

Miami-Dade County Public Schools

Country Club Middle School



2016-17 School Improvement Plan

Country Club Middle School

18305 NW 75TH PL, Miami Lakes, FL 33015

<http://countryclubmiddle.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Country Club Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Country Club Middle School will support the unique needs of its students as they mature educationally, physically, and socially. All staff, students, and their families will work cooperatively in an atmosphere of mutual respect to help each individual reach their optimum academic and social potential in a safe, respectful, and widely diverse learning community through a broad range of academic and extracurricular activities.

b. Provide the school's vision statement

Country Club Middle School will promote academic excellence for all students in a supportive and cooperative environment which encourages mutual respect of persons from diverse, ethnic, and economic backgrounds.

2. School Environment

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

Effective teacher/student relationships are established because teachers encourage students to celebrate cultural differences and to share their backgrounds. They communicate with their students, create an environment of respect (evidenced by the school's zero tolerance for bullying), allow students the opportunity to freely express their point of view, and frequently provide a "structured," enriched environment that is designed to eliminate downtime and enhance student learning.

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

The administration, teachers, and support staff maintain visibility throughout the school day. Students are aware that they may also approach any staff member or leave an anonymous note in the school's drop box for the counselor. The administrative team visit classrooms throughout the school day in an effort to establish positive relationships with students, thus, fostering a feeling of trust and respect.

c. 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

To promote a positive school environment and ensure academic achievement, student behavior that disrupts the learning environment is addressed utilizing the Code of Student Conduct. All students in violation of this document receive corrective strategies that promote and reinforce appropriate behavior. Students are able to learn the core values cooperation, kindness, and respect.

d. 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 health and social well-being of all students are extremely important. It is for this reason teachers may refer students to a counselor or a social worker to target any concerns students may be having. Students are also encouraged to speak with a counselor, teacher, administrator, or other staff member that they are most comfortable with.

3. 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).

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

The Early Warning System established at Country Club Middle School identifies students in need of additional support and refers them to the MTSS/RtL team to monitor attendance, referrals, and academic progress. Students experiencing academic difficulties will be identified and monitored by the school counselor/administrator. Students who did not demonstrate proficiency on the 2016 FSA have been enrolled in remedial courses (intensive reading-Level 1 and 2 and/or intensive mathematics-Level 1 Only). To promote academic achievement and increase school-wide attendance, students meeting criteria will be recognized and become eligible to participate in incentive programs offered throughout the school.

The following are identifiers of students who are in need of support within our Early Warning System. Our school's goal is to decrease the number of students by 1 percentage point.

- * Student Absences Greater than 10 Percent
- * Indoor /Outdoor Suspension
- * Level 1 Students on Standardized Assessments
- * Student Failures of ELA or Mathematics Courses
- * Student failures of 2 or more courses

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	44	65	46	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	47	69	35	0	0	0	0	151
Course failure in ELA or Math	0	0	0	0	0	0	29	11	42	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	0	0	0	34	51	77	0	0	0	0	162
Level 1 on statewide assess.-math	0	0	0	0	0	0	41	51	124	0	0	0	0	216
Students failures of 2 or more courses	0	0	0	0	0	0	2	48	10	0	0	0	0	60
Course Failure in Mathematics	0	0	0	0	0	0	5	46	13	0	0	0	0	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	11	77	154	0	0	0	0	242

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

The school will utilize the Attendance Review Committee and follow the iAttend Plan to monitor attendance and provide interventions when necessary. A newly developed behavioral modification plan will be implemented to discourage violations of the Code of Student Conduct and increase

positive behavior. An incentive program that focuses on improving and recognizing student academic performance will also be implemented.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. 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

Each school year, Country Club Middle School (CCMS) hosts a community fair and invites local businesses within the area to attend and meet with parents. This is all in an effort to strengthen our home/school/community relationship. We have sustained partnerships with Miami Dade College, ALM Sports, a local church, IHOP, Nick's Photo's, and Drubi Orthodontics. Through these partnerships, we are afforded the opportunity to reinforce the scientific process and introduce college life to our students through our College Dual Enrollment Program with Miami Dade College, provide extra-curricular activities, improve the school's sound system, and provide rewards for our faculty/staff.

In our efforts to increase STEM/CTE learning activities within the school, we have increased the number of activities offered to our students through our collaboration with Miami Dade College, North Campus. CCMS students will attend a Forensic Science Symposium field trip at the college that will expose them to the many careers in the field of science and technology. Our school will also host a Math and Science Night, where the school's two magnet programs, Biomedical and Forensics, will be showcased.

Community Liaisons are also encouraged to attend our school's Educational Excellence School Advisory Council meetings to assist with the development of our school-wide program and promote the achievement of every student.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Prado, Cynthia	Principal
Espinosa, Jimmy	Teacher, K-12
Picado, Jessica	Teacher, K-12
Curry-Coffee, Nicole	Teacher, K-12
Rodriguez, Miguelina	Other
Covone, Gina	Teacher, K-12
Leon, Michelle	Other
Spicer, Lisa	Teacher, K-12
Villazon, Jacqueline	Assistant Principal
Stephen, Josmeen	Teacher, K-12
Isla, Janette	Guidance Counselor
Gutierrez, Luis	Administrative Support

b. Duties

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

Cynthia M. Prado, Principal
 Jacqueline L. Villazon, Assistant Principal
 Jimmy Espinosa, Language Arts Dept. Chair
 Josmeen Stephen, Reading Dept. Chair
 Lisa Spicer, Science Dept. Chair
 Michelle Leon, Assessment Coordinator
 Jessica Picado, Mathematics Dept. Chair
 Lisa Spicer, Science Dept. Chair
 Nicole Curry-Coffee, Social Science Dept. Chair
 Gina Covone, Electives Dept. Chair
 Duysevi Karan-Miyar, LEA Representative
 Miguelina Rodriguez, ELL Dept.
 Dr. Victor Astacio, School Psychologist
 Janette Isla, Guidance Counselor
 Luis Gutierrez, SCS/Administrative Support
 Julio Casteleiro, Social Worker

Administrators are responsible for monitoring the fidelity of the school's MTSS, and the provision of professional development and collegial opportunities, as well as resources to support the needs of the MTSS leadership team.

Department Chairs will be responsible for the disaggregation and analysis of data reports as well as leading data chats within their respective departments. Student Service personnel will be responsible for the monitoring of attendance and behavioral reports, and the dissemination of this information to the leadership team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular department meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all meetings that focus on increasing student achievement and behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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.
7. 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. Provide assistance for teachers through a curriculum support specialist to target student engagement.
4. 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 to 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.

* Title I, Part A

At Country Club Middle School, services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Department Chairs, together with department members, regularly develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches through common

planning. They identify systematic patterns of student need while working with district personnel (Curriculum Support Specialists) to identify appropriate, evidence-based intervention strategies; assists 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population.

* Title I, Part C- Migrant

The school routinely 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

The District receives funds to support the Educational Alternative Outreach programs. Country Club Middle School refers students and parents to several local outreach programs when necessary.

* 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, ELL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC).

* Title III

At Country Club Middle School, services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Country Club Middle School provides before school tutoring, monthly parent outreach meetings held on campus, and in-house professional development on best practices for ELL and content area teachers. In addition, the ELL students currently utilize the Achieve 3000 Language program daily at Country Club Middle School.

* 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community on a regular basis.
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart 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 twelve homeless shelters in the community.
- The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

* Supplemental Academic Instruction (SAI)

Country Club Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP)

* Violence Prevention Programs

Country Club Middle School provides Student Support Services which oversees non-violence and anti-drug programs to students that incorporate Red Ribbon Week, community service and counseling. These programs prevent the use of drugs and violence to ensure a safe learning environment supporting student achievement.

* Nutrition Programs

- 1) Country Club 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 and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

* Career and Technical Education

Country Club Middle School provides Career Cruiser which uses FACT.org to help compile information from a variety of resources to create a four year academic and elective plan that supports their internal post-secondary goals. Using the Career Cruiser, students will complete a survey through Social Studies that will help determine a compatible career field based on certain personal interest and how they relate to various career opportunities. By promoting career pathways and high school programs of study students will take ownership as at what career or technical pathway they should consider in high school and post-secondary education. Additionally, this will provide the students a better understanding and appreciation of the post -secondary opportunities available and plan for how to acquire the skills necessary to take advantage of those opportunities.

* Other

Country Club Middle School will involve parents in the planning and implementation of Title I Program and extend 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cynthia M. Prado	Principal
Duysevi Karan-Miyar	Teacher
Alejandro Heras	Teacher
Gina Covone	Teacher
Josmeen Stephen	Teacher
Felicia Chisholm	Parent
Francis Nodarse	Parent
Evelyn Rodriguez	Business/Community
Kayla Ulpiz	Student
Claudette Cannon	Teacher
Michelle Leon	Teacher
Nicole Curry-Coffee	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

During the End of the Year Review of the School Improvement Plan (SIP), the EESAC committee assesses individual department's barriers, strategies, instructional steps, evaluation tools, and the adjustments that are to be made for the upcoming year. Members examine school-wide data to determine if each goal has been achieved or whether alternative strategies need to be employed to increase students' likelihood of reaching proficient levels in all content areas.

b. Development of this school improvement plan

The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the school improvement plan. The EESAC supports the administrative efforts to improve students' achievement and budgets financial resources to support their efforts. It also recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. EESAC provides support for the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement. It supports the school's effort to recruit and hire highly qualified faculty members and offers support in the school's endeavors in providing a high quality educational program. It encourages and recommends that the faculty continue to develop the practices of departmental self-reflection and examination of best practices as more faculty members are hired.

c. Preparation of the school's annual budget and plan

In preparing the school's annual budget, the administration meets with the faculty so that they are afforded an opportunity to make recommendations on how allocated funds should be expended to promote student engagement and ultimately improve academic achievement. The budget is then presented to the EESAC committee for a final review prior to its approval.

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

\$2,999.00 was transferred to the school's internal fund for small purchases such as awards and recognition programs. This money will be used to provide positive reinforcement/incentives to all students showing progress as evidenced by data obtained through iReady Reports, Civics Mini-Assessments, Science Baseline Assessments, and/or Mathematics Topic Assessments.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Prado, Cynthia	Principal
Villazon, Jacqueline	Assistant Principal
Stephen, Josmeen	Teacher, K-12
Espinosa, Jimmy	Teacher, K-12
Picado, Jessica	Teacher, K-12
Leon, Michelle	Teacher, K-12
Curry-Coffee, Nicole	Teacher, K-12
Rodriguez, Miguelina	Teacher, K-12
Heras, Alejandro	Teacher, K-12
Spicer, Lisa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

1. School-wide focus on Reading daily – Class novels are read to promote pleasure reading and reading for purpose. Reading selections are both teacher and student selected.
2. School-wide focus on applying various reading strategies across the core academic areas - The strategies include previewing and predicting before reading, interacting with text to promote deep thinking and critical examination of the text, and text dependent questions to direct students to provide evidence and support from the text.
3. Departmental Focus on vocabulary strategies such as Vocabulary Maps, Concept of Definition, Interactive Word Walls, and Vocabulary Journals and Charts.
4. School-wide implementation of teacher and student Think-Alouds – This reading strategy helps make thinking before, during and after reading explicit. In order to help all students, teachers and students must demonstrate the comprehension processes and the strategies used to make sense of text.
5. Professional Learning Community and Professional Development activities within each core department area will be implemented to discuss various classroom teaching techniques that will result in a high level of student achievement. The following topics will be discussed weekly within these groups: setting high academic expectations, planning that ensures academic achievement, structuring, delivering and engaging students during lessons, creating a strong classroom culture,

setting and maintaining high behavioral expectations, character building and trust, improving pacing and challenging students to think critically.

6. I-Ready Reading implemented via literacy department – This supplemental reading program is utilized to build a reading culture at the school and makes reading practice more effective by providing students with a way to improve their reading skills.

7. School-wide use of R.A.C.E. (Restate, answer, cite, and explain) strategy throughout lessons.

D. 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).

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

To encourage positive working relationships among teachers, the sharing of best practices has been implemented. Teachers have an opportunity to share with their colleagues strategies that have proven to be effective within their classroom. Common planning within departments and the development of Professional Learning Communities are additional strategies utilized at our school site that have enabled teachers to work collaboratively and focus on their students' learning.

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

The administrative team provides supplemental supplements, when available. They encourage and facilitate Professional Development opportunities, as well as solicit National Board Certified Teachers. Most importantly, the administrative team attempts to accommodate teacher instructional preferences when preparing the school's master schedule.

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

Country Club Middle School will offer any eligible teacher mentoring opportunities by partnering them with veteran and successful colleagues from within the school to work with them on a weekly basis. To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following two courses:

I. Overview of Mentoring and Induction for New Teachers (MINT)

II. Introduction to Instructional Mentoring

Mentees and mentors will meet with their department's assistant principal monthly to discuss and monitor progress/needs. Additionally, the school will provide in-house and district sponsored professional development targeted to meet the needs of the mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Support to the faculty through professional development has assisted in ensuring that our instructional programs are aligned to the state's standards. Through in-service training, teachers are frequently exposed to and extensively examine the Item Specifications for all tested areas. This document drives our curricular programs and has improved the level of rigor students receive within the classroom. It has also been the primary resource utilized when selecting supplementary aids and developing instructional focus calendars that aid in the elimination of guesswork from teachers.

b. Instructional Strategies

1. 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

Assessments and classroom data is utilized to meet the needs of our diverse population by providing opportunities for remediation and individualized instruction targeting the areas of weakness. Assessment data is utilized to create flexible groupings for differentiated and small group instruction. Mini-assessments/Topic Assessments are used to monitor progress and to provide additional intervention via computer-based programs and teacher directed small groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 8,000

Country Club Middle School will provide students with after school tutoring. Our school also offers a variety of after-school extracurricular activities to stimulate health and fitness as well as socialization and increased learning. Additionally, the District uses supplemental funds for improving basic education for ELL students by funding a Title III before-school tutoring program geared to increase student performance and English language acquisition.

Strategy Rationale

The likelihood of students achieving academic success is increased significantly if they are provided additional opportunities to acquire tested benchmarks that extend beyond the school day. Students are able to receive information that may have been curtailed due to time constraints.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Villazon, Jacqueline, jvillazon@dadeschools.net

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

Data reports from iReady, Civics Mini-Assessments, Science Baseline, and Mathematics Topics Assessment will be generated and disaggregated based on standards by subgroup, teacher, class, program, and individual students. Monthly behavioral and attendance reports will be generated, and analyzed by student services.

2. Student Transition and Readiness

a. 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).

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

Country Club Middle School offers a Biomedical Magnet Program as well as a Forensics Magnet Program that supports the academic and social aspects of learning among our students. Furthermore, our school is a Cambridge School which also offers a rigorous curriculum to our students. Through our program, students focus on a curriculum that enables them to explore careers in the areas of science, technology and mathematics. These course provides students an opportunity to build relationships that enable them to learn from and communicate with their peers as they prepare for the rigors of the Health Science Education (HSE) course in high school.

b. College and Career Readiness

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

By promoting Career Pathways and Programs of Study students can have a better understanding and appreciation for the many post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.

Country Club Middle School has built a partnership with Miami Dade College, and our students are afforded the opportunity to take part in the CCMS/Miami Dade College Dual Enrollment Program after they have taken the diagnostic to determine if they are prepared for the PERT administration. Once the PERT has been passed, our students are able to register for college courses and engage in hands on college life experiences and expectations.

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

Country Club Middle School offers a Biomedical Magnet and a Forensics Magnet program that focuses on an accelerated Mathematics and Science curriculum infusing many opportunities for students to explore science, technology and mathematics careers. Additionally, our iPrep math program provides students a technologically rich environment in math to expose students to the grand world of technology-based learning and develop a love for mathematics.

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

N/A

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G082079

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	85.0
AMO Math - All Students	
AMO Math - White	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - Asian	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FSA Mathematics Achievement	16.0
Math Gains	57.0
Math Lowest 25% Gains	59.0
FAA Mathematics Achievement	84.0
Algebra I EOC Pass Rate	79.0
Geometry EOC Pass Rate	90.0
AMO Reading - All Students	
AMO Reading - White	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - Asian	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
FSA ELA Achievement	26.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	69.0
FAA Reading Proficiency	84.0
CELLA Listening/Speaking Proficiency	63.0
CELLA Reading Proficiency	33.0
CELLA Writing Proficiency	36.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal 3

- Lack of standards based intentional planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready, Core Chomps, HMH Collections, Imagine Learning, Achieve 3000, Discovery Learning, NBC Learn, Item Specs, Language Arts Department Chair, Reading Department Chair, ELL Department Chair, ESE Department Chair, Reflex Math, Khan Academy, Edgenuity, Compass Learning, Gizmo's, Gateway to Data, Gateway to American Government, i-Civics, DBQs, History

Labs, Pacing Guides, We the People, Smart boards, HP Tablets, Promethean Boards, Nooks, Laptops, Desktops.

Plan to Monitor Progress Toward G1. 8

Students' data from topic assessment, mini assessments, and i-Ready assessments will be analyzed to determine if progress has been made.

Person Responsible

Cynthia Prado

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

In determining if the strategy is being mastered, we will collect, maintain, and/or review sign-in logs, walkthrough logs, agendas, lesson plans, and professional development resources. Additionally, authentic work products will be reviewed periodically.

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

G082079

G1.B1 Lack of standards based intentional planning. 2

B217119

G1.B1.S1 Development of strategic planning templates within the Departments through common planning. 4

S229438

Strategy Rationale

Standards based intentional planning will promote departmental collaboration, increase lesson efficacy and enhance student performance.

Action Step 1 5

Provide Professional Development opportunities to unwrap Test Item Specs and Standards to enhance instructional delivery.

Person Responsible

Cynthia Prado

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting Agenda, Sign-in Sheets, Lesson Plans

Action Step 2 5

Provide personalized Differentiated Instruction (DI) to students through small group instruction and enrichment programs designed to reteach, remediate, and review.

Person Responsible

Cynthia Prado

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting Agenda, Sign-in sheets, Handouts, Walkthroughs, and Program Data

Action Step 3 5

Common planning time within the departments to share best practices, suggested resources, and customized lessons geared to maximize quality instruction, student engagement, and assessment results.

Person Responsible

Cynthia Prado

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting Agendas, Instructional Showcases, Lesson Plans, Walkthroughs

Action Step 4 5

Teachers will use cross-curricular planning to develop a school wide writing protocol.

Person Responsible

Josmeen Stephen

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthroughs, Lesson Plans, Student Work, Sign-in sheets, Meeting Agendas

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

In accordance with the Florida Continuous Improvement Model, administrative walkthroughs, as well as results from i-Ready Assessments, Civics Mini-Assessments, Science Baseline Assessment, and Mathematics Topic Assessments will be utilized to modify classroom instruction and teacher planning.

Person Responsible

Cynthia Prado

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

School-Wide Data Results, Administrative Walkthroughs, Student Authentic Work Products

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

Formative Assessments will be administered to students. The administrative team and teachers will then analyze the data to determine if student progress is being made. Observations of teachers actively planning with their department and students actively engaged within the classroom will also be utilized to determine if any adjustments are necessary within the planning and classroom components.

Person Responsible

Cynthia Prado

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data from i-Ready Assessments, Topic Assessments, Mini-Assessments, and the 2017 FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G1.MA1 M294252	Students' data from topic assessment, mini assessments, and i-Ready assessments will be analyzed to...	Prado, Cynthia	8/22/2016	In determining if the strategy is being mastered, we will collect, maintain, and/or review sign-in logs, walkthrough logs, agendas, lesson plans, and professional development resources. Additionally, authentic work products will be reviewed periodically.	6/8/2017 monthly
G1.B1.S1.MA1 M294248	Formative Assessments will be administered to students. The administrative team and teachers will...	Prado, Cynthia	8/22/2016	Data from i-Ready Assessments, Topic Assessments, Mini-Assessments, and the 2017 FSA	6/8/2017 every-6-weeks
G1.B1.S1.MA1 M294249	In accordance with the Florida Continuous Improvement Model, administrative walkthroughs, as well...	Prado, Cynthia	8/22/2016	School-Wide Data Results, Administrative Walkthroughs, Student Authentic Work Products	6/8/2017 every-6-weeks
G1.B1.S1.A1 A292210	Provide Professional Development opportunities to unwrap Test Item Specs and Standards to enhance...	Prado, Cynthia	8/22/2016	Meeting Agenda, Sign-in Sheets, Lesson Plans	6/8/2017 quarterly
G1.B1.S1.A2 A292211	Provide personalized Differentiated Instruction (DI) to students through small group instruction...	Prado, Cynthia	8/22/2016	Meeting Agenda, Sign-in sheets, Handouts, Walkthroughs, and Program Data	6/8/2017 biweekly
G1.B1.S1.A3 A292212	Common planning time within the departments to share best practices, suggested resources, and...	Prado, Cynthia	8/22/2016	Meeting Agendas, Instructional Showcases, Lesson Plans, Walkthroughs	6/8/2017 quarterly
G1.B1.S1.A4 A292213	Teachers will use cross-curricular planning to develop a school wide writing protocol.	Stephen, Josmeen	8/22/2016	Walkthroughs, Lesson Plans, Student Work, Sign-in sheets, Meeting Agendas	6/8/2017 quarterly

V. Professional Development Opportunities

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

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

G1.B1 Lack of standards based intentional planning.

G1.B1.S1 Development of strategic planning templates within the Departments through common planning.

PD Opportunity 1

Provide Professional Development opportunities to unwrap Test Item Specs and Standards to enhance instructional delivery.

Facilitator

District CSS, Region CSS

Participants

All Teachers

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Provide personalized Differentiated Instruction (DI) to students through small group instruction and enrichment programs designed to reteach, remediate, and review.

Facilitator

District CSS, Region CSS, Teachers, Administrators

Participants

All Teachers

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide Professional Development opportunities to unwrap Test Item Specs and Standards to enhance instructional delivery.	\$0.00
2	G1.B1.S1.A2	Provide personalized Differentiated Instruction (DI) to students through small group instruction and enrichment programs designed to reteach, remediate, and review.	\$0.00
3	G1.B1.S1.A3	Common planning time within the departments to share best practices, suggested resources, and customized lessons geared to maximize quality instruction, student engagement, and assessment results.	\$0.00
4	G1.B1.S1.A4	Teachers will use cross-curricular planning to develop a school wide writing protocol.	\$0.00
Total:			\$0.00