

Miami-Dade County Public Schools

Marcus A. Milam K 8 Center



2015-16 School Improvement Plan

Marcus A. Milam K 8 Center

6020 W 16TH AVE, Hialeah, FL 33012

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary 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 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The mission of M. A. Milam K-8 Center is to improve the educational opportunities of children by helping them succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills. All students at M.A. Milam K-8 Center are licensed to learn.

Provide the school's vision statement

M. A. Milam K-8 Center seeks to create a personalized setting that operates like a community that specifically addresses growth of children from the early years through the adolescent years. The staff makes provisions for an educational environment that encompasses the needs of the whole child.

School Environment

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

M. A. Milam K-8 Center maintains an open line of communication with all parents and guardians of students. M. A. Milam's Parent Resource Enter serves as a means for school information, minutes, and data in reference to EESAC and PTA. Information is available explaining how parents can become involved and be volunteers. A needs assessment is conducted in September to determine the needs of parents. All services provided are based on the results of the needs assessment and best practices research.

Parents of students for the upcoming school year will continue to be apprised of the school's direction and expectations through open meeting forums such as: Open House, Title I Parent Outreach, EESAC, and PTA meetings. The Community Involvement Specialist (CIS), teachers, and administrators call parents to provide information regarding student academic, behavioral, social progress and to set up parent-teacher conferences. The school website, the school marquee, and the "Connect ED" program as well as other tools are used to keep parents informed.

Additionally, the school explores various countries, their cultures, and heritage with special emphasis during Hispanic Heritage Month and Black History Month. M. A. Milam also offers an extended foreign language program which promotes cultural heritage awareness

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

The school offers supervised care through a before and after school program. Students who participate in the program receive breakfast in the morning and an afternoon snack as well as homework assistance in the afternoon. Additionally, staff is available from 7:30 in the morning to greet and ensure that the students enter the school premises safely, receive breakfast, and proceed to their supervised designated area for teacher pick-up.

M. A. Milam K8 adheres to the 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

M. A. Milam K8l 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

M. A. Milam promotes an environment which fosters mutual respect for everyone regardless of differences. This is encouraged through positive reinforcement of expected behavior. Counselors and Peer Counseling are available

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

M. A. Milam strives to continuously improve discipline and safety issues. Student orientations are held at the beginning of the year to inform all students and parents as to expected behavior and consequences of misbehavior based on the Student Code of Conduct in grades kindergarten through eight. A letter is sent home for the parent to sign acknowledging their understanding of what is acceptable student conduct and the consequences of misconduct.

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

M. A. Milam has two counselors available. Additionally, there is a Peer Counsel which helps students mediate differences among themselves with guidance from the counselor. Our administration employs an open door policy for any student wanting to seek their counsel. M. A. Milam also has a Leadership Circle which serves as the students' voice regarding various concerns or requests from the student body as a whole.

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

Following early warning indicators are monitored:

Attendance below 90 percent - Parents will be contacted to emphasize the correlation between attendance and learning. There will be reinforcement of student awareness of tiered attendance incentives for whole class and individual attendance. Additionally, the student will be counseled on the effect of missing instructional time on learning.

One or more suspensions (indoor or outdoor) - Student is counseled and parent is called regarding the ramifications of missing classes and needed instruction and the need to correct the misbehavior. Course failure in English Language Arts or mathematics - Students may be missing valuable instruction time and not completing assignments as required. Assignment completion and nine-week grade are monitored.

A Level 1 score on the statewide, standardized assessments in English Language Arts or

mathematics - Students will be identified, areas of deficiency noted, and differentiated instruction as well as pull-out tutoring will be utilized to increase the student's knowledge and comprehension.

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
	K	1	2	3	4	5	6	7	8		
Attendance below 90 percent	13	20	16	12	10	11	16	14	16	128	
One or more suspensions	0	0	0	0	0	1	0	2	0	3	
Course failure in ELA or Math	4	6	4	6	7	9	20	13	17	86	
Level 1 on statewide assessment	6	15	20	0	9	44	7	73	50	224	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance - One-on-one counseling with students as well as parent conferences regarding student attendance and its correlation to academic performance. Attendance incentives.
 Suspensions - One-on-one counseling with students as a parent conferences to correct behavioral issues which hinders student academic performance. Peer counseling were appropriate.
 Course failure and Level 1 - Differentiated instruction based on student data which will be used to ascertain strengths and weaknesses.to standards and/or specific benchmarks.

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

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 school's CIS (Community Involvement Specialist) heads up the community outreach program. The CIS communicates with our local businesses and government for participation in various activities such as Career Day and honoring student scholars and attendance via donations of certificates for the various establishments.

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:

Name	Title
Hernandez, Anna	Principal
Avila, Idania	Guidance Counselor
Canal, Robert	Teacher, K-12
Carmel, Amy	Teacher, K-12
Fernandez, Chastity	Teacher, ESE
Herrera, Seiko	SAC Member
Judge, Michelle	Assistant Principal
Cabrera, Kelly	Assistant Principal

Duties

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

The Leadership Team at M. A. Milam is vital, therefore, in building our team we have considered the following:

- Administrators: Principal (Ms. Anna Hernandez), who will ensure commitment and allocate resources; schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow-up of action steps: • Assistant Principal (Ms. Michelle Judge) for grades six through eight, who will work with the middle school staff, and Assistant Principal (Mr. Kelly Cabrera) for grades Kindergarten through five, who will work with the elementary school staff in building a positive environment for student achievement, and safety;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Mathematics Lead Teacher (Mr. Robert Canal) goal of improving instruction for all students
- Exceptional Student Education (SWD) teacher Chastity Fernandez:
- Counselor Idania Avilan;
- EESAC Chair Seiko Herrera

Media Specialist – Amy Carmel

In addition to Tier 1 problem solving, the Leadership Team members will meet bi-monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Michelle Judge, Kelly Cabrera, Robert Canal, and Chastity Fernandez of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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 at M. A. Milam 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. Hold regular team 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 team meetings that focus on increasing student achievement or behavioral success.
3. Monitor academic and behavior data evaluating progress by addressing the following: Interim assessments to determine that the students have learned the curriculum.
4. Weaknesses will be addressed by responding to intervention problem solving process and monitoring progress of interventions.
5. Students who have demonstrated mastery will participate in enrichment opportunities; students progressing satisfactorily will be acknowledged and the bar raised, and behavioral correction/ modification will be rewarded.
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 monthly 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 for SST Tier 3 intervention

M. A. Milam's 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 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.

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 Title I, Part A

At M. A. Milam K-8 Center 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 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 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.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

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:

Name	Stakeholder Group
Dana Thomas	Teacher
Robert Canal	Teacher
Chastity Fernandez	Teacher
Idania Avila	Teacher
Osmaide Gonzalez	Parent
Manny Perez	Business/Community
Seiko Herrera	Education Support Employee
Hilcia Ruiz	Parent
Judith Diaz	Parent
Rosa Vargas	Parent
Mayte Gonzalez	Teacher
Barbara Camacho	Parent
Elvira Valentin	Parent
Anna Hernandez	Principal
Mayra Mesa	Parent
Melanie Mederos	Student
Jeannette Borges	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes*Evaluation of last year's school improvement plan*

The SAC discusses the overall effectiveness of the school improvement plan based on recommendations/comments from the teachers and what to change for next year at the final meeting of the year.

Development of this school improvement plan

Members of the school improvement plan are also members of the SAC. The SAC reviews the school improvement plan as well as monitors it's implementation and effectiveness throughout the school year.

Preparation of the school's annual budget and plan

The school budget is discussed and reviewed at the second meeting of the year during the budgeting process. Allocations for positions and supplies are discussed in detail.

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

\$1500 for printing supplies such as ink for student and teacher communications and \$2500 allocated for science materials to support curriculum

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:**

Name	Title
Fernandez, Chastity	Teacher, ESE
Hernandez, Anna	Principal
Carmel, Amy	Teacher, K-12
Herrera, Seiko	SAC Member
Thomas, Dana	Teacher, K-12
Cabrera, Kelly	Assistant Principal

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

At M. A. Milam the LLT will meet at the beginning of the year, after each interim assessment, and at the end of the year. It will be the team's focus to create capacity of reading knowledge within the school building and to focus on areas of literacy concern across the school. Data review, disaggregation after each interim, and strategies for improvement will be a primary focus for the team.

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

M. A. Milam encourages collaborative planning by grade levels at the elementary level and at the subject level at the middle school level. Additionally, M.A. Milam has instituted Focus Wednesday meetings dealing with different areas of concern and the sharing of best practices among the groups.

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

1. Partnering with local universities as an internship site
2. Team building via regular meetings with Principal
3. Soliciting referrals from current employees
4. Partnering new teachers with veteran teachers

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

N/A

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

Instruction is planned and delivered based on standards and/or specific course benchmarks as outlined in the Florida Standards. Lesson plans are reviewed as to their alignment to the standards/ benchmarks.

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

At M. A. Milam data will be used to guide instructional decisions and system procedures for all students to:

- * Adjust the delivery of curriculum and instruction to meet the specific needs of students through differentiated instruction and pull-out tutoring during the school day;
- *Adjust the allocation of school based resources such as time allocated to computer enhanced learning;
- *Create student growth trajectories in order to identify and develop interventions.

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: 1,680

Provide both after school and Saturday school instruction in the core academic subjects as well as implementation of enrichment activities such as SECME club, National Junior Honor Society tutoring services, drama, chess and such. Schedule Focus Wednesdays to allow for teachers to share best practices and plan as well as allowing teachers to engage in professional development.

Strategy Rationale

Provide intensive/additional core academic instruction to the lower 25 percent performing group. Provide for a scheduled meeting time and place to facilitate sharing of best practices and planning to as many as possible.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Anna, pr3421@dadeschools.net

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

Data is collected quarterly via the District Interim Assessment as well as the iReady diagnostic assessment. This data is reviewed and distributed to allow for teachers as well as the Leadership Team to assess the effectiveness of the strategies in place and revise as needed.

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

At M. A. Milam K-8 Center all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs. FLKRS will be administered at the beginning of the school year. Additionally, FAIR will be administered at the beginning as well as mid-year and end-of-year in order to determine student learning gains and to determine the need for changes to the instructional/intervention programs. Parents are encouraged to attend the kindergarten orientation the Saturday prior to the opening of school and to Open House. Parents will be encouraged to participate in kindergarten activities such as "My First 100 days". Initial screening data will be used to group students according to needs/abilities and ELL levels and to identify those who may need intervention beyond core instruction. Additionally, social skills instruction will occur throughout the day through the use of common language, re-teaching, and positive reinforcement of positive social behavior.

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

At M. A. Milam students will gain an understanding of business and industry workforce requirements by learning about various occupations through “Career Day” events and curriculum. Additionally, eighth-grade students attend a “Magnet Fair” which highlights the various programs and specialized areas of study available at the various secondary magnet schools.

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

M. A. Milam, by promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and plan for how to acquire the skills necessary to take advantage of those opportunities. Students will research careers and what of study apply to reaching that goal.

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

Milam offers a Research course for the advanced student, high school algebra, a computer course, and robotics.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 in social sciences by improving core instruction in all content areas.
- G2.** To increase student achievement in science by improving core instruction in all content areas.
- G3.** To increase student achievement in mathematics by improving core instruction in all content areas.
- G4.** To increase student achievement in Language Arts/Reading by improving core instruction in all content areas.

Strategic Goals Detail

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

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

1a

G070626

Targets Supported 1b

Indicator	Annual Target
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Middle School Participation in EOC and Industry Certifications

Resources Available to Support the Goal 2

- Strong leadership team, Social Studies Chairperson, Time for Kids, National Geographic, Learning Village, CPalms

Targeted Barriers to Achieving the Goal 3

- Limited evidence of data-driven planning

Plan to Monitor Progress Toward G1. 8

Monitor on-going assessments

Person Responsible

Kelly Cabrera

Schedule

On 6/9/2016

Evidence of Completion

Interim assessment progress attained

G2. To increase student achievement in science by improving core instruction in all content areas. 1a

G070627

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Strong leadership team, Science Chairperson, time for collaborative teacher planning, Discovery Learning, NBC Learn, laboratory kits, GIZMOS, Learning Village

Targeted Barriers to Achieving the Goal 3

- Limited evidence of data-driven planning

Plan to Monitor Progress Toward G2. 8

Monitor on-going assessments

Person Responsible

Kelly Cabrera

Schedule

On 6/9/2016

Evidence of Completion

Assessment progress attained

G3. To increase student achievement in mathematics by improving core instruction in all content areas. 1a

G070628

Targets Supported 1b

Indicator	Annual Target
AMO Math - Hispanic	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	

Resources Available to Support the Goal 2

- Strong leadership team, math coach, time for collaborative teacher planning, i-Ready, Reflex Math, Think Central, Item Specs, CPalms

Targeted Barriers to Achieving the Goal 3

- Limited evidence of data-driven planning

Plan to Monitor Progress Toward G3. 8

Monitor the delivery and implementation of collaboratively developed lessons.

Person Responsible

Michelle Judge

Schedule

On 11/26/2014

Evidence of Completion

Interim Assessment results showing progress

G4. To increase student achievement in Language Arts/Reading by improving core instruction in all content areas. 1a

G070629

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - SWD	

Resources Available to Support the Goal 2

- Strong leadership team, Language Arts/Reading Department Chairperson, i-Ready, Imagine Learning, Teen Biz, CPlams

Targeted Barriers to Achieving the Goal 3

- Limited evidence of data-driven planning

Plan to Monitor Progress Toward G4. 8

Monitor on-going assessments

Person Responsible

Michelle Judge

Schedule

On 6/9/2016

Evidence of Completion

Assessment progress attained

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 in social sciences by improving core instruction in all content areas. **1**

 G070626

G1.B4 Limited evidence of data-driven planning **2**

 B184033

G1.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms **4**

 S195616

Strategy Rationale

Effective planning will support student achievement in developing higher order thinking, grade level rigor, and appropriate student tasks.

Action Step 1 **5**

Provide professional development across all content areas on the effective implementation of data-driven planning.

Person Responsible

Kelly Cabrera

Schedule

On 10/30/2015

Evidence of Completion

Meeting agenda, sign-in sheets, handouts

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Development and implementation of collaborative, effective, data-driven lesson plans

Person Responsible

Kelly Cabrera

Schedule

Monthly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Agendas, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Follow-up and support implementation of collaboratively developed lesson plans

Person Responsible

Peter Goldman

Schedule

Quarterly, from 9/14/2015 to 1/22/2016

Evidence of Completion

Sign-in sheets, lessons plans, debriefing notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Delivery and implementation of collaboratively developed lesson plans

Person Responsible

Kelly Cabrera

Schedule

Quarterly, from 10/30/2015 to 1/22/2016

Evidence of Completion

Observation and walk through notes

G2. To increase student achievement in science by improving core instruction in all content areas. 1

G070627

G2.B4 Limited evidence of data-driven planning 2

B184037

G2.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms [copy] 4

S195618

Strategy Rationale

Effective planning will support student achievement in developing higher order thinking, grade level rigor, and appropriate student tasks.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of data-driven planning.

Person Responsible

Kelly Cabrera

Schedule

On 10/30/2015

Evidence of Completion

Meeting agenda, sign-in sheets, handouts

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

Teachers will develop and implement plans that incorporate the components of an effective and collaborative data-driven lesson plan

Person Responsible

Kelly Cabrera

Schedule

Quarterly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Agenda, sign-in sheets

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

Follow-up and support implementation of collaboratively developed data-driven lesson plans

Person Responsible

Nydia Rivera

Schedule

Quarterly, from 9/14/2015 to 1/22/2016

Evidence of Completion

Sign-in sheets, lesson plans, debriefing notes

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

Delivery and implementation of collaboratively developed data-driven lesson plans

Person Responsible

Kelly Cabrera

Schedule

Quarterly, from 10/30/2015 to 1/22/2016

Evidence of Completion

Observation and walk through notes

G3. To increase student achievement in mathematics by improving core instruction in all content areas. 1

G070628

G3.B4 Limited evidence of data-driven planning 2

B184041

G3.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms 4

S195620

Strategy Rationale

Effective planning will support student achievement in developing higher order thinking, grade level rigor, and appropriate student tasks.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of data-driven planning.

Person Responsible

Michelle Judge

Schedule

On 10/30/2015

Evidence of Completion

Meeting agenda, sign-in sheets, handouts

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Development and implementation of collaborative, effective, data-driven lesson plans

Person Responsible

Michelle Judge

Schedule

Monthly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Agendas, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Follow-up and support implementation of collaboratively developed lesson plans

Person Responsible

Robert Canal

Schedule

Quarterly, from 9/14/2015 to 1/22/2016

Evidence of Completion

Sign-in sheets, lessons plans, debriefing notes

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Delivery and implementation of collaboratively developed lesson plans

Person Responsible

Michelle Judge

Schedule

Quarterly, from 10/30/2015 to 1/22/2016

Evidence of Completion

Observation and walk through notes

G4. To increase student achievement in Language Arts/Reading by improving core instruction in all content areas. 1

G070629

G4.B4 Limited evidence of data-driven planning 2

B184045

G4.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms 4

S195623

Strategy Rationale

Effective planning will support student achievement in developing higher order thinking, grade level rigor, and appropriate student tasks.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of data-driven planning.

Person Responsible

Michelle Judge

Schedule

On 10/30/2015

Evidence of Completion

Meeting agenda, sign-in sheets, handouts

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Development and implementation of collaborative, effective, data-driven lesson plans

Person Responsible

Michelle Judge

Schedule

Monthly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Agendas, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Follow-up and support implementation of collaboratively developed lesson plans

Person Responsible

Marlen Martinez-Ronda

Schedule

Quarterly, from 9/14/2015 to 1/22/2016

Evidence of Completion

Sign-in sheets, lessons plans, debriefing notes

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Delivery and implementation of collaboratively developed lesson plans

Person Responsible

Michelle Judge

Schedule

Quarterly, from 10/30/2015 to 1/22/2016

Evidence of Completion

Observation and walk through notes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	Cabrera, Kelly	10/14/2015	Meeting agenda, sign-in sheets, handouts	10/30/2015 one-time
G2.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	Cabrera, Kelly	10/14/2015	Meeting agenda, sign-in sheets, handouts	10/30/2015 one-time
G3.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	Judge, Michelle	10/14/2015	Meeting agenda, sign-in sheets, handouts	10/30/2015 one-time
G4.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	Judge, Michelle	10/14/2015	Meeting agenda, sign-in sheets, handouts	10/30/2015 one-time
G1.MA1	Monitor on-going assessments	Cabrera, Kelly	9/8/2015	Interim assessment progress attained	6/9/2016 one-time
G1.B4.S1.MA1	Follow-up and support implementation of collaboratively developed lesson plans	Goldman, Peter	9/14/2015	Sign-in sheets, lessons plans, debriefing notes	1/22/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA3	Delivery and implementation of collaboratively developed lesson plans	Cabrera, Kelly	10/30/2015	Observation and walk through notes	1/22/2016 quarterly
G1.B4.S1.MA1	Development and implementation of collaborative, effective, data-driven lesson plans	Cabrera, Kelly	10/30/2015	Agendas, sign-in sheets	6/9/2016 monthly
G2.MA1	Monitor on-going assessments	Cabrera, Kelly	9/8/2015	Assessment progress attained	6/9/2016 one-time
G2.B4.S1.MA1	Follow-up and support implementation of collaboratively developed data-driven lesson plans	Rivera, Nydia	9/14/2015	Sign-in sheets, lesson plans, debriefing notes	1/22/2016 quarterly
G2.B4.S1.MA3	Delivery and implementation of collaboratively developed data-driven lesson plans	Cabrera, Kelly	10/30/2015	Observation and walk through notes	1/22/2016 quarterly
G2.B4.S1.MA1	Teachers will develop and implement plans that incorporate the components of an effective and collaborative data-driven lesson plan	Cabrera, Kelly	10/30/2015	Agenda, sign-in sheets	6/9/2016 quarterly
G3.MA1	Monitor the delivery and implementation of collaboratively developed lessons.	Judge, Michelle	9/9/2014	Interim Assessment results showing progress	11/26/2014 one-time
G3.B4.S1.MA1	Follow-up and support implementation of collaboratively developed lesson plans	Canal, Robert	9/14/2015	Sign-in sheets, lessons plans, debriefing notes	1/22/2016 quarterly
G3.B4.S1.MA3	Delivery and implementation of collaboratively developed lesson plans	Judge, Michelle	10/30/2015	Observation and walk through notes	1/22/2016 quarterly
G3.B4.S1.MA1	Development and implementation of collaborative, effective, data-driven lesson plans	Judge, Michelle	10/30/2015	Agendas, sign-in sheets	6/9/2016 monthly
G4.MA1	Monitor on-going assessments	Judge, Michelle	9/14/2015	Assessment progress attained	6/9/2016 one-time
G4.B4.S1.MA1	Follow-up and support implementation of collaboratively developed lesson plans	Martinez-Ronda, Marlen	9/14/2015	Sign-in sheets, lessons plans, debriefing notes	1/22/2016 quarterly
G4.B4.S1.MA3	Delivery and implementation of collaboratively developed lesson plans	Judge, Michelle	10/30/2015	Observation and walk through notes	1/22/2016 quarterly
G4.B4.S1.MA1	Development and implementation of collaborative, effective, data-driven lesson plans	Judge, Michelle	10/30/2015	Agendas, sign-in sheets	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B4 Limited evidence of data-driven planning

G1.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of data-driven planning.

Facilitator

Nikita Jones, CSS and Linette Gonzalez CSS

Participants

Instructional staff

Schedule

On 10/30/2015

G2. To increase student achievement in science by improving core instruction in all content areas.

G2.B4 Limited evidence of data-driven planning

G2.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms [copy]

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of data-driven planning.

Facilitator

Nikita Jones, CSS and Linette Gonzalez CSS

Participants

Instructional staff

Schedule

On 10/30/2015

G3. To increase student achievement in mathematics by improving core instruction in all content areas.

G3.B4 Limited evidence of data-driven planning

G3.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of data-driven planning.

Facilitator

Nikita Jones, CSS and Linette Gonzalez CSS

Participants

Instructional staff

Schedule

On 10/30/2015

G4. To increase student achievement in Language Arts/Reading by improving core instruction in all content areas.

G4.B4 Limited evidence of data-driven planning

G4.B4.S1 Implement data-driven planning across all content areas as a framework to support student achievement. Through collaborative planning meetings, teachers will effectively plan instructional components to be implemented in their classrooms

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of data-driven planning.

Facilitator

Nikita Jones, CSS and Linette Gonzalez CSS

Participants

Instructional staff

Schedule

On 10/30/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	\$0.00
2	G2.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	\$0.00
3	G3.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	\$0.00
4	G4.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	\$0.00
Total:			\$0.00