

Miami-Dade County Public Schools

Georgia Jones Ayers Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	7
Title I Requirements	11
Budget to Support Goals	13

Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Georgia Jones-Ayers Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

Provide the school's vision statement.

Georgia Jones-Ayers Middle School provides a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life.

School Leadership Team

Membership

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

Name	Title
Sampson, Carol	Principal
Sherard, Latanja	Instructional Coach
Cole, Donald	Teacher, Career/Technical
Morris, Corey	Assistant Principal
Mendez, Jose	Assistant Principal
Harris, Gina	Instructional Coach
Wilcox, Lantonya	Teacher, K-12
Spencer, Tamika	Teacher, K-12

Duties

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

Principal, Carol Sampson, as the school's instructional leader, Ms. Sampson provides a mission and shapes the vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Ms. Sampson establishes high expectations for all students and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and the appropriate Response to Intervention (RtI).

Corey Morris, Assistant Principal - Is responsible for the Reading/ELA departments, Social Studies, SPED, school improvement plan and the master schedule. As Assistant Principal, Mr. Morris assists the principal in implementing the vision and mission for the school. He ensures the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development

with faculty needs.

Jose Mendez, Assistant Principal - Is responsible for the Science, Mathematics, ELL, and the Student Services departments. As Assistant Principal, Mr. Mendez assists the principal in implementing the vision and mission for the school. He ensures the fidelity of the Rtl model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

Transformation Coaches, Latanja Sherard, Tamakia Days, and Gina Harris, provide guidance and professional development for their respective areas. The Transformation Coaches identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies; and assist with whole school screening programs that provide early intervening services for students who are considered "at risk;." The coaches assist in the design and implementation of progress monitoring, data collection, and data analysis. They participate in the design and delivery of professional development and provide support for assessment and implementation monitoring. In addition, the Transformation Coaches facilitate collaborative planning to ensure aligned lessons that reach the depth of the standards, as well as providing coaching cycles to specific teachers to improve instructional delivery.

Teachers: Attend Tier 1 problem solving meetings, provide grade level with specific instructional information, and assist in adjusting strategies and interventions as needed.

Early Warning Systems

Year 2017-18

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	3	6	7	0	0	0	0	16	
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	12	4	13	0	0	0	0	29	
Level 1 on statewide assessment	0	0	0	0	0	0	112	95	100	0	0	0	0	307	

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	118	105	102	0	0	0	0	325

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 8/31/2018

Year 2016-17 - As Reported

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	38	7	7	0	0	0	0	52	
Level 1 on statewide assessment	0	0	0	0	0	0	109	96	104	0	0	0	0	309	

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	105	101	94	0	0	0	0	300

Year 2016-17 - Updated

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	38	7	7	0	0	0	0	52	
Level 1 on statewide assessment	0	0	0	0	0	0	109	96	104	0	0	0	0	309	

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	105	101	94	0	0	0	0	300

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on 2017 – 2018, FL DOE data report, the data component that performed the lowest is ELA proficiency. There was a decrease of 7 percentage points over the past three years.

This is a consistent trend. In 2014 -2015 the proficiency scores were at 22%, in 2015 – 2016, the school regressed to 21% proficiency, in 2016 – 2017, there was an additional decrease to 16% ELA proficiency and in 2017-2018 there was a 1% decrease to 15%.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline is ELA proficiency., which is outlined above in question 1.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap was ELA proficiency; the state is at 54% while Georgia Jones-Ayers is at 15% proficiency. This is a difference of 39% in ELA proficiency as compared to the state results.

Which data component showed the most improvement? Is this a trend?

The data that showed the most improvement was Civics. Civics has been on an upward trend for the past 2 years. The Civics proficiency in 2015-2016 was 27 % and increased to 51 % in 2016-2017. There was an additional increase of 8 % in 2017-2018 to 59%.

Describe the actions or changes that led to the improvement in this area.

The school provides a double dose course, "Writing through Civics," with an emphasis on Civics content, reading and writing to reinforce the depth of the standards. In addition, a push in interventionist supports students identified in progress monitoring assessments that need additional instruction in assessed standards. Strategic weekly support has been consistently provided to the teacher by the ETO curriculum support, instructional supervisor and Transformation coach. The same teacher has been teaching the course for the past 2 years.

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Collaborative Planning
Rationale	<p>There has been inconsistent growth across grade levels and content areas as indicated below:</p> <p>ELA Achievement: 2018 students performed at 15% when compared to 16% in 2017, 1% decrease</p> <p>ELA Learning Gains: 2018 students performed at 34% when compared to 34% in 2017, no growth</p> <p>ELA Lowest 25th Percentile: 2018 students performed at 36% when compared to 33% in 2017, 3% increase.</p> <p>Math Achievement: 2018 students performed at 18% when compared to 34% in 2017, 16% decrease</p> <p>Math Learning Gains: 2018 students performed at 40% when compared to 56% in 2017, 16% decrease</p> <p>Math Lowest 25th Percentile: 2018 students performed at 45% when compared to 46% in 2017, a 1% decrease</p> <p>Science Achievement: 2018 students performed at 33% when compared to 31% in 2017, 2% increase</p> <p>Social Studies Achievement: 2018 students performed at 59% when compared to 51% in 2017, 8% increase</p>
Intended Outcome	If collaborative planning is implemented across all grade levels and core content areas, then there will be consistent growth in student performance across grade levels.
Point Person	Carol Sampson (pr6011@dadeschools.net)
Action Step	
Description	<p>7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:</p> <p>In order to develop focused and aligned lessons collaborative planning will be conducted following an enhanced framework and protocol. The Transformation Coaches and ETO support staff will facilitate planning to support teachers in collaboratively developed lessons that meet the depth and breadth of the standards. The planned lessons will be aligned to the learning outcome, include various instructional modalities to address diverse learners, and incorporate strategies to enhance student engagement. Teachers will plan lessons that encourage the gradual release of responsibility to students. The teachers will incorporate higher order questions and quality checks for understanding. The teachers, coaches and ETO support staff will analyze data and student end products to incorporate differentiated activities to scaffold instruction for students needing support meeting the demands of the grade level standards.</p> <p>The Transformation Coaches and ETO support staff will support the teachers in the implementation of the well-developed lessons.</p>
Person Responsible	Carol Sampson (pr6011@dadeschools.net)
Plan to Monitor Effectiveness	
Description	7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server

and can be accessed through request at any time. They will be monitored by:
The assistant principals will attend collaborative planning and participate to ensure the outcomes of the action step is consistently implemented and teachers are planning lessons that ensure students are instructed effectively on grade level and above. The School Leadership Team will meet weekly and the Transformation Coaches will share look fors for each subject area to be used during administrative walkthroughs. The principal, assistant principals, ETO supervisors, ETO and Region directors will conduct weekly walkthroughs to ensure that the developed lessons are being implemented with fidelity. Feedback will be given to the coaches and teachers to ensure continued progress. The teachers, coaches, administration and ETO support staff will analyze student products and formative data sources to analyze the impact of the lessons on student learning and make adjustments as needed.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

Activity #2	
Title	Data Driven Instruction
Rationale	<p>There has been inconsistent growth across grade levels and content areas as indicated below:</p> <p>ELA Achievement: 2018 students performed at 15% when compared to 16% in 2017, 1% decrease</p> <p>ELA Learning Gains: 2018 students performed at 34% when compared to 34% in 2017, no growth</p> <p>ELA Lowest 25th Percentile: 2018 students performed at 36% when compared to 33% in 2017, 3% increase.</p> <p>Math Achievement: 2018 students performed at 18% when compared to 34% in 2017, 16% decrease</p> <p>Math Learning Gains: 2018 students performed at 40% when compared to 56% in 2017, 16% decrease</p> <p>Math Lowest 25th Percentile: 2018 students performed at 45% when compared to 46% in 2017, a 1% decrease</p> <p>Science Achievement: 2018 students performed at 33% when compared to 31% in 2017, 2% increase</p> <p>Social Studies Achievement: 2018 students performed at 59% when compared to 51% in 2017, 8% increase</p>
Intended Outcome	If the School Leadership Team and teachers at Georgia Jones Ayers Middle implement data-driven instruction, then there will be an increase in student academic achievement.
Point Person	Carol Sampson (pr6011@dadeschools.net)
Action Step	
Description	<p>7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:</p> <ul style="list-style-type: none"> -Provide job embedded professional developments in the area of data analysis in all content areas. -Coaches provide support by modeling the use of data for planning instruction. -Teachers will reflect data-disaggregation and instruction that meets the specific needs of students' learning paths. -Provide job embedded professional developments in the area of data analysis in all content areas. -Coaches provide support by modeling the use of data for planning instruction. -Teacher will reflect data-disaggregation and instruction that meets the specific needs of students' learning paths.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<p>7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by:</p> <p>Administration will conduct frequent walkthroughs to monitor implementation. Data chats will</p>

be conducted between administrators/teachers and teachers/students.
The administration and teachers will use a tracker to strategically monitor students' progress and make adjustments as needed.

Person Responsible Carol Sampson (pr6011@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

During the 2018-2019 school year Georgia Jones-Ayers Middle School will work with the PTSA and Community Involvement Specialist to provide literacy training for parents, arrange parent meetings during different times throughout the day, and attract a variety of parents to become actively involved in their children's education. The Student Success Coach will host monthly parent meetings. During those meetings, instructional coaches are invited to present information on reading/math/science topics to increase parents' conceptual understanding of topics and to enable them to better assist their children with their home learning. The Parent Resource Center is provides a comfortable, non-threatening environment for parents.

PFEP Link

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

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 teachers, staff, and community of Georgia Jones-Ayers Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Georgia Jones-Ayers Middle culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Advisory Committee of Liberty City Youth, New Horizons, Girl Power, Youth Empowerment Program, Nonviolent Program, Elevating Word Church, First Investors, Black Nurses Association, and the Urban League, among others. Students' well-being is the focus of the school. The teachers are being trained on Social Emotional Learning through the MAWI curriculum to assist students in feeling valued and supported. Miami-Dade County Public School (M-DCPS) is implementing a Middle School Redesign initiative with focus on student centered instruction. Additional electives are being offered such as Journalism, Culinary Arts and Coding based on student interest.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

During regular team conferences and at transition planning meetings, information about effective instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication is exchanged. The receiving grade-level teams learn about the strategies that have worked in the past so that precious time is not lost at the beginning of the new school year.

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 works directly with the school district and the Education Transformation Office (ETO) to identify and align all district resources to meet the needs of all students. The support provided is fluid and consistent to effectively maximize student achievement at the school.

The ETO utilizes funds to provide additional support to Georgia Jones Ayers Middle School. Additional funding is used to fulfill the school improvement responsibilities for schools classified as Targeted Support and Improvement. M-DCPS funds are used to purchase supplemental materials and technology, to provide incentive pay, intervention and enrichment activities, job-embedded professional development to build the capacity of teachers, coaches, and administrators, and targeted interventions and/or enrichment opportunities through an extended learning day. Title I funding is utilized to acquire transformation coaches who have a history of positive student outcomes as teachers. A stipend is paid to coaches to recruit and retain highly qualified individuals. The school receives additional teaching positions to reduce class size and provide additional courses, to address the needs of all students. Furthermore, each school receives funds to conduct interventions to accelerate student achievement. The school utilizes the funds for during the day, before and/or after school, on Saturdays, and during Spring Break interventions. The school and ETO keep a detailed inventory of all allotted resources. The school's leadership team along with the (ETO) analyzes all data sources during the summer to problem solve and identify the essential practices to sustain and improve outcomes. The school leadership team meets weekly to discuss the school improvement progress by analyzing student data and adjusts the action steps to adequately meet all students' needs. Additional meetings are held in conjunction with the district to ensure involvement in the ongoing problem-solving and strategic planning to determine how to apply resources for the highest impact to ensure all resources are being maximized and aligned to the progress of the school. A Rapid Response Support Model is implemented to facilitate ongoing dialogue and problem solving within all levels of the district to ensure the school receives the appropriate support to eliminate barriers that impede student achievement. A Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is conducted three times per year at the district level to gain a deeper understanding of the progress the school and make informed decisions that will improve student outcomes. DATA/COM allows the principal to have direct access to the Superintendent and district personnel to gain a deeper understanding of the school data and school progress. The principal, Superintendent, state, and district personnel collaborate to problem solve and align resources to appropriately support the school. Strategic Planning Meetings are held three times per year for the (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems to ensure student success. ETO and region personnel analyze qualitative data and the implementation of the school's action plan steps. Strategic Planning Meetings allow collaboration with the school to ensure that all resources are being maximized to accelerate outcomes.

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

By promoting Career Pathways and Programs of Study, students will have a better understanding and appreciation of the post-secondary opportunities available and develop a plan for acquiring the skills necessary to take advantage of those opportunities. Curriculum on specific careers is integrated through

the Culinary Arts, 6th grade foundations, 8th grade Social Studies classes and Engaged Citizenship through Service Learning is geared toward helping middle school students gain a greater understanding of career choices. The school based counselor utilizes the Virtual Job Shadow website to assist students in choosing a career at the middle school level. Students will also obtain understanding of business and industry workforce requirements by determining what is needed to acquire Ready to Work and other industry certifications. Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Part V: Budget

Total:

\$209,380.00