

Horace Mann Middle School



2017-18 Schoolwide Improvement Plan

Horace Mann Middle School

8950 NW 2ND AVE, El Portal, FL 33150

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

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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**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 Horace Mann 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.

Horace Mann Middle provides a challenging, student-centered curriculum with quality instruction for all students. All students enjoy a safe haven which fosters a productive learning environment.

b. Provide the school's vision statement.

We, at Horace Mann Middle, are committed to creating a safe, nurturing and disciplined learning environment for all students and establish a foundation for lifelong learners.

2. School Environment

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

The teachers at Horace Mann mentor the students before and after school by tutorials, clubs and sporting events. Our EESAC supports the school culture and provides funds for students to participate in field trips and activities to promote positive relationships.

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

Horace Mann offers many activities as incentives for positive behavior. We have a school-wide behavior management plan to ensure that all staff and students are aware of the expectations and consequences for certain actions. Horace Mann has a Dean of Discipline that enforces the behavioral expectations.

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.

This school year, teachers will be allotted the opportunity to assign detentions to students for their infractions. Teachers are reminded as part of Miami-Dade County Public School policies, the parent has to be notified within 48 hours of the student serving the detention.

A referral should be written immediately concerning a major infraction. The result of this will assist with diminishing and discouraging inappropriate behaviors. The referral section 1 must be completed and the narrative needs to be specific.

Post all expected behaviors and rules in a visible area to be revisited at least once every two weeks, letting the children know what is expected from them on a daily basis. As we all know students need constant reminders, therefore a positive routine is important.

Our Guidance Counselor, Social Worker, and Administration will support our teachers and students with positive interventions. They will assist the student with organization, anger management, and the development of a positive classroom skill set.

This year in keeping with the theme for our school. The key word that we need to demonstrate to the students is "change". In our classrooms we have given guidelines to students on what not to do. Here are some positive examples that we may go over on what to do.

- Hold the door open for others

- Keep your hands and feet to yourselves
- Use appropriate language
- Report problems to the nearest adult
- Walk to class
- Safety is key

In conclusion, if we model these behaviors while moving around campus it will set the stage for a successful and purposeful school 2017-2018 school year.

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.

At Horace Mann there is a full-time counselor and nurse; part-time social worker, psychologist and community involvement specialist to provide ongoing services depending on the student's needs.

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.

Attendance below 90%:

- Monitoring of attendance bulletin
- Teachers reporting excessive class absences and tardies
- Parent meetings addressing attendance with truancy packets issued if warranted
- School-wide attendance incentives on a monthly basis

Behavior Issues

- Detentions
- Reprimands
- Team meetings
- Student Success Center.

Course Failure in ELA or Mathematics:

- Ongoing monitoring of Interim progress reports and report cards to initiate interventions based on students

individual needs for academic success

- Students who score a Level 1 or 2 in Reading take an Intensive Reading course in lieu of an elective.
- Students who score a Level 1 or 2 in Mathematics are progress monitored and are homogeneously grouped Mathematics class to be monitored by teacher and coach. Interventions are provided as needed based on individual student needs.
- Data chats are conducted by administrators with teachers; teachers with students after every District assessment. Plans are put in place to redirect instruction and interventions based on student needs.
- Ongoing parent meetings to discuss student progress and plan for success.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	4	6	18	0	0	0	0	28	
Level 1 on statewide assessment	0	0	0	0	0	0	90	116	102	0	0	0	0	308	

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	99	119	100	0	0	0	0	318	

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

A team has been identified to monitor the Early Warning System Indicators and is led by our Student Success Coach. The Success Coach meets with parents and students on a weekly basis to provide ongoing support to each student. If parents are unable to come to school, home visits are scheduled to discuss intervention strategies after identifying the problem. Grades are monitored every 4 weeks. A meeting is set up with the Success Coach, teacher, student and parent. A Goal Setting Plan is put in writing after agreement of all parties. This process is monitored by the EWS Team. There are ongoing school-wide incentives to promote positive academic performance and attendance.

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

Increase parent involvement by scheduling "Second Cup of Coffee" monthly meetings. The purpose of these meetings are to bring in guest speakers to discuss pertinent issues. Also, parents will learn how to use the Parent Portal to access student and parent information.

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.

Horace Mann Middle School has many opportunities to build and sustain relationships with parents. Some of the scheduled events include; 8th Grade Parent Night (10/26/17), Report Card Night (end of each grading period), Literacy Night (01/17/18), Open House (10/03/17).

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
Baker-Alcide, Markicha	Principal
Dawkins, Lenere	Assistant Principal
Deull, Michele	Teacher, K-12
Green-McKenzie, Shawnda	Teacher, K-12
Morgan, Amy	Teacher, K-12
Haynes-Ferguson, Damita	Teacher, K-12
James, Bellsennes	Teacher, K-12
Rennalles, Patrician	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.

MTSS/Rtl leadership is composed of the following:

- Administrator(s) who will ensure commitment and allocate resources are:
Kevin E. Lawrence, Principal
Ethel M. Selwood, Assistant Principal
- Teacher(s) and Coaches will assist in identifying areas of need, conduct and monitor interventions targeted to the area of need and report on meeting the goals of the MTSS/Rtl at grade level, subject area, and intervention group, problem solving. They are:
Latosha Sutton, Literacy Coach
Diane Burgess, Math Coach
- Team members who will meet to review consensus, infrastructure, and implementation of building level are:
Marta Rodriguez, Academic Counselor
Shontel Howell, SPED Department Chair
Ms. St. Fort, Social Worker
Ms. Budosky, School Psychologist

The school's MTSS/Rtl will include additional personnel as resources to the team based on specific problems or concerns as warranted.

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.

Community stakeholders MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in before or after-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 MTSS/Rtl 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; MTSS/Rtl in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The MTSS/Rtl is included in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, and Title I Calendar Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment

of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, Migrant Education Program.

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

Title II

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

- training to MTSS/Rtl qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to

be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- 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 MTSS/RtI 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)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, and counselors is also a component of this program.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's plan.

Career and Technical Education

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kevin E. Lawrence	Principal
Mr. Randolph Morton	Teacher
Carl Pender	Teacher
Michelle Deull	Teacher
Christela Jean Francois	Education Support Employee
Claudia Cugbillos	Business/Community
Robin Hechler	Business/Community
Ronnie Hufnagel	Business/Community
Jason M. Walker	Business/Community
Allen, Cashina	Teacher
William Rolle	Student
Reginald Jean	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

A discussion involving the School Improvement Plan takes place at every EESAC meeting. Administration will review 2017-18 school year's SIP goals and whether or not the school met its goals in the different areas. There will be an additional discussion regarding the changes to the 2017-18 SIP as well as the current goal, barriers, resources, strategies, rationale and action steps. All aspects are discussed and approved (when applicable) at EESAC meetings.

b. Development of this school improvement plan

The EESAC Council reviews and approves the School Improvement Plan (SIP) and receives updates to the School Improvement Plan monthly. The SIP is developed by all stakeholders, discussed in department and faculty meetings. The SIP is a live document and updated as needed.

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

The EESAC is involved with the preparation of the school's annual budget plan. The school budget is discussed in depth at each EESAC meeting. Input from EESAC members is vital in development of the school's budget.

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

EESAC funds will be used to improve student academic performance and to incentivize improved student academic performance.

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
Baker-Alcide, Markicha	Assistant Principal
Deull, Michele	Teacher, K-12
Green-McKenzie, Shawnda	Teacher, K-12
Morgan, Amy	Teacher, K-12
Haynes-Ferguson, Damita	Teacher, K-12
Dawkins, Lenere	Assistant Principal
Rennalles, Patrician	Teacher, K-12
James, Bellsennes	Teacher, K-12

b. Duties

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

The LLT will establish monitor and interpret reading data, establish model classrooms, conference with teachers, mentor new teachers and provide professional development. The LLT will create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; reviewing and interpreting data; and providing professional development.

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.

Collaborative planning occurs once a week and is guided by the instructional coach. Within these planning sessions teachers collaborate to create engaging lessons. In addition, teachers participate in a PLC meeting once a week that is led by the department chair. Within the PLC, teachers are able to share best practices, analyze articles and review student work. Teachers attend team meetings twice a week. Within these meetings they are able to collaboratively plan activities for their grade level students. Also, they share ways that they deter misbehavior in their classrooms to increase student participation and achievement.

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

The principal of the school actively recruits Teach for America teachers for open vacancies. New teachers and early career teachers meet with their respective department chairs and mentors on a weekly basis.

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

New and early career teachers are provided with time to meet with their mentors and department chairs during common planning and department meetings. New teachers are tiered by their respective coaches and participate in the coaching continuum.

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.

Teachers attend collaborative planning once a week with their instructional coach. Within these planning sessions the department unpacks the standards and creates lesson plans that are aligned to the Florida standards.

b. Instructional Strategies

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

Within our common planning sessions, teachers identify the standards that students are weak on overall as well as individually. Teachers use this information to determine what will be remediated through whole group and small group instruction. When reteaching happens in small groups, students are grouped according to the standard that they are weak in and the teacher leads that group. The other groups will be student led groups that will review the same standard at a higher level.

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: 3,000

The after-school program will provide homelearning assistance to students (including ESOL and ESE students) and enrichment activities.

Strategy Rationale

The strategy rationale is to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dawkins, Lenere, ljdawk@dadeschols.net

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

Pre- and post- testing will be conducted by tutors to determine learning gains in the areas of reading and math.

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 school provides incoming and outgoing students the opportunity to spend time in the respective schools. Students are able to participate in a typical day.

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.

The school has a certified counselor; a magnet lead teacher; reading, math, and science coaches, as well as certified teachers and administrators that meet with the students and their parents to discuss and plan for the classes from which the students will benefit the most.

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

The school provides students with computer education classes that help them improve their computer skills and expose them to different fields, such as web and graphic design, math, reading, and multimedia implementation. These classes help the students practice skills that they can use in their everyday life as well as in their 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.

The school offers to the students and their families: parent-teacher meetings/ conferences, high school articulation field trips, a career fair, a magnet fair, a high-school fair, a state-wide college tour, and assemblies with speakers from different businesses.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction improves 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 improves in all content areas, then student achievement will increase. 1a

G097138

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Targeted Barriers to Achieving the Goal 3

- Teachers need to gain a deeper understanding of state standards in order to address student deficiencies by increasing rigor to enhance student performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts: Read 180, System 44, Built in Common/Collaborative Planning, Peer reflection during planning meetings, Lesson Plans, Utilization of observational teachers, Coaching Cycles, Student Work Samples, School-based Professional Development, Curriculum Support Specialist, Test Item Specifications, CPALMS Social Studies:Khan Academy, NBC Learn, Discovery Education, Test Item Specifications, CPALMS Mathematics: Mathia, Carnegie Learning, Virtual Manipulatives, Test Item Specifications, CPALMS Science: Gizmos, Test Item Specifications, CPALMS

Plan to Monitor Progress Toward G1. 8

Administration will collect and review coaching cycles/logs, attend common planning, and conduct walk-throughs.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs, Action Plan Cycles

Action Plan for Improvement


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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction improves in all content areas, then student achievement will increase. **1**

 G097138

G1.B1 Teachers need to gain a deeper understanding of state standards in order to address student deficiencies by increasing rigor to enhance student performance. **2**

 B261308

G1.B1.S1 Implement a variety of strategies to promote rigor; multiple levels of text dependent questions; student accountable talk. **4**

 S276632

Strategy Rationale

During initial walkthroughs, teachers need support in implementing multiple levels of questioning and higher order strategies to enhance instructional delivery.

Action Step 1 **5**

Provide professional development on how to use a variety of strategies to engage students in higher-order learning tasks, multiple levels of text dependent questions, and student accountable talk.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/25/2017 to 12/11/2017

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans, Action Plan Cycles

Action Step 2 **5**

During Common Planning, teachers will plan for effective lessons that are aligned to the Learning Target and create Text Dependent Questions, Evidence Based Responses, and a Rigorous End Product. Common Planning will be conducted, according to an agenda, in order to align the instructional resources, instructional framework, suggested lesson plan template with Gradual Release of Responsibility Model and expected outcomes.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans, Action Plan Cycles

Action Step 3 5

Provide Professional Development during common planning on how to present lessons clearly and skillfully using explicit instruction through Gradual Release and Teacher Think Aloud.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans, Action Plan Cycles

Action Step 4 5

Coaches will facilitate PLCs wherein teachers will collaborate on best practices, strategies, and end products.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, Observation, Student Work Samples, Action Plan Cycles

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

Built in common planning, peer reflection during planning meetings, coaching cycles with administrative feedback, weekly administrative walk throughs, school-based professional development, ETO CSS support

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs, Action Plan Cycles

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

Administrative follow-ups on coaching cycles/logs, administrator presence during common planning, administrative walk-throughs.

Person Responsible

Lenere Dawkins








Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs, Action Plan Cycles

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A372922	Provide professional development on how to use a variety of strategies to engage students in...	Dawkins, Lenere	9/25/2017	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans, Action Plan Cycles	12/11/2017 weekly
G1.MA1  M401025	Administration will collect and review coaching cycles/logs, attend common planning, and conduct...	Dawkins, Lenere	9/25/2017	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs, Action Plan Cycles	6/4/2018 weekly
G1.B1.S1.MA1  M401023	Administrative follow-ups on coaching cycles/logs, administrator presence during common planning,...	Dawkins, Lenere	9/25/2017	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs, Action Plan Cycles	6/4/2018 weekly
G1.B1.S1.MA1  M401024	Built in common planning, peer reflection during planning meetings, coaching cycles with...	Dawkins, Lenere	9/25/2017	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs, Action Plan Cycles	6/4/2018 weekly
G1.B1.S1.A2  A372923	During Common Planning, teachers will plan for effective lessons that are aligned to the Learning...	Dawkins, Lenere	9/25/2017	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans, Action Plan Cycles	6/4/2018 weekly
G1.B1.S1.A3  A372924	Provide Professional Development during common planning on how to present lessons clearly and...	Dawkins, Lenere	9/25/2017	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans, Action Plan Cycles	6/4/2018 weekly
G1.B1.S1.A4  A372925	Coaches will facilitate PLCs wherein teachers will collaborate on best practices, strategies, and...	Dawkins, Lenere	9/25/2017	Lesson Plans, Observation, Student Work Samples, Action Plan Cycles	6/4/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Teachers need to gain a deeper understanding of state standards in order to address student deficiencies by increasing rigor to enhance student performance.

G1.B1.S1 Implement a variety of strategies to promote rigor; multiple levels of text dependent questions; student accountable talk.

PD Opportunity 1

Provide professional development on how to use a variety of strategies to engage students in higher-order learning tasks, multiple levels of text dependent questions, and student accountable talk.

Facilitator

Instructional Coach

Participants

Instructional Staff

Schedule

Weekly, from 9/25/2017 to 12/11/2017

PD Opportunity 2

Provide Professional Development during common planning on how to present lessons clearly and skillfully using explicit instruction through Gradual Release and Teacher Think Aloud.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 9/25/2017 to 6/4/2018

PD Opportunity 3

Coaches will facilitate PLCs wherein teachers will collaborate on best practices, strategies, and end products.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 9/25/2017 to 6/4/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on how to use a variety of strategies to engage students in higher-order learning tasks, multiple levels of text dependent questions, and student accountable talk.	\$0.00
2	G1.B1.S1.A2	During Common Planning, teachers will plan for effective lessons that are aligned to the Learning Target and create Text Dependent Questions, Evidence Based Responses, and a Rigorous End Product. Common Planning will be conducted, according to an agenda, in order to align the instructional resources, instructional framework, suggested lesson plan template with Gradual Release of Responsibility Model and expected outcomes.	\$0.00
3	G1.B1.S1.A3	Provide Professional Development during common planning on how to present lessons clearly and skillfully using explicit instruction through Gradual Release and Teacher Think Aloud.	\$0.00
4	G1.B1.S1.A4	Coaches will facilitate PLCs wherein teachers will collaborate on best practices, strategies, and end products.	\$0.00
Total:			\$0.00