

North Dade Middle School



2014-15 School Improvement Plan

North Dade Middle School

1840 NW 157 ST, Miami Gardens, FL 33054

<http://ndms.dadeschools.net/main.htm>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

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 Dade Middle School seeks to ignite a passion for learning, inspiring its students to become self motivated, enthusiastic participants in their education and beyond.

Provide the school's vision statement

Our vision is to develop children to leave a sustainable world for future generations.

School Environment

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

North Dade Middle School builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap.

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

North Dade Middle School strives to close the achievement gap by developing students' academic, social and emotional needs. We empower our students by involving them in planning, creating, and sustaining a school culture of safety and respect.

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 Dade Middle School engages our Administration, Parents, Community, Staff, our District and State Curriculum Team to create a robust and progressive disciplinary system. The classroom teacher is responsible for establishing a tone and climate, which allows for high quality instruction and learning to take place. Clear expectations, specific rules and set procedures are articulated and established to enhance positive student behavior. Administrators assist classroom teachers and students as part of the progressive discipline process. The Progressive Discipline Model is discussed at all grade level assemblies at the beginning of the school year and reviewed as deemed necessary throughout each semester.

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

The teachers, staff, and community of North Dade Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. The school's culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members. All stakeholders continuously set high expectations for behavior and academic achievement.

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 Dade Middle School early warning system includes weekly RTI team meetings and parent conferences. The team leaders facilitate weekly meetings where all school stakeholders can discuss students with indicators and develop interventions by grade level. The intervention plans are sent to all stakeholders and monitored to assess progress. Assessment data is also discussed and analyzed each quarter to provide students with the right intervention based on learning gains and/or losses. The list of early warning indicators includes: attendance, behavior, course performance in language arts and math, interventions per indicator, assessment data including interims, FAIR, ORF, and Florida Standards test scores.

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	0	0	0	
One or more suspensions	3	6	4	13
Course failure in ELA or Math	0	29	31	60
Level 1 on statewide assessment	40	50	50	140

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	2	10	9	21

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

Parent Conferences are scheduled every Mondays , Wednesdays and Fridays through a grade-level team approach so parents and guardians can dialogue with teachers from all disciplines in a collaborative and collegiate setting. Student Conferences are held throughout the grading periods to set academic goals, monitor progress and address deficiencies. Conferences may be also be scheduled by guidance counselor or content area instructional coaches. Positive Behavior Support (PBS) initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor or outdoor suspensions) and prevents the loss of instructional time. Schoolwide incentives to improve behavior include rewards, treats, events to improve climate, PBS store.

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 available at the school site.

Description

North Dade 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 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 Title I School-Parent Compact (for each student); our 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.

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

The teachers, staff, and community of North Dade Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. All stakeholders continuously set high expectations for behavior and achievement. The school's culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members.

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
Laguerre, Fabrice	Principal
Edwards, Kayla	Assistant Principal
Webster, Taneisha	Instructional Coach
Andre, Yuma	Instructional Coach
Thurston, Monica	Administrative Support

Duties

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

North Dade Middle MTSS/Rtl team consists of the principal, assistant principal, reading coaches, department chairpersons, student service personnel, and counselor. The individuals selected for the team have specific knowledge and strengths within their specific content area or expertise. The team

problem solves issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student

social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific

problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists (M. Wallace, T. Webster, Y. Andre, G. Walker)
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

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

North Dade Middle MTSS/RtI Leadership Team meets monthly to review the overall educational delivery of instruction by developing and maintaining a problem solving system to ensure optimal performance of our

leaders, teachers and students. This includes data analysis and progress monitoring of reading, mathematics, science and writing assessments, sustaining, evaluating and coordinating Best Practices across

the curriculum. Data is reviewed constantly by student groups, grade level, classroom level and discipline to

identify students who are meeting/exceeding benchmarks, either at moderate risk or high risk. Based on the

above information, the team will identify instructional focus, professional development needs, mentoring and

supplemental resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate

the process of building consensus, increasing infrastructure, and making decisions about implementation.

Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; 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 three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special 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. 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 Drop-out Prevention programs.

Title II

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

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

Title III

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

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
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Dr. Monica Thurston	Teacher
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Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) was the sole body responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC's function was to bring together all stakeholders and involve them in authentic roles in decisions which affect instruction and the delivery of programs. EESAC members were actively engaged in the preparation and evaluation of the School Improvement Plan (SIP) as well as its impact on the delivery of the educational program.

Development of this school improvement plan

Meet regularly to implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the school improvement plan, and to assist in the preparation of the school's annual budget.

Preparation of the school's annual budget and plan

EESAC is responsible for assisting in the preparation and evaluation the school's annual budget. The healthy collaboration of EESAC contributed to stakeholders' participation in school management, financing and organizing of resources, budgeting, and implementation of policies. Therefore, the EESAC directly affected students' academic performance.

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

100% of the EESAC funds will be utilized to provide incentives and motivational activities to assist with student achievement during the 2014-15 school year.

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
Laguerre, Fabrice	Principal
Edwards, Kayla	Assistant Principal
Webster, Taneisha	Instructional Coach
Thurston, Monica	Administrative Support
McPherson, Marsha	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

North Dade Middle Literacy Team's major initiatives will be to:

- Increase Literacy awareness school-wide
- Develop and implement a 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

Common planning time among teachers is a crucial element in the success of an inclusive school. This planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. Common planning helps teachers maximize the time and resources that they have available. The guidance of instructional coaches and agreed upon protocols during your planning meetings also helps maximize the time teachers plan together. Furthermore, weekly grade-level team meetings also contribute meaningful professional development and implementation.

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

1. Provide internship opportunities with local universities and partner with College campus Job Fairs. Principal
2. Schedule meetings on a continual basis with new teachers and partner new teachers with mentor veteran teachers. Principal - Assistant Principal - Department Chairperson
3. Provide opportunities for teachers to visit peer teachers and share best practices. Principal - Assistant Principal - Department Chairperson
4. Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.). Principal - Assistant Principal - Department Chairperson

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

Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Coaches and mentor volunteer will assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative support will be provided in areas as deemed necessary.

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

Instructional coaches have worked closely with teachers to provide instructional techniques and recommended activities or learning experiences for students and increase teachers' familiarity with new standards. Common planning has focused on teachers' requisite knowledge base of a wide variety of instructional strategies and understanding of when to use those strategies to meet required standards.

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 Dade Middle School utilizes data to differentiate instruction and actively work to support the learning of all students. Strategic assessment, thoughtful planning and targeted, and flexible instruction means students have multiple opportunities for taking in information, making sense of ideas, and expressing what they learn. The data sources are FCAT scores, FAIR assessment scores, Interim Assessments, and topic tests, among others.

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: After School Program

Minutes added to school year: 6,000

North Dade Middle School offers the After School All - Star program which provides planned activities, that include homework assistance, indoor and outdoor games, arts and crafts, snack time and various recreational activities. The program offers reading and math tutoring, music, enrichment and other classes designed to provide participants with a variety of educational and enrichment experiences.

Strategy Rationale

Tailored tutoring for the specific academic needs and learning style and interest of targeted group;
designed to build a relationship that can be applied through an interdisciplinary approach;
designed around flexible scheduling for families.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thurston, Monica, monicathurston@dadeschools.net

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

Sign -in sheets, schedule of planned activities, and student participation logs are monitored to ensure efficacy of implementation.

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

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

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***

North Dade Middle School will host a Career day where local businessmen and other members of the community will speak to our students about a variety of career opportunities and the steps needed to complete the targeted career path. Local colleges such as Miami Dade College, Barry University and Florida International University will be invited to partake in a College and Career Fair so that students can partake in the preliminary college experience.

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

The Career and Technical Education course will provide students with the opportunity to earn industry certification in a variety of Microsoft Office Suite applications. Additionally, Adobe, Photoshop will be offered as an option for art students.

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

All of the courses have a technology component infused within the curriculum. Additionally, courses are offered in business and technology to equip students with 21st Century Skills. The art education program also integrates career and technical education skills to enroll students.

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

Students with reading deficiencies are being remediated throughout our intensive reading program. Extended learning opportunities are provided to our students during our after school program across all four core strands of ELA- Reading, Writing, Speaking and Listening, and Language. Intervention and enrichment services are provided during the school day as an additional means of support.

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.** If all teachers at North Dade Middle School collaboratively establish expectations for high quality instruction and student feedback in all content areas, and they consistently meet those expectations in their classrooms, core instruction will improve and student achievement will increase in all content areas, then North Dade Middle School will place in the 50% percentile statewide for growth in all core tested areas.
- G2.** If the school utilizes data systemically to identify at- risk students as early as possible to allow for the application of more effective prevention and early intervention services, then the school will have a greater likelihood of maximizing student achievement rate.
- G3.** If all teachers increase the number of students participating in Project Based Learning in STEAM and emphasize the engagement of students in the problem solving process, then students will be equipped with the learning tools in reading, writing, speaking and listening, and language by enabling them to develop key college and career- readiness skills.
- G4.** Title I - see 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. If all teachers at North Dade Middle School collaboratively establish expectations for high quality instruction and student feedback in all content areas, and they consistently meet those expectations in their classrooms, core instruction will improve and student achievement will increase in all content areas, then North Dade Middle School will place in the 50% percentile statewide for growth in all core tested areas. 1a

G050337

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	59.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Common Planning, IPREP Math Facilitator, Curriculum Support Specialist, I-Ready, Edgenuity, ETO Pacing Guides and Resources, School Based Professional Development

Targeted Barriers to Achieving the Goal 3

- There is evidence to show inconsistency in practice of research-based methods geared toward deeper understanding of state standards, which would yield higher student achievement. The Literacy and Math department are grappling with the development of explicit lessons that are aligned to the Florida Standards which will engage students in complex thinking.

Plan to Monitor Progress Toward G1. 8

Monitor Interims, formative and summative data to determine growth and efficacy of instruction.

Person Responsible

Fabrice Laguerre

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Data Results, Ongoing data chats with teachers

G2. If the school utilizes data systemically to identify at- risk students as early as possible to allow for the application of more effective prevention and early intervention services, then the school will have a greater likelihood of maximizing student achievement rate. 1a

G050326

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	50.0

Resources Available to Support the Goal 2

- Attendance Reports, RTIB Reports, RTI2 Process, Grade Level Team Meetings, Student Services, Outside Agencies, PMRN Progress Monitoring , Academic Progress, Positive Behavior Support Coach

Targeted Barriers to Achieving the Goal 3

- Lack of Early Warning Systems that identify at- risk students through readily available data.

Plan to Monitor Progress Toward G2. 8

Referral data from grade level team meetings

Person Responsible

Kayla Edwards

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Referrals to student services

G3. If all teachers increase the number of students participating in Project Based Learning in STEAM and emphasize the engagement of students in the problem solving process, then students will be equipped with the learning tools in reading, writing, speaking and listening, and language by enabling them to develop key college and career- readiness skills. 1a

G050327

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- Built-in Common Planning, coaching cycles, weekly administrative walk-throughs, school-based professional development, and ETO Curriculum Support Specialist

Targeted Barriers to Achieving the Goal 3

- Use of traditional methods versus researched based methods that do not promote student engagement within the areas of STEAM.

Plan to Monitor Progress Toward G3. 8

Administrative walkthroughs, common planning, and student work samples.

Person Responsible

Fabrice Laguerre

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Student Work Samples, Completed Projects

G4. Title I - see PIP 1a

G050328

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- .

Targeted Barriers to Achieving the Goal 3

- .

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. If all teachers at North Dade Middle School collaboratively establish expectations for high quality instruction and student feedback in all content areas, and they consistently meet those expectations in their classrooms, core instruction will improve and student achievement will increase in all content areas, then North Dade Middle School will place in the 50% percentile statewide for growth in all core tested areas. **1**

 G050337

G1.B1 There is evidence to show inconsistency in practice of research-based methods geared toward deeper understanding of state standards, which would yield higher student achievement. The Literacy and Math department are grappling with the development of explicit lessons that are aligned to the Florida Standards which will engage students in complex thinking. **2**

 B127301

G1.B1.S1 Curriculum support specialist and coaches will assist in the planning and delivery of standards based instruction. Through this support we will be able to implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition. **4**

 S139361

Strategy Rationale

Action Step 1 **5**

Instructional Coaches will conduct professional development, individualized grade level common planning, Coaching Cycles, Administrative Walkthroughs

Person Responsible

Kayla Edwards

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Student work samples

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

Administrative walk-throughs, teacher conferencing, ETO support team feedback

Person Responsible

Kayla Edwards

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Administrative notes and conferencing documents, administrative feedback on coaching logs,

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

Common planning sessions that facilitate instructional discussions on the standard and researched based practices that translate to the planning of instruction.

Person Responsible

Kayla Edwards

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Common planning documents and student work samples.

G2. If the school utilizes data systemically to identify at- risk students as early as possible to allow for the application of more effective prevention and early intervention services, then the school will have a greater likelihood of maximizing student achievement rate. 1

G050326

G2.B1 Lack of Early Warning Systems that identify at- risk students through readily available data. 2

B126047

G2.B1.S1 Develop a thorough analysis of risk indicator patterns and relevant information to help understand the root causes of student disengagement and academic failure. 4

S138520

Strategy Rationale

Action Step 1 5

Provide training to staff on Response to Instruction and Intervention

Person Responsible

Kayla Edwards

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

EWS documentation forms

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

Ongoing RTI2 meetings with grade-level teams

Person Responsible

Kayla Edwards

Schedule

Weekly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Meeting Agenda and Minutes

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

Administration will monitor the RTI2 process and adjust objectives as needed

Person Responsible

Fabrice Laguerre

Schedule

Weekly, from 8/18/2014 to 11/24/2014


Evidence of Completion

Meeting Agenda and Minutes

G3. If all teachers increase the number of students participating in Project Based Learning in STEAM and emphasize the engagement of students in the problem solving process, then students will be equipped with the learning tools in reading, writing, speaking and listening, and language by enabling them to develop key college and career- readiness skills. 1

 G050327

G3.B1 Use of traditional methods versus researched based methods that do not promote student engagement within the areas of STEAM. 2

 B126048

G3.B1.S1 Curriculum support specialists and coaches will provide instructional support that allows engagement in inquiry, logical reasoning and application of technology. 4

 S137958

Strategy Rationale

Action Step 1 5

Professional Development, Science Fair

Person Responsible

Kayla Edwards

Schedule

Monthly, from 8/18/2014 to 11/24/2014

Evidence of Completion

PD Agenda and Sign In Sheets

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

Administrative Walk-throughs, Common Planning, Science Fair Projects

Person Responsible

Kayla Edwards

Schedule

Monthly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Student work samples, Completed projects

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

Administrative Walk-throughs, Coaching Cycles

Person Responsible

Kayla Edwards

Schedule

Monthly, from 8/18/2014 to 11/24/2014


Evidence of Completion

Student Work Samples, Completed Projects


G4. Title I - see PIP 1

 G050328

G4.B1 2

 B126049

G4.B1.S1 4

 S137960

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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
G4.B1.S1.A1	[no content entered]			monthly	
G3.B1.S1.A1	Professional Development, Science Fair	Edwards, Kayla	8/18/2014	PD Agenda and Sign In Sheets	11/24/2014 monthly
G2.B1.S1.A1	Provide training to staff on Response to Instruction and Intervention	Edwards, Kayla	8/18/2014	EWS documentation forms	11/24/2014 weekly
G1.B1.S1.A1	Instructional Coaches will conduct professional development, individualized grade level common planning, Coaching Cycles, Administrative Walkthroughs	Edwards, Kayla	8/18/2014	Student work samples	11/24/2014 weekly
G1.MA1	Monitor Interims, formative and summative data to determine growth and efficacy of instruction.	Laguerre, Fabrice	8/18/2014	Data Results, Ongoing data chats with teachers	11/24/2014 weekly
G1.B1.S1.MA1	Common planning sessions that facilitate instructional discussions on the standard and researched based practices that translate to the planning of instruction.	Edwards, Kayla	8/18/2014	Common planning documents and student work samples.	11/24/2014 weekly
G1.B1.S1.MA1	Administrative walk-throughs, teacher conferencing, ETO support team feedback	Edwards, Kayla	8/18/2014	Administrative notes and conferencing documents, administrative feedback on coaching logs,	11/24/2014 weekly
G2.MA1	Referral data from grade level team meetings	Edwards, Kayla	8/18/2014	Referrals to student services	11/24/2014 weekly
G2.B1.S1.MA1	Administration will monitor the RTI2 process and adjust objectives as needed	Laguerre, Fabrice	8/18/2014	Meeting Agenda and Minutes	11/24/2014 weekly
G2.B1.S1.MA1	Ongoing RTI2 meetings with grade-level teams	Edwards, Kayla	8/18/2014	Meeting Agenda and Minutes	11/24/2014 weekly
G3.MA1	Administrative walkthroughs, common planning, and student work samples.	Laguerre, Fabrice	8/18/2014	Student Work Samples, Completed Projects	11/24/2014 weekly
G3.B1.S1.MA1	Administrative Walk-throughs, Coaching Cycles	Edwards, Kayla	8/18/2014	Student Work Samples, Completed Projects	11/24/2014 monthly
G3.B1.S1.MA1	Administrative Walk-throughs, Common Planning, Science Fair Projects	Edwards, Kayla	8/18/2014	Student work samples, Completed projects	11/24/2014 monthly
G4.MA1	[no content entered]			monthly	
G4.B1.S1.MA1	[no content entered]			monthly	
G4.B1.S1.MA1	[no content entered]			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.

G1. If all teachers at North Dade Middle School collaboratively establish expectations for high quality instruction and student feedback in all content areas, and they consistently meet those expectations in their classrooms, core instruction will improve and student achievement will increase in all content areas, then North Dade Middle School will place in the 50% percentile statewide for growth in all core tested areas.

G1.B1 There is evidence to show inconsistency in practice of research-based methods geared toward deeper understanding of state standards, which would yield higher student achievement. The Literacy and Math department are grappling with the development of explicit lessons that are aligned to the Florida Standards which will engage students in complex thinking.

G1.B1.S1 Curriculum support specialist and coaches will assist in the planning and delivery of standards based instruction. Through this support we will be able to implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.

PD Opportunity 1

Instructional Coaches will conduct professional development, individualized grade level common planning, Coaching Cycles, Administrative Walkthroughs

Facilitator

Taneisha Webster, Marie Wallace, Yuma Andre, Gloria Walker

Participants

North Dade Middle faculty and staff

Schedule

Weekly, from 8/18/2014 to 11/24/2014

G2. If the school utilizes data systemically to identify at- risk students as early as possible to allow for the application of more effective prevention and early intervention services, then the school will have a greater likelihood of maximizing student achievement rate.

G2.B1 Lack of Early Warning Systems that identify at- risk students through readily available data.

G2.B1.S1 Develop a thorough analysis of risk indicator patterns and relevant information to help understand the root causes of student disengagement and academic failure.

PD Opportunity 1

Provide training to staff on Response to Instruction and Intervention

Facilitator

Kayla J. Edwards and Aquinas Collins

Participants

Faculty and Staff

Schedule

Weekly, from 8/18/2014 to 11/24/2014

G3. If all teachers increase the number of students participating in Project Based Learning in STEAM and emphasize the engagement of students in the problem solving process, then students will be equipped with the learning tools in reading, writing, speaking and listening, and language by enabling them to develop key college and career- readiness skills.

G3.B1 Use of traditional methods versus researched based methods that do not promote student engagement within the areas of STEAM.

G3.B1.S1 Curriculum support specialists and coaches will provide instructional support that allows engagement in inquiry, logical reasoning and application of technology.

PD Opportunity 1

Professional Development, Science Fair

Facilitator

Gloria walker

Participants

Faculty and Staff

Schedule

Monthly, from 8/18/2014 to 11/24/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: If the school utilizes data systemically to identify at- risk students as early as possible to allow for the application of more effective prevention and early intervention services, then the school will have a greater likelihood of maximizing student achievement rate.	770
Goal 3: If all teachers increase the number of students participating in Project Based Learning in STEAM and emphasize the engagement of students in the problem solving process, then students will be equipped with the learning tools in reading, writing, speaking and listening, and language by enabling them to develop key college and career- readiness skills.	1,350
Grand Total	2,120

Goal 2: If the school utilizes data systemically to identify at- risk students as early as possible to allow for the application of more effective prevention and early intervention services, then the school will have a greater likelihood of maximizing student achievement rate.

Description	Source	Total
B1.S1.A1 - Books and supplies	General Fund	770
Total Goal 2		770

Goal 3: If all teachers increase the number of students participating in Project Based Learning in STEAM and emphasize the engagement of students in the problem solving process, then students will be equipped with the learning tools in reading, writing, speaking and listening, and language by enabling them to develop key college and career- readiness skills.

Description	Source	Total
B1.S1.A1 - Science Boards and materials	General Fund	1,350
Total Goal 3		1,350