

Miami-Dade County Public Schools

Marcus A. Milam K 8 Center



2016-17 Schoolwide Improvement Plan

Marcus A. Milam K 8 Center

6020 W 16TH AVE, Hialeah, FL 33012

<http://milam.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)
Combination School PK-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**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 Marcus A. Milam K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 Center serves as a means for school information, minutes, and data in reference to the SAC and PTA. Information is available that explains 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, SAC, and PTA meetings. The Community Involvement Specialist (CIS), teachers, counselors, and administrators contact parents to provide information regarding student academic, behavioral, and social progress as well as to set up parent-teacher conferences. The school website, the school marquee, social media sites, and the Blackboard Connect 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 K-8 Center also offers an Extended Foreign Language (EFL) program, which promotes cultural heritage awareness.

b. 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 areas for teacher pick-up.

M. A. Milam K-8 Center 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, requiring 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.
- M. A. Milam K-8 Center is implementing five curriculum lessons on Bullying and Violence Prevention.

M. A. Milam K-8 Center promotes an environment which fosters mutual respect for everyone regardless of differences. This is encouraged through positive reinforcement of expected behavior. Counselors and peer counselors are available.

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.

M. A. Milam K-8 Center 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 parents to sign, acknowledging their understanding of what is acceptable student conduct and the consequences of misconduct.

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.

M. A. Milam K-8 Center has two counselors available. One of these counselors oversees the Peer Mediation Program, 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 K-8 Center also has a Leadership Circle, which serves as the students' voice regarding various concerns or requests from the student body as a whole.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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 following early warning indicators are monitored:

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

One or more suspensions -- The student is counseled and the parent is called regarding the ramifications of missing classes and needed instruction and on 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 grades are monitored.

A Level 1 score on the statewide, standardized assessments in English language arts or mathematics -- Students are identified, areas of deficiency noted, and differentiated instruction as well as pull-out tutoring are utilized to increase the students' knowledge and comprehension.

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	13	20	16	12	10	11	16	14	16	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	6	4	6	7	9	20	13	17	0	0	0	0	86
Level 1 on statewide assessment	0	4	3	39	32	35	41	38	31	0	0	0	0	223

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	2	4	10	6	10	6	19	12	0	0	0	0	69

c. 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 well as parent conferences to correct behavioral issues which hinder student academic performance. Peer counseling where appropriate.

Course failure and Level 1 -- Differentiated instruction based on student data which is be used to ascertain strengths and weaknesses.on standards and/or specific benchmarks.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/339265>.

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.

The school's CIS (Community Involvement Specialist) oversees 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 from the various establishments.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Hernandez, Anna	Principal
Liscano, Lorena	School Counselor
Canal, Robert	Instructional Coach
Leighton, Amy	Instructional Media
Fernandez, Chastity	Teacher, ESE
Herrera, Seiko	SAC Member
Judge, Michelle	Assistant Principal
Rolle, Erika	Assistant Principal
Martinez-Ronda, Marlen	Teacher, K-12
Goldman, Peter	Teacher, K-12
Rivera, Nydia	Teacher, K-12

b. Duties

1. 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 K-8 Center 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 Rtl meetings, ensure attendance of team members, ensure follow-up of action steps: • Assistant Principal (Ms. Michelle Judge) for grades five through eight, who will work with the middle school staff ,and Assistant Principal (Dr. Erika Rolle) for grades Kindergarten through four, 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 Coach -- Mr. Robert Canal
- Exceptional Student Education (ESE) teacher -- Ms. Chastity Fernandez
- Language Arts/Reading teacher -- Dr. Marlen Martinez-Ronda

- Science teacher -- Ms. Nydia Rivera
 - Social Studies teacher -- Mr. Peter Goldman
 - Counselor -- Ms. Idania Avila
 - SAC Chair -- Ms. Seiko Herrera
- Media Specialist – Ms. 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

Ms. Michelle Judge, Dr. Erika Rolle, Mr. Robert Canal, and Ms. 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.

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 at M. A. Milam K-8 Center uses 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. Use 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 K-8 Center'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.

Title I

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). Support services are provided to the schools, students, and families. A school-based, Title I-funded Community Involvement Specialist (CIS) serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum coaches and department chairpersons 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. A concerted effort is made to inform parents of the importance of this survey. This survey, available in English, Spanish and Haitian-Creole, is 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 CHERS; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Nutrition Programs

- 1) M. A. Milam K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools.
- The District Homeless Liaison and school counselor continue to participate in community organization meetings and task forces as it relates to homeless children and youth.
- M. A. Milam K-8 Center has identified the elementary counselor as the School Homeless Liaison. She has been trained on the McKinney-Vento Law, ensuring appropriate services are provided to the homeless students.

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, and school counselors.
- Training and technical assistance for elementary and middle school teachers, administrators, and counselors are also components of this program.
- The school counselors 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 post-secondary 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dana Thomas	Teacher
Robert Canal	Teacher
Chastity Fernandez	Teacher
Idania Avila	Teacher
Osmaide Gonzalez	Parent
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
Ashley Bahamonde	Student
Jeannette Borges	Teacher
Marlen Gonzalez	Business/Community

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

The SAC discussed the overall effectiveness of the school improvement plan based on recommendations/comments from the teachers and what to change for the 2016-2017 school year at the final meeting of the year.

b. 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 its implementation and effectiveness throughout the school year.

c. 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.

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

The SAC allocated the following: \$1500 for printing supplies, such as ink, for student and teacher communications and \$2500 for after-school tutoring

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
Fernandez, Chastity	Teacher, ESE
Hernandez, Anna	Principal
Leighton, Amy	Instructional Media
Herrera, Seiko	SAC Member
Rolle, Erika	Assistant Principal
Martinez-Ronda, Marlen	Teacher, K-12
Judge, Michelle	Assistant Principal
Canal, Robert	Instructional Coach
Goldman, Peter	Teacher, K-12
Rivera, Nydia	Teacher, K-12
Liscano, Lorena	School Counselor

b. Duties

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

At M. A. Milam K-8 Center the LLT meets monthly. It is 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, and strategies for improvement are a primary focus for the team.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

M. A. Milam K-8 Center encourages collaborative planning by grade levels at the elementary level and at the subject level at the middle school level. Additionally, M.A. Milam K-8 Center has instituted Focus Wednesday meetings, dealing with different areas of concern and the sharing of best practices among the groups.

2. 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

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

Jeannette Borges, mathematics teacher, will become certified as a mentor by the National Teacher Center (NTC). This officially begins with her participation in the Professional Learning Series (PLS) 1 and Onboarding on September 26th-28th . The trainings will focus on Equitable Learning and new tools that NTC is providing for her mentoring practice. This initiative is designed to support beginning teachers through mentoring and professional development.

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.

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.

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.

At M. A. Milam K-8 Center 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.

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: After School Program

Minutes added to school year: 32,400

Provide both after school and Saturday school instruction in the core academic subjects.

Strategy Rationale

Provide intensive/additional core academic instruction to the lower 25 percent performing group.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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 are collected via the i-Ready diagnostic assessments. This data are 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.

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. Â§ 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.

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. Parents are encouraged to attend the Kindergarten orientation the Saturday prior to the opening of school, Open House, and different curricular events. Parents will be encouraged to participate in various Kindergarten activities throughout the year.

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.

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.

At M. A. Milam K-8 Center 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.

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

N/A

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. Â§ 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. If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. **1a**

G087595

Targets Supported **1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of data-driven planning

Resources Available to Help Reduce or Eliminate the Barriers **2**

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

Plan to Monitor Progress Toward G1. **8**

Monitor on-going assessments

Person Responsible

Erika Rolle

Schedule

On 6/9/2017

Evidence of Completion

Mid-year and i-Ready diagnostic 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. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G087595

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

 B232841

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**

 S245806

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

Erika Rolle

Schedule

On 12/14/2016

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

Erika Rolle

Schedule

Monthly, from 10/31/2016 to 6/9/2017

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

Erika Rolle

Schedule

Monthly, from 10/3/2016 to 6/9/2017

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

Erika Rolle






Schedule

Monthly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Observation and walk through notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.A1  A318305	Provide professional development across all content areas on the effective implementation of...	Rolle, Erika	12/14/2016	Meeting agenda, sign-in sheets, handouts	12/14/2016 one-time
G1.MA1  M331590	Monitor on-going assessments	Rolle, Erika	8/22/2016	Mid-year and i-Ready diagnostic assessment progress attained	6/9/2017 one-time
G1.B4.S1.MA1  M331587	Follow-up and support implementation of collaboratively developed lesson plans	Rolle, Erika	10/3/2016	Sign-in sheets, lessons plans, debriefing notes	6/9/2017 monthly
G1.B4.S1.MA3  M331588	Delivery and implementation of collaboratively developed lesson plans	Rolle, Erika	10/3/2016	Observation and walk through notes	6/9/2017 monthly
G1.B4.S1.MA1  M331589	Development and implementation of collaborative, effective, data-driven lesson plans	Rolle, Erika	10/31/2016	Agendas, sign-in sheets	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

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

Nikeyta Jackson, CSS and Linette Gonzalez, CSS

Participants

Instructional staff

Schedule

On 12/14/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Provide professional development across all content areas on the effective implementation of data-driven planning.	\$0.00
Total:			\$0.00