

Miami-Dade County Public Schools

Arvida Middle School



2017-18 Schoolwide Improvement Plan

Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

<http://arvida.dade.k12.fl.us/>

School Demographics

| | | |
|--|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p> | <p>2016-17 Title I School</p> <p style="text-align: center;">No</p> | <p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">63%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p> |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Arvida 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.

Arvida Middle School exemplifies a progressive commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. Arvida Middle School believes in meeting students where they are and assisting them in reaching their potential while encouraging them to reach for higher goals.

b. Provide the school's vision statement.

Arvida Middle School is committed to providing educational excellence for all.

2. School Environment

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

Arvida Middle School will infuse the content as applicable to appropriate grade levels, to discuss - History of Africans and African Americans, Hispanic and women's contributions to our country, as well as sacrifices made for our freedom. In addition, school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) will be informed of the current state of cultural awareness and student-teacher relationships. Through the school's student services department members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. To further emphasize the building of relationships several school-wide multicultural projects and activities will occur within curriculum and daily course work (e.g., reading selections, writing prompts, presentations, etc.).

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

Arvida Middle School's student services department will provide school wide presentations on social-emotional learning and self-management skills and its relationship to creating a positive, caring and supportive school community. Student services will also implement a supplemental solution focusing on small group counseling that will be based on student need as well as providing counseling services when needed. In conjunction, teachers will clarify their expectations for positive interpersonal interaction and participate in the structures and processes for reporting violations of the student code of conduct. In addition, an anonymous reporting system continues to be implemented, where students can notify an adult of what may be happening before, during, or after school. Finally, these policies and procedures will be assessed and monitored; when needed, these strategies will be improved, created, discussed, and supported.

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.

Arvida will follow a progressive discipline plan where student behavior is monitored and tracked to ensure student success in school. By following Miami-Dade County's Student Code of Conduct, the discipline plan provides universal guidelines for all students to ensure that all stakeholders are aware of school expectations. If a student chooses to not follow the established rules and regulations, they

are aware of the consequences.

In order to encourage students to continue to follow the established rules, there will be a school wide recognition program, Do the Right Thing, Spotlight to Success and citizenship awards ceremony at the end of every quarter.

A referral system is in place where students are referred to a counselor in the school that will assist them in their progress for behavior changes. This differentiated system of school counseling services focuses on achieving positive behaviors that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The T.R.U.S.T. and academic counselors provide school wide orientations to students by grade level on school expectations through Social Studies classes. The counselors also schedule presentations from outside agencies to come into the school and to provide on-site professional development for faculty and staff, as well as the community.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The student services department and leadership team will meet quarterly to identify students with barriers to academic and social success. These students will be monitored and supported by routine feedback from an adult "mentor" throughout the week. Regular conversations will occur between teachers, counselors, and parents in order to identify student progress and support needs.

School counselors and the leadership team will provide a differentiated delivery of services based on student/school need. These services will include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

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.

Arvida Middle School's Early Warning System indicators generally focus on failing grades, poor attendance, poor decision making, poor behavior and lack of academic proficiency. Arvida will utilize data systems and the Early Warning Systems report to identify students who have attendance, behavioral or academic concerns, create data decision rules for number of absences, institute a school wide discipline plan before a referral is generated. This plan is provided to teachers to make them aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. The Response to Intervention process assesses the needs of the students and the barriers blocking their success. (example: attendance, course failure, behavior.)

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 | 0 |
| One or more suspensions | 0 | 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 | 7 | 2 | 10 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 61 | 89 | 0 | 0 | 0 | 0 | 203 |

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 | 60 | 61 | 93 | 0 | 0 | 0 | 0 | 214 |

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

Arvida addresses students identified by the Early Warning System through Response to Intervention (RTI). Identified students are regularly assessed to determine their progress and the need for addressing academic and/or behavioral supports. Evidenced based interventions are implemented to close student need gaps related to early warning systems. Arvida Middle School will utilize programs such as Inside, Read 180/Reading Plus, I-Ready, during before and after school tutorials to provide differentiated instruction to build student content and foundational knowledge.

Counselors and the administrative team will implement small group/individual interventions connecting students/families to school based and community resources. Students/parents will be provided with support, monitoring, and reporting of student attendance, academics and behaviors as needed. Arvida Middle School will express personal interest in students via positive reinforcements and group bonding activities through our T.R.U.S.T. When problems or concerns arise, action plans will be developed in order to provide optimal support to students and families.

Counselors will follow up with teachers to inform them of student/parent decisions made to address problems. In addition, counselors will provide parents with guidance and modeling on how to participate in their child's schooling and manage unwanted behaviors.

There is a school wide attendance program that will highlight the importance of attendance, track daily attendance and provide quarterly recognition awards for students with good attendance. Once a child acquires five or more absences, they will be assigned to an administrator and counselor who will respond to or assist with these attendance issues.

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

Parent participation plays a major role in the successes of Arvida Middle School. Parents can be seen supporting the school in various ways: answering phones in the main office, greeting visitors at our front door, assisting teachers in the classroom, and supporting the school with extra curricular activities. Arvida Middle School would like to continue to build upon our current parental involvement through partnerships with our PTSA and community liaison. Arvida Middle School will continue to offer current participation opportunities and also include new opportunities such as FSA Parent Night for the core subjects, annual open house, PTSA meetings, EESAC participation, volunteer and field trip chaperone opportunities.

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.

Arvida Middle School will continue to build and sustain partnerships with local community businesses and people through the continued development and implementation of activities in which parents and the community are invited and welcomed to work closely with the school in order to support students. Feedback is solicited from parents through surveys and conversations with the PTSA and EESAC. During Open House, curriculum night, and other shared opportunities, parents are informed on how they can work closely with teachers and administrators to support student achievement. Parents are also provided with positive notes, letters, and phone calls home.

Arvida has a large list of community resources whom support programs and activities which provide unique experiences for our students. We feel these partnerships help develop our students socially, emotionally, physically and academically.

Arvida Middle School works closely with local colleges (Miami-Dade College, Florida International University, University of Miami, etc.) who assign students to come in and observe the education process in action. Arvida also works with the district in supporting the United Way, which educates our students about work and working through school and career activities. Through Working with Common Threads, students will be provided afterschool cooking classes to learn how to cook, plan healthy meals, and entertain guests. Through the schools partnership with Fairchild Tropical Garden, the school offers monthly meetings to learn about Florida's diverse ecological systems.

Moreover, Arvida is lucky to have a very large family support though volunteers who actively participate within the school on a daily basis. All of this community participation helps to develop our students into educated citizens who are ready and able to give back to their community.

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 |
|--------------------|------------------------|
| Holbrook, Angie | Principal |
| Mckay, Tonya | Assistant Principal |
| Abousaleh, Katja | Teacher, K-12 |
| Alvarez, Yumeisy | Teacher, K-12 |
| Chin, Judy | Teacher, K-12 |
| Delrisco, Alain | Teacher, K-12 |
| Reyes, Aixa | Administrative Support |
| Roblin, Sally | Teacher, ESE |
| Englemann, Melinda | Psychologist |
| Lugo, Vivian | Teacher, K-12 |
| Paoella, Angela | Teacher, K-12 |
| Mijares, Alma | Teacher, K-12 |
| | Assistant Principal |

b. Duties

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

The school's Leadership Team includes personnel based on the school's needs and specific targets. The school's administrative team consists of Nancy Aragon, Principal, and Ada Montero and Tonya McKay, Assistant Principals. Department chairpersons will communicate issues and concerns to and from department members and administrative team: Alma Mijares, Language Arts, Josefa Gutierrez, Mathematics, Vivian Lugo, Science, Alain DelRisco, Social Sciences, Katja Abousaleh, Reading, Sally Roblin, ESE, and Yumeisy Alvarez, Fine Arts. Student service personnel assist with student identification, monitoring, and support of students, they are Melinda Engleman, Psychologist, Marsha Spanner, Gustavo Jimenez, Kara Truccio and Melanie Richardson.

Principal-The principal's role is to oversee that all aspects/components are being carried out with fidelity.

Assistant Principal - The assistant principal's role is to ensure all processes are being carried out with fidelity. The assistant principal also reviews data with the school psychologist, counselor and classroom teachers to determine which students need more intensive services.

All Grade Level Chairpersons- Represent the grade level and acts as a liaison between the classroom teachers and the leadership tem.

Lead Teacher - Align resources for and monitors school-wide program initiatives.

Counselor - Assists with academic intervention plans and oversees behavior intervention plans. Implements school-wide initiatives and is a liaison for special services.

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 RTI Problem-Solving team at Arvida meets on a quarterly basis to analyze school and/or student progress data. This is done in order to identify students in need of further support. The team also monitors the progress of students receiving interventions and to ensure that their needs are being met within a multi-tiered system of support. The team uses the RTI problem solving process as outlined in the district's RTI Manual.

Title III

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

- tutorial programs
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers.
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- cultural supplementary instructional materials
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons are purchased for selected schools to be used by ELL students and recently arrived immigrant students

Title X-Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 title, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homes.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homes students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated based on their status as homes, and are provided all entitlements, and 3) School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homes.
- Project Upstart and The Homeless Trust, a community organization, provides a homes sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust - a community organization.
- Project Upstart provides tutoring and counseling to selected homes shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be training on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or Trust Specialists in also a component of this program.
- T.R.U.S.T. Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01 titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment with 24 hours of an initial report.
- Provide all staff, students, and parents/volunteers with annual training.
- Implement 5 curriculum lessons on Bullying and Violence Prevention per grade level.

2. School Advisory Council (SAC)**a. Membership**

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Nancy Aragon | Principal |
| Jovany Corzo | Teacher |
| Gustavo Jimenez | Teacher |
| Aixa Reyes | Teacher |
| Daysi Martin | Education Support Employee |
| Katja Abousaleh | Teacher |
| Naomi Sims | Education Support Employee |
| Earnest Johnson | Education Support Employee |
| Josefa Gutierrez | Teacher |
| Natacha Madrid | Teacher |
| Christine Reis | Parent |
| Vivian Beck | Business/Community |
| Natasha Toress | Parent |
| Michelle Baublitz | Parent |
| Vivian Lugo | Parent |
| Jake Velazquez | Student |
| Meadow Manfredini | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-2017 School Improvement Plan was discussed during the first meeting for the 2017-2018 school year which was held on Thursday, October 5, 2017. The overall goals, strengths, and weaknesses from available data for the 2016-2017 school was discussed. In addition, overall school scores and results of projects that had been previously been funded will be presented.

b. Development of this school improvement plan

The SAC in collaboration with the principal at Arvida Middle School was responsible for final decisions on issues relating to the implementation and status of the school improvement plan and its progress. The SAC and principal will evaluate last year's school improvement plan and then assist in the development of the proposed/current school improvement plan. In addition, the school's annual budget will be reviewed and plans will be made on how the monies will be expended.

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

The Arvida SAC will be made aware of the school's budget through monthly SAC meetings where members will ask any questions and voice any concerns. All funds will be for the enhancement of school performance through development and implementation of the 2017-2018 school improvement plan. Available funds will only be utilized for programs or projects selected by the School Advisory Council and will not be used for any project or program with a duration of more than one year.

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

Last year's school improvement funds are allocated as follows:

\$1,600.00 Student incentives

\$3,000.00 Tutoring Support

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 |
|------------------|---------------------|
| Holbrook, Angie | Principal |
| Mckay, Tonya | Assistant Principal |
| Chin, Judy | Teacher, K-12 |
| Delrisco, Alain | Teacher, K-12 |
| Reyes, Aixa | Teacher, K-12 |
| Roblin, Sally | Teacher, ESE |
| Lugo, Vivian | Teacher, K-12 |
| Paolella, Angela | Teacher, K-12 |
| Alvarez, Yumeisy | Teacher, K-12 |
| Mijares, Alma | Teacher, K-12 |

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

The Leadership Literacy Team will cultivate the vision for increased school-wide literacy across all content areas by focusing on teaching/requiring all grade levels to write in complete sentences with

proper capitalization and punctuation, increasing fluency and comprehension of the students' reading in their curriculum, and using inquiry based and higher order questioning to develop students' reading comprehension as well as writing skills.

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 will have a dedicated planning time twice per week to collaborate within their departments. During this time, teachers will work together and cooperatively in the interest of student achievement. Teachers will plan for instructional delivery that is based on standards and/or specific course benchmarks. In addition, it is expected that teachers experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional planning activities. Moreover, teachers will utilize student data to ascertain strengths and weaknesses and to identify clear and accessible future instructional paths.

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

Arvida Middle School will continue to work closely with neighboring universities and colleges by accepting interns from these schools. This affords Arvida Middle School opportunities to work closely with qualified teachers and possibly retain them, once they have graduated. When an effective teacher is retained, Arvida Middle School will provide quality professional development opportunities in order for these new teachers to gain access to knowledge and expertise that will provide positive experiences in the classroom. Arvida Middle School will team a new teacher with a choice of two mentors; one from within their curriculum and one from another curriculum to provide support from varying perspectives. In addition, administrators will also have an open door policy in which all teachers will be able to enter and ask for support when needed.

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

New teachers to the teaching profession are participating with-in the New Teacher Center (NTC) Investing In Innovation (i3Teachers) program. This program is modeled to accelerate the effectiveness of teachers in their first two years in the profession. First -year teachers will receive two years of comprehensive induction services provided by NTC-trained mentors. NTC will provide training, tools, and on-going site-based support to school-based mentors. NTC will also support school leaders to lead and supervise induction in our school. New teachers to the building in need of mentoring will be paired with two experienced teachers from within the building. One of those teachers being from within their department and a second from outside of the department to give the mentored teacher different perspectives. Monthly meetings will take place where colleagues ask questions or discuss best practices within the classroom. The rationale for this is for departmental support to discuss curricular needs or best practices, and to give a different perspective.

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 teachers at Arvida Middle School will cross check district provided pacing guides and focus calendars to the Florida Standards to ensure that the standards are addressed effectively and in depth as outlined in the Florida item specification. Teachers will monitor the FSA website and utilize the CPALMS website. In the occurrence where a standard may not be covered effectively, teachers will supplement the instruction for the grade level.

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.

Arvida Middle School will analyze data from the 6th, 7th and 8th grade state and district assessments to identify student needs within each assessed content area. Teachers will then modify and supplement the curriculum that is provided when needed. Teachers will address identified deficient standards and remediate as needed. There will be a school wide focus on writing. The curriculum will be shared with all content areas and professional development will be provided which will include additional writing opportunities. Instruction will be differentiated. Students will work at their own pace within established guidelines. The curriculum will offer extension/enrichment activities for students which will encourage the application of their knowledge.

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

Strategy: Before School Program

Minutes added to school year: 5,760

The Early Bird Program will be implemented in the morning from 8:30 am - 9:00 am and After School Success Academy from 3:55 pm - 4:55 pm. Students are targeted based on teacher referral, however every student is able to attend. Students are placed on Edgenuity, Reflex, Digit-wiz and Gizmos which supports student standard based curriculum.

Strategy Rationale

Giving students additional opportunities to gain subject knowledge as well as work on individual deficiencies will increase students opportunity for success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Holbrook, Angie, pr6021@dadeschools.net

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

Attendance sheets, computer generated student reports

Strategy: After School Program

Minutes added to school year: 5,760

After school tutoring is offered based on reading, mathematics and writing by grade level and exceptionality. Students are given this extended learning opportunity based on curriculum for specific days. Teachers base their lessons on discussed deficient areas in the classroom.

Strategy Rationale

Giving students additional opportunities to gain subject knowledge as well as work on individual deficiencies will increase students opportunity for success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Holbrook, Angie, pr6021@dadeschools.net

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

Attendance sheets, computer generated student reports

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.

Arvida Middle School will continue to conduct a one week student orientation which occurs in June. During this one week orientation, students will be given the opportunity to meet their teachers, get to know the school building, and establish new friendships. Guided informational magnet tours will be available throughout the school year. During these tours, parents and students will have the opportunity to witness first hand the opportunities that are available at Arvida Middle School. In addition, there will be several informational meetings prior to the beginning of the school year where students and parents will be afforded the opportunity to become familiar with their new school. Students transitioning grade levels meet with their grade level counselors and discuss subject selections for the next school year.

b. College and Career Readiness

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

Prior to students exiting the 7th grade, school counselors allow students to participate in My Career Shines, a program where students explore career resources through self-assessment activities that will assist students in thinking about the relationship between personal interest and career goals. This will be completed within the 7th grade social studies curriculum.

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

Arvida will continue to integrate technology during classroom instruction by offering computer classes where students learn basic computer skills and software programs. Here, students will participate in four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Through projects, students will acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information. At the end of the course, they also have the opportunity to participate in industry certification exams in Excel, Word, Publisher, 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.

All teachers incorporate their content area as it relates to the real world. Teachers provide students with feedback. Feedback allows students to explore and research how the content impacts their daily living.

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved in all 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

G096957

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | |
| AMO Reading - ELL | |
| AMO Reading - SWD | |
| ELA/Reading Gains | 0.0 |
| ELA/Reading Lowest 25% Gains | |
| AMO Math - All Students | |
| AMO Math - Asian | |
| AMO Math - ELL | |
| AMO Math - Hispanic | |
| AMO Math - SWD | |
| AMO Math - White | |
| Algebra I EOC Pass Rate | |
| Geometry EOC Pass Rate | |
| Math Gains | |
| Math Lowest 25% Gains | |
| Bio I EOC Pass | |
| FCAT 2.0 Science Proficiency | |

Targeted Barriers to Achieving the Goal 3

- Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum is not implemented with consistency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative Team, Leadership Team, Literacy Team, Department Chairpersons, PD Liaison, EESAC, Parental involvement, STEM Activities, Active PTSA, Field Experiences, and Technology Integration. -Common planning is available for all classroom teachers. -The school currently has full-time SPED, ESOL and Gifted Teachers. -Computerized programs such as I-Ready and Gizmos are available to provide additional learning opportunities for those students who are not mastering grade level skills. -District Pacing Guides for all core subject areas are available with links to technology, additional resources and essential labs.

Plan to Monitor Progress Toward G1. 8

Monitoring of collaborative grade level/department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support.

Person Responsible

Angie Holbrook

Schedule

Monthly, from 8/17/2017 to 6/4/2018

Evidence of Completion

Data results from District Assessments, FSA/FCAT 2.0, Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback

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**

 G096957

G1.B1 Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum is not implemented with consistency. **2**

 B260844

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S276216

Strategy Rationale

Teachers were not providing interventions but with the instructional framework teachers will have an implementation system.

Action Step 1 **5**

Provide departments with time to plan individualized department professional development opportunities on August 17, 2017 in order to plan professional development opportunities that support teacher development throughout the school year.

Person Responsible

Angie Holbrook

Schedule

On 8/17/2017

Evidence of Completion

Sign- In, Agenda, Power Point, and handouts

Action Step 2 5

Implement: 1. Participation in grade level/department meetings and Professional Learning Communities following deliberate growth practice. 2. Instructional delivery focused on the results of collaborative planning meeting and colleague review.

Person Responsible

Angie Holbrook

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings.

Action Step 3 5

Follow-up and support through collaborative conversation, observations, modeling for teachers on an as needed basis through grade level/department meetings.

Person Responsible

Angie Holbrook

Schedule

Weekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings.

Action Step 4 5

Provide meaningful professional development during faculty meetings

Person Responsible

Tonya Mckay

Schedule

Monthly, from 8/17/2017 to 5/29/2018

Evidence of Completion

Agenda, Sign-in Sheet, Professional Development presentation (PowerPoint, etc.)

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

Monitoring of collaborative grade level/department meetings, lessons and instructional delivery focusing on the results of the collaborative planning meeting together with follow up and support.

Person Responsible

Angie Holbrook

Schedule

Monthly, from 10/2/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback.

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

Monitoring of collaborative grade level/department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support.

Person Responsible

Angie Holbrook








Schedule

Monthly, from 10/2/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-----------------|-------------------------------|--|--------------------|
| 2018 | | | | | |
| G1.B1.S1.A1  A371871 | Provide departments with time to plan individualized department professional development... | Holbrook, Angie | 8/17/2017 | Sign- In, Agenda, Power Point, and handouts | 8/17/2017 one-time |
| G1.B1.S1.A4  A371874 | Provide meaningful professional development during faculty meetings | Mckay, Tonya | 8/17/2017 | Agenda, Sign-in Sheet, Professional Development presentation (PowerPoint, etc.) | 5/29/2018 monthly |
| G1.B1.S1.A2  A371872 | Implement: 1. Participation in grade level/department meetings and Professional Learning... | Holbrook, Angie | 8/17/2017 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings. | 6/1/2018 weekly |
| G1.MA1  M400041 | Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery... | Holbrook, Angie | 8/17/2017 | Data results from District Assessments, FSA/FCAT 2.0, Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback | 6/4/2018 monthly |
| G1.B1.S1.MA1  M400039 | Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery... | Holbrook, Angie | 10/2/2017 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback. | 6/4/2018 monthly |
| G1.B1.S1.MA1  M400040 | Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery... | Holbrook, Angie | 10/2/2017 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback. | 6/4/2018 monthly |
| G1.B1.S1.A3  A371873 | Follow-up and support through collaborative conversation, observations, modeling for teachers on an... | Holbrook, Angie | 9/4/2017 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings. | 6/4/2018 weekly |

V. Professional Development Opportunities

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

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

G1.B1 Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum is not implemented with consistency.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide departments with time to plan individualized department professional development opportunities on August 17, 2017 in order to plan professional development opportunities that support teacher development throughout the school year.

Facilitator

N. Aragon - Principal, T. McKay - Assistant Principal, A. Montero - Assistant Principal, Professional Development Team: C. Vicente.

Participants

All Faculty

Schedule

On 8/17/2017

PD Opportunity 2

Implement: 1. Participation in grade level/department meetings and Professional Learning Communities following deliberate growth practice. 2. Instructional delivery focused on the results of collaborative planning meeting and colleague review.

Facilitator

N. Aragon - Principal, T. McKay - Assistant Principal, A. Montero - Assistant Principal, Professional Leadership Team, K. Abousaleh, Yumeisy Alvarez, Judy Chin, Alain Del-Risco, Alma Mijares, Josefa Gutierrez, Sally Roblin, Vivian Lugo

Participants

All Faculty

Schedule

Weekly, from 8/17/2017 to 6/1/2018

PD Opportunity 3

Provide meaningful professional development during faculty meetings

Facilitator

N. Aragon - Principal, T. McKay - Assistant Principal, A. Montero - Assistant Principal, Professional Leadership Team, K. Abousaleh, Yumeisy Alvarez, Judy Chin, Alain Del-Risco, Alma Mijares, Josefa Gutierrez, Sally Roblin, Vivian Lugo

Participants

All Faculty

Schedule

Monthly, from 8/17/2017 to 5/29/2018

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 | Provide departments with time to plan individualized department professional development opportunities on August 17, 2017 in order to plan professional development opportunities that support teacher development throughout the school year. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 6021 - Arvida Middle School | School Improvement Funds | | \$0.00 |
| | | | <i>Notes: ESSAC Funds</i> | | | |
| 2 | G1.B1.S1.A2 | Implement: 1. Participation in grade level/department meetings and Professional Learning Communities following deliberate growth practice. 2. Instructional delivery focused on the results of collaborative planning meeting and colleague review. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Follow-up and support through collaborative conversation, observations, modeling for teachers on an as needed basis through grade level/department meetings. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Provide meaningful professional development during faculty meetings | | | | \$0.00 |
| | | | | | Total: | \$0.00 |