Henry H. Filer Middle School

2014-15 School Improvement Plan

Henry H. Filer Middle School

531 W 29TH ST, Hialeah, FL 33012

http://filer.dadeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	95%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	99%

School Grades History

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

At Henry H. Filer Middle School, our mission is to enrich the community through a multicultural education experience. This sets the groundwork for high school and prepares students to become productive members of the workforce and of society in an advanced technological age. The school addresses the needs of the whole child, and the school provides a center for community activities.

Provide the school's vision statement

At Henry H. Filer Middle School, our vision is to prepare students to reach their maximum potential. The school's educational community and stakeholders are dedicated to educating students so that they become lifelong learners in a complex and competitive society. We will continue to enrich the community through the development of the academic program and enhancement of technology, with emphasis on character education, so that students become productive citizens.

School Environment

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

At Henry H. Filer Middle School, we begin every school year reviewing the collected data (i.e., school and case management history, classroom and test performance, and so on) on file for every child enrolled at our school. As the year progresses, the school's knowledge base builds as every student participates in class and completes assignments, all which provide opportunities for self-expression and teacher-student relationship building. It is during this year long student-expression and teacher-student relationship building process that a student's cultural, linguistic, academic, and social level of functioning are known, and in turn, creates ties with those most involved in their school life (e.g., peers, teachers, and school staff).

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

To date, we have two documents that guide our school-wide safety practices: (1) Filer's Security and Attendance Plan and (2) our Critical Incidence Response Plan. The Security and Attendance Plan lays out our day-to-day safety practices, listing an array of information ranging from post assignments, (e.g., morning, between class, and afternoon posts for all security monitors and select staff) to staff lunch duties and practices; all in an effort to create and maintain a safe and respectful learning environment for all on our campus. Our Critical Incidence Response Plan, on the other hand, does not look to lead our day-to-day security practices, but aims to ensure a safe and orderly response in cases of extreme emergency (e.g., assigning posts for police, fire, and triage personnel, and having a system in place for parents if there was a disruption in our transportation services).

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

Our behavioral management system at Filer Middle has three tiers: (1) school-wide, (2) classroom/ small group, and (3) individual. Our Tier I behavioral plan begins with our school -wide behavioral

expectations (i.e., A Filer student will be Respectful, Resourceful, Responsible, Ready, and Healthy), which connect directly to each teacher's classroom rules bringing behavioral constancy within the school by creating informed students. We also have a Discipline Plan Checklist that provides the sequenced services students are to receive following inappropriate displays of behaviors (ranging for Student Services teaching sessions to administrator sanctions). Filer's Tier II behavioral plan has two aims: one, to equip teachers to more effectively manage classrooms (i.e., strategies and professional development opportunities); and two, creating small student groups based on similar issues/ concerns/needs. Both Tier II aims look to service a smaller, more specific number of students than the broader, Tier I focus. Our Tier III behavioral plan focuses on an individual's need, utilizing a functional assessment of behavior (FAB) to identify the purpose of any given inappropriate behavior, and a behavioral intervention plan (BIP) to replace the target, inappropriate behavior with an appropriate behavioral display.

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

At Henry H. Filer Middle School, we have a strong Student Services Department and are fortunate to be a Title I school (thus receiving supplemental social and clinical services from the Citrus Health Network, Inc.). The therapeutic effectiveness and combined efforts of our unified staff (i.e., the school counselor, trust counselor, school social worker, private agency therapist, and school psychologist) to meet the varied social-emotional needs of our students is undeniable. In short, they provide all types of counseling and social services, ensuring that the social-emotional needs of our culturally diverse student population are met when needed.

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

At Henry H. Filer Middle School, the systematic search for the early warning indicators listed below is done by reviewing the Student Case Management (SCM) system, requesting specific Control-D reports, and providing opportunities during all school meetings for staff members to share any student needs requiring additional attention.
Early Warning Indicator List:
(1) Students who miss more than 10% of instructional time (Attendance below 90%)
(2) Students who have referrals that lead to suspension (One or more suspensions)
(3) Students who are failing a middle school Language Arts or Mathematics course
(4) Students score at FCAT/FSA Level 1 in either Language Arts or Mathematics (Level 1 on statewide assessment)
(5) Students who are failing two or more middle school courses
(6) Students meeting Secondary Student Success Center (S3C) age eligibility requirements (6th - 13+, 7th - 14+. 8th - 15+)
(7) Students with 3+ years in the ESOL Program
(8) Students who have had teachers complete the Request for Assistance (RFA - FM# 7073) packet
*Please Note: The data listed below is based on information from the current school year (Interim Report data from 8/18/14 - to date) and the information requested in Section 1.A.3b2 will be completed when that EWS Report is generated later this calendar year.

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	11	10	13	34
One or more suspensions	8	23	9	40
Course failure in ELA or Math	79	69	68	216
Level 1 on statewide assessment	83	109	123	315
Failing 2+ courses	29	32	36	97
S3C eligible	16	17	12	45
3+ years in ESOL	73	75	67	215
RFA's completed	2	1	1	4

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

In general, at Henry H. Filer Middle School, ongoing parent communication/conferences and student service access (e.g., small-group, individual, crisis, and academic counseling are a few types available to students) are strategies/procedures always being implemented. Listed below, however, are specialized strategies/procedures/processes aimed at addressing the specific needs of a given indicator:
Indicator 1: The escalating attendance services (notice, formal letter, conference, contract, home visit, etc...) leading to the development of the Truancy Packet (e.g., FM# 6007, 6006, current grades, attendance report) if needed
.
Indicator 2: Filer's Alternative-to-Suspension Plan and the District's Alternative to Outdoor Suspension (AOS) Articulation Process are is employed to maximize academic engagement time in times of school sanctioning.
Indicator 4: Access to our Intensive curriculum courses, which supplement the grade-level material (LA) with instructional level resources/activities/tasks (IR).
Indicator 6: Inform parents and students of the S3C Program.
Indicator 7: Initiate ELL/LEP Committee services to determine if the displayed difficulties are language acquisition related or if other variables may be adversely effecting school performance, leading to an RFA request
Indicator 8: Tier III requests are made and the appropriate supporting documents attached so that the RtI Team begins its intervention process

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/188841.

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

School provides access to all stakeholders through are Parent Resource Center and accessibility to all staff through workshops, parent conference and school events.

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
Ladaga, Emirce	Principal
Aviles, Jesus	Assistant Principal
Estevez, Lizette	Assistant Principal
Caceres, Ruben	Teacher, K-12
Estrada, Christine	Guidance Counselor
Fernandez, Odalys	Teacher, ESE
Garcia, Thais	Teacher, K-12
Gonzalez, Susana	Teacher, K-12
Philippe, Cruz	Teacher, K-12
Robinson, Marie	Teacher, K-12
Triana, Georgina	Teacher, K-12

Duties

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

1) Emirce Ladaga (Principal)
2) Jesus Aviles (Assistant Principal) - schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
3) Lizette Estevez (Assistant Principal)-schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
3) Ruben Caceres (Language Arts Chairperson/Test Chairperson) - carry out SIP planning and MTSS problem solving
4) Christine Estrada (Counselor) - carry out SIP planning and MTSS problem solving
5) Odalys Fernandez (SPED Chairperson) - carry out SIP planning and MTSS problem solving
6) Thais Garcia (Science Chairperson)-carry out SIP planning and MTSS problem solving

7) Susana Gonzalez (ELL Chairperson)-carry out SIP planning and MTSS problem solving
8) Cruz Philippe (Mathematics Chairperson) - carry out SIP planning and MTSS problem solving
9) Georgina Triana (Social Studies Chairperson)-carry out SIP planning and MTSS problem solving

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

Tier 1:
1) Hold regular meetings where problem solving is the sole focus.
2) Ensure that students in need of intervention are actually receiving appropriate supplemental interventions.
3) Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.
Tier 2:
1) Review ongoing progress monitoring data for intervention groups to evaluate group and individual student response.
2) Support interventions where there is not an overall positive group response.
Select students for SST Tier 3 intervention.
Title I, Part A
Henry H. Filer Middle School provides tutorial services before the school day, after school and on Saturdays. These services include in-class assistance as well as pullout tutorials. Students are selected using Schoolwide and individual student data to ensure that the needs of each student are being met. These services are
used to target not only Level 1 and Level 2 students who are performing below grade level, but also includes students that are not demonstrating growth or have declined according to the most recent data in reading, mathematics and/or science. The Department Chairpersons in consultation with the Region and District work to identify the strategies and research based materials that are most appropriate to the subject and students. These services help to provide early interventions through the use of data collection, data analysis and revisions in the delivery of instruction in the content area. Teachers are provided with professional development opportunities in school and through the District to support these efforts. Other components that are integrated into Henry H. Filer Middle's school - wide program include an extensive parental program, CHESS, and support services to special needs students and English Language Learners. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. A School based, Title I funded Community Involvement Specialists (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum and intervention approaches. They identify systematic patterns of student need while working with District staff to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP) which is provided in multiple languages at all schools, the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an

evaluation of the parent involvement program to inform planning for the following year. An effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Title I, Part C- Migrant

Henry H. Filer Middle School provides services and support to migrant students and parents as needed. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Dropout Prevention programs. Henry H. Filer implements all District guidelines according to MDCPS.

Title II

Henry H. Filer implements all District guidelines according to MDCPS. The District uses supplemental funds for improving basic education as follows:

• Training for add-on endorsement programs, such as Reading, Gifted, ELL

• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and migrant students at Henry H. Filer Middle School by providing funds to implement and/or provide:

• Tutorial programs – before and after school

• Parent outreach activities – parent workshops and training opportunities

• Behavioral/mental counseling services – student services

• Professional development on best practices for ELL and content area teachers – bi-weekly throughout the school year

• Coaching and mentoring for ELL and content area teachers

• Reading and supplementary instructional materials

• Cultural supplementary instructional materials (K-12)

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

Title VI, Part B –

N/A

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Project Upstart provides a homeless sensitivity, awareness campaign to all schools. Project Upstart also provides tutoring and counseling to twelve homeless shelters in the community and utilizes a collaborative method that includes the parents, the school and the community. This Homeless Assistance Program is available to families as needed to provide supplemental services that include transportation. Additional support is provided by the District from the Homeless Children and Youth Transition Program. In addition, the District Homeless Liaison provides yearly training to all staff members. Henry H. Filer's TRUST Counselor has been identified as the Homeless Liaison on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Henry H. Filer Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Henry H. Filer Middle School has a full-time TRUST Counselor who facilitates individual and group sessions/lessons on violence prevention. The Safe and Drug-Free Schools Program is utilized by the TRUST counselor along with our School Resource Officer as it addresses violence and drug prevention services through curriculum that is implemented by classroom teachers. Character Education and Bullying Prevention will be the targeted areas for this next school year.

Nutrition Programs

1) Henry H. Filer 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, follows the Health Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs –

N/A

Head Start

N/A

Adult Education

Henry H. Filer Middle School houses an outreach program from Hialeah-Miami Lakes Community School in the evenings. Courses offered are mainly for English language acquisition. However, other enrichment courses such as computers and dance are offered to the community.

Career and Technical Education

Henry H. Filer Middle School utilizes Business Education, Family and Consumer Science and Technology Education (CTE) to enhance and supplement school programs and initiatives which include technology, nutrition and career awareness and preparation. CTE classes develop and apply hands-on strategies to help students understand reading, math and science concepts. Career and Technical Education is funded by Perkins Grant.

Job Training

N/A

Other

Parental

Henry H. Filer Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting

requirements. Henry H. Filer conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Henry H. Filer Middle School also works to increase parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); the school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Each Title I parent is asked to sign the agreement between the home and the school to align our ongoing efforts to meet the needs of each student and, when possible, the needs of the families. The Community Involvement Specialist 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 to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/ families annually in May. The Survey's results are to be used to assist with revising our Title I parental

documents for the approaching school year. The school also provides confidential "as-needed services" to any students in the school in "homeless situations" as applicable. Also, Henry H. Filer Middle School assists with additional academic support for families as applicable. School Improve Grant Fund/School Improvement Grant Initiative: The Voluntary Public School Choice Program (It's Your Choice), a federally funded grant, is a District wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami- Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Emirce Ladaga	Principal
Whitson Carter	Teacher
Frances Moore	Teacher
Daniel Bubbel	Teacher
Georgina Triana	Teacher
Thais Garcia	Teacher
Maria Robinson	Teacher
Claudia Morgan	Teacher
Edward Gonzalez	Education Support Employee
Tnia Coca	Parent
Nomara Piche	Parent
Dacterie Aleman	Parent
Monica Bonilla	Parent
Mallay de la C Rodriguez Nogueka	Parent
Benta Ider	Parent
Armando Matos	Student
Emelin Marcuello	Student
Vanessa Ruso	Business/Community
Helio Diaz	Business/Community
Carlos Diaz	Business/Community

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

At the end of the 2013-2014 school year, the ESSAC convened to discuss the status of the School Improvement Plan. At the time, the final standardized test assessment results were not available but the mid year was discussed. At the beginning of the 2014-2015, discussion of the upcoming SIP and last year's SIP were mentioned.

Development of this school improvement plan

Members of the SAC met to review and discuss the School Improvement Plan and all voting members present approved the SIP as written.

Preparation of the school's annual budget and plan

During an EESAC meeting, the group examined and approved by concensus the three proposals submitted: The mathematics department submitted a proposal of $1793 for scientific calculators and $72 for batteries for the calculators; $2999 for student incentives in order to motivate, encourage and stimulate students to improve behaviorally and/or academically; the mathematics department and miscellaneous other teachers for a few reams of paper for emergency printing and copying; A proposal for three Apple-IPad-mini for the 3 teachers in the electives department. However, funds allowed the committee to allocate funds for one ($269.00). This total amounted to $5,124 and approximately $350 would be used to buy paper for the teachers. It was agreed that funds allocated should be spent by October 31, 2014. If not, funds would be routed back to the EESAC.

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

$2999- Student Incentives
$1793-Scientific Calculators
$72 - Batteries
$350-Paper
$269-Technology

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
Aviles, Jesus	Assistant Principal
Caceres, Ruben	Teacher, K-12
Robinson, Marie	Teacher, K-12
Estrada, Christine	Guidance Counselor
Fernandez, Odalys	Teacher, ESE
Triana, Georgina	Teacher, K-12
Philippe, Cruz	Teacher, K-12
Garcia, Thais	Teacher, K-12
Ladaga, Emirce	Principal
Gonzalez, Susana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team for this year are:
• Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
• Introduce the implementation of the Common Core Standards in all content areas.
• Implementation of the College Board's Springboard Program in all advanced and gifted Language Arts and Mathematics classes in grades 6-8.
• Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
• Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
• Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
• Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
• Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPEGS Goal Setting form, and district and state reading requirements that could impact reading instruction at the school.
• Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

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

This year, teachers have two scheduled common planning sessions a week; two of the many intents being building positive working relationships and sharing effective pedagogical practices. Within these common planning sessions, time is given for differentiated/small-group planning if needed. Also, team building professional development opportunities are/have been scheduled for this 2014-2015 school year, also with the intent to build positive relationships among staff members.

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

Individuals interested in obtaining a teaching position at Henry H. Filer will meet with the principal, assistant principal, and department chairperson, in an interview where questions will be asked in relation to the vision and mission of our school and how they relate to these. Additionally, the principal will ensure that the individual is certified in the subject area where they will be assigned.

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

Beginning teachers will be paired with veteran teachers who are MINT trained and who will guide them through their first year as an educator. Bi-weekly meetings will take place between both professionals. During these meetings, pacing guides and lesson plans will be reviewed to ensure that both are mirroring each other. There will be an opportunity during these meetings to answer questions that may arise. Once a month, all beginning teachers will meet with the assistant principal over curriculum as well.

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

Through informal and formal classroom observations, attending our teachers' common planning sessions, and providing professional development opportunities, the administration at Henry H. Filer Middle School works hard to ensure all instruction that takes place is aligned to Florida standards. Also, the District's core instructional programs and accompanying supplemental materials are reviewed prior to being given to the school's for implementation.

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

Being a data-driven school, Henry H. Filer Middle School collects, analyzes, and acts upon all information provided/assessed. Through informal and formal teacher-administer data chats, as well as inter-department data desegregation sessions, all stakeholders at Filer Middle make adjustments to their approach at meeting the diverse needs of every student: Teachers create differentiated work stations within their classrooms, Departments/Grade-level Teams divide their resources/materials appropriately based on teacher-classroom need, and Administration redirect service and attention to those individual teachers and/or grade-levels that have data-verified requests for assistance.

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: 24,885

Title III, ELL tutoring is scheduled to begin October 20, 2014 and will be offered to all ELL students in the areas of Language Arts, Mathematics, and Science. These tutoring sessions will take place before and after school, for one hour, Monday - Thursday, until the month of April 2015.

Strategy Rationale

At Henry H. Filer Middle School, where approximately 70% of the entire student body receives some degree of ELL service, providing this supplemental resource/service to this specific student impact would have the greatest impact on school-wide achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Aviles, Jesus, javiles@dadeschools.net

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

Data from the Interim Assessments (for the participating ELL students) will be analyzed to determine the instructional effectiveness of the tutoring program. Instruction will then be modified, if needed, to build on areas of strength and address areas of weakness.

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

N/A

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

Through the United States History course, all 8th Grade students complete activities using the Career Cruiser resource guide. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals.

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

Henry H. Filer Middle School offers elective courses in Graphic Arts, LEGO Robotics, Art, Family and Consumer Sciences, Dance, and Physical Education. Through these course and the infusion of the Common Core Standards and College Readiness Standards, students are able to make the connection between subject and relevance to their future.

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

Students will be exposed to career readiness topics within their electives courses. Furthermore, all 8th grade students will meet with their grade level counselor at least once throughout the school year to discuss high school and college goals as well as provide them with information on how to better prepare themselves for both.

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.

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

🔍 G049584

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Faculty is open to shift instructional practices, Common Planning time on Tuesdays and Wednesdays, Bi-weekly Faculty Meetings, content knowledgeable teachers, Leadership Team Meetings, Early Release days, Teacher Planning Days, student tablets, most Promethean boards working.

Targeted Barriers to Achieving the Goal 3

- Common Planning structures need to be refined to incorporate the use of more high yield strategies.

Plan to Monitor Progress Toward G1. 8

Interim Assessments and ongoing student assessments in class.

Person Responsible
Emirce Ladaga

Schedule
Monthly, from 9/3/2014 to 11/19/2014

Evidence of Completion
Florida State Standards Assessment

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`

🔑 G049584

G1.B1 Common Planning structures need to be refined to incorporate the use of more high yield strategies. `2`

🔑 B124109

G1.B1.S1 Effective Planning and Instructional Delivery `4`

🔑 S137469

Strategy Rationale

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.

Action Step 1 `5`

For all content areas, the administrative team will introduce to the Department Chairs the purpose of effective use of common and collaborative planning.

Person Responsible

Emirce Ladaga

Schedule

On 10/19/2014

Evidence of Completion

Meeting agenda and sign-in sheet

Action Step 2 5

For all content areas, the Leadership Team will meet to develop the structure and focus of weekly Common Planning sessions. Department chairs and teachers will discuss and identify the monthly high yield strategy focus for common planning time.

Person Responsible

Emirce Ladaga

Schedule

On 9/26/2014

Evidence of Completion

Meeting agenda and sign-in sheet, Collaborative Planning Framework

Action Step 3 5

For all content areas, through Common Planning time, PD will be offered in the effective implementation of monthly identified high yield strategy. CSS and Department Chairs will facilitate high yield strategies to faculty.

Person Responsible

Emirce Ladaga

Schedule

On 10/2/2014

Evidence of Completion

Meeting agenda and sign-in sheet and handouts

Action Step 4 5

For all content areas, teachers will deliver lesson plans based on monthly high yield strategy.

Person Responsible

Emirce Ladaga

Schedule

On 10/10/2014

Evidence of Completion

Student work and walk-through logs

Action Step 5 `5`

For all content areas, administration will monitor the delivery of lessons and identify teachers in need of additional support.

Person Responsible

Emirce Ladaga

Schedule

On 11/14/2014

Evidence of Completion

Student work and walk-through logs

Action Step 6 `5`

For all content areas, administration will provide opportunities to teachers in need of additional support to improve on their application of the monthly high yield strategy. Support will be provided by CSS, observational classrooms and or department chairs through coaching, co-teaching and/or modeling.

Person Responsible

Emirce Ladaga

Schedule

On 11/14/2014

Evidence of Completion

coaching/support logs, sign in sheets

Action Step 7 `5`

For all content areas, administrative team will monitor teachers' ongoing effective and integral common planning and delivery of lessons infusing monthly high yield strategy identified by the Leadership Team.

Person Responsible

Emirce Ladaga

Schedule

On 11/26/2014

Evidence of Completion

Meetings agendas, sign-in sheets, collaborative Planning Framework, Lesson Plans, student work, walk-through logs, and coaching logs

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

Administration will monitor the delivery of lessons and identify teachers in need of additional support and provide opportunities to teachers in need of additional support to improve on their application of the monthly high yield strategy. Support will be provided by CSS, observational classrooms and or department chairs through coaching, co-teaching and/or modeling.

Person Responsible

Emirce Ladaga

Schedule

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

Evidence of Completion

Meetings agendas, sign-in sheets, collaborative Planning Framework, Lesson Plans, student work, walk-through logs, and coaching logs.

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

Administrative team will monitor teachers' ongoing effective and integral common planning and delivery of lessons infusing monthly high yield strategy identified by the Leadership Team.

Person Responsible

Emirce Ladaga

Schedule

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

Evidence of Completion

Meetings agendas, sign-in sheets, collaborative Planning Framework, Lesson Plans, student work, walk-through logs, and coaching logs

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	For all content areas, the administrative team will introduce to the Department Chairs the purpose of effective use of common and collaborative planning.	Ladaga, Emirce	9/3/2014	Meeting agenda and sign-in sheet	10/19/2014 one-time
G1.B1.S1.A2	For all content areas, the Leadership Team will meet to develop the structure and focus of weekly Common Planning sessions. Department chairs and teachers will discuss and identify the	Ladaga, Emirce	9/3/2014	Meeting agenda and sign-in sheet, Collaborative Planning Framework	9/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monthly high yield strategy focus for common planning time.				
G1.B1.S1.A3	For all content areas, through Common Planning time, PD will be offered in the effective implementation of monthly identified high yield strategy. CSS and Department Chairs will facilitate high yield strategies to faculty.	Ladaga, Emirce	9/3/2014	Meeting agenda and sign-in sheet and handouts	10/2/2014 one-time
G1.B1.S1.A4	For all content areas, teachers will deliver lesson plans based on monthly high yield strategy.	Ladaga, Emirce	9/3/2014	Student work and walk-through logs	10/10/2014 one-time
G1.B1.S1.A5	For all content areas, administration will monitor the delivery of lessons and identify teachers in need of additional support.	Ladaga, Emirce	9/3/2014	Student work and walk-through logs	11/14/2014 one-time
G1.B1.S1.A6	For all content areas, administration will provide opportunities to teachers in need of additional support to improve on their application of the monthly high yield strategy. Support will be provided by CSS, observational classrooms and or department chairs through coaching, co-teaching and/or modeling.	Ladaga, Emirce	9/3/2014	coaching/support logs, sign in sheets	11/14/2014 one-time
G1.B1.S1.A7	For all content areas, administrative team will monitor teachers' ongoing effective and integral common planning and delivery of lessons infusing monthly high yield strategy identified by the Leadership Team.	Ladaga, Emirce	9/3/2014	Meetings agendas, sign-in sheets, collaborative Planning Framework, Lesson Plans, student work, walk-through logs, and coaching logs	11/26/2014 one-time
G1.MA1	Interim Assessments and ongoing student assessments in class.	Ladaga, Emirce	9/3/2014	Florida State Standards Assessment	11/19/2014 monthly
G1.B1.S1.MA1	Administrative team will monitor teachers' ongoing effective and integral common planning and delivery of lessons infusing monthly high yield strategy identified by the Leadership Team.	Ladaga, Emirce	9/9/2014	Meetings agendas, sign-in sheets, collaborative Planning Framework, Lesson Plans, student work, walk-through logs, and coaching logs	11/26/2014 weekly
G1.B1.S1.MA1	Administration will monitor the delivery of lessons and identify teachers in need of additional support and provide opportunities to teachers in need of additional support to improve on their application of the monthly high yield strategy. Support will be provided by CSS, observational classrooms and or department chairs through coaching, co-teaching and/or modeling.	Ladaga, Emirce	9/9/2014	Meetings agendas, sign-in sheets, collaborative Planning Framework, Lesson Plans, student work, walk-through logs, and coaching logs.	11/26/2014 weekly

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 Opportuntities

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 Common Planning structures need to be refined to incorporate the use of more high yield strategies.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

For all content areas, through Common Planning time, PD will be offered in the effective implementation of monthly identified high yield strategy. CSS and Department Chairs will facilitate high yield strategies to faculty.

Facilitator

CSS

Participants

Instructional Faculty

Schedule

On 10/2/2014

PD Opportunity 2

For all content areas, administration will provide opportunities to teachers in need of additional support to improve on their application of the monthly high yield strategy. Support will be provided by CSS, observational classrooms and or department chairs through coaching, co-teaching and/or modeling.

Facilitator

CSS

Participants

Instructional Faculty

Schedule

On 11/14/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**