

Miami-Dade County Public Schools

Miami Springs Middle School



2017-18 Schoolwide Improvement Plan

Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

<http://msms.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	94%
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*	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Miami Springs 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.

The mission of Miami Springs Middle School is to have high academic aspirations for all of our students. A school atmosphere based on harmony, motivation, and a desire for excellence permits our students to develop skills to their fullest potential and to enhance their self-esteem. A working relationship between the school, home, and community can help our students become productive members of society.

b. Provide the school's vision statement.

Miami Springs Middle School strives to constantly move forward and be distinguished as an organization that offers quality education for all of its students. Through the many programs offered at Miami Springs Middle School, including our iPrep Math, Science, Engineering, and Technology Magnet, and our Cambridge programs, it is our goal to address the individual needs of our multi-ethnic student population, while at the same time, prepare them to succeed and contribute to society.

2. School Environment

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

The faculty and staff work hard to build relationships based on respect so that students feel comfortable coming forward and sharing information when the opportunity presents itself. Many of our classes offer students opportunities to share a little bit about themselves through project-based learning which also assists us in learning about student cultures.

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

The administration, teachers, security monitors, and the school resource officer are constantly visible throughout the school day. Counselors make themselves available for students before, during, and after school so that students feel they always have someone they can talk to. The administration also utilizes an "Open Door" policy with students so that they can always see an administrator. Security monitors are also trained and have monthly meetings to ensure that they are treating all students with the respect they deserve.

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.

The school-wide behavioral system is in place through our use of progressive discipline. At Miami Springs Middle School we believe that parental involvement is the key to handling behavioral issues. Teachers keep an open line of communication with parents so that they are aware of issues going on in the classroom. Administration contacts parents for each and every referral that is written to ensure that parents are informed and can follow-up our discipline with their own disciplinary measures at home. The entire staff received training on our school-wide progressive discipline plan which includes Positive Behavior Interventions and Supports. Teachers are also aware that each of the administrators has an open-door policy should they have any questions or if they are in need of

guidance. The students are given a thorough presentation on school-wide expectations and consequences by grade level early in the school year so that they better understand the importance of making good decisions as well as the consequences for poor decisions. We are implementing a Positive Behavior Interventions and Supports (PBIS) program which will use positive reinforcement and incentives which to provide students with an opportunities to be rewarded for good behavior.

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 school ensures that social-emotional needs of all students are being met through constant availability of counselors as well as administrators for anything that our students need. Students have been trained in peer mentoring to assist in having issues resolved among students (with counselor support). We utilize the 5000 Role Models program as a mentorship program to assist students in making better choices and providing our students with mentors and role models within the school that they can turn to. The Ambassadors Club also facilitates students helping students become acclimated with middle school and have a buddy to turn to when there are concerns. We also offer many sports and clubs so that students have quite a few opportunities to find friends that share similar interests in a positive environment.

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.

The school's early warning system consists of identifying at-risk students to provide appropriate intervention and support to decrease these early warning signs:

- Attendance below 90 percent, regardless of whether absence is excused or unexcused
- One or more referrals for behavior
- Course failure in English Language Arts/ Mathematics
- Students in the lowest 25 percent and students who scored a level 1 or 2 on the FSA or EOC exams

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	10	9	15	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	95	91	98	0	0	0	0	284
Course failure in ELA or Math	0	0	0	0	0	0	23	38	14	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	106	146	160	0	0	0	0	412

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	201	237	258	0	0	0	0	696

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

The following intervention strategies are employed to improve the academic performance of the students identified by the early warning system:

- Data Sources are monitored by school leadership team to identify students.
- Student Services personnel provide individual, family or group counseling for academic and behavioral issues
- Parent conferences, home visits and community service referrals are provided as needed.
- Students participate in grade level assemblies for orientation regarding academics, attendance and behaviors.
- Incentives, such as field trips, prizes, and certificates are provided to motivate students when achievements are attained.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Please refer to the Parent Involvement Plan.

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.

Miami Springs Middle strives to involve all families and Community Partners. The staff builds strong external relationships. The process includes the following:

- Fostering strong relationships with the PTSA
- Staff works closely with parents to meet the students' needs
- Parent/ Teacher conferences are held regularly
- Parent volunteers are sought out and utilized throughout the school to support the school/student achievement

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Valero, Alina	Principal
Lugo, Jennifer	Assistant Principal
Roca, Adis	Teacher, K-12
Watson, Dwan	Teacher, K-12
Slocum, Mary	Teacher, ESE
Simmons, Angela	Teacher, K-12
Quintana, Orlando	Teacher, K-12
WHITE, JAMES	Teacher, K-12
Hernandez, Constantino	Assistant Principal
MAXWELL, CHERYL	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.

The school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The team will include: Administrators-Kimberley F. Emmanuel, Constantino Hernandez and Jennifer Cabrera; Teachers-Cheryl Maxwell, Diana Ocana, Orlando Quintana, James White, Adis Roca, Dwan Watson; Mary Slocum, Counselor-Angela Simmons, School Psychologist- Gabriela Zadoff, and a member of the School Advisory Committee.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:

1. Use the Tier 1 problem solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year. The team will address the expected levels of progress toward proficiency, will review common assessments, utilize the problem solving process, will monitor progress of interventions, and will provide enrichment opportunities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular department meetings, use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all department meetings that focus on increasing student achievement or behavioral success.
4. Maintain communication with staff during weekly data analysis, as well as updating them on procedures and progress.
5. Teachers, Students and administrators monitor student data monthly to ensure that students are aware of their progress and are reminded of their goals.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

Miami Springs Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs..

Title II

Miami Springs Middle School uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the Mentoring and Induction of New Teachers (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

- training and substitute release time for Professional Development Liaisons (PDL) 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 at Miami Springs Middle School by providing funds to implement and/or provide:

- morning and afternoon tutorial programs in the area of reading, mathematics, and science
- HLAP tutorial services
- parent outreach activities
- professional development on best practices and ELL strategies to content area teachers
- purchase of reading and supplementary instructional materials, hardware and software for the development of language and literacy skills in reading, mathematics, and science

Title VI, Part B - NA

Title X- Homeless

Miami Springs Middle School provides students and parents with a Homeless Awareness Campaign and implements the District assistance programs as follows:

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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 identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless 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 twelve homeless shelters in the community.
- The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- Miami Springs Middle School implements the Safe and Drug-Free Schools Program to address violence and provide drug prevention and intervention services for students through curriculum implemented by classroom teachers and the Counselors.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, are a component of this program.

Nutrition Programs

- Miami Springs Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- The School Food Service Program, follows 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

Miami Springs Middle promotes the District Career Pathways and Programs of Study so students 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.

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

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

Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training – N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Juan Roca	Business/Community
Kimberley F. Emmanuel	Principal
Diana Ocana	Teacher
Orlando Quintana	Teacher
Hector Martinez	Teacher
Elizabeth Taylor-Martinez	Teacher
Bianca Jara	Teacher
Judith McCarthy	Teacher
Ethan Alves	Student
Carina Garcia	Student
George Alves	Parent
Marjory Wisecup	Parent
Aileen Rugeiro	Parent
Tom Curtiss	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

The School Advisory Council (SAC) reviews the school improvement plan while providing valuable suggestions for enhancing student achievement. SAC must also approve all areas of the school improvement plan prior to it being submitted.

b. Development of this school improvement plan

The School Advisory Council (SAC) reviews the school improvement plan while providing valuable suggestions for enhancing student achievement. SAC must also approve all areas of the school improvement plan prior to it being submitted.

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

The School Advisory Council (SAC) has an important function for the success of Miami Springs Middle School. Listed below are some of the plans for the school's plan and annual budget:

- Assist the school to create and analyze school climate surveys for parents and students
- Reach out to the community to obtain more partners
- Organize school events to increase parental involvement opportunities
- Review, evaluate, and adjust the School Improvement Plan based on the ongoing data analysis
- Develop discipline committee
- Distribute available SAC funds based on student needs and staff proposals (technology and teacher resources)

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

The projected funds of \$2,999 will be used to purchase educational materials and incentives to help to increase student achievement.

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
Valero, Alina	Principal
Lugo, Jennifer	Assistant Principal
Watson, Dwan	Teacher, K-12
MAXWELL, CHERYL	Teacher, K-12
WHITE, JAMES	Teacher, K-12
Roca, Adis	Teacher, K-12
Quintana, Orlando	Teacher, K-12
Hernandez, Constantino	Assistant Principal

b. Duties

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

The major initiative for the school year is to increase literacy across the curriculum. All reading and intensive reading classes will use iReady. Teachers will place students in the intervention programs based on data from the diagnostic. Supplemental instruction will be provided for students before and after school.

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.

The strategies that Miami Springs Middle School employs to encourage positive collaboration and improve instruction include the following:

1. Common planning sessions are held three times per week to develop lessons, share best practices and to provide mini professional development sessions that encourage collaboration.
2. Professional learning communities have been established by department to enhance collaboration.
3. Professional development based on staff needs is provided monthly and includes early release and teacher planning day sessions.

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

The strategies that Miami Springs Middle School employs to retain highly qualified, certified-in-field, effective teachers to the school include the following:

1. Invite teachers to be part of school leadership committees, including SIP Writing Team and SAC.
2. Hold scheduled meetings of new teachers with Administrators.
3. Provide teachers with opportunities for learning and growth through professional development to strengthen their skill and knowledge base in their subject areas.
4. Monitor teacher certification.
5. Provide teachers the opportunity to participate in Teacher Direct Observations.

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

Highly qualified teachers serve as mentors to their peers. Teachers choose to view best practices from other teachers and time is provided for collaboration that facilitates this process.

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.

Miami Springs Middle School ensures its core instructional programs and materials are aligned to Florida's standards and being utilized appropriately and strategically through the use of the FCIM (Florida Continuous Improvement Model). Available data sources are monitored weekly, instructional adjustments are made as needed based on the data, feedback is provided to the teachers, and classroom visits are completed to monitor the progress. Additionally, the curriculum team meets weekly to guide the instructional programs and to ensure the resources are aligned to the Florida standards and training is provided as needed to the staff.

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.

Data driven instruction is utilized school-wide to address the diverse needs of all of the students at Miami Springs Middle School. Students are also provided with supplemental instruction in intensive reading based on results of their statewide assessments in this content areas. Additionally, students are provided with opportunities for enrichment and remediation through the before and after school tutoring program.

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: Extended School Day

Minutes added to school year: 2,400

Miami Springs Middle School offers before and after school tutoring. The students are grouped according to their specific academic needs.

Strategy Rationale

Enrichment and intervention

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lugo, Jennifer, jcabrera2@dadeschools.net

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

Data is derived from student work samples, district, and state tests.

Strategy: Extended School Day

Minutes added to school year: 2,700

Miami Springs Middle School offers before school tutoring as an extended learning opportunity for the ELL students. The students receive instruction in the core academic subjects according to the academic needs of the student.

Strategy Rationale

Intervention

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Constantino, chernandez17@dadeschools.net

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

Data is derived from student work samples.

Strategy: Extended School Day

Minutes added to school year: 1,800

Miami Springs Middle School offers before school and after school tutoring for all interested students. Pull-out interventions are also implemented, utilizing data to target students and their specific academic needs. For the 2017-2018 school year, interventionists will work with struggling students during class time.

Common planning time will be implemented on Mondays, Tuesdays, and Wednesdays, from 8:30am – 9:00am, to allow teachers to work with their departments and plan accordingly. Professional development will also be offered to staff on teacher planning days. Coaching support in Reading, Language Arts, Math, and Science. Data driven differentiated instruction is implemented across the curriculum.

Strategy Rationale

Common planning

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Valero, Alina, pr6521@dadeschools.net

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

Teacher assessment data is collected on a regular basis, and this is discussed during common planning time to determine effective teaching strategies that will enhance student achievement. District assessments are collected quarterly, and analyzed during department Data Chats.

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.

The transition of students from one level to another are supported as follows:

1. Parent/Student orientations are held for incoming students.
2. Articulation meetings are held with the feeder pattern schools.
3. Magnet fair is held to promote career awareness.
4. Student assemblies are held to discuss promotion requirements.
5. Individual and group counseling is available to support students with transition issues.

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.

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

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

Miami Springs Middle promotes the District Career Pathways and Programs of Study so students 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. Miami Springs Middle School also offers Science and Technology Magnet courses, iPrep Math as well as Cambridge Academy to further ready students for the future.

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

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.

not applicable

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.

Miami Springs Middle School excels in the areas of Advanced Academics, Technology, and Civics. The areas of need at Miami Springs Middle include Mathematics, Reading, and Science.

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 increased in all content areas, then student achievement will improve.

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 increased in all content areas, then student achievement will improve. 1a

G096964

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	30.0
FSA ELA Achievement	40.0
FCAT 2.0 Science Proficiency	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of evidence of the utilization of differentiated instruction with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA/ Reading: Pacing Guides, Core- Collections, Collections online resources, Supplemental-online resources, i.e. classzone, Discovery Education, NBC Learn, Edgenuity, Gizmos, Computer labs, promethean boards, online textbooks, CPALMS, ELL-Achieve 3000 and Imagine Learning.
- Mathematics: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); Prentice Hall Algebra 1 Gold Series; Discovering Geometry McGraw Hill Education, Algebra I Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra I Gold Series; iPrep Math Only-Carnegie Learning Mathia software and Student Text Grades 6-8, Algebra I and Geometry Supplemental: I-Ready (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation (6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template.
- Science: Grades 6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science- Supplemental Resources- Gizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS <http://www.fcatexplorer.com/> , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in Gateway (6-7, Physical Science Honors), District developed Unit Assessments uploaded in Gateway found under District Assessments (6-8), Instructional Resources: Benchmark Review- <http://science.dadeschools.net/middleSchool/InstructionalResourcesMS.html> , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International.
- Social Sciences (Mcgraw-Hill series), tablets, the Florida Law Related Education Curriculum Wheel for Civics, Discovery Education resources, NBC learn resources, and modules created by the Department of Social Sciences found on <http://socialsciences.dadeschools.net>.

Plan to Monitor Progress Toward G1. 8

Leadership Team will analyze data from various school-based and District assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person Responsible

Alina Valero

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

District Assessments, Florida Standards Assessments, EOC's or FCAT 2.0 Science, Power Bi data, iReady, and Topic Assessments

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 increased in all content areas, then student achievement will improve. 1

G096964

G1.B1 Lack of evidence of the utilization of differentiated instruction with fidelity. 2

B260860

G1.B1.S1 Teachers will use current data to plan for instruction and differentiate strategies based on student need. 4

S276233

Strategy Rationale

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

Action Step 1 5

Administrators will implement classroom walk throughs and will discuss individually and during department meetings the process of planning, developing, and/or preparing lessons while providing feedback regarding lessons, reflecting on ELA/ELL literacy strategies differentiated instruction.

Person Responsible

Alina Valero

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson Plans will show the use of differentiated instruction and data results used in daily lessons.

Action Step 2 5

Administrators will conduct classroom walk throughs on the designated data chat days to participate in data chats with students as well as conduct weekly data chats by departments.

Person Responsible

Alina Valero

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson Plans will show the use of differentiated instruction and data results used in daily lessons.

Action Step 3 5

Administrators will participate in and lead data chats with teachers on a weekly basis to ensure that data is understood and being used to guide instruction.

Person Responsible

Alina Valero

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Action Step 4 5

Administrators will implement classroom walk throughs to check for evidence of Differentiated Instruction.

Person Responsible

Alina Valero

Schedule

On 6/7/2018

Evidence of Completion

Work samples will show the use of differentiated instruction.

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

Administration will implement classroom walk throughs and have discussions with teachers which will include planning, developing, and/or preparing lessons formulating and discussing lessons, reflecting ELA/ELL literacy strategies, standards based instruction and/or classroom/management routines.

Person Responsible

Alina Valero

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson Plans

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

Lesson plans will be reviewed by administrators and then discussed to ensure that they reflect ELA/ELL literacy strategies, differentiated instruction and/or classroom/management routines.

Person Responsible

Alina Valero








Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson plans, data binders, pacing guides, and accommodations provided to students will show evidence.

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.MA1  M400078	Leadership Team will analyze data from various school-based and District assessments to ensure that...	Valero, Alina	10/2/2017	District Assessments, Florida Standards Assessments, EOC's or FCAT 2.0 Science, Power Bi data, iReady, and Topic Assessments	6/7/2018 monthly
G1.B1.S1.MA1  M400076	Lesson plans will be reviewed by administrators and then discussed to ensure that they reflect...	Valero, Alina	10/2/2017	Lesson plans, data binders, pacing guides, and accommodations provided to students will show evidence.	6/7/2018 monthly
G1.B1.S1.MA1  M400077	Administration will implement classroom walk throughs and have discussions with teachers which will...	Valero, Alina	10/2/2017	Lesson Plans	6/7/2018 monthly
G1.B1.S1.A1  A371911	Administrators will implement classroom walk throughs and will discuss individually and during...	Valero, Alina	10/2/2017	Lesson Plans will show the use of differentiated instruction and data results used in daily lessons.	6/7/2018 weekly
G1.B1.S1.A2  A371912	Administrators will conduct classroom walk throughs on the designated data chat days to participate...	Valero, Alina	10/2/2017	Lesson Plans will show the use of differentiated instruction and data results used in daily lessons.	6/7/2018 weekly
G1.B1.S1.A3  A371913	Administrators will participate in and lead data chats with teachers on a weekly basis to ensure...	Valero, Alina	10/2/2017		6/7/2018 weekly
G1.B1.S1.A4  A371914	Administrators will implement classroom walk throughs to check for evidence of Differentiated...	Valero, Alina	10/2/2017	Work samples will show the use of differentiated instruction.	6/7/2018 one-time

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 increased in all content areas, then student achievement will improve.

G1.B1 Lack of evidence of the utilization of differentiated instruction with fidelity.

G1.B1.S1 Teachers will use current data to plan for instruction and differentiate strategies based on student need.

PD Opportunity 1

Administrators will implement classroom walk throughs and will discuss individually and during department meetings the process of planning, developing, and/or preparing lessons while providing feedback regarding lessons, reflecting on ELA/ELL literacy strategies differentiated instruction.

Facilitator

Administrators

Participants

All Teachers

Schedule

Weekly, from 10/2/2017 to 6/7/2018

PD Opportunity 2

Administrators will conduct classroom walk throughs on the designated data chat days to participate in data chats with students as well as conduct weekly data chats by departments.

Facilitator

Administrators

Participants

All Teachers

Schedule

Weekly, from 10/2/2017 to 6/7/2018

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	Administrators will implement classroom walk throughs and will discuss individually and during department meetings the process of planning, developing, and/or preparing lessons while providing feedback regarding lessons, reflecting on ELA/ELL literacy strategies differentiated instruction.	\$0.00
2	G1.B1.S1.A2	Administrators will conduct classroom walk throughs on the designated data chat days to participate in data chats with students as well as conduct weekly data chats by departments.	\$0.00
3	G1.B1.S1.A3	Administrators will participate in and lead data chats with teachers on a weekly basis to ensure that data is understood and being used to guide instruction.	\$0.00
4	G1.B1.S1.A4	Administrators will implement classroom walk throughs to check for evidence of Differentiated Instruction.	\$0.00
Total:			\$0.00