

Miami-Dade County Public Schools

# Frank Crawford Martin K 8 Center



2017-18 Schoolwide Improvement Plan

## Frank Crawford Martin K 8 Center

14250 BOGGS DR, Miami, FL 33176

<http://fcmartin.dadeschools.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	77%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### 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 Frank Crawford Martin K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative and flexible environment in which children learn to think globally and act compassionately.

##### b. Provide the school's vision statement.

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This challenging curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students strive to become model citizens of our diverse world.

#### 2. School Environment

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

The students at Frank C. Martin K-8 represent over 40 different nationalities and cultures from around the world. We celebrate these cultures through a variety of events and activities. During the International Fair, the PTSA invites parents to set up informational booths on the International Plaza. Teachers visit each booth with their students to see and listen to the parent volunteers share their native culture. Every two years, the school invites consulates living in Miami to speak to Frank C. Martin students about their represented country. On Halloween, students are encouraged to dress in traditional clothing from their native countries and share with their classmates objects from their native cultures. The International Baccalaureate program promotes cultural understanding and encourages teachers to design lessons highlighting various view points.

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

Every classroom teacher establishes an essential agreement among the students creating a standard set of norms providing for a safe environment. The teachers also create a behavior plan for the Primary Years Programme (PYP) or a progressive disciplinary plan for the Middle Years Programme (MYP) appropriate to their particular grade level outlining consequences for violations of the essential agreement. In addition, the administration conducts orientations with the MYP students reviewing guidelines for student behavior and discuss the student Code of Conduct. Both the PYP and MYP have an assigned counselor that works with the administration, faculty, and students to create a safe environment through classroom presentations, group sessions, and individual counseling sessions. An anonymous bully box is in the media center and may be used to report harassment and bullying. The counselors implement the Value Matters program that develop a shared sense of community values.

Several student groups also exist to assist with creating a safe environment. The Safety Patrol assist students during morning arrival by monitoring gathering areas. They report any unsafe activities to teachers or administrators on duty. The Student Government will work toward anti-bullying behavior by promoting positive peer interactions and present areas of concern and potential solutions to school administration. The parents may also utilize parental concern forms at the main office if their child prefers to speak with the parent at home regarding behaviors from other students. All community

stakeholders are invited to regular safety meetings and may present items of concern to the team as well as provide suggestions to solve any safety concerns.

Several on site community service opportunities will be offered throughout the school year to create student ownership of the school campus and grounds. After school interest based activities are run by the instructional staff and provide the students with a variety of opportunities to explore their interests. The teachers monitor the students closely during the activities and then ensures each child leaves the building safely. The Principal run after school program director remains on campus until every students leaves and notifies administration of any unsafe student behavior after school hours. The staff members maintain positive control of the students until their parent/guardian comes to the school to pick them. The aftercare program maintains a checkout system that includes the authorized adult presenting an ID and signing the child out.

**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.**

As an International Baccalaureate (IB) school, the faculty promote the use of the IB learner profiles to encourage intellectual inquiry, respect and principled behavior. Each month, teachers and students may nominate a student that represent the learner profile of the month. The media specialist reviews the nominations and choose students who best represent that profile. The school also implements the MDCPS Values Matter Program. The teachers will have access to the lesson plans offered for each monthly value.

When infractions do occur, the Frank C. Martin K-8 administrative team follow the Miami Dade County Public Schools Code of Student Conduct. Each student is required to have an agenda outlining the standards of behavior for the both the elementary school and the middle school. Each classroom teacher submitted a classroom progressive disciplinary plan outlining infractions and the progressive steps taken before students are removed from the classroom. Expectations are also posted on every lunch table to remind students standards of behavior for the cafeteria.

**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 on-sight student services team at Frank C. Martin K-8 consist of two school counselors. A school psychologist and school social worker visit the school on a regular basis and consult with the on site student services team regarding student academic and social-emotional issues. The counselors develop and present to classrooms on maintaining good grades, stress relief, and bullying behavior. Students new to the school participate in newbie group sessions to assist with the adjustment to a new school environment. The administration and counseling staff maintain an open door policy for students who need to speak with an adult regarding inter-student or inter-personal issues.

### 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 administration has access to weekly and monthly district reports regarding attendance and suspensions for a given period. Those reports are reviewed by the principal and provided to the appropriate assistant principal or student services team member for follow up. The administrator or student service team meets with the identified individual, and if necessary the parents, to determine the root cause of an attendance issue and/or behavioral issue. The student service team reviews quarterly grade reports with the administrative team to identify students receiving D or F's in



academic subjects, provide counseling and connect the student to on campus academic assistance.

Some items utilized to monitor EWS signs are:

- District generated reports on attendance and suspensions
- Quarterly gradebook reports
- Student Performance Indicator (SPI) reports
- Wonder Works Intervention Data
- iReady data
- Teacher Observations

**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	2	1	1	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	1	1	3	15	16	20	14	0	0	0	0	70
Two or More indicators	0	0	1	1	7	17	22	24	19	0	0	0	0	91

**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	1	1	7	17	22	24	19	0	0	0	0	91

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

K-8 An attendance review committee utilizes absence and tardy reports to monitor students with excessive absences and tardies to determine how academic and social areas are affected and make appropriate referrals.

K-5- Students needing reading or math assistance outside of the core instructional block receive intervention during their designated Foreign Language time. The teachers utilize the district Wonder Works intervention program to re-teach identified skill deficiencies. Quarterly, the teachers meet with administration to review programmatic data to discuss student progress. If a student receiving intervention is not making progress, they are referred to the RtI Tier III process. Students with emotional/behavioral issues receive regular counseling sessions in addition to specific classroom based strategies suggested by the student services team. As needed students are referred for evaluations based on the RtI process.

Grade 6- At the beginning of the school year, all students new to Frank C. Martin K-8 were identified and participated in a newbie group session that introduced school policies, expectations, and outlined academic assistance available to the students. All students were administered the i-Ready Math and Reading diagnostic assessment in order to monitor their reading and math growth to identify any areas of need. Identified students who scored a Level 1 or 2 on the 2017 English Language Arts FSA were placed in a mandatory Intensive Reading Class. The students are monitored every 4 weeks using interim progress reports and quarterly report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers is held. Students who



violate the Code of Student Conduct will receive counseling services related to their infractions.

Grade 7 & 8-The counselor is responsible for identifying any student who did not receive credit for a required course during the previous school year and encouraged summer school attendance or facilitated enrollment in virtual school. All students were administered the i-Ready Reading diagnostic assessment in order to monitor their reading growth and identify any areas of need. Identified students who scored a Level 1 or 2 on the 2017 English Language Arts FSA were placed in a mandatory Intensive Reading Class. The students are monitored every 4 weeks using interim progress reports and quarterly report cards to identify academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers is held. Students who violate the Code of Student Conduct will receive counseling services related to their infractions.

## 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**

The school works closely with an active PTSA to build positive relationships with the school community. The PTSA sponsors various events throughout the year attracting both the general PTSA membership and specific groups such as fathers or grandparents. The events are held at various times of the day to allow for every parent to participate in at least one event. Communication with the parents occurs by both the administrative staff and the PTSA board through paper communication, school calendars, pre-recorded phone messages, text messages, email, the school and PTSA website, and social media sites. The principal host a principal's coffee once a quarter to engage in direct conversations with parents and family members.

Communication regarding student progress occurs at a minimum of 8 times per year with the issuing of interim progress reports and report cards. Students agendas are utilized as a two-way communication tool between all students, teachers and parents. The school also encourages parents to set up a parent portal account to monitor student grades and to receive disciplinary notes entered by the teacher.

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

The school partners with FCM alumni to provide support services through the Foreign Language Club, including linguistic practice in French. Frank C. Martin K-8 maintains partnerships with local area churches by aligning curriculum needs of incoming students within child care programs, including parenting resources & workshops and elementary school readiness. Community groups such as Girls Who Code, Smart Solutions, Books and Books, Christ Fellowship Church, and the 100 Black Men of South Florida offer in kind donations of office/ educational supplies and volunteer services, which include participation in Career Day, Assemblies, Club sponsorship, school volunteer activities, and Read-In-Chain.

## 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
Basulto, Elianeys	Principal
Hoel, Robert	Assistant Principal
Therault, Jacqueline	Assistant Principal
Humphrey, Sharon	Teacher, K-12
Malone, Ronald	Teacher, K-12
Eiras, Jessica	Teacher, K-12
Arechavaleta, Leidis	Teacher, K-12
Hasboun-Dupuy, Alexandra	School Counselor
Viola, Michael	School Counselor
Laidler, Tanisha	Teacher, K-12
Makhoul, Diana	Teacher, ESE
Almanza, Frances	Teacher, K-12
Plyler, Mark	Teacher, K-12
Gonzalez, Damaris	Teacher, K-12
Marcano, Yiliam	Teacher, K-12
Friend-Johnson, Shauntee	Teacher, K-12
Rogers, Heidi	Teacher, K-12
Mesa, Claudia	Teacher, K-12
Kuehnl, Doris	Teacher, K-12
Prida, Jennifer	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 Multi Teared System of Support (MTSS) Leadership Team is comprised of the following members who hold specific responsibilities as indicated.

Felicia K. Joseph, (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development and materials to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Robert D. Hoel and Jacqueline Theriault, (Assistant Principals): Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Grade Level Chairs (Grade K-5) & Dept Chairs (6-8): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Makhoul, Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through collaboration.

Frances Almanza , (Reading Liaisons), Damaris Gonzalez, (Mathematics Liaison), Doris Kuehnl (Science Liaison), and Monica Santana (Social Science Liaison), Ronald Malone (MYP Science), Mark Plyler (MYP Individuals and Societies), Jessica Eiras (ESOL): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Raymone Jones, (Technology Specialist): Develops or brokers technology necessary to deliver general education and intervention programs; technical support to teachers and staff regarding data management and display.

Alexandra Hasboun-Dupuy, Michael Viola (Counselors): Provides teachers with assistance on intervention strategies and link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Terri Clark, (School Psychologist) – Conducts student evaluations, collects and reviews Tier 3 Data, conducts student observations, provide insight on cognitive and behavioral science

Arleene Padilla, (School Social Worker) – Collects social history data for identified students and provides behavioral support as determined by the team.

Lorraine Karborani, (Speech/Language Pathologist) – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

**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 School Leadership team meets regularly to engage in the analyzing of academic and behavioral data as to provide recommendations for the utilization of differentiated instruction and to consider student Tier Placement. Instructional staff utilize district programs and resources to provide whole group and intervention instruction. The team reviews i-Ready student reports and District mid-year assessment results and links it to instructional needs of the students. On-going Progress Monitoring

data is reviewed to identify students who are below, meeting or exceeding expected levels of performance. Based on the information discussed during these meetings, the team identifies Professional Development resources to enhance differentiated instruction.. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation, make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/ Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention. The principal maintains the school budget and works with other stakeholders to secure necessary funds for any programs requiring funding outside of the District allotment of resources. Inventory of resources is maintained by the administrative team and may be accessed through the mainframe database.

#### Title II

Additionally, Non Highly Qualified teachers are provided the opportunity to participate in District courses for the purpose of certification and endorsement in the areas of Reading, ESOL and Gifted Education.

#### Title III

The school received Title III funds to support after school tutoring services for ESOL level 1-4 students. The students will meet on a weekly basis from November to April with a certified ESOL teacher for assistance in CORE subject areas.

#### Violence Prevention Programs

Funding to provide school counselors within the school site to focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other crises. The District provides policy awareness of the Zero Tolerance for Bullying and Harassment policy. Education is provided to promote a school atmosphere in which bullying, harassment and intimidation will not be tolerated by students, school board employees, visitors or volunteers.

#### Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students are offered courses in technology education and design. Students are immersed in the International Baccalaureate design cycle to solve challenging and real world problems.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Joelle Saliba	Business/Community
Mark Plyler	Teacher
Ronald Malone	Teacher
Sharon Humphrey	Teacher
Leidis Archavaleta	Teacher
Stanley Ford	Parent
Stacey Rhodd	Business/Community
Felicia Joseph	Principal
Amy Perez	Teacher
Doris Kuehnl	Teacher
Jennifer Prida	Teacher
Donovan Lee-Sin	Parent
Leidis Arecchavaleta	Teacher
Anne-Marie Edouard	Parent
Sandre Raymond	Parent
Roxanne Tomlin	Parent
Jeneise Bello	Teacher
Yiliam Marcano	Teacher
April Broughton	Education Support Employee
Latavia Wright	Education Support Employee
Natalie Rodriguez	Parent
Zana Scarlett	Parent
Beth Donaldson	Parent
Christa Dean	Business/Community
Wylamerle Marshall	Business/Community
Brian Woolfolk	Business/Community
Nyla Kendrick	Student
Haley Lewis	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 School Advisory Council (EESAC) met monthly and were provided updates to the School Improvement Plan. The Assistant Principal presented discussed the Action Plan during each meeting and included any assessment data and professional development implemented with the staff at the school site. The Principal discussed any relevant data during the principals report.

**b. Development of this school improvement plan**

The development of the 2017-2018 SIP plan began in June 2017 with a teacher wide survey of the staff regarding four areas: Academics, Culture, Professional Development and Leadership. As a result of the survey, a group of highly motivated faculty members attended the annual Synergy professional development over the summer and developed strategies to address areas of need according to the survey. These strategies were then written into the school improvement plan and presented to the EESAC members. The members are then provided opportunities to listen, ask questions, and make suggestions to include in the SIP. On a monthly basis, The assistant principal will provide monthly SIP updates and note progress toward the goal.

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

During the principal report, the head of school review any relative budgetary items with EESAC . The principal shares with the committee any school site plans that result directly from those budgetary plans, allows the committee to ask questions, and to make recommendations. The EESAC budget is currently in development and will receive a vote at the October EESAC Meeting.

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

The use of school improvement funds through the SAC was used to provide materials to target differentiated instruction support materials. The budget allocated for these items was not to exceed \$2,500.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Basulto, Elianeys	Principal
Hoel, Robert	Assistant Principal
Therault, Jacqueline	Assistant Principal
Adjamah, Dian	Instructional Media
Humphrey, Sharon	Teacher, K-12
Malone, Ronald	Teacher, K-12
Eiras, Jessica	Teacher, K-12
Arechavaleta, Leidis	Teacher, K-12
Almanza, Frances	Teacher, K-12
Plyler, Mark	Teacher, K-12
Makhoul, Diana	Teacher, ESE
Kuehnl, Doris	Teacher, K-12
Prida, Jennifer	Teacher, K-12



## b. Duties

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

The LLT support team includes the following personnel:

Leidis Arechavaleta (PYP coordinator), Sharon Humphrey (MYP Coordinator), Frances Almanza (Reading Liaison), Doris Kuehnl (Science Liaison), Monica Santana (Social Science Liaison), Jessica Eiras (ESOL), Ronald Malone (UTD Chairperson), Mark Plyler (Social Studies Department Chair), Dian Adjama (Media Specialist), Jennifer Prida (Middle School Reading Liaison) The District liaisons will attend monthly meetings in their respective departments and gather information regarding curriculum updates. During the monthly faculty meetings, the liaisons will be afforded time to present new strategies and/or updated information; as well as disseminate information through email. The department chairpersons and grade level chairs will then discuss with their team members best practices and ways to implement new strategies or information into their curriculum.

## 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.

All K-5 teachers share common planning time and meet several times per week developing lesson plans and solving pedagogical issues in the classroom. In Grades 6,7 & 8, the master schedule contains common planning for all teachers by content area. The middle school teachers use the time to exchange ideas and discuss vertical alignment issues related to each subject area. In addition, the entire faculty meets 2 times per month to discuss district related issues and build teacher capacity. The 2nd faculty meeting of each month is dedicated to team building activities designed to encourage communication and build collegiality. The International Baccalaureate Coordinators utilize Wednesday Early release days to plan vertically across grade levels and horizontally across subject areas.

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

Through the teacher-match applicant tracking system, collegiate references, postings on the Human Resources home page and partnerships with local universities, we will recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through classroom support and job embedded opportunities for professional development.

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

New/beginning teachers are mentored by veteran teachers as indicated by the District's MINT program. Teachers new to the school site are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of common planning sessions, classroom walk-throughs and curriculum guidance.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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



The school utilizes district approved and provided educational resources at all levels of instruction that are aligned with Florida State Standards. Teachers access district-created-standard-aligned pacing guides through the Learning Village website. Each pacing guide includes the particular standard(s) for that lesson and provides resources align to those particular standards. These standards are written into their lesson plans and reviewed by administration during classroom observations. Copies of the standards and draft item specifications have also been save to the school collaboration site and accessible by every staff member.

## **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.**

K-5- The teachers utilized SAT-10, Florida Standards Assessments, current i-Ready data, and teacher discretion to place students into intervention groups. The intervention groups meet 4 times per week and the teachers utilize the District designated programs which include a progress monitoring tool. In addition, all students in grades k-5, were administered the i-Ready reading and mathematics diagnostic assessment and participate in iReady growth check assessments every 20 days. Teachers will meet quarterly with the administrative team to disaggregate the data and make instructional decisions. During whole group instruction, teacher use strategies to scaffold student tasks, so they reach the cognitive demands of the new Florida Standards.

Grades 6-8- The students are placed into an Intensive Reading course based upon 2017 FSA-ELA assessment results. Every middle school student was administered the i-Ready Reading Diagnostic assessments to collect data on Reading and Math needs. Teachers will meet quarterly with the administrative team to disaggregate the data and make instructional decisions. Math teachers will utilize teacher created resources, i-Ready, and Reflex math to reinforce grade level skills and Florida Math Standards. Teachers will then use state, district, and program resources to scaffold student tasks, so they reach the cognitive demands of the new Florida Standards.

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

**Strategy: After School Program**

**Minutes added to school year: 8,000**

Selected students are offered intense remediation during the second semester of the school year through the afterschool tutorial/enrichment program. Identified students work in small group setting with highly qualified teachers to promote mastery of standards by grade level and subject area.

Participation in annual academically centered clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, geography and technology.

Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

**Strategy Rationale**

After school tutoring provide teachers the opportunities to enhance the daily instruction through smaller groups.

**Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Basulto, Elianeys, pr3101@dadeschools.net

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

Data is collected and the Leadership team meets once a month to engage in the following activities: review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

**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.**

Pre-k-Kindergarten- Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our K-8 Center include allowing the staff and students from outside prekindergarten programs visit our campus and utilize the Media Center Resources. Kindergarten parent meetings are held to review registration procedures,

attendance policy, and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Kindergarten Readiness Screener (FLKRS). A spring parent meeting is conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Finally, Pre-K and Kindergarten teachers attend all curriculum professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

Elementary School to Middle School- About 80% of the 5th grade students will enter the middle school. During the 4th quarter, the 5th grade teachers will meet with 6th grade teachers to review the instructional progress of the current 5th graders and discuss any instructional concerns that arose during the school year. The 5th grade students tour the middle school and visit middle school classrooms. Several of the middle clubs allow 5th grade students to participate and interact with middle school students and teachers.

Middle School to High School- The school offers several high school level courses to provide students the opportunity to begin the transition period while still in the Middle School. FCM allows high schools on campus to present their various programs and allow students to ask questions regarding entrance requirements. The student service makes presentation to the students regarding high school requirements and demands.

## **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.***

Our yearly Men of Distinction event invites professional men from the school community to visit and speak with our students regarding goal setting related to college and careers. The invitees share their own personal career experiences, lessons learned, and encourage students to succeed in their future endeavors. Every year the school also host either a school wide career day or host foreign counsuls and diplomats to speak with the students of Frank C. Martin. The guest visit classrooms and speak to students on specific career related topics or foreign service related fields of study The Primary Years Programme (PYP) and Middle Years Programme (MYP) culminating project requires students to take real world action through volunteer activities and present how they can make a difference in their communities. The Community Service project provides students the opportunity to research an issue and develop an age appropriate solution to the issue, a real world translatable skill.

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

The goal of the Middle Years Programme is "to encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life." Currently Frank C. Martin K-8 does not have a course that leads to industry certification. The Middle Years Programme (MYP) (Grades 6-8) does offer a Communications Technology Course, Drama, and US History & Career Planning. The teachers incorporate project based learning, technology, and higher order thinking to develop real world solutions to issues they may encounter throughout the school year.

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

Teachers plan both horizontally (across subject areas within a grade level) and vertically (across grade levels in single subject areas) according the the new International Baccalaureate Programme (MYP) Global Contexts. The elective courses plan alongside the core subject areas and utilize the Global Context to create common themes across the disciplines. Coursework in each subject area is

made relevant to the needs of the workforce through project based learning and field trips into the community.

**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.**

Frank C. Martin Middle School students have the opportunity to take up to 6 high school courses before they leave middle school allowing students to take advance courses once they enter high school.

## 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

G097019

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	90.0
ELA/Reading Lowest 25% Gains	90.0
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ED	

**Targeted Barriers to Achieving the Goal** 3

- The teachers utilize technology as a substitution model as oppose to redefinition and full integration of technology programs.

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

- Literacy teacher leaders: Math, ELA, Social Science, and Science liaison, Core text and materials, Common planning established for all departments, Faculty meetings, Established horizontal and vertical team meetings, Academic leaders present in the building. Media Center with computers and thirteen laptop carts available for assessment and computer based instruction, File share containing unit planners, Of the two faculty meeting per month, one will include year long technology based professional development on a self selected technology based program. There are Promethean or Smart boards in every classroom and access to computer carts for ongoing progress monitoring and technology based programs.

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

All students at Frank C. Martin K-8 will complete the i-Ready diagnostic assessments and district created mid-year assessments or topic assessments to measure student academic growth.

**Person Responsible**

Elianeys Basulto

**Schedule**

Monthly, from 9/26/2017 to 4/24/2018

**Evidence of Completion**

i-Ready diagnostic reports and end of year assessment data

## 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

G097019

**G1.B16** The teachers utilize technology as a substitution model as oppose to redefinition and full integration of technology programs. 2

B261015

**G1.B16.S1** Teachers will implement a technology based program which modifies instructional delivery at least 2 times per quarter during the 2017-2018 school year. 4

S276375

### Strategy Rationale

The teachers utilize technology as a substitution as oppose to utilizing the resource to expand their lesson and integrate standard based critical thinking activities.

### Action Step 1 5

During the second faculty meeting each month, grade level or subject area groups will present a Faculty Workshops with activities designed to encourage Team Building and collegiality, as well as introduce new strategies or ideas that may be utilized across all grade levels.

#### Person Responsible

Elianeys Basulto

#### Schedule

Monthly, from 9/26/2017 to 5/22/2018

#### Evidence of Completion

Monthly activity plans.

### Action Step 2 5

Instructional staff will attend either school site or district offered professional develop sessions with a focus on integration of technology based programs into their lessons. The teachers will implement at least one program into their lesson plan over the course of the 2017-2018 school year.

#### Person Responsible

Elianeys Basulto

#### Schedule

Monthly, from 9/26/2017 to 4/24/2018

#### Evidence of Completion

Lesson plans that include the technology based programs.

### Action Step 3 5

Faculty members with intimate knowledge of a technology based instructional program will offer professional growth opportunities to their peers. Teachers may choose any program offered and receive training, modeling, and feedback opportunities from their colleagues throughout the school year.

#### **Person Responsible**

Elianeys Basulto

#### **Schedule**

Monthly, from 9/26/2017 to 4/24/2018

#### **Evidence of Completion**

Sign up rosters for teachers. Observation schedules.

### Action Step 4 5

Administration will conduct "Falcon Flyby's" to observe new technology based instruction and provide written feedback to the teachers.

#### **Person Responsible**

Elianeys Basulto

#### **Schedule**

Weekly, from 9/26/2017 to 4/24/2018

#### **Evidence of Completion**

Falcon Fly By Notes

### Plan to Monitor Fidelity of Implementation of G1.B16.S1 6

Administration will conduct walk through and lesson plan checks to monitor implementation of new technology based program.

#### **Person Responsible**

Elianeys Basulto

#### **Schedule**

Monthly, from 10/24/2017 to 5/22/2018

#### **Evidence of Completion**

Lesson plan and administrative walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B16.S1** 7

Administration will conduct quarterly data chats and problem solving sessions with grade level and subject area teams to monitor student growth.

**Person Responsible**

Elianeys Basulto








**Schedule**

Quarterly, from 9/26/2017 to 5/22/2018

***Evidence of Completion***

School site created data chat forms

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M400411	All students at Frank C. Martin K-8 will complete the i-Ready diagnostic assessments and district...	Basulto, Elianeys	9/26/2017	i-Ready diagnostic reports and end of year assessment data	4/24/2018 monthly
G1.B16.S1.A2  A372285	Instructional staff will attend either school site or district offered professional develop...	Basulto, Elianeys	9/26/2017	Lesson plans that include the technology based programs.	4/24/2018 monthly
G1.B16.S1.A3  A372286	Faculty members with intimate knowledge of a technology based instructional program will offer...	Basulto, Elianeys	9/26/2017	Sign up rosters for teachers. Observation schedules.	4/24/2018 monthly
G1.B16.S1.A4  A372287	Administration will conduct "Falcon Flyby's" to observe new technology based instruction and...	Basulto, Elianeys	9/26/2017	Falcon Fly By Notes	4/24/2018 weekly
G1.B16.S1.MA1  M400403	Administration will conduct quarterly data chats and problem solving sessions with grade level and...	Basulto, Elianeys	9/26/2017	School site created data chat forms	5/22/2018 quarterly
G1.B16.S1.MA1  M400404	Administration will conduct walk through and lesson plan checks to monitor implementation of new...	Basulto, Elianeys	10/24/2017	Lesson plan and administrative walkthroughs	5/22/2018 monthly
G1.B16.S1.A1  A372284	During the second faculty meeting each month, grade level or subject area groups will present a...	Basulto, Elianeys	9/26/2017	Monthly activity plans.	5/22/2018 monthly

## V. Professional Development Opportunities

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

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

**G1.B16** The teachers utilize technology as a substitution model as oppose to redefinition and full integration of technology programs.

**G1.B16.S1** Teachers will implement a technology based program which modifies instructional delivery at least 2 times per quarter during the 2017-2018 school year.

### **PD Opportunity 1**

During the second faculty meeting each month, grade level or subject area groups will present a Faculty Workshops with activities designed to encourage Team Building and collegiality, as well as introduce new strategies or ideas that may be utilized across all grade levels.

#### **Facilitator**

Various Teachers, District Offered PD

#### **Participants**

Faculty and Staff self selected from offered programs.

#### **Schedule**

Monthly, from 9/26/2017 to 5/22/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B16.S1.A1	During the second faculty meeting each month, grade level or subject area groups will present a Faculty Workshops with activities designed to encourage Team Building and collegiality, as well as introduce new strategies or ideas that may be utilized across all grade levels.	\$0.00
2	G1.B16.S1.A2	Instructional staff will attend either school site or district offered professional develop sessions with a focus on integration of technology based programs into their lessons. The teachers will implement at least one program into their lesson plan over the course of the 2017-2018 school year.	\$0.00
3	G1.B16.S1.A3	Faculty members with intimate knowledge of a technology based instructional program will offer professional growth opportunities to their peers. Teachers may choose any program offered and receive training, modeling, and feedback opportunities from their colleagues throughout the school year.	\$0.00
4	G1.B16.S1.A4	Administration will conduct "Falcon Flyby's" to observe new technology based instruction and provide written feedback to the teachers.	\$0.00
<b>Total:</b>			<b>\$0.00</b>