, NBCLearn, Learnzillion, C-Palms, Illustrative Mathematics, McGraw Hill Adopted Textbook Series, and Professional Development Department

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

Analyze and disaggregate the data from formal/informal assessments: the results of Topic Assessments, iReady Window 1 - Window 2, 2018 FSA, 2018 FCAT Science, 2018 Civics and 2018 EOCs.

Person Responsible

Miriam Stewart

Schedule

Monthly, from 9/29/2017 to 6/7/2018

Evidence of Completion

Student data, adjustments to instruction, and targeted interventions based on data analysis.

Action Plan for Improvement

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

Problem Solving Key


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

 = Problem Solving Step  S123456 = Quick Key

G1. If there is an improvement of core instruction in all content areas, then there will be an increase in student achievement. 1

 G096898

G1.B1 Limited knowledge and evidence of understanding implementation of instructional strategies during the delivery of lessons and activities in order to address and respond to the needs of all learners. 2

 B260660

G1.B1.S1 Effective Instructional Planning and Delivery 4

 S276055

Strategy Rationale

Provide opportunities for teachers to plan for instruction, including Differentiated Instruction, Intervention and small group, in order to gather materials/resources/technology, in order to improve instructional delivery of lessons to support the developmental and instructional needs of all learners.

Action Step 1 5

Utilize collaborative planning sessions to develop lessons following the instructional framework for Differentiated Instruction/Intervention/small group, in order to enhance instruction and to support teachers with organizing instructional groups, activities, lesson planning and delivery of instruction.

Person Responsible

Miriam Stewart

Schedule

Biweekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Data from state/district assessments, i-Ready data, topic assessments, mini-assessments, and other applicable data sources; Collaborative Planning Agendas/Sign-In Sheets

Action Step 2 5

Provide job-embedded professional development for Differentiated Instruction, including implementing technological resources that provides in-class support to teachers, assisting teachers in gathering resources and materials to implement instructional strategies to support the needs of students at the teacher-led center, and utilizing collaborative planning to develop lessons and scaffold instruction.

Person Responsible

Mechele Collins

Schedule

Monthly, from 9/28/2017 to 5/4/2018

Evidence of Completion

i-Ready Toolkit, Instructional groups, PD Agendas/Sign-In Sheets, DI Centers

Action Step 3 5

Provide job-embedded professional development on disaggregating data results from i-Ready Diagnostics, Unit/Topic Assessments and Mid-Year Assessments to target instruction that is aligned to student needs, grouping of students, and effectively plan for Differentiated Instruction.

Person Responsible

Maite Robles

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Lesson plans, I-Ready Data Reports, PowerBi Reports, Mathia Reports, Collaborative Planning agendas

Action Step 4 5

Instructional Coaches will conduct coaching cycles with selected teachers to improve planning for Interventions/DI/small group instruction and support teachers with delivery of instruction based on data and walk-throughs.

Person Responsible

Maite Robles

Schedule

Biweekly, from 10/2/2017 to 5/4/2018

Evidence of Completion

coaching calendars, coaching logs; classroom walk-throughs; data chats with administrators, teachers and students

Action Step 5 5

Conduct Data Chat Meetings with teachers, utilizing current data from resources (iReady, Unit Assessments, etc.), to group students based on their deficiencies and to align small group activities to targeted needs.

Person Responsible

Miriam Stewart

Schedule

Every 6 Weeks, from 10/16/2017 to 5/4/2018

Evidence of Completion

Lesson plans, observations, data chats with administration, students and teachers

Action Step 6 5

Conduct classroom walk-throughs to monitor effective implementation of Differentiated Instruction, Intervention and/or small group instruction by monitoring tools such as DI lesson plans, Instructional Focus Calendars, and instruction of Secondary Benchmarks.

Person Responsible

Miriam Stewart

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Lesson plans, IFCs, Data Trackers/Reports, resources/materials organized, centers and student work product

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

Continuously conduct administrative walk-throughs to monitor the implementation of common planning, and to monitor explicit and effective delivery of instruction.

Person Responsible

Miriam Stewart

Schedule

Weekly, from 10/3/2017 to 5/4/2018

Evidence of Completion

Lesson plans will reflect the instructional framework and strategies that address and meet the needs of all learners through DI, small group interventions; students in groups with a clear purpose and rationale to the grouping; effective use of interventionists and teacher led groups; data binders; student work product; assessment data

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

Assessment data will be analyzed by teachers and reviewed by School Based Leadership Team to monitor progress, identify deficient areas and regroup for small group instruction, as needed.

Person Responsible

Miriam Stewart

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Formative Assessment: Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data, Data Discussion Meeting Agendas, Sign-In Sheets

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.MA1 M399683	Continuously conduct administrative walk-throughs to monitor the implementation of common planning,...	Stewart, Miriam	10/3/2017	Lesson plans will reflect the instructional framework and strategies that address and meet the needs of all learners through DI, small group interventions; students in groups with a clear purpose and rationale to the grouping; effective use of interventionists and teacher led groups; data binders; student work product; assessment data	5/4/2018 weekly
G1.B1.S1.A1 A371389	Utilize collaborative planning sessions to develop lessons following the instructional framework...	Stewart, Miriam	8/28/2017	Data from state/district assessments, i-Ready data, topic assessments, mini-assessments, and other applicable data sources; Collaborative Planning Agendas/Sign-In Sheets	5/4/2018 biweekly
G1.B1.S1.A2 A371390	Provide job-embedded professional development for Differentiated Instruction, including...	Collins, Mechele	9/28/2017	i-Ready Toolkit, Instructional groups, PD Agendas/Sign-In Sheets, DI Centers	5/4/2018 monthly
G1.B1.S1.A3 A371391	Provide job-embedded professional development on disaggregating data results from i-Ready...	Robles, Maite	10/2/2017	Lesson plans, I-Ready Data Reports, PowerBi Reports, Mathia Reports, Collaborative Planning agendas	5/4/2018 monthly
G1.B1.S1.A4 A371392	Instructional Coaches will conduct coaching cycles with selected teachers to improve planning for...	Robles, Maite	10/2/2017	coaching calendars, coaching logs; classroom walk-throughs; data chats with administrators, teachers and students	5/4/2018 biweekly
G1.B1.S1.A5 A371393	Conduct Data Chat Meetings with teachers, utilizing current data from resources (iReady, Unit...	Stewart, Miriam	10/16/2017	Lesson plans, observations, data chats with administration, students and teachers	5/4/2018 every-6-weeks
G1.B1.S1.MA1 M399682	Assessment data will be analyzed by teachers and reviewed by School Based Leadership Team to...	Stewart, Miriam	10/2/2017	Formative Assessment: Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data, Data Discussion Meeting Agendas, Sign-In Sheets	5/18/2018 monthly
G1.B1.S1.A6 A371394	Conduct classroom walk-throughs to monitor effective implementation of Differentiated Instruction,...	Stewart, Miriam	10/16/2017	Lesson plans, IFCs, Data Trackers/ Reports, resources/materials organized, centers and student work product	6/1/2018 weekly
G1.MA1 M399684	Analyze and disaggregate the data from formal/informal assessments: the results of Topic...	Stewart, Miriam	9/29/2017	Student data, adjustments to instruction, and targeted interventions based on data analysis.	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If there is an improvement of core instruction in all content areas, then there will be an increase in student achievement.

G1.B1 Limited knowledge and evidence of understanding implementation of instructional strategies during the delivery of lessons and activities in order to address and respond to the needs of all learners.

G1.B1.S1 Effective Instructional Planning and Delivery

PD Opportunity 1

Provide job-embedded professional development for Differentiated Instruction, including implementing technological resources that provides in-class support to teachers, assisting teachers in gathering resources and materials to implement instructional strategies to support the needs of students at the teacher-led center, and utilizing collaborative planning to develop lessons and scaffold instruction.

Facilitator

Lashaune Dauphin, Mechele Collins

Participants

Language Arts, ELL, Reading, Math, Science, and Social Studies teachers

Schedule

Monthly, from 9/28/2017 to 5/4/2018

PD Opportunity 2

Provide job-embedded professional development on disaggregating data results from i-Ready Diagnostics, Unit/Topic Assessments and Mid-Year Assessments to target instruction that is aligned to student needs, grouping of students, and effectively plan for Differentiated Instruction.

Facilitator

Lashaune Dauphin, Mechele Collins

Participants

Language Arts, ELL, Reading, Math, Science, and Social Studies teachers

Schedule

Monthly, from 10/2/2017 to 5/4/2018

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	Utilize collaborative planning sessions to develop lessons following the instructional framework for Differentiated Instruction/Intervention/small group, in order to enhance instruction and to support teachers with organizing instructional groups, activities, lesson planning and delivery of instruction.	\$0.00
2	G1.B1.S1.A2	Provide job-embedded professional development for Differentiated Instruction, including implementing technological resources that provides in-class support to teachers, assisting teachers in gathering resources and materials to implement instructional strategies to support the needs of students at the teacher-led center, and utilizing collaborative planning to develop lessons and scaffold instruction.	\$0.00
3	G1.B1.S1.A3	Provide job-embedded professional development on disaggregating data results from i-Ready Diagnostics, Unit/Topic Assessments and Mid-Year Assessments to target instruction that is aligned to student needs, grouping of students, and effectively plan for Differentiated Instruction.	\$0.00
4	G1.B1.S1.A4	Instructional Coaches will conduct coaching cycles with selected teachers to improve planning for Interventions/DI/small group instruction and support teachers with delivery of instruction based on data and walk-throughs.	\$0.00
5	G1.B1.S1.A5	Conduct Data Chat Meetings with teachers, utilizing current data from resources (iReady, Unit Assessments, etc.), to group students based on their deficiencies and to align small group activities to targeted needs.	\$0.00
6	G1.B1.S1.A6	Conduct classroom walk-throughs to monitor effective implementation of Differentiated Instruction, Intervention and/or small group instruction by monitoring tools such as DI lesson plans, Instructional Focus Calendars, and instruction of Secondary Benchmarks.	\$0.00
Total:			\$0.00