

Arvida Middle School



2014-15 School Improvement Plan

Arvida Middle School

10900 SW 127TH AVE, Miami, FL 33186

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A |

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

they are aware of the consequences.

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

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

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

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

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

| Indicator | Grade Level | | | Total |
|---------------------------------|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 14 | 27 | 21 | 62 |
| One or more suspensions | 0 | 0 | 0 | |
| Course failure in ELA or Math | 8 | 14 | 15 | 37 |
| Level 1 on statewide assessment | 82 | 92 | 90 | 264 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | Total |
|--|-------------|---|---|-------|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 4 | 4 | 7 | 15 |

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

Arvida addresses students identified by the Early Warning System through Response to Intervention. Identified students are regularly assessed to determine their progress and the need for addressing academic and/or behavioral supports. Evidenced based interventions to close student need gaps related to early warning systems are implemented. Arvida Middle School will utilize programs such as Inside, Reading Plus, I-Ready, during before and after school tutorials to provide differentiated instruction to build student content and foundational knowledge. Counselors and the administrative team will develop and implement small group/individual interventions connecting students/families to school based and community resources. Students/parents will be provided with support, monitoring, and reporting of student attendance, academics and behaviors as needed. Arvida Middle School will express personal interest in students via positive reinforcements and group bonding activities through our TRUST. When problems or concerns arise, action plans will be developed in order to provide optimal support to students/families. Counselors will follow up with teachers to inform them of student/parent decisions made address problems. In addition, counselors will provide parents with direct instruction and modeling on how to participate in their child's schooling and manage unwanted behaviors. There will be a school wide attendance program that will highlight the importance of attendance, track daily attendance and provide quarterly recognition awards for students with good attendance. Once a child acquires three or more absences, they will be assigned to an administrator and counselor who will respond to or assist with these attendance issues..

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

Arvida Middle School will continue to build and sustain partnerships with local community businesses and people through the continued development and implementation of activities in which parents and the community are invited and welcomed to work closely with the school in order to support students.

Feedback is solicited from parents through surveys and conversations with the PTSA and EESAC.

During Open House, curriculum night, and other shared opportunities. Presentations inform parents on how they can work closely with teachers and administrators to support student achievement. Parents are also provided with positive notes, letters, and phone calls home.

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

Arvida Middle School works closely with local colleges (Miami-Dade College, Florida International College, University of Miami, etc.) who assign students to come in and observe the education process in action. In addition Arvida works with the district in supporting the United Way and Kids And the Power Of Work (KAPOW), which educates our students about work and working through school and career activities. Through Working with Common Threads students will be provided afterschool cooking classes to learn how to cook, plan healthy meals, and set a pleasing tables. In addition, Arvida Middle School will partner with Mindful Kids of Miami which works with both teachers and students on mindful practices which help reduce stress and anxiety, develop students attention skills and creates a sense of well being.

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

| Name | Title |
|--------------------|------------------------|
| Aragon, Nancy | Principal |
| Mckay, Tonya | Assistant Principal |
| Abousaleh, Katja | Teacher, K-12 |
| Alvarez, Yumeisy | Teacher, K-12 |
| Chin, Judy | Teacher, K-12 |
| Delrisco, Alain | Teacher, K-12 |
| Matz, Mara | Teacher, K-12 |
| Oliva, Hilda | Teacher, K-12 |
| Reyes, Aixa | Administrative Support |
| Roblin, Sally | Teacher, ESE |
| Rodriguez, Maria | Teacher, K-12 |
| Scheidt, Janet | Guidance Counselor |
| Englemann, Melinda | Psychologist |
| Richman, Ronit | Guidance Counselor |

Duties

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

The school's Leadership Team will include personnel as resources to the team, based on specific problems or concerns. The school's administrative team consists of Nancy Aragon, Principal, and Ada Montero and Tonya McKay, Assistant Principals. Department chairpersons will communicate issues and concerns to and from department members and administrative team: Hilda Oliva, Language Arts, Mara Matz, Mathematics, Maria A. Rodriguez, Science, Alain DelRisco, Social Sciences, Katja Abousaleh, Reading, Sally Roblin, ESE, and Yumeisy Alvarez, Fine Arts. Student service personnel assist with student identification, monitoring, and support, they are Melinda Engleman, Psychologist, Janet Scheidt SPED support, and Ronit Richman, Marsha Spanner, and Melany Richardson, School Counselors.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Nancy Aragon | Principal |
| Jovany Corzo | Teacher |
| Jesse Velazquez | Student |
| Gustavo Jimenez | Teacher |
| Aixa Reyes | Teacher |
| Ariana Taglioretti | Parent |
| Arlene Polo | Parent |
| Daysi Martin | Education Support Employee |
| Hans Taylor | Business/Community |
| John Reed | Parent |
| Josefa Alfonso | Teacher |
| Katja Abousaleh | Teacher |
| Lilian Colon | Parent |
| Naomi Sims | Education Support Employee |
| Nicole Howett | Teacher |

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 School Improvement Plan was discussed during the first meeting for the 2014-2015 school year, which occurred on Thursday, September 10, 2014. The overall goals, strengths, and weaknesses for the 2013-2014 school year were discussed. In addition, overall school scores and results of projects that had been funded were presented.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The Arvida SAC will be made aware of the school's budget through monthly SAC meetings where members will ask any questions and voice any concerns. The SAC will also approve the allocation of school improvements funds and A+ money and how these funds will be utilized. All funds will be for the enhancement of school performance through development and implementation of the 2014-2015 school improvement plan. Available funds will only be utilized for programs or projects selected by the School Advisory Council and will not be used for any project or program with a duration of more than one year.

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

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

\$1,600.00 Student incentives

\$3,000.00 Tutoring Support

\$1,100.00 FCAT/Common Core Workbooks

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|------------------|---------------------|
| Aragon, Nancy | Principal |
| Mckay, Tonya | Assistant Principal |
| Abousaleh, Katja | Teacher, K-12 |
| Chin, Judy | Teacher, K-12 |
| Delrisco, Alain | Teacher, K-12 |
| Alvarez, Yumeisy | Teacher, K-12 |
| Matz, Mara | Teacher, K-12 |
| Oliva, Hilda | Teacher, K-12 |
| Reyes, Aixa | Teacher, K-12 |
| Roblin, Sally | Teacher, ESE |
| Rodriguez, Maria | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Leadership Literacy Team will cultivate the vision for increased school-wide literacy across all content areas by focusing on teaching/requiring all grade levels to write in complete sentences with proper capitalization and punctuation, increasing fluency and comprehension of the students' reading in their curriculum, and using inquiry based and higher order questioning to develop students' reading comprehension as well as writing skills.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will have a dedicated planning time one time per week to work together within their departments. During this time teachers will work collaboratively and cooperatively in the interest of the student achievement. Teachers will plan for instructional delivery that is based on standards and/or specific course benchmarks. In addition, it is expected that teacher will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional planning activities.

Moreover, teachers will utilize student data to ascertain strengths and weaknesses and to identify clear and accessible future instructional paths.

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

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

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

Teachers in need of mentoring will be paired with two experienced teachers from within the building. One of those teachers being from within their department and a second from outside of the department to give the mentored teacher different perspectives. Monthly meetings will take place where colleagues ask questions or discuss best practices within the classroom. The rationale for this is for departmental support to discuss curricular needs or best practices, and to give a different perspective.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Arvida Middle School will analyze data from the 6th, 7th and 8th grade state assessment to identify student needs within each assessed content area. Teachers will then modify and supplement the curriculum that is provided. In reading students showed a lower level of proficiency therefore, the focus will be on the schools lowest identified standards within the curriculum so that each standard can be addressed and remediated as needed. In writing students showed a lower level of proficiency in conventions, therefor, the curriculum will be shared will all content areas and professional development will be given that will include more writing opportunities and reflection to increase student achievement in writing. Instruction will be differentiated in that students will work at their own

pace within established guidelines and the curriculum will offer extension/enrichment activities for students that will encourage the application of their knowledge.

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: 5,760

The Early Bird Program will be implemented in the morning from 8:30 - 9:00. Students are targeted based of FCAT level, however every student is able to attend. Students are placed on Compass Learning which gives students a pre-test and then places them on a path based on the results of that test.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aragon, Nancy, pr6021@dadeschools.net

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

Attendance sheets, computer generated student reports

Strategy: Extended School Day

Minutes added to school year: 5,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aragon, Nancy, pr6021@dadeschools.net

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

Attendance sheets, computer generated student reports

Student Transition and Readiness**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

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

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

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

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

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

All teachers incorporate their content area and it relates to the real world. Teachers provide students with feedback that in turn allows students to explore and research how the studied content could be addressed in their lives.

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

N/A

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.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** Increase STEM and CTE experiences and support curricular and extra-curricular STEM opportunities for students.
- G4.** The school will demonstrate an increase of 1 percentage point in the number of parental and community contacts as evidenced by comparing the volunteer logs for the 2013-2014 to the 2014-2015 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G042149

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 81.0 |
| AMO Reading - ELL | 61.0 |
| AMO Reading - SWD | 56.0 |
| ELA/Reading Gains | 78.0 |
| ELA/Reading Lowest 25% Gains | 69.0 |
| AMO Math - All Students | 81.0 |
| AMO Math - Asian | 100.0 |
| AMO Math - ELL | 59.0 |
| AMO Math - Hispanic | 83.0 |
| AMO Math - SWD | 57.0 |
| AMO Math - White | 86.0 |
| Algebra I EOC Pass Rate | 100.0 |
| Geometry EOC Pass Rate | 100.0 |
| Math Gains | 78.0 |
| Math Lowest 25% Gains | 68.0 |
| Bio I EOC Pass | 97.0 |
| FCAT 2.0 Science Proficiency | 43.0 |

Resources Available to Support the Goal 2

- Administrative Team, Leadership Team, Literacy Team, Department Chairpersons, PD Liaison, EESAC, Parental involvement, STEM Activities, Active PTSA, Field Experiences, and Technology Integration.

Targeted Barriers to Achieving the Goal 3

- Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Nancy Aragon

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

G2. Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G042153

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Middle School Participation in EOC and Industry Certifications | 100.0 |

Resources Available to Support the Goal 2

- District Provided: Pacing Guide and Assessment Data
- School Provided: Tutoring and Collaborative Planning
- Technology: Gizmo, Discovery Education, iReady, and Edgenuity

Targeted Barriers to Achieving the Goal 3

- Students not having foundational content knowledge due to early advancement in middle school.

Plan to Monitor Progress Toward G2. 8

Review the list of identified students and their progress on deficiencies.

Person Responsible

Mara Matz

Schedule

On 5/1/2015

Evidence of Completion

student assessment data reports

G3. Increase STEM and CTE experiences and support curricular and extra-curricular STEM opportunities for students. 1a

G042150

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Middle School Performance in EOC and Industry Certifications | 100.0 |

Resources Available to Support the Goal 2

- Competitions: Fairchild Challenge, Green Schools Challenge, LEGO Robotics, Math Counts, South Florida Regional Science Fair, etc.
- Technology: Gizmo, NBC Learns, Discovery Education, Edgenuity, iReady, Compass Learning, Microsoft Certification, State Adopted Textbook
- Field Experience: Nurturing Environmental Stewards of Today and Tomorrow (NESTT), Natures Classroom, Sea World, Busch Gardens, Weather on Wheels, Guest Speakers, Fairchild Gardens, Deering Estate, Kids and The Power Of Work (KAPOW), etc.
- District Curriculum Resources: Pacing Guides, Unit and Topic Assessments, Required Essential Labs, etc.

Targeted Barriers to Achieving the Goal 3

- Limited participation by students in STEM and CTE opportunities available in the school, community, and throughout the district.

Plan to Monitor Progress Toward G3. 8

Monitor that activities are taking place

Person Responsible

Maria Rodriguez

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Activities log

G4. The school will demonstrate an increase of 1 percentage point in the number of parental and community contacts as evidenced by comparing the volunteer logs for the 2013-2014 to the 2014-2015 school year. 1a

G042155

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 467.0 |

Resources Available to Support the Goal 2

- PTSA Newsletter and Informational Flyer
- EESAC Committee Communication
- Connect Ed
- Parent Academy
- School Website

Targeted Barriers to Achieving the Goal 3

- Limited parental involvement in school volunteer activities.

Plan to Monitor Progress Toward G4. 8

Review quarterly the number of parent volunteers that are signing in on the volunteer log book.

Person Responsible

Tonya Mckay

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Volunteer logs review sheets

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. To increase student achievement by improving core instruction in all content areas. **1**

 G042149

G1.B1 Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum. **2**

 B102716

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

 S113836

Strategy Rationale

Action Step 1 **5**

Introduction: Provide professional development on expected collaborative framework during grade level/department planning meetings.

Person Responsible

Nancy Aragon

Schedule

Weekly, from 9/9/2014 to 10/1/2014

Evidence of Completion

Sign- In, Agenda, Power Point, and handouts

Action Step 2 5

Implement: 1. Participation in grade level/department meetings following collaborative framework.
2. Instructional delivery focused on the results of collaborative planning meeting.

Person Responsible

Nancy Aragon

Schedule

Weekly, from 10/1/2014 to 10/20/2014

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Nancy Aragon

Schedule

Weekly, from 10/20/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Nancy Aragon

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Nancy Aragon

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

G2. Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

G042153

G2.B1 Students not having foundational content knowledge due to early advancement in middle school. 2

B102720

G2.B1.S1 Require students to complete edgenuity standards based review for non-proficient standards.

4

S113840

Strategy Rationale

Edgenuity has research based educational resources that support students ability to increase foundational knowledge.

Action Step 1 5

Provide feedback students after assessments have been given.

Person Responsible

Mara Matz

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Computer generated student reports data

Action Step 2 5

Identify, meet and create a success plan for identified students.

Person Responsible

Mara Matz

Schedule

On 5/1/2015

Evidence of Completion

Student learning path plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ensure the monitoring of students

Person Responsible

Tonya Mckay

Schedule

On 5/1/2015

Evidence of Completion

Edgenuity computer generated student reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review progress of identified students

Person Responsible

Tonya Mckay

Schedule

On 5/1/2015


Evidence of Completion

edgenuity computer generated student reports and class assessment data


G3. Increase STEM and CTE experiences and support curricular and extra-curricular STEM opportunities for students. **1**

 G042150

G3.B1 Limited participation by students in STEM and CTE opportunities available in the school, community, and throughout the district. **2**

 B102717

G3.B1.S1 Increase the number of STEM activities available to students, through student participation in district provided STEM programs and competitions, STEM and CTE themed field experiences, and after school stem activities. **4**

 S113837

Strategy Rationale

Student participation in STEM themed activities increases student interest in science, technology, engineering, and mathematics. In addition, students will become more engaged and motivated in STEM themed curriculum, which will increase student success in EOC and CTE courses.

Action Step 1 **5**

Establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Person Responsible

Maria Rodriguez

Schedule

On 2/7/2015

Evidence of Completion

South Florida Regional Science and Engineering Fair Student Registration List

Action Step 2 **5**

Establish a plan and timeline for district-wide opportunities and increase student participation in STEM competitions.

Person Responsible

Maria Rodriguez

Schedule

Biweekly, from 10/1/2014 to 2/27/2015

Evidence of Completion

List of STEM science activities students participate in.

Action Step 3 5

Provide and advertise extra curricular STEM opportunities provided in various school sponsored events.

Person Responsible

Maria Rodriguez

Schedule

On 4/10/2015

Evidence of Completion

Student sign in sheets for extracurricular school sponsored activities.

Action Step 4 5

Provide various STEM themed field experiences throughout the academic school year.

Person Responsible

Maria Rodriguez

Schedule

On 5/1/2015

Evidence of Completion

Field Trip Participant List

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor STEM activities regularly (monthly) to verify what is taking place

Person Responsible

Maria Rodriguez

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

STEM Activity Calendar, Activity sign-in logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Survey to identify if activities were engaging and educational for all students involved.

Person Responsible

Maria Rodriguez

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Surveys


G4. The school will demonstrate an increase of 1 percentage point in the number of parental and community contacts as evidenced by comparing the volunteer logs for the 2013-2014 to the 2014-2015 school year. 1

 G042155

G4.B1 Limited parental involvement in school volunteer activities. 2

 B102722

G4.B1.S1 PTSA will advertise the positive activities and opportunities that they create around the school in that are in need of parental support. 4

 S113842

Strategy Rationale

PTSA is a major contributor to school environment and as such are able to contact and recruit parent volunteers when needed.

Action Step 1 5

Use the Connect Ed system to communicate opportunities for parental support within the school.

Person Responsible

Aixa Reyes

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Connect Ed Message Log

Action Step 2 5

Create newsletter and flyer sharing opportunities for parents to participate within the school.

Person Responsible

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Newsletters and Flyers

Action Step 3 5

Increase parent participation in the daily volunteer opportunities within the school.

Person Responsible

Tonya Mckay

Schedule

Annually, from 10/1/2014 to 6/5/2015

Evidence of Completion

Volunteer Log

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review sign-in sheets/logs to determine the number of parents volunteering for school and/or community events.

Person Responsible

Tonya Mckay

Schedule

Annually, from 10/1/2014 to 6/5/2015

Evidence of Completion

sign-in sheets/logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Survey parents as to the opportunities offered.

Person Responsible

Tonya Mckay

Schedule

Semiannually, from 10/1/2014 to 6/5/2015

Evidence of Completion

survey results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|------------------|-------------------------------|--|--------------------|
| G1.B1.S1.A1 | Introduction: Provide professional development on expected collaborative framework during grade level/ department planning meetings. | Aragon, Nancy | 9/9/2014 | Sign- In, Agenda, Power Point, and handouts | 10/1/2014 weekly |
| G3.B1.S1.A1 | Establish a plan and timeline for the development of student projects and increase participation in STEM competitions. | Rodriguez, Maria | 10/1/2014 | South Florida Regional Science and Engineering Fair Student Registration List | 2/7/2015 one-time |
| G2.B1.S1.A1 | Provide feedback students after assessments have been given. | Matz, Mara | 10/1/2014 | Computer generated student reports data | 5/1/2015 quarterly |
| G4.B1.S1.A1 | Use the Connect Ed system to communicate opportunities for parental support within the school. | Reyes, Aixa | 10/1/2014 | Connect Ed Message Log | 6/5/2015 weekly |
| G1.B1.S1.A2 | Implement: 1. Participation in grade level/department meetings following collaborative framework. 2. Instructional delivery focused on the results of collaborative planning meeting. | Aragon, Nancy | 10/1/2014 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings. | 10/20/2014 weekly |
| G3.B1.S1.A2 | Establish a plan and timeline for district-wide opportunities and increase student participation in STEM competitions. | Rodriguez, Maria | 10/1/2014 | List of STEM science activities students participate in. | 2/27/2015 biweekly |
| G2.B1.S1.A2 | Identify, meet and create a success plan for identified students. | Matz, Mara | 10/1/2014 | Student learning path plans | 5/1/2015 one-time |
| G4.B1.S1.A2 | Create newsletter and flyer sharing opportunities for parents to participate within the school. | | 10/1/2014 | Newsletters and Flyers | 6/5/2015 monthly |
| G3.B1.S1.A3 | Provide and advertise extra curricular STEM opportunities provided in various school sponsored events. | Rodriguez, Maria | 1/5/2015 | Student sign in sheets for extracurricular school sponsored activities. | 4/10/2015 one-time |
| G1.B1.S1.A3 | Follow-up and support through collaborative conversation, observations, modeling for teachers on an as needed basis through grade level/ department meetings. | Aragon, Nancy | 10/20/2014 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings. | 6/4/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|--|-----------------------|
| G4.B1.S1.A3 | Increase parent participation in the daily volunteer opportunities within the school. | Mckay, Tonya | 10/1/2014 | Volunteer Log | 6/5/2015 annually |
| G3.B1.S1.A4 | Provide various STEM themed field experiences throughout the academic school year. | Rodriguez, Maria | 10/10/2014 | Field Trip Participant List | 5/1/2015 one-time |
| G1.MA1 | Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support. | Aragon, Nancy | 10/1/2014 | Data results from District Assessments, FSA/FCAT 2.0, Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support. | Aragon, Nancy | 10/1/2014 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback. | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Monitoring of collaborative grade level/ department meetings, lessons and instructional delivery focused on results of collaborative planning meeting and follow up and support. | Aragon, Nancy | 10/1/2014 | Lesson Plans, Sign- In, Agenda, Minutes, Walk Through, Administrative Attendance to grade level/department meetings and leadership team meetings to provide feedback. | 6/4/2015 monthly |
| G2.MA1 | Review the list of identified students and their progress on deficiencies. | Matz, Mara | 10/1/2014 | student assessment data reports | 5/1/2015 one-time |
| G2.B1.S1.MA1 | Review progress of identified students | Mckay, Tonya | 10/1/2014 | edgenuity computer generated student reports and class assessment data | 5/1/2015 one-time |
| G2.B1.S1.MA1 | Ensure the monitoring of students | Mckay, Tonya | 10/1/2014 | Edgenuity computer generated student reports | 5/1/2015 one-time |
| G3.MA1 | Monitor that activities are taking place | Rodriguez, Maria | 11/3/2014 | Activities log | 6/5/2015 quarterly |
| G3.B1.S1.MA1 | Survey to identify if activities were engaging and educational for all students involved. | Rodriguez, Maria | 11/3/2014 | Surveys | 6/5/2015 monthly |
| G3.B1.S1.MA1 | Monitor STEM activities regularly (monthly) to verify what is taking place | Rodriguez, Maria | 11/3/2014 | STEM Activity Calendar, Activity sign-in logs | 6/5/2015 monthly |
| G4.MA1 | Review quarterly the number of parent volunteers that are signing in on the volunteer log book. | Mckay, Tonya | 10/1/2014 | Volunteer logs review sheets | 6/5/2015 quarterly |
| G4.B1.S1.MA1 | Survey parents as to the opportunities offered. | Mckay, Tonya | 10/1/2014 | survey results | 6/5/2015 semiannually |
| G4.B1.S1.MA1 | Review sign-in sheets/logs to determine the number of parents volunteering for school and/or community events. | Mckay, Tonya | 10/1/2014 | sign-in sheets/logs | 6/5/2015 annually |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Collaboration between and among grade level and department members in the delivery of instruction and planning of curriculum.

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

PD Opportunity 1

Introduction: Provide professional development on expected collaborative framework during grade level/department planning meetings.

Facilitator

N. Aragon - Principal T. McKay - Assistant Principal A. Montero - Assistant Principal Leadership Team: A. Reyes, M. Rodriguez, M. Matz, A. DelRisco, K. Abousaleh, J. Chin, H. Oliva, Y. Alvarez

Participants

All Faculty

Schedule

Weekly, from 9/9/2014 to 10/1/2014

PD Opportunity 2

Implement: 1. Participation in grade level/department meetings following collaborative framework. 2. Instructional delivery focused on the results of collaborative planning meeting.

Facilitator

N. Aragon - Principal T. McKay - Assistant Principal A. Montero - Assistant Principal Leadership Team: A. Reyes, M. Rodriguez, M. Matz, A. DelRisco, K. Abousaleh, J. Chin, H. Oliva, Y. Alvarez

Participants

All Faculty

Schedule

Weekly, from 10/1/2014 to 10/20/2014

Technical Assistance Items

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

Budget Rollup

| Summary | |
|--|--------------|
| Description | Total |
| Goal 1: To increase student achievement by improving core instruction in all content areas. | 6,500 |
| Grand Total | 6,500 |

| Goal 1: To increase student achievement by improving core instruction in all content areas. | | |
|--|--------------------------|--------------|
| Description | Source | Total |
| B1.S1.A1 - ESSAC Funds | School Improvement Funds | 6,500 |
| Total Goal 1 | | 6,500 |