

Miami-Dade County Public Schools

Miami Lakes Middle School



2016-17 Schoolwide Improvement Plan

Miami Lakes Middle School

6425 MIAMI LAKEWAY N, Hialeah, FL 33014

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Miami Lakes Middle School

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.

We believe in you enough to hold you to a higher standard.

b. Provide the school's vision statement.

To instill the belief in our learning community that:

If you believe you can . . . you Can!

If you believe you will . . . you Will!

2. School Environment

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

Miami Lakes Middle School embraces the diversity of our students, by promoting cultural infusion in the classroom. Our Social Studies department in collaboration with our ESOL teachers have developed several lesson plans that incorporate cultural awareness. Via these lessons both students and teachers learn about one another and gain an appreciation for the various traditions, and customs of our multicultural school environment. These lessons include guest speakers, as well as show-and-tell opportunities that serve to increase students' self-esteem and generate a greater understanding of cultural learning styles. Instructors gain invaluable awareness of cultural differences which affect communication such as gestures, postures, and facial expressions. Additionally, these lessons help reveal to instructors how students' cultural differences relate to their learning styles enabling teachers to better differentiate lessons for efficiency.

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

Miami Lakes Middle School (MLMS) employs three full-time and five part-time security monitors that are constantly surveying the classrooms, hallways, and exterior of the building. In addition, the school is equipped with forty-eight cameras with recording devices strategically positioned throughout the school enabling the school to constantly observe improper activities. Our school has a zero tolerance for bullying and provides peer programs where students can discuss issues that they may encounter. MLMS encourages students to participate in any of our many extracurricular peer groups, clubs, and sports teams in order to create a more familial environment where students feel welcomed and appreciated.

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.

Miami Lakes Middle School has adopted a school-wide Positive Behavioral Support (PBS) program which provides a proactive approach rather than the traditional reactive disciplinary system that relies on punishment. Our "Walk Like A Warrior" program establishes expectations and responsibilities for both teachers and students. Teachers implement Movement, Interaction, and Scanning (MIS) strategies along with the six components of School-wide PBS. Students that meet or exceed expectations are acknowledged with special incentives, which include a raffle to participate in

exclusive events. All personnel have been trained, and received a detailed handbook which gives the teachers direction, and explicit protocols to successfully implement our program. Additionally, the district provided "Code of Conduct" handbook has been made available through download as well as hard copies (upon request) in the main office for both students and parents to familiarize themselves with the district's directives and expectations regarding behavior.

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.

In order to ensure that the social-emotional needs of our students and their families are met, our school utilizes survey information to identify the need, and then tailors programs to address those areas of concern or interest. This year in addition to the daily services provided to our students, our TRUST counselor will provide family enrichment programs in the afternoon, once a week in an effort to support the demands of our school community. The school also provides Triage counseling by referring individuals in need for subsequent care to outside agencies. Another very effective strategy that has had great success in the past and will once again be implemented is peer mediation. This allows students at our school to discuss issues with other students in individual and group sessions that are supervised by our TRUST counselor. Our counselors also provide individual counseling to help students deal with crisis intervention, transitional issues, personal and family concerns. This year we will continue to implement the "Values Matter" character education campaign to support positive behaviors through modeling, videos, and incentives for reinforcement.

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.

Because academic performance is directly affected by student attendance, our school needs to make improvements in the areas of school attendance as well as the number of behavioral referrals which lead to time away from instruction based on the data from our 2015-16 attendance report. Additionally, our school needs to decrease the number of students that fail one or more core courses. The Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team will periodically monitor student attendance, academic progress, and SCM reports to identify trends in attendance (below 90 percent) & referrals (one or more suspensions), and make necessary modifications/interventions to ensure the fidelity and effectiveness of the programs. Attendance data and SCM reports will be utilized as both formative (during school year), as well as summative (end of school year) to validate effectiveness and benefits of identified strategies. The MTSS will also monitor academic progress by analyzing interim assessment data and course performance, in order to provide interventions to those students in danger of failing one or more core classes and/or scoring at Level 1 or 2 on the Florida Standards Assessment (FSA).

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	12	30	26	0	0	0	0	68	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	24	17	3	0	0	0	0	44	
Level 1 on statewide assessment	0	0	0	0	0	0	136	153	190	0	0	0	0	479	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	65	89	102	0	0	0	0	256	

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

- Students exhibiting a trend of excessive absences (below 90 percent) will be referred to our school social worker, and counselor.
- Miami Lakes Middle school has implemented our "Walk Like A Warrior" discipline plan in an effort to reduce the number of suspensions, and increase the remediation effect by offering positive reinforcement. This plan should increase student attendance and subsequently improve academic performance.
- Miami Lakes Middle will implement the district's initiative "Values Matter" character program. This year we will all work together to create and maintain a positive and safe environment in our school. As part of that process, we will be focusing on our school district's Student Code of Conduct and nine core values. These values are important to living a good life, being a model student, and having a positive impact on others. Above all, we will be emphasizing and celebrating positive behavior.
- Create an incentive program to reward perfect and improved attendance for the grading period, semester, and year.
- Students failing one or more courses will be enrolled in course recovery classes.
- Students that scored at Level 1 or 2 on the Reading FSA have been placed into Intensive Reading courses in order to provide additional support, and contact time in the respective content area.

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/315938>.

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 process of building and sustaining local partnerships begins with a needs assessment to determine what type of resources would be most beneficial to our school that a local partner could provide. This step is conducted via EESAC, PTA, and faculty/department meetings. Once our needs have been identified we host a "Good Neighbor Day". Local partners are invited to the school to spend the day with our teachers and students, in order to gain a greater appreciation of how they can help in reference to our needs. This year we have secured assistance from several local partners to provide guest speakers, uniforms, incentives for students, mentors, and learning materials. Depending on the resource that has been provided, the school welcomes our partner back to witness the benefit that they have provided our students. Additionally, ceremonies to thank our partners are conducted to spotlight their efforts with a day of appreciation.

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
Medina, Maria	Principal
Crespo, Rafael	Assistant Principal
Bueno, Nora	Assistant Principal
Maier, Beverly	Teacher, K-12
Torres, Omaid	Teacher, K-12
Symonette, Ricardo	Teacher, K-12
Sierra, Mary	Teacher, ESE
Romero, Jenel	Other
Macias, Maria	School Counselor
Hernandez, Marly	School Counselor
Abad, Hector	Attendance/Social Work
Deyarza, Lisa	SAC Member

b. Duties

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

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

the MTSS leadership team.

Department chairs/coach will be responsible for the dis-aggregation, and analysis of data reports as well as leading data chats within their respective departments.

Student service personnel will be responsible for the monitoring of attendance and behavioral reports, and the dissemination of this information to the leadership team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A

Services at Miami Lakes Middle School 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, as well as a self-evaluation performed at the school site to determine areas of need specific to our school community. Support services are provided to the schools, students, and families. Our school based, Title I funded Community Involvement Specialist (CIS), will serve as a bridge between the home and Miami Lakes Middle through home visits, telephone calls, school site and community parenting activities. Our 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 our school site. Leadership teams develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at our school and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

Miami Lakes Middle School uses supplemental funds for improving basic education at our school as follows:

- Provide before and after school tutoring
- Provide Saturday Success Academy tutoring

Title III

Title III funds used to implement the 2016-2017 Supplemental Tutoring Academy for English Language Learner (ELL) Students.

Title VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with our school's parents, and the community.
- Project Upstart, Homeless Children & Youth Program assists our school with the identification, enrollment, attendance, and transportation of homeless students. Our school is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for our school registrar on the procedures for enrolling homeless students and for our school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to our school - Miami Lakes middle is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Our school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Lakes Middle 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, counselors, and our TRUST Specialists.
- Training and technical assistance for our school teachers, administrators, counselors, and TRUST Specialists is also a component of this program.

Our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

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. These opportunities are provided through our Social Studies class and via www.flchoices.org as well as the Occupational Outlook Handbook.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our School (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Miami Lakes Middle School is 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.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction all grades at our school through the Science classes.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with next Generation Sunshine State Standards.
- HIV/AIDS TRUST counselor at our school is trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at our school site via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Deyarza	Teacher
Dr. Manuel Sanchez III	Principal
Hector Abad	Education Support Employee
Irene Albalat	Teacher
Beth Martinez	Business/Community
Darlene Epstein	Teacher
Marly Hernandez	Education Support Employee
Mary Collins	Business/Community
Casandra Meneses	Education Support Employee
Azuri Nino	Education Support Employee
James Robaina	Business/Community
Nicole Lugo	Student
Jessica Catambay	Business/Community
Iliana Lugo	Parent
Lenard Gutierrez	Teacher
Grace Alvarez	Parent
Jacob Grindstaff	Student
Aliya Dhanji	Student
Stephanie Rodriguez	Student
Rebecca Castañeda	Teacher
Karina Mahmoodi	Parent
Yohanna Bonilla	Parent

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

Our School Improvement Plan (SIP) is a living document, and as such requires continual monitoring, evaluation, and modification. As evidenced by our EESAC minutes the SIP was continually monitored and as need directed, modified to ensure maximum effectiveness of strategies. Additionally, a formal Mid-year evaluation was conducted, and our EESAC along with SIP committee members made recommendations for improvement. At the end of the year all strategies were assessed to determine goal success, and these findings will be utilized to develop this and future SIPs.

b. Development of this school improvement plan

The Miami Lakes Middle School Advisory Council has been involved in the development of our school improvement plan, and will be conducting analysis of progress toward goals via monthly scheduled EESAC meetings. During the course of these meetings SAC members have provided ideas and made recommendations which have directed, and guided the creation of this document.

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

Our EESAC has advised and collaborated with the school principal in the preparation of this year's school budget. At monthly EESAC meetings, the principal has disclosed and provided complete transparency as to the needs and funding requirements of the school. These meetings have yielded a comprehensive budget which takes into account the needs of our entire school community.

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

\$1,000.00 was transferred to the school's internal fund for small purchases such as awards and recognition programs provided as positive reinforcement to all students achieving improvement as evidenced by interim assessments and/or classroom performance, and for exemplifying values matter character traits. Another \$5,100.00 were allocated to compensation for waivers of webmaster, grade book manager, and adult supervision before and after school.

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
Medina, Maria	Principal
Bueno, Nora	Assistant Principal
Crespo, Rafael	Assistant Principal
Maier, Beverly	Teacher, K-12
Torres, Omaid	Teacher, K-12
Symonette, Ricardo	Teacher, K-12
Deyarza, Lisa	Teacher, K-12
Davids, Stacy	Psychologist
Hernandez, Marly	School Counselor
Sierra, Mary	Teacher, ESE
Romero, Jenel	Teacher, K-12
Abad, Hector	Attendance/Social Work
Lopez, Gerard	Teacher, Career/Technical

b. Duties

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

Teachers have expressed interest in completing novels during homeroom. Our school will expand our Reading program and the Reading Ambassadors, as well as include more novels in the content area, and continue providing in-service training for teachers on effective reading strategies; teachers will continue to use CRISS strategies to help students develop better comprehension skills.

The principal will promote the Reading Leadership Team (RLT) as an integral part of the school

literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement
- provide reading enrichment through additional support during homeroom class time.

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.

In an effort to create a culture of collegiality our school has taken a Professional Learning Community (PLC) approach. Teachers now collaborate on lesson planning during department meetings, co-teach, mentor, and teach each other via in-house workshops and seminars during early release and teacher planning days. This approach has enabled our staff to improve their craft by utilizing the collective strengths and talents they possess to enhance instruction and promote effective teaching for all. Additionally, the creation of grade level teams has afforded the teachers an opportunity to discuss common issues and concerns during team meetings. This year grade level teams have already implemented incentive programs, and often discuss student concerns to explore successful strategies to implement on an individual student basis.

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

The assistant principal of curriculum will be responsible for the implementation of targeted professional development opportunities to ensure that all teachers attain the certifications/endorsements necessary to develop/maintain highly qualified effective instructor status. Additionally, professional learning communities will be formed in order to provide lesson study opportunities, and a school wide culture of collegiality. Highly effective teachers will be offered stipends and supplemental pay for additional teaching and tutoring sessions.

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

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

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

II. Introduction to Instructional Mentoring

Mentees and mentors will meet with the assistant principal of curriculum bi-weekly to discuss and monitor progress/needs. Additionally, the school will provide in-house and district sponsored professional development targeted to meet the needs of the mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Miami Lakes Middle School complies with the district/state course requirements as per the corresponding course descriptions provided by the Florida Department of Education. In order to organize these requirements, the district's office of academics and transformation has developed comprehensive pacing guides for all core instructional programs which encompass all of the Florida Standards. These pacing guides ensure that every teacher, in every subject area has a framework of course requirements, and the materials/resources by which to facilitate the content. The selection of materials such as textbooks are decisions which are made at the district level by representative groups of teachers from each subject area. This process ensures that our selection of materials meet and/or exceed the diverse requirements of our expansive school district.

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.**

Miami Lakes Middle School relies heavily on data in a variety of ways. Teacher, as well as student schedules are developed based on past performance data. Professional development needs are identified not just on survey results, but on teacher performance data. Students are placed in courses because the data has provided some insight as to the needs and capability of the individual student. Lessons are developed within departments as well as in the individual classroom based on results of interim and classroom assessments. Students groups are identified by benchmark needs and assigned to extended instruction programs, as well as within their respective classrooms. Additional coursework in a content area of weakness may be scheduled for struggling students to obtain supplementary contact time, as well as providing a more individualized support system structure.

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: Weekend Program

Minutes added to school year: 1,800

Miami Lakes Middle provides students with Saturday Academy sessions.

Strategy Rationale

Students are grouped according to benchmark need as diagnosed on interim and classroom assessments. Instruction during these Saturday Academy sessions are targeted to meet those specific benchmark needs, and focus on the individual student needs rather than an overall content coverage approach.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crespo, Rafael, rcrespo@dadeschools.net

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

Core subject area bi-weekly and interim assessment data will be generated and dis-aggregated based on standards by subgroup, teacher, class, program, and individual students. All teachers will be responsible for the pulling and analysis of their respective student data. Administration will then meet with teachers for data chats to discuss and possibly modify currently implemented strategies.

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.

Our school offers advanced level classes, which enable students to take high school courses while still at the middle school level. This experience affords them the opportunity to progress at a faster pace academically, which eventually translates to improved preparedness for the transition to the next educational level. Students from the local high schools also volunteer at our school, and provide our students with mentoring as well as informational sessions about their future educational endeavors.

b. College and Career Readiness

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

By promoting Career Pathways and Programs of Study students 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. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

Miami Lakes Middle offers a Cambridge International Studies advanced academic program that focuses on an accelerated Mathematics and Science curriculum infusing many opportunities for students to explore science, technology and mathematics careers. Additionally, our Legal Studies magnet program provides students an enriched curriculum with a focus on civics and law studies, which will allow students to experience various career choices within the legal and governmental fields.

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

Miami Lakes Middle School offers students interested in taking accelerated high school courses during the middle grades the opportunity to gain up to seven high school credits while still in middle school. This enables them to eventually take dual enrollment courses while in high school. Additionally, those students not enrolled in our accelerated programs receive rigorous next grade level coursework which exceeds that of the general curriculum, and prepares them for their future academic endeavors.

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.

By offering high school credit courses at the Middle School level, our school enables students with the possibility of enrolling in post secondary level courses while still in high school. Thus improving readiness, and providing an avenue for early career exploration and experience.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. CORE INSTRUCTION - If core instruction is improved, then student achievement will increase.

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. CORE INSTRUCTION - If core instruction is improved, then student achievement will increase. 1a

G087750

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
Statewide Science Assessment Achievement	60.0
Civics EOC Pass	80.0
AMO Reading - All Students	78.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer Labs
- Veteran Teachers (content rich)
- SMART/Promethean Boards
- BYOD
- Online Textbooks
- Discovery Education
- NBC Learn
- GIZMOS
- Reading Plus
- Achieve 3000
- Edgenuity E2020
- Promethean World
- Edmodo

Plan to Monitor Progress Toward G1. 8

District interim data and course performance will be analyzed on a teacher-by-teacher as well as student-by-student basis to determine sufficient progress and/or intervention needs.

Person Responsible

Rafael Crespo

Schedule

Weekly, from 1/11/2017 to 6/7/2017

Evidence of Completion

Interim Assessments, Florida Standards Assessment (FSA), End of Course (EOC)

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

 = Problem Solving Step  S123456 = Quick Key

G1. CORE INSTRUCTION - If core instruction is improved, then student achievement will increase. 1

 G087750

G1.B4 Limited evidence of effective planning 2

 B233292

G1.B4.S1 Utilize effective planning protocols including the use of the Florida Standards Assessment Item Specifications to develop effective instructional strategies to maximize the use of the instructional block by selectively choosing research-based lessons and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S246217

Strategy Rationale

Lessons and activities will be more accurate as to the assessed standards specifications, and therefore provide effective content coverage.

Action Step 1 5

Develop lessons that are content focused, and accurately reflect the specifications of the Florida Standards Assessments (FSA).

Person Responsible

Rafael Crespo

Schedule

Monthly, from 11/9/2016 to 6/7/2017

Evidence of Completion

Sign-in sheets, completed lesson plans

Action Step 2 5

Conduct classroom walkthroughs to observe the implementation of developed lesson plans that are content rich and reflect the FSA specifications.

Person Responsible

Rafael Crespo

Schedule

Daily, from 11/16/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes, Teacher debrief

Action Step 3 5

Provide assistance and support to select teachers based on need in developing high quality lessons that reflect the FSA specifications and are content rich.

Person Responsible

Rafael Crespo

Schedule

Monthly, from 1/9/2017 to 6/8/2017

Evidence of Completion

Completed Lesson Plans, Debrief notes

Action Step 4 5

Collaboration during core subject area department meetings to analyze the results of newly implemented lessons, share ideas, and modify plans as necessary.

Person Responsible

Rafael Crespo

Schedule

Weekly, from 11/23/2016 to 5/31/2017

Evidence of Completion

Effective Instructional delivery, student work, lesson plans

Action Step 5 5

Provide further assistance and support to select teachers based on need implementing instructional delivery of high quality lessons that reflect the FSA specifications.

Person Responsible

Rafael Crespo

Schedule

Monthly, from 1/9/2017 to 6/8/2017

Evidence of Completion

Coaching logs, Debrief notes

Action Step 6 5

Consistently monitor the effective development and implementation of content rich lessons that reflect the specifications of the FSA.

Person Responsible

Rafael Crespo

Schedule

Daily, from 11/16/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher debrief, Effective Instructional delivery, Student work, Debrief notes

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

Classroom walkthroughs, teacher debriefs

Person Responsible

Rafael Crespo

Schedule

Biweekly, from 11/16/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher debrief, Effective Instructional delivery, Student work, Debrief notes

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

Interim Data Analysis, Classroom walkthroughs, teacher debrief

Person Responsible

Rafael Crespo










Schedule

Monthly, from 1/11/2017 to 6/8/2017

Evidence of Completion

Interim data, Lesson Plans, Walkthrough notes, Effective Instructional delivery, Student work, Debrief 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.A4  A319290	Collaboration during core subject area department meetings to analyze the results of newly...	Crespo, Rafael	11/23/2016	Effective Instructional delivery, student work, lesson plans	5/31/2017 weekly
G1.MA1  M332547	District interim data and course performance will be analyzed on a teacher-by-teacher as well as...	Crespo, Rafael	1/11/2017	Interim Assessments, Florida Standards Assessment (FSA), End of Course (EOC)	6/7/2017 weekly
G1.B4.S1.A1  A319287	Develop lessons that are content focused, and accurately reflect the specifications of the Florida...	Crespo, Rafael	11/9/2016	Sign-in sheets, completed lesson plans	6/7/2017 monthly
G1.B4.S1.MA1  M332545	Interim Data Analysis, Classroom walkthroughs, teacher debrief	Crespo, Rafael	1/11/2017	Interim data, Lesson Plans, Walkthrough notes, Effective Instructional delivery, Student work, Debrief notes	6/8/2017 monthly
G1.B4.S1.MA1  M332546	Classroom walkthroughs, teacher debriefs	Crespo, Rafael	11/16/2016	Lesson Plans, Walkthrough notes, Teacher debrief, Effective Instructional delivery, Student work, Debrief notes	6/8/2017 biweekly
G1.B4.S1.A2  A319288	Conduct classroom walkthroughs to observe the implementation of developed lesson plans that are...	Crespo, Rafael	11/16/2016	Walkthrough notes, Teacher debrief	6/8/2017 daily
G1.B4.S1.A3  A319289	Provide assistance and support to select teachers based on need in developing high quality lessons...	Crespo, Rafael	1/9/2017	Completed Lesson Plans, Debrief notes	6/8/2017 monthly
G1.B4.S1.A5  A319291	Provide further assistance and support to select teachers based on need implementing instructional...	Crespo, Rafael	1/9/2017	Coaching logs, Debrief notes	6/8/2017 monthly
G1.B4.S1.A6  A319292	Consistently monitor the effective development and implementation of content rich lessons that...	Crespo, Rafael	11/16/2016	Lesson Plans, Walkthrough notes, Teacher debrief, Effective Instructional delivery, Student work, Debrief notes	6/8/2017 daily

V. Professional Development Opportunities

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

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	Develop lessons that are content focused, and accurately reflect the specifications of the Florida Standards Assessments (FSA).	\$0.00
2	G1.B4.S1.A2	Conduct classroom walkthroughs to observe the implementation of developed lesson plans that are content rich and reflect the FSA specifications.	\$0.00
3	G1.B4.S1.A3	Provide assistance and support to select teachers based on need in developing high quality lessons that reflect the FSA specifications and are content rich.	\$0.00
4	G1.B4.S1.A4	Collaboration during core subject area department meetings to analyze the results of newly implemented lessons, share ideas, and modify plans as necessary.	\$0.00
5	G1.B4.S1.A5	Provide further assistance and support to select teachers based on need implementing instructional delivery of high quality lessons that reflect the FSA specifications.	\$0.00
6	G1.B4.S1.A6	Consistently monitor the effective development and implementation of content rich lessons that reflect the specifications of the FSA.	\$0.00
Total:			\$0.00