

Miami-Dade County Public Schools

# Miami Lakes K 8 Center



2016-17 Schoolwide Improvement Plan

## Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

<http://mles.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	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

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

*\*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 Miami Lakes K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

Miami Lakes K-8 Center is committed to achieving academic excellence and outstanding learning gains, one student at a time.

##### b. Provide the school's vision statement.

The staff at Miami Lakes K-8 Center pledges to provide educational excellence for all students.

#### 2. School Environment

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

Miami Lakes K-8 Center establishes positive relationships between teachers and students. The school learns about and embraces all student cultures by providing extracurricular activities that promote cultural awareness. Various clubs and organizations provide for an infusion of cultures. Our PTSA for example provides parents of various cultures to collaborate and share their interests for the benefit of our students. Students are also able to build positive relationships with teachers, by taking part in extracurricular activities such as Salsa Club, competitions, and the International program, which promote cultural awareness. In addition to the extra curricular activities provided by the school, the social studies curriculum also incorporates various cultural awareness opportunities such as Holocaust awareness Hispanic Heritage, and Black History Month. To further enhance students' cultures and promote positive relationships amongst all stakeholders, our school promotes the District wide initiative of Values Matter, to promote a positive environment.

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

To create an environment where students feel safe and respected before, during, and after school, Miami Lakes K-8 Center has 3 student services counselors available to assist students and parents before, during, and after school. Security personnel is also available to ensure that students arrive and are dismissed safely. In addition, visitors are encouraged to sign-in with security personnel. Miami Lakes K-8 Center also has a zero tolerance policy on bullying, and behavior.

##### 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 K-8 Center follows the District Code of Student Conduct where procedures, rules, and consequences of student actions are explained in detail. Parents are made aware of these procedures, and sign an acknowledgement of receipt and review within the first week of school. Protocols for school-wide discipline have also been established through the use of a behavior chart identifying a progression of steps that lead to a decline in student conduct. Such incidents can lead to verbal warnings, phone calls, notices of misconduct, parent conferences, referrals to student services, and behavior referrals. Early Warning Systems are also in place where student attendance is monitored for the purpose of ensuring students are not demonstrating truant behaviors that will hinder their learning.

**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.**

To ensure social emotional needs of the students are being met Miami Lakes K-8 Center has student services which include; counselors, trust counselors, psychologists, and school social workers. These support personnel provide individual and small group counseling services, academic advisement, consult with parents, teachers, families, and community agencies, while monitoring the academic success of all students.

**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.**

Miami Lakes K-8 Center has a variety of early warning indicators, which monitor the academic and behavioral progress of students in grades K-8. Such indicators include; students whose attendance is below 90 percent, indoor/outdoor suspensions, course failure in English Language Arts or Mathematics, and students who score a Level 1 on state-wide or standardized assessments.

**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	1	3	1	2	4	1	7	3	4	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	2	18	3	9	0	2	4	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	4	17	0	45	31	0	0	0	0	97
	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	1	5	1	2	3	9	3	4	1	0	0	0	0	29

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

To monitor attendance, students who receive 5 or more excused/unexcused absences and tardies are monitored, parents are contacted, and a plan is established to improve the absences and tardies. The District also complies with Federal and State regulations to ensure that these students are not truant. In the event that further services need to be provided, student support services are provided to the students and families.

To monitor the progress of students who scored a Level 1 on state assessments, a Response to Intervention (RtI) team is established to monitor student progress, areas of strength, and deficiencies. Students who fail a course are also afforded opportunities to be in intensive mathematics/reading courses, and before/afterschool tutoring opportunities are available to assist students in mathematics and reading.

## 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?

No

##### 1. PIP Link

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

##### 2. Description

Miami Lakes K-8 Center provides a wide array of opportunities for parents to become involved. Currently, 90% of parents participate in school activities which include, but are not limited to, Open House, Orientation, Grandparents' Breakfast, Fathers Take Your Child to School Day, Honor Roll Ceremonies, Promotion Ceremonies, Dances, Field Trips, Workshops, Parent Resource Fair, Author's Gallery, Magnet Fairs, High School Articulation Meetings, Fine Arts Night, concerts, performances, and various fundraisers throughout the community.

### 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.

Miami Lakes K-8 Center builds and sustains partnerships with local community by establishing a positive rapport with our Dade Partners as well as an active PTSA. Throughout the school year community leaders, volunteers, and parents are invited to take part in school events. Our school website also provides dates and times of events open to all families and the community. Miami Lakes K-8 Center has also been awarded the Five Star School Award where evidence of exemplary community involvement was demonstrated in the areas of, business partnerships, family involvement, volunteerism, student community service, and school advisory council.

## 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
Ferrer, Yanelys	Principal
Santelices, Maria	Teacher, K-12
Badillo, Oscar	Teacher, K-12
Riol, Elizabeth	Teacher, K-12
Sasturrias, Veronika	Assistant Principal
Lebena, Viviana	Assistant Principal
Gonzalez, Orlando	School Counselor
Martinez, Niurka	Assistant Principal



## b. Duties

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

The Administrators will ensure commitment, allocate resources, and monitor implementation of intervention and documentation. (Carlos, Salcedo, Principal; Veronika Sasturrias, Assistant Principal; Viviana Lebena, Assistant Principal; Niurka Martinez-Madrigal, Assistant Principal)

The Coaches/Interventionists will share the common goal of improving instruction for all students and lead in the design and delivery of professional development to support performance improvement (Elizabeth Riol, Teacher.

The Counselor, Orlando Gonzalez, will address the needs of students and provide academic advisement as needed.

The Grade and Department chairs will monitor and ensure fidelity of implementation of instructional strategies and support assessment monitoring.

### **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/Rtl Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of improving student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating Rtl into the culture of our school.

1. The MTSS/Rtl Leadership Team is vital, therefore we have considered the following, in building our team:

- Administrator will ensure commitment and allocate resources (Carlos Salcedo, Principal; Veronika Sasturrias, Assistant Principal, Viviana Lebena, Assistant Principal; Niurka Martinez-Madrigal, Assistant Principal.)
- Coach and teachers will hold regularly scheduled meetings, sharing the common goal of improving instruction for all students (Elizabeth Riol, Teacher).

2. The MTSS/Rtl Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Special education personnel, SPED Chairperson
- School guidance counselor and Trust Counselor
- School Psychologist
- Members of the Leadership Team and SAC Chairperson

3. The MTSS/Rtl Leadership Team will 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.

4. The team will 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.

5. The team will 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 I:

The core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

**Tier II:**

The second level of support consists of supplemental instruction and interventions that are 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 III:**

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year to 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.

The Division of Bilingual Education and World Languages has approved Title III funds to provide tutoring. Title III funds and resources will be utilized to hire staff to provide tutoring and supplement technology needs for English Language Learners. Tutoring for ELL students will take place from October 2016 to April 2017.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Carlos Salcedo	Principal
Oscar Badillo	Teacher
Elizabeth Riol	Teacher
Maria Santelices	Teacher
Nelson Rodriguez	Business/Community
Argentina Amores	Teacher
Inelda Muniz	Teacher
Monica Santos	Education Support Employee
Adriana Schwinghammer	Parent
Elizabeth Rebastillo	Teacher
Dominic Chassagne	Teacher
Elaine Sanchez	Education Support Employee
Jesenia Orellana	Parent
Frank Diaz	Business/Community
Anthony Lama	Parent
Alicia Vilarchao	Parent
Nina Castro-Bosch	Student
Mia Concepcion	Student
Dianne Jauregui	Parent
Pastor Fuster	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 and stakeholders reviewed and provided feedback on the 2015-2016 SIP. The SAC reviewed the Executive Summary, the school performance data and the End of Year Report, completed by each department/grade level, and made recommendations based on the proposed goals, objectives and strategies. The Council will assist in the development of the 2016-2017 School Improvement Plan and make recommendations/revisions as needed. The Council assists in the development of the School Improvement Plan and determines how the allocations of the SAC's budget will be used to support its implementation.

#### b. Development of this school improvement plan

The SAC and stakeholders reviewed and provided feedback on the vision and mission of the school. The SAC reviewed the Current School Status, Needs Assessment, 8 Step Planning and Problem Solving, and the school performance data. Prior to the submission of the School Improvement Plan, leadership team members participated in the 2016 Synergy Professional Development to target specific barriers and strategies associated with core content. The Council will also review the 2016-2017 SIP and make final revisions as needed.

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

The Council assists in the development of the School Improvement Plan and determines how the allocations of the SAC's budget will be used to support its implementation. It will be proposed that SAC uses funds for tutoring or Accelerated Reader.

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

School improvement funds allocated last year (\$6,820.00) were used to purchase Accelerated Reader (AR) for the purpose of improving student academic performance in reading.

**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
Ferrer, Yanelys	Principal
Sasturrias, Veronika	Assistant Principal
Martinez, Niurka	Assistant Principal
Riol, Elizabeth	Instructional Coach
Lebena, Viviana	Assistant Principal
Badillo, Oscar	Teacher, K-12
Santelices, Maria	Teacher, K-12
Gonzalez, Orlando	School Counselor

**b. Duties**

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

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The Principal will provide necessary resources to the LLT. The Reading Liaison will serve as a member of the Literacy Leadership Team. The liaison will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Liaison will work with the Literacy Leadership Team to guarantee fidelity of implementation of the Language Arts Florida Standards and the Reading Wonders and Wonderworks programs. The Reading Liaison will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; sharing of best practices; and providing professional development. The LLT will also follow the FCIM to disaggregate data from assessments and i-Ready diagnostic tests, while making informed decisions, and evaluate and modify instructional strategies, programs, and processes as needed.

**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 order to encourage positive working relationships between teachers, an action plan has been implemented and will be monitored on a quarterly basis in order to ensure teachers are applying effective planning strategies to plan and collaborate more effectively. During faculty meetings and professional development days facilitators will also provide strategies based on the Florida Standards and complexity levels.

Teachers will also have opportunities for vertical and horizontal articulation, to discuss student deficiencies and grade level expectations, as well as share exemplar lessons.

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

1. Utilize Teacher Match to identify which teachers are compatible with the student population, community, and grade specific needs of our school.
2. Place pre-service teachers from local colleges and universities to work with highly effective teachers (Assistant Principal)
3. Review resumes and credentials prior to the interview process. (Principal)
4. Inform teachers of course offerings leading to certification and promote professional development opportunities. (Principal)
5. Partner novice teachers with effective veteran teachers. (Principal)
6. Share best practices and foster a collaborative environment. (Leadership Team)

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

Miami Lakes K-8 Center currently has two MINT certified teachers who serve as mentors for beginning teachers, in addition to five National Board Certified teachers who also assist teachers who may need mentoring. We also have co-teachers in several classrooms who work as an instructional team to maximize their strengths. Common planning time and grade-level or departmental meetings also provide support to teachers that require additional mentoring opportunities. Instructional coaches and other subject area experts provide in-house workshops and support as needed.

## **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.**

To ensure that core instructional programs and materials are aligned to Florida Standards teachers are provided with online resources and materials that support the Florida Standards. On a state level, the Florida Department of Education provides resources and links available for parents, teachers, and administrators. On a local level, District pacing guides provide teachers with essential questions, instructional objectives, and formative/summative assessments. These pacing guides enable teachers to teach common content throughout the schools and grade levels within the county. Pacing guides are also linked to various technology resources that are correlated with the Florida Standards. Resources such as CPALMS, PD InFocus, Discovery Education, and FloridaAchieves, Explore Learning/Gizmos, and e-books, are among the many resources available to the teachers aligned to the Florida Standards. Students in 7th and 8th grade are also provided with laptop carts for digital learning in the area of social studies, and students are encouraged to bring their own device for learning.

## 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 K-8 Center uses data to provide and differentiate instruction based on student needs. Students participate in Topic Assessments and data is monitored through the use of Gateway to Data, PMRN, PowerBI, and i-Ready. Gateway to Data enables teachers to monitor the overall progress of students as well as by benchmark. Student gains, strengths, and deficiencies are delineated, and teachers are able to adjust their instruction based on student needs and target these students in their data binders.

I-Ready diagnostic assessments are also used to determine student strengths and deficiencies in both reading and mathematics. Growth Monitoring and additional intervention can also be provided for students in Tier 2 and Tier 3.

**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:** 4,800

Miami Lakes K-8 Center will provide before and after school tutoring, to students performing in the Lowest Quartile, in the areas of Reading, ESOL, and Mathematics. Instruction will target the specific benchmarks identified as areas for most improvement, based on the 2016 FSA ,WIDA results, and i-Ready diagnostic reports.

### **Strategy Rationale**

Providing before and after school tutoring to the lowest quartile as well as the ELL subgroup will enable students to receive additional support and more individualized instruction, for the purpose of targeting specific benchmarks where students are most deficient.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Sasturrias, Veronika, [sasturrias@dadeschools.net](mailto:sasturrias@dadeschools.net)

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

Student data from the Topic Assessments, as well as i-Ready Diagnostic assessments will be collected and analyzed to determine the effectiveness of this strategy.

**Strategy: After School Program**

**Minutes added to school year: 2,880**

Increase student participation in SECME and Chess Club

**Strategy Rationale**

Critical thinking will be promoted through participation in science exploration opportunities.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Badillo, Oscar, obadillo@dadeschools.net

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

Attendance rosters are collected. Competition results will be monitored to determine effectiveness of these enrichment activities.

**Strategy: After School Program**

**Minutes added to school year: 7,360**

Increase student participation in the International Foreign Language Program.

**Strategy Rationale**

To provide students with opportunities to take part in a foreign language program in the area of Spanish.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Ferrer, Yanelys, pr3281@dadeschools.net

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

Attendance Rosters will be collected. Classroom assessment data will be used to monitor effectiveness of foreign language program.

**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.**

Miami Lakes K-8 Center offers the Voluntary Prekindergarten Education Program to children who turn 4 years old by September 1st. The school has a pool of students and a lottery is conducted at the end of each school year. Students are not automatically transferred from Head Start programs since a lottery is conducted each year. Many students in the Pre-K program transition directly to our Kindergarten program. The Pre-K teacher meets with parents several time during the school year to report on student progress, involving many areas, including pre-literacy and socialization. Additionally, Kindergarten students are screened on their English Language skills and teachers administer the Florida Kindergarten Readiness Screener (FLKRS). On-going progress of reading skills is monitored throughout the year using the i-Ready Diagnostic so that students who need immediate support and interventions can be identified early.

## 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.**

NA

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

NA

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

NA

**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.**

NA

## 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.

N/A



## **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.

N/A

## **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**

G087936

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	98.0
AMO Math - All Students	78.0
Math Gains	75.0
Math Lowest 25% Gains	76.0
AMO Reading - All Students	79.0
FSA ELA Achievement	61.0
ELA/Reading Gains	78.0
FCAT 2.0 Science Proficiency	54.0
CELLA Writing Proficiency	32.0
AMO Reading - All Students	79.0
AMO Reading - Hispanic	79.0
AMO Reading - ELL	67.0
AMO Reading - SWD	55.0
AMO Reading - ED	72.0
AMO Math - African American	76.0
AMO Math - ELL	69.0
AMO Math - SWD	60.0
AMO Math - ED	70.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of Effective Collaborative Planning and Exemplar Lessons

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

- Reading Liaison
- McGraw-Hill Reading Wonders and Wonderworks Series (K-5th)
- Intensive Reading Program (6th-8th grades)
- Before/Afterschool tutoring
- Scholastic Scope magazine
- Discovery Education
- Rtl portfolios
- Collaborative Planning
- Media Specialist
- Computer Labs
- Achieve 3000
- Accelerated Reader
- Mind Play

- i-Ready
- Parent Volunteers
- Imagine Learning
- Reflex Math
- MyOnReader
- CPALMS
- Gizmos

### Plan to Monitor Progress Toward G1. 8

Data will be collected and disaggregated to determine goal progress will be used and reviewed throughout the year for the purpose of modifying and identifying strengths and growth opportunities. District Interim Assessment data will be used to determine how effective collaborative planning and implementation of exemplar lessons are impacting student learning. Also, data results from our resources will assist teachers and administrators in identifying and monitoring student progress. Results of the Florida Standards Assessment as well as End of Year Courses (EOCs) and Science FCAT 2.0 will be used to further monitor student progress.

#### **Person Responsible**

Veronika Sasturrias

#### **Schedule**

Quarterly, from 10/3/2016 to 6/5/2017

#### **Evidence of Completion**

Data and reports from the various resources will be collected to determine if progress is being met toward the selected targets. Examples include; AR reports, Gateway to Data (G2D) reports, Reflex math reports, i-Ready reports, and formative/summative assessment data.

## 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

G087936

**G1.B4** Lack of Effective Collaborative Planning and Exemplar Lessons 2

B233811

**G1.B4.S1** Effective Planning and Instructional Delivery 4

S246644

### Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Teachers will incorporate lessons based on critical thinking, collaboration, creativity, and communication (4C's) and increase their knowledge of core skills and essential content.

### Action Step 1 5

Provide Professional Development and interactive opportunities for staff to grow and collaborate within their grade levels and departments, by being actively engaged in creating and discussing exemplar lessons across all content areas.

#### Person Responsible

Elizabeth Riol

#### Schedule

Monthly, from 11/8/2016 to 6/8/2017

#### Evidence of Completion

Agendas, sign-in sheets, deliverables, grade level minutes, reflection, follow up activities, lesson plans, professional development logs

### Action Step 2 5

Teachers across all content areas will collaborate with their grade levels and departments, and share best practices as well as create exemplar lessons.

#### Person Responsible

Yanelys Ferrer

#### Schedule

Weekly, from 11/8/2016 to 6/5/2017

#### Evidence of Completion

Agenda, sign-in sheets, deliverables

### Action Step 3 5

Identify model classrooms that support the implementation of exemplar lessons and best practices.

**Person Responsible**

Yanelys Ferrer

**Schedule**

Every 6 Weeks, from 11/8/2016 to 6/8/2017

**Evidence of Completion**

Classroom visitation logs, teacher observation

### Action Step 4 5

Provide additional support across all content areas on the effective implementation of creating exemplar lessons during professional development sessions.

**Person Responsible**

Yanelys Ferrer

**Schedule**

Monthly, from 9/1/2016 to 6/8/2017

**Evidence of Completion**

lesson plans, grade level minutes, sign-in sheets, agenda.

### Action Step 5 5

Instructional Coach, Department Heads, and Grade Level Chairpersons will support instructional staff in implementing lessons that incorporate critical thinking and questioning skills as well as exemplar lessons.

**Person Responsible**

Yanelys Ferrer

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

student work folders, lesson plans, walkthrough logs

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

Lesson plans, agendas, sign-in sheets, logs, deliverables and debriefing notes will be reviewed by administration, and grade level/department leaders to ensure that implementation is taking place. Administrators will also conduct walkthroughs to ensure that effective collaborative planning is taking place.

**Person Responsible**

Veronika Sasturrias

**Schedule**

Monthly, from 9/26/2016 to 6/5/2017

**Evidence of Completion**

Evidence used to demonstrate fidelity of the implementation of the action plan will be collected by grade level leaders/department heads on a monthly basis. Examples will include; debriefing notes, agendas, grade level meetings, and leadership team meetings.

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

To monitor effectiveness, formative/summative assessments will be used to determine student achievement. Student data chats will also be used for the purpose of improving student learning and teacher effectiveness.

**Person Responsible**

Niurka Martinez

**Schedule**









Biweekly, from 10/2/2016 to 6/8/2017

**Evidence of Completion**

Evidence collected to determine the effectiveness of the action plan will be as follows; walkthrough logs, grade level/department meetings, lesson plans, deliverables, and data binders.



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B4.S1.A5  A320253	Instructional Coach, Department Heads, and Grade Level Chairpersons will support instructional...	Ferrer, Yanelys	9/5/2016	student work folders, lesson plans, walkthrough logs	6/1/2017 weekly
G1.MA1  M333534	Data will be collected and disaggregated to determine goal progress will be used and reviewed...	Sasturrias, Veronika	10/3/2016	Data and reports from the various resources will be collected to determine if progress is being met toward the selected targets. Examples include; AR reports, Gateway to Data (G2D) reports, Reflex math reports, i-Ready reports, and formative/summative assessment data.	6/5/2017 quarterly
G1.B4.S1.MA1  M333533	Lesson plans, agendas, sign-in sheets, logs, deliverables and debriefing notes will be reviewed by...	Sasturrias, Veronika	9/26/2016	Evidence used to demonstrate fidelity of the implementation of the action plan will be collected by grade level leaders/ department heads on a monthly basis. Examples will include; debriefing notes, agendas, grade level meetings, and leadership team meetings.	6/5/2017 monthly
G1.B4.S1.A2  A320250	Teachers across all content areas will collaborate with their grade levels and departments, and...	Ferrer, Yanelys	11/8/2016	Agenda, sign-in sheets, deliverables	6/5/2017 weekly
G1.B4.S1.MA1  M333532	To monitor effectiveness, formative/ summative assessments will be used to determine student...	Martinez, Niurka	10/2/2016	Evidence collected to determine the effectiveness of the action plan will be as follows; walkthrough logs, grade level/department meetings, lesson plans, deliverables, and data binders.	6/8/2017 biweekly
G1.B4.S1.A1  A320249	Provide Professional Development and interactive opportunities for staff to grow and collaborate...	Riol, Elizabeth	11/8/2016	Agendas, sign-in sheets, deliverables, grade level minutes, reflection, follow up activities, lesson plans, professional development logs	6/8/2017 monthly
G1.B4.S1.A3  A320251	Identify model classrooms that support the implementation of exemplar lessons and best practices.	Ferrer, Yanelys	11/8/2016	Classroom visitation logs, teacher observation	6/8/2017 every-6-weeks
G1.B4.S1.A4  A320252	Provide additional support across all content areas on the effective implementation of creating...	Ferrer, Yanelys	9/1/2016	lesson plans, grade level minutes, sign-in sheets, agenda.	6/8/2017 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** Lack of Effective Collaborative Planning and Exemplar Lessons

**G1.B4.S1** Effective Planning and Instructional Delivery

### PD Opportunity 1

Provide Professional Development and interactive opportunities for staff to grow and collaborate within their grade levels and departments, by being actively engaged in creating and discussing exemplar lessons across all content areas.

#### Facilitator

Carmen Morales, Professional Development Liaison

#### Participants

PreK-8th grade teachers

#### Schedule

Monthly, from 11/8/2016 to 6/8/2017

### PD Opportunity 2

Provide additional support across all content areas on the effective implementation of creating exemplar lessons during professional development sessions.

#### Facilitator

Niurka Martinez

#### Participants

PreK-8th grade

#### Schedule

Monthly, from 9/1/2016 to 6/8/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B4.S1.A1	Provide Professional Development and interactive opportunities for staff to grow and collaborate within their grade levels and departments, by being actively engaged in creating and discussing exemplar lessons across all content areas.	\$0.00
2	G1.B4.S1.A2	Teachers across all content areas will collaborate with their grade levels and departments, and share best practices as well as create exemplar lessons.	\$0.00
3	G1.B4.S1.A3	Identify model classrooms that support the implementation of exemplar lessons and best practices.	\$0.00
4	G1.B4.S1.A4	Provide additional support across all content areas on the effective implementation of creating exemplar lessons during professional development sessions.	\$0.00
5	G1.B4.S1.A5	Instructional Coach, Department Heads, and Grade Level Chairpersons will support instructional staff in implementing lessons that incorporate critical thinking and questioning skills as well as exemplar lessons.	\$0.00
<b>Total:</b>			<b>\$0.00</b>