

North Miami Middle School



2014-15 School Improvement Plan

North Miami Middle School

700 NE 137TH ST, North Miami, FL 33161

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

97%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	C	C

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

North Miami Middle School provides a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to excellence and achievement of our goals.

Provide the school's vision statement

North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures, and nurtures self-esteem. In an effort to improve academic achievement and promote lifelong contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a confusing and tumultuous world.

School Environment

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

Understanding that children come from different cultures and backgrounds, North Miami Middle takes pride in providing students with a sense of belonging which leads to greater values and build self worth. Communication between students and teachers provides a better atmosphere for a classroom environment, allows teachers to recognize students learning difficulties and understand the students problems, fears or confusions.

North Miami Middle provides a rigorous curriculum and teachers continuously monitor students academically, for knowing academic achievement and student behavior are influenced by quality teaching. Teachers serve as mentors for students and serves as a resources that can be accessed throughout their educational career.

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

North Miami Middle School provides a positive environment where students can build their social and emotional skills alongside adults who they trust, learning to work well with others and communicate effectively, understanding how to deal with challenging situations productively, and making sound and thoughtful decisions themselves. High interest activities and clubs, scheduled before and after school allow students at North Miami to gain the competencies that will serve them well as they move on through life.

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

North Miami Middle is a Positive Behavior Support School(PBS). Based on understanding why problem behaviors occur, North Miami uses evidence-based strategies and systems aimed to increase academic performance, increase safety, decrease problem behavior, and establish a

positive school cultures. PBS is implemented school-wide, in specific settings, classrooms, and with individual students. Expectations for student behavior are posted throughout the site and reiterated daily via announcements. Protocols for disciplinary incidents are established and shared with parents, faculty and students at scheduled orientations, parent meetings, workshops and special events. A PBS team is established at the site to ensure consistency and fairness. North Miami Middle relies on a strong collaboration between families and professionals to ensure the success of PBS.

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

North Miami Middle is a healthy and successful school with a culture that supports the conditions for learning. , Teachers believe that all students can learn, that they are equipped to teach students, and that they are collectively accountable for student success. Students benefit from caring connections with adults and positive connections with pro-social peers. Ensuring safety, creating caring connections, maintaining high expectations, and teaching social and emotional skills is the goal of the staff at North Miami Middle. A network of administrators, teachers, special education professionals, and counselors continually share information about students in an effort to met their individual need. Resources are provided to families and mentoring relationships are established so that students can feel a greater level of trust and be more willing to accept extra academic support.

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

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identifies students and monitor and modify existing plans. A student assistance profile list is generated at the beginning of the school year to identify students with an attendance rate below 90 percent, have one or more suspensions, failed an ELA or Mathematics course, scored Level 1 on state administered assessments, and have been retained at least once during their educational career.

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	1	5	2	8
One or more suspensions	8	9	8	25
Course failure in ELA or Math	80	68	31	179
Level 1 on statewide assessment	166	215	204	585

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	21	20	16	57

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

North Miami Middle has established an EWS team that convenes bi-weekly to review data, create plans of action for identifies students and monitor and modify existing plans. Intervention are tiered; School-wide, Targeted and Intensive. Tier 1-School-wide Interventions are strategies used for all students. These include but are not limited to; requiring responses for every absence, teach, model and expect good behavior, and utilizing researched-based instructional programs. Tier 2-Targeted Interventions are strategies used for 15 to 20 percent of students, Examples of these strategies include attendance team meeting, assigning mentors and extra help courses in the form of electives. Tier 3- Intensive Intervention are used for 5 to 10 percent of students. Strategies include; one-on-one attention and problem solving, individual tutoring, behavior contract and appropriate referrals to social service or community agencies.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188192>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

North Miami Middle has established local partnership in an effort to build resources that will enhance student success. In an effort to sustain these partnerships and create positive relationships, the Principal is a voting member on the City of North Miami Educational Committee. Monthly meetings are held with city leaders and business owners to establish effective communication and to keep all parties a breasted of critical needs and concerns. Community and business leaders are in attendance at monthly EESAC meetings and provide valuable information and input that support the schools improvement plan.

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
Lacouty, Patrick	Principal
Donaldson, LaRhonda	Assistant Principal
Clermont, Paul	Assistant Principal
Allen, Sheldon	Instructional Coach
Antoine, Diana	Instructional Coach
Collins, Mechele	Instructional Coach

Duties

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

Principal: Patrick Lacouty- The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI Implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Joshua Ho/ Tiffany Mullins/ Fabiola Jean-Pierre/Gerald Darby/ DeAnthony Friday-Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to Implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education Department Chair: Annide Jules-Special Education Department Chair participates in student data collection, integrate core instructional activities/materials into Tier 3 Instruction and collaborate with general education teachers through such activities as inclusion.

Instructional Coach(es) Reading/Math/Science: LaShuane Dauphine/ Diana Antione/Mechele Collins/ Sheldon Allen-Instructional Coaches (Reading, Mathematics and Science) develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; 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 lead to early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

School Psychologist: The School Psychologist participates in collection, interpretation, and analysis of data, facilitates development of Intervention Plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

The Data/Test Chairperson: Chantil Brantley-develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

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 MTSS Leadership meets regularly to review data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/

exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, improving infrastructure, and making decisions about implementation.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are met. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; they also 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 of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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.

Title I, Part D

The District receives funds to support Educational Alternative outreach programs. Services are coordinated with district Dropout Prevention programs.

Title II

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

- Professional Development for add-on endorsement programs, such as Reading, Gifted, ESOL
- Professional Development 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

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title VI, Part B - NA

Title X- Homeless

The District's Homeless Assistance Program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless through our Guidance Counselors.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence and anti-drug program (Drug Free Youth in Town (DFYIT) to students. This program incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

1)North Miami Middle 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 follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at North Miami Middle School 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. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

North Miami Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents of available programs and their rights under No Child Left Behind. Monthly parent meetings and trainings are held to address school-wide and community issues and concerns. North Miami Middle School attempts to increase parental engagement/involvement through developing (with ongoing parental input) a Title I School-Parent Compact (for each student) and a Title I Parental Involvement policy. In addition, the school holds a Title I Orientation meeting (Open House); and conducts other activities to meet parents' needs.

North Miami Middle School conducts informal parent surveys to determine the specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules as part of the goal to empower parents and build their capacity for involvement.

The Community Involvement Specialist (CIS) completes the Title I administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits them to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential as needed services are provided to any students in the school in homeless situations, or experiencing other confidential circumstances that may require support and intervention, as applicable.

Additional academic and support services are provided to students and families of the Migrant population as applicable.

School-improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative. The school will use all available resources to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, Project CRISS strategies, and computer-based learning programs. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability is based on need.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patrick Lacouty	Principal
Alexandra Joseph	Student
Berline Mazard	Parent
Chantil Brantley	Teacher
Christyn Alexander	Education Support Employee
Enrique Balyora	Teacher
Gerald Darby	Teacher
Josette Peat	Business/Community
Joshua Ho	Teacher
Josie Gulliksen	Business/Community
Lashuane Dauphin	Teacher
Lucie Lucas	Parent
Marie St. Hilare	Education Support Employee
Mirva Nelson	Education Support Employee
Jose Fernandez	Teacher
Steven Gould	Teacher
Garry Antenord	Parent
Jennifer Romelus	Parent
Karla Valle	Parent
Younise Jean	Student
Stephaney Gabot	Student
Tyler Valle	Student
	Student

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

ESSAC assist in the development the School Improvement Plan. The EESAC give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Development of this school improvement plan

EESAC reviews data for each academic section for the different assessments that are taken throughout the year (Baseline assessment, Interim Assessments and End of Course Exams).

Preparation of the school's annual budget and plan

The EESAC advise the principal in the development of the school's budget. In order to accomplish this, the EESAC receive budget training provided by the school's principal or designee.

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

There will be \$2999 allocated to the Office of the Principal, \$500 was allocated to each grade level teams for incentives and field trips, \$557.50 was allocated for music software and headphones.

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
Lacouty, Patrick	Principal
Donaldson, LaRhonda	Assistant Principal
Clermont, Paul	Assistant Principal
Antoine, Diana	Instructional Coach
Collins, Mechele	Instructional Coach
Brantley, Chantil	Teacher, K-12
Jones, Latonya	Administrative Support

Duties**Describe how the LLT promotes literacy within the school**

Increase Literacy awareness school-wide
 Continue to implement the school-wide Literacy Plan
 Provide Professional Development to teachers
 Develop school-wide literacy activities
 Disaggregate data
 Assist in monitoring the utilization of the Florida Continuous Improvement Model

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

North Miami Middle provides collaborative planning through core subject areas. Teachers plan lessons, share best practices and establish a professional relationship that is positive and yield successful student achievement.

A culture is established that allows teachers to freely express their thoughts on work-related issues in a professional manner. In team meetings or one-on-one sessions, teachers voice their opinions about a school improvement initiatives and express their ideas.

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

North Miami Middle School partners with Teach For America which is an organization that rigorously recruits, screens and places their candidates in urban school . The North Miami Middle School Administrative Team also works closely with the MDCPS' Certification department in both instructional and non instructional departments.

As for retention of teachers, the teachers are offered leadership positions (where applicable) and extra opportunities to increase their income through extended learning programs. In addition, all classrooms are furnished with state of the the art technology and teachers are given instructional support from their instructional coaches.

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

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers. Beginning teachers first participate in the district sponsored Beginning Teacher Orientation. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy teacher in their discipline to form a Professional Growth Team. These teams meet once bi-weekly and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers bi-weekly to offer support and assistance with classroom management and procedures. The Instructional Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies.

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

In an effort to move students to proficiency on the Florida State Standards, North Miami Middle has implemented adjustments to the instructional strategies utilized and to instructional program implemented in order to ensure that classroom tasks and assignments are aligned with state standards. Training and professional development related to the standards is ongoing to provide instructors with the knowledge needed to deliver explicit instruction on the content that is assessed by the state. North Miami utilize researched- based programs, District's pacing guide and subject related item specifications as resources for instruction.

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

North Miami Middle uses data from formal and informal assessments to deliver and differentiate instruction. Data is used to identify students who are at risk for difficulties with certain subjects, such as mathematics or reading, and provide intense instruction. North Miami employs efficient progress monitoring measures to that track the progress of students receiving intervention services towards critical academic outcomes. State and District Interim Assessments are used to evaluate learning and determine adjustments that can be made to instruction to enhance student understanding.

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: Before School Program

Minutes added to school year: 60

Students identified on the Florida Comprehensive Assessment Test (FCAT) as performing on Levels 1 and 2 will participate in a before school tutorial program focusing on math, reading, science and/or writing. These programs will provide intensive and supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies. ELL students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning. Additionally, students will have the opportunity to participate in before school tutoring through Title III funding in the areas of Reading and Mathematics.

Strategy Rationale

Students achieving Level 1 and 2 are not proficient learners. The aforementioned strategies will allow extended learning time and individualized instruction needed to support the academic success of the identified students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Donaldson, LaRhonda, ldonaldson@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre and post tests).

Strategy: After School Program

Minutes added to school year: 60

Students identified on the Florida Comprehensive Assessment Test (FCAT) as performing on Levels 3 through 5 will participate in an after school tutorial program focusing on math, reading, science and/or writing. These programs will provide enriching supplemental instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. Differentiated instruction and small group instruction are used to ensure that students are receiving individualized data-driven instruction to improve on their identified deficiencies.

Strategy Rationale

Students achieving Levels 3-5 are proficient learners. In an effort to increase students achievement levels and/or improve learning gains, the aforementioned strategy will be implemented.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clermont, Paul, pclermont@dadeschools.net

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

The extended learning opportunities are monitored and analyzed by data disaggregation through the ongoing progress monitoring assessments (e.g. interim assessments, program pre and post tests).

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

Through vertical alignment with local high schools and feeder pattern elementary schools, North Miami Middle established course offerings and ongoing support to students as they enter the Middle school setting as well as High School. By promoting Career Pathways and Programs of Study, students at North Miami Middle School will complete academy programs and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Readiness for post-secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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

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

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

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

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.** North Miami Middle will prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

- G2.** If North Miami Middle School collaboratively set high expectations for instruction, then core instruction will improve and student achievement will increase in all content areas.

- G3.** North Miami Middle will use the EWS to identify at- risk students to provide support and intervention to increase achievement.

- G4.** Parental Involvement- See Title I PIP

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. North Miami Middle will prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1a

🔑 G050469

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- <http://stem.dadeschools.net>

Targeted Barriers to Achieving the Goal 3

- Our school need to increase STEM initiatives for students.

G2. If North Miami Middle School collaboratively set high expectations for instruction, then core instruction will improve and student achievement will increase in all content areas. **1a**

G049149

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Math - SWD	45.0
AMO Reading - All Students	56.0
AMO Reading - African American	55.0
FAA Mathematics Proficiency	100.0
AMO Reading - Hispanic	63.0
Algebra I EOC Pass Rate	96.0
AMO Reading - ELL	43.0
AMO Reading - SWD	45.0
AMO Reading - ED	56.0
CELLA Listening/Speaking Proficiency	100.0
CELLA Reading Proficiency	34.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal **2**

- Common Planning, Mathematics Instructional Coach, iPrep Math Facilitator, Curriculum Support Specialist, Illustrative Mathematics items, Unwrapping the Standards worksheet, Carnegie - Mathia textbook and software, Mc-Graw Hill Textbook & Resources, Ready Textbook & Resources, iReady Reflex Math, Edgenuity, ETO Lesson Plan Template, Qualitative/ Quantitative Data, Peer reflection during planning meetings, Coaching Cycles, Weekly Administrative Walk Throughs, and School-based Professional Development, ETO CSS and Scholastic implementation consultant instructional support.

Targeted Barriers to Achieving the Goal **3**

- Our school is grappling with providing corrective feedback to students in a way that allows for students to continuously improve work, and are also grappling with adjusting the planning process based on student-end products.

Plan to Monitor Progress Toward G2. **8**

Data from formal/informal assessments.

Person Responsible

Patrick Lacouty

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Student data

G3. North Miami Middle will use the EWS to identify at- risk students to provide support and intervention to increase achievement. 1a

G050364

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	12.0
Attendance Below 90% Grade 07	17.0
Attendance Below 90% Grade 08	21.0
Attendance Below 90%	17.0
One or More Suspensions	25.0
Level 1 - All Grades	

Resources Available to Support the Goal 2

- Student Profile Indicator Reports, Attendance bulletins Suspension reports

Targeted Barriers to Achieving the Goal 3

- School delayed response to rapid intervention.

G4. Parental Involvement- See Title I PIP 1a

G050371

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. North Miami Middle will prepare students to be college and career ready through STEM and/or CTE initiatives and programs. **1**

 G050469

G1.B1 Our school need to increase STEM initiatives for students. **2**

 B126417

G1.B1.S1 Increase student participation in Fairchild Tropical Gardens program. **4**

 S138364

Strategy Rationale

Targeted program which incorporates the use of science, mathematics and technology.

Action Step 1 **5**

Designated school personnel sign up for site participation in Fairchilds Challenge.

Person Responsible

Sheldon Allen

Schedule

On 11/26/2014

Evidence of Completion

School Registration, student entries.

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

Monthly updates with ongoing projects for Fairchild Challenge.

Person Responsible

Sheldon Allen

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Student entries, Meeting agendas.

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

Student projects

Person Responsible

Paul Clermont

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Student achievement data

G2. If North Miami Middle School collaboratively set high expectations for instruction, then core instruction will improve and student achievement will increase in all content areas. 1

G049149

G2.B4 Our school is grappling with providing corrective feedback to students in a way that allows for students to continuously improve work, and are also grappling with adjusting the planning process based on student-end products. 2

B126377

G2.B4.S1 Through common planning, instructional coach will discuss the importance of providing students with explicit, corrective feedback, and to allow the students to make the recommended corrections. Teachers will collaborate to add corrections on student products that will enable these improvements. 4

S138332

Strategy Rationale

Teachers build content knowledge by collaboratively planning and sharing best practices.

Action Step 1 5

Through common planning, instructional coach will discuss the importance of providing students with explicit, corrective feedback, and to allow the students to make the recommended corrections. Teachers will collaborate to add corrections on student products that will enable these improvements.

Person Responsible

Diana Antoine

Schedule

Weekly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Coaching Log Materials from Presentation (Agenda, Sign-In Sheet, Student Work Sample)

Action Step 2 5

Through common planning, teachers will produce lessons that encourage robust writing that is aligned to the Language Arts Florida Standards and promotes text dependence and evidenciary support. Teachers will infuse strategies for active reading and engagement which will promote the type of instruction that meets the Speaking, Listening, and Language demands of the Language Arts Florida Standards.

Person Responsible

Diana Antoine

Schedule

Weekly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Student Work Samples Common Planning Products

Action Step 3 5

Instructional Coach will conduct a professional development on using individual benchmark specifications and achievement level descriptors when creating lessons. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development sessions. Teachers will be able to break down the benchmarks into teachable objectives. Teachers will be able to differentiate between lesson activities that are aligned to benchmarks, and those that are not.

Person Responsible

Sheldon Allen

Schedule

On 11/26/2014

Evidence of Completion

Professional development roster, Professional development deliverables (PD presentation, handouts, materials)

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrative Walkthroughs, lesson plans, students work samples.

Person Responsible

Patrick Lacouty

Schedule

Daily, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work samples, lesson plans, student data.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Informal and formal assessments.

Person Responsible

Patrick Lacouty

Schedule

On 11/26/2014

Evidence of Completion

Student data.

G3. North Miami Middle will use the EWS to identify at- risk students to provide support and intervention to increase achievement. 1

G050364

G3.B1 School delayed response to rapid intervention. 2

B126178

G3.B1.S1 Create an EWS team to monitor students at risk and implement strategic plans and resources.

4

S138102

Strategy Rationale

To decrease the number of students at risk and to provide students/parents with needed resources.

Action Step 1 5

Create a EWS committee.

Person Responsible

Patrick Lacouty

Schedule

On 9/30/2014

Evidence of Completion

Meeting Agendas

Action Step 2 5

Implement school wide attendance incentive program.

Person Responsible

LaRhonda Donaldson

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Student attendance reports

Action Step 3 5

Academic Advisement

Person Responsible

Paul Clermont

Schedule

Monthly, from 10/27/2014 to 5/28/2015

Evidence of Completion

Sign-In logs

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

Monitor student attendance reports

Person Responsible

Latonya Jones

Schedule

Weekly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Attendance bulletins, attendance reports

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

Monitor student suspension reports.

Person Responsible

Latonya Jones

Schedule

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

Evidence of Completion

Student suspension reports, EWS monthly meeting agendas

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

Teacher Class Grade Reports

Person Responsible

LaRhonda Donaldson

Schedule

On 5/29/2015

Evidence of Completion

Teacher grade reports, advisement logs

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

Monthly meetings to review EWS data.

Person Responsible

Latonya Jones

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Student Data

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
G3.B1.S1.A1	Create a EWS committee.	Lacouty, Patrick	8/26/2014	Meeting Agendas	9/30/2014 one-time
G2.B4.S1.A1	Through common planning, instructional coach will discuss the importance of providing students with explicit, corrective feedback, and to allow the students to make the recommended corrections. Teachers will collaborate to add corrections on student products that will enable these improvements.	Antoine, Diana	9/15/2014	Coaching Log Materials from Presentation (Agenda, Sign-In Sheet, Student Work Sample)	11/26/2014 weekly
G1.B1.S1.A1	Designated school personnel sign up for site participation in Fairchilds Challenge.	Allen, Sheldon	10/1/2014	School Registration, student entries.	11/26/2014 one-time
G3.B1.S1.A2	Implement school wide attendance incentive program.	Donaldson, LaRhonda	9/2/2014	Student attendance reports	6/3/2015 monthly
G2.B4.S1.A2	Through common planning, teachers will produce lessons that encourage	Antoine, Diana	9/15/2014	Student Work Samples Common Planning Products	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	robust writing that is aligned to the Language Arts Florida Standards and promotes text dependence and evidenciary support. Teachers will infuse strategies for active reading and engagement which will promote the type of instruction that meets the Speaking, Listening, and Language demands of the Language Arts Florida Standards.				
G3.B1.S1.A3	Academic Advisement	Clermont, Paul	10/27/2014	Sign-In logs	5/28/2015 monthly
G2.B4.S1.A3	Instructional Coach will conduct a professional development on using individual benchmark specifications and achievement level descriptors when creating lessons. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development sessions. Teachers will be able to break down the benchmarks into teachable objectives. Teachers will be able to differentiate between lesson activities that are aligned to benchmarks, and those that are not.	Allen, Sheldon	10/1/2014	Professional development roster, Professional development deliverables (PD presentation, handouts, materials)	11/26/2014 one-time
G1.B1.S1.MA1	Student projects	Clermont, Paul	10/1/2014	Student achievement data	11/26/2014 monthly
G1.B1.S1.MA1	Monthly updates with ongoing projects for Fairchild Challenge.	Allen, Sheldon	10/1/2014	Student entries, Meeting agendas.	11/26/2014 monthly
G2.MA1	Data from formal/informal assessments.	Lacouty, Patrick	10/3/2014	Student data	6/4/2015 monthly
G2.B4.S1.MA1	Informal and formal assessments.	Lacouty, Patrick	11/26/2014	Student data.	11/26/2014 one-time
G2.B4.S1.MA1	Administrative Walkthroughs, lesson plans, students work samples.	Lacouty, Patrick	8/18/2014	Student work samples, lesson plans, student data.	11/26/2014 daily
G3.B1.S1.MA1	Monthly meetings to review EWS data.	Jones, Latonya	10/31/2014	Student Data	5/29/2015 monthly
G3.B1.S1.MA1	Monitor student attendance reports	Jones, Latonya	9/30/2014	Attendance bulletins, attendance reports	6/3/2015 weekly
G3.B1.S1.MA2	Monitor student suspension reports.	Jones, Latonya	10/1/2014	Student suspension reports, EWS monthly meeting agendas	6/4/2015 monthly
G3.B1.S1.MA3	Teacher Class Grade Reports	Donaldson, LaRhonda	10/30/2014	Teacher grade reports, advisement logs	5/29/2015 one-time

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.

G2. If North Miami Middle School collaboratively set high expectations for instruction, then core instruction will improve and student achievement will increase in all content areas.

G2.B4 Our school is grappling with providing corrective feedback to students in a way that allows for students to continuously improve work, and are also grappling with adjusting the planning process based on student-end products.

G2.B4.S1 Through common planning, instructional coach will discuss the importance of providing students with explicit, corrective feedback, and to allow the students to make the recommended corrections. Teachers will collaborate to add corrections on student products that will enable these improvements.

PD Opportunity 1

Through common planning, instructional coach will discuss the importance of providing students with explicit, corrective feedback, and to allow the students to make the recommended corrections. Teachers will collaborate to add corrections on student products that will enable these improvements.

Facilitator

Instructional Coach

Participants

Instructional Staff

Schedule

Weekly, from 9/15/2014 to 11/26/2014

PD Opportunity 2

Through common planning, teachers will produce lessons that encourage robust writing that is aligned to the Language Arts Florida Standards and promotes text dependence and evidenciary support. Teachers will infuse strategies for active reading and engagement which will promote the type of instruction that meets the Speaking, Listening, and Language demands of the Language Arts Florida Standards.

Facilitator

Instructional Coach

Participants

Instructional Staff

Schedule

Weekly, from 9/15/2014 to 11/26/2014

PD Opportunity 3

Instructional Coach will conduct a professional development on using individual benchmark specifications and achievement level descriptors when creating lessons. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development sessions. Teachers will be able to break down the benchmarks into teachable objectives. Teachers will be able to differentiate between lesson activities that are aligned to benchmarks, and those that are not.

Facilitator

Instructional Coach

Participants

Instructional Staff

Schedule

On 11/26/2014

G3. North Miami Middle will use the EWS to identify at- risk students to provide support and intervention to increase achievement.

G3.B1 School delayed response to rapid intervention.

G3.B1.S1 Create an EWS team to monitor students at risk and implement strategic plans and resources.

PD Opportunity 1

Create a EWS committee.

Facilitator

Administrative team

Participants

EWS Committee Members

Schedule

On 9/30/2014

Technical Assistance Items

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

G3. North Miami Middle will use the EWS to identify at-risk students to provide support and intervention to increase achievement.

G3.B1 School delayed response to rapid intervention.

G3.B1.S1 Create an EWS team to monitor students at risk and implement strategic plans and resources.

PD Opportunity 1

Implement school wide attendance incentive program.

Facilitator

Administrative Team

Participants

Teachers, students

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Grand Total	0