

Miami-Dade County Public Schools

Marcus A. Milam K 8 Center



2017-18 Schoolwide Improvement Plan

Marcus A. Milam K 8 Center

6020 W 16TH AVE, Hialeah, FL 33012

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Marcus A. Milam K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At M. A. Milam K-8 Center, we strive to provide an atmosphere that nurtures our learners from their early stages of development through their formative adolescent years. Our teachers and staff establish a positive educational environment for students by enhancing academic achievement, developing social and communication skills, and promoting independence and mutual respect. We strive to work together with our parents and community, knowing that this collaboration helps cultivate the whole child.

b. Provide the school's vision statement.

Our vision at M. A. Milam K-8 Center is to empower all learners to excel in their academic goals, demonstrate strong core values, and become productive members of the global community.

2. School Environment

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

M. A. Milam K-8 Center maintains an open line of communication with all parents and guardians of students. M. A. Milam's Parent Resource Center serves as a means of sharing school information, resources, and data in reference to the SAC and PTSA. Information is available that explains how parents can be involved and become volunteers.

During this school year, parents of students will continue to be apprised of the school's direction and expectations through open meeting forums such as Open House, Title I Parent Outreach, SAC, and PTSA meetings. The Community Involvement Specialist (CIS), teachers, counselors, and administrators contact parents to provide information regarding students' academic, behavioral, and social progress as well as to set up parent-teacher conferences. The school's website, the school's marquee, social media sites, and Blackboard Connect, as well as other tools, are used to keep parents informed.

Additionally, the school explores various countries, their cultures and heritage, with special emphasis during Hispanic Heritage Month, Black History Month, and Holocaust Awareness Month. M. A. Milam K-8 Center also offers an Extended Foreign Language (EFL) program, which promotes cultural heritage awareness.

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

M. A. Milam K-8 Center strives to continuously improve discipline and safety for all learners. Student orientations are held at the beginning of the year to inform all students and parents as to expected behavior and consequences of misbehavior based on the Student Code of Conduct in grades Kindergarten through eight. A letter is sent home for the parents to review and sign, acknowledging their understanding of what is acceptable student conduct and the consequences of misconduct.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

M. A. Milam K-8 Center has two counselors available; one counselor works primarily with students in grades Pre-K through four, and the other works with students in grades five through eight. One of these counselors oversees the Peer Mediation Program, which helps students mediate differences among themselves with guidance from the counselor. Our administration employs an open-door policy for any student wanting to seek their counsel.

M. A. Milam K-8 Center also has a Leadership Circle, which serves as the students' voice regarding various concerns or requests from the student body as a whole. A committee, comprised of various teachers, oversees the Values Matter initiative, in which students from different grade levels are recognized for exhibiting the value of the month.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The following early warning indicators are monitored:

Attendance below 90 percent -- All students are educated on the importance of school attendance through class/group presentations. Parents are provided with information on the importance of attendance and the school's attendance policy. An attendance incentive program is in place for individual students and homeroom classes. Students who exhibit attendance issues are monitored and counseled on the correlation of absences with poor school performance. Parent conferences are also held for this purpose. Students who continue to exhibit poor attendance are referred to the social worker, and truancy meetings are held.

Alternatives to suspensions -- Individual counseling is provided to the students in order to aide them in developing appropriate targeted behaviors, depending on their needs. Communication is established with the parent in regards to the consequences given to the student. In addition, a positive rapport is established so that the school and parent work in partnership to assist the child in demonstrating appropriate behavior.

Course failure in English language arts or mathematics -- Students who have failed ELA/Mathematics are monitored every nine weeks. Parents are informed if the student continues to be at risk of failing. Strategies are established, in conjunction with the parent, in order to help the student. Students are offered academic advisement and study skills.

Level 1 score on the statewide, standardized assessments in English language arts or mathematics -- Students are identified, areas of deficiency are noted, and differentiated instruction and pull-out tutoring are utilized to increase the students' knowledge and comprehension. In the middle school, students are placed in Intensive Reading and/or Intensive Mathematics.

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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	5	8	8	5	16	18	19	24	0	0	0	0	103
Level 1 on statewide assessment	0	4	15	23	31	45	47	52	68	0	0	0	0	285

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	5	16	12	37	43	57	58	66	0	0	0	0	294

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

Attendance -- The school has an attendance plan with detailed procedures. This involves teacher-student conferences, parent contact from teacher, and referral to student services. Counselors and administrators hold conferences, create attendance contracts for students/parents to follow, and complete truancy packets, as needed. The correlation to academic performance is stressed with students and parents. Attendance incentives are also utilized.

Alternatives to suspensions -- Students and parents attend orientations that delineate the Code of Student Conduct. The administrative team utilizes a progressive discipline plan with students. One-to-one counseling with students, as well as parent conferences, are held to correct behavioral issues which hinder students' academic performance. Peer counseling is provided, where appropriate. An alternate assignment at the school site is provided for students with various infractions. For students with repeated offenses or with higher level infractions, the administrator makes a referral to the Success Center.

Course failure and Level 1 on statewide assessments -- Differentiated instruction, based on student data, is used to ascertain strengths and weaknesses on standards and/or specific benchmarks. Time has been incorporated into the elementary schedules to increase i-Ready usage in reading and mathematics. Additionally, computer labs, monitored by teachers before and after school, are made available to students with limited access to computers and/or internet.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The school will utilize different means to encourage parents and families to be involved. The leadership team will host various informational meetings and workshops for parents; additionally, through collaboration with the PTSA, the school will hold numerous family nights that are educational, informative, and enjoyable.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school's CIS (Community Involvement Specialist) oversees the community outreach program. The CIS communicates with our local businesses and government agencies for participation in various activities, such as Career Day and Truck Day, and to honor student scholars and outstanding attendance via donations of certificates from the various establishments.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hernandez, Anna	Principal
Liscano, Lorena	School Counselor
Canal, Robert	Instructional Coach
Leighton, Amy	Instructional Media
Fernandez, Chastity	Teacher, ESE
Herrera, Seiko	SAC Member
Judge, Michelle	Assistant Principal
Rolle, Erika	Assistant Principal
Goldman, Peter	Teacher, K-12
Del Cristo, Guillermo	Teacher, K-12
Fuentes, Yvette	Instructional Coach

b. Duties

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

The Leadership Team at M. A. Milam K-8 Center is vital. Therefore, in building our team, we have considered the following:

- Administrators: Principal (Ms. Anna M. Hernandez), who establishes a positive school culture, provides guidance, ensures commitment, and allocates resources
- Assistant Principal (Ms. Michelle Judge) for grades five through eight, who works with the middle school staff in providing guidance to adolescents, and Assistant Principal (Dr. Erika Rolle) for grades Kindergarten through four, who works with the elementary school staff in building a positive environment for student achievement and safety and who schedules and facilitates regular Rtl meetings, ensures attendance of team members, and monitors follow-up of action steps.

In addition to the school administrator(s), the school's Leadership Team is involved in SIP planning and MTSS problem solving. Together, they are responsible for exploring strategies for improving student achievement and teacher effectiveness. The members of the team include:

- Counselor -- Ms. Idania Avila -- who facilitates interactions with students and addresses their social/emotional needs
- Mathematics Coach -- Mr. Robert Canal -- who provides leadership and mentoring in the area of mathematics
- Media Specialist -- Ms. Amy Leighton -- who works on strategies to implement school-wide reading practices and initiatives
- Exceptional Student Education (ESE) Teacher -- Ms. Chastity Fernandez -- who provides leadership and mentoring for teachers with ESE students
- SAC Chair -- Ms. Seiko Herrera -- who serves as the liaison to the school improvement process
- Social Studies Teacher -- Mr. Peter Goldman -- who provides leadership and mentoring in the area of social studies
- Science Teacher -- Mr. Guillermo Del Cristo -- who provides leadership and mentoring in the area of science
- Language Arts/Reading Coach -- Ms Yvette Fuentes -- who provides leadership and mentoring in the area of language arts and reading

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 Team at M. A. Milam K-8 Center includes the following:

Two assistant principals, a math coach, a reading coach, the ESE department chairperson, the school social worker, the school psychologist, and the speech pathologist.

This team uses the Tier 1 problem-solving process to set Tier 1 goals, and it monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the focus.
2. Using the four-step problem-solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Monitoring academic and behavior data, evaluating progress by addressing the following: Mathematics Topic assessments, Reading e-assessments/Weekly assessments, Civics Mini assessments, and Science Interim assessments.
4. Addressing weaknesses by responding to intervention problem-solving process and monitoring progress of interventions.
5. Encouraging students who have demonstrated mastery to participate in enrichment opportunities; students progressing satisfactorily are acknowledged and the bar raised, and behavioral correction/modification is rewarded.
6. Gathering and analyzing data to determine professional development for faculty, as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are receiving appropriate supplemental Tier 2 intervention.
8. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem-solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided, in addition to and in alignment with, effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem-solving meetings occur monthly to do the following:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for RtI Tier 3 intervention.

M. A. Milam K-8 Center's School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (three 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.

Finally, MTSS End-of-Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years' trend data across grade levels are used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades, as they contribute extensively to the subsequent performance and engagement of students in the upper grades.

Tier 3

Tier 3 interventions are tailored to the specific needs of the students. Interventions are provided daily (thirty minutes outside of the instructional core block). Interventionists use WonderWorks with targeted students. Students are monitored for a period of approximately one month.

Title I

At M. A. Milam K-8 Center services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs) Support services are provided to the schools, students, and families. A school-based, Title I-funded Community Involvement Specialist (CIS) serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their children's education, provides materials, and encourages parental participation in the decision-making processes at the school site. Curriculum coaches and department chairpersons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to determine 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.

At M. A. Milam K-8 Center parents participate in the design of their school's Parent and Family Engagement Policy (PFEP), which is provided in two languages at the school, the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. A concerted effort is made to inform parents of the importance of this survey. This survey, available in English and Spanish, is available online and via hard copy for parents to complete. Other components that are

integrated into the school-wide program include an extensive parental program; Title I CHES; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Nutrition Programs

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

Title X -- Homeless

- M. A. Milam K-8 Center seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- M. A. Milam K-8 Center has identified the elementary counselor as the School Homeless Liaison. She has been trained on the McKinney-Vento Law, ensuring appropriate services are provided to homeless students. Services include access to public/school transportation, free lunch meals, uniforms, school supplies, food assistance, housing assistance, family counseling, and assistance in obtaining student health insurance.
- The school counselor collaborates with the Homeless Education Program to assist with the identification, enrollment, attendance, and transportation of homeless students.
- Through the McKinney-Vento Homeless Assistance Act, the school counselor ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements.
- The school counselor participates in yearly district-led meetings and task forces as they relate to homeless children and youth.

Migrant

- The school counselors ensure appropriate services are provided to the migrant students. Services include access to public/school transportation, free lunch meals, uniforms, school supplies, food assistance, housing assistance, family counseling, and assistance in obtaining student health insurance.
- Currently, there are no migrant students at M. A. Milam K-8 Center.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and school counselors.
- Training and technical assistance for elementary and middle school teachers, administrators, and counselors are also components of this program.
- The school counselors focus on helping students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

M. A. Milam K-8 Center adheres to the District Policy Against Bullying and Harassment.

- This policy provides awareness, prevention, and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees begin any investigation of bullying or harassment within 24 hours of an initial report.
- Through class presentations, all students are taught to respect and understand differences. Students are encouraged to report any form of bullying or harassment in a confidential manner.
- Students may anonymously report incidents of bullying by leaving notes in the boxes discreetly located in the elementary school and middle school buildings.

- Through school-wide presentations or campaigns, students and staff receive sensitivity training education on disabilities, homelessness, needs of LGBTQ, and cultural awareness, which promote a school environment that is welcoming and inclusive.

Career and Technical Education

- M. A. Milam K-8 Center incorporates a choice program in the middle school. It is called STARS.
- The school offers a path, which is aligned and sequenced to courses that are of interest to students.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- A trained nurse is available for the students five days a week.
- HCiOS services reduces 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 enhances the health education activities provided by the schools and by the health department.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Quiana Russell	Teacher
Robert Canal	Teacher
Chastity Fernandez	Teacher
Idania Avila	Teacher
Seiko Herrera	Education Support Employee
Mayte Gonzalez	Teacher
Anna Hernandez	Principal
Jeannette Borges	Teacher
Erick Perez	Student
Roxana Lubin	Parent
Blanca Rivas	Parent
Jackie Lugo	Parent
Yinelys Nuñez	Parent
Tony Rodriguez	Parent
Georgette Delgado	Parent
Ester Lopez	Parent
Marlen Gonzalez	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC discussed the overall effectiveness of the school improvement plan based on recommendations/comments from the teachers and what to change for the 2017-2018 school year at the final meeting of the year.

b. Development of this school improvement plan

Members of the school improvement plan are also members of the SAC. The SAC analyzes the performance and needs of the school to develop the current school improvement plan. The SAC also monitors its implementation and effectiveness throughout the school year.

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

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

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

The SAC allocated \$3000 for after-school tutoring.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Fernandez, Chastity	Teacher, ESE
Hernandez, Anna	Principal
Leighton, Amy	Instructional Media
Herrera, Seiko	SAC Member
Rolle, Erika	Assistant Principal
Judge, Michelle	Assistant Principal
Canal, Robert	Instructional Coach
Goldman, Peter	Teacher, K-12
Liscano, Lorena	School Counselor
Del Cristo, Guillermo	Teacher, K-12
Fuentes, Yvette	Teacher, K-12

b. Duties

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

At M. A. Milam K-8 Center the LLT meets monthly. The media specialist conducts book talks with students to promote literacy. It is the team's focus to create capacity of reading knowledge within the school building and to focus on areas of literacy concern across the school. Data review,

disaggregation, and strategies for improvement are a primary focus for the team. A Scholastic Book Fair is held twice a year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

M. A. Milam K-8 Center encourages regular collaborative planning sessions on early release days. These sessions include, but are not limited to, data analysis, professional development, lesson planning, and sharing of best practices. In addition, teachers are encouraged to meet for grade-level planning during their designated common block planning time.

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

1. Partnering with local universities as an internship and field experience site
2. Team building via regular meetings with the leadership team
3. Obtaining referrals from current supervisors
4. Pairing new teachers with veteran teachers

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

Jeannette Borges, a middle school mathematics teacher and former elementary teacher, has become certified as a mentor by the National Teacher Center (NTC). This officially began with her participation in the Professional Learning Series (PLS) 1 on September 26th-28th, 2016; it was a two-year process. The training focused on Equitable Learning and new tools that NTC is providing for her mentoring practice. This initiative is designed to support beginning teachers through mentoring and professional development. Additionally, the reading coach and math coach provide mentoring to newer teachers, modeling lessons and providing professional development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Instruction is planned and delivered based on specific course benchmarks, as outlined in the Florida Standards. District-approved texts and resources are to be the primary source for the core instructional program.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At M. A. Milam K-8 Center data will be used to guide instructional decisions and system procedures for all students. In order to assist students, Milam K-8 Center will do the following:

- * Adjust the delivery of curriculum and instruction to meet the specific needs of students through differentiated instruction and pull-out tutoring during the school day;
- * Adjust the allocation of school-based resources such as time allocated for computer-based learning;

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: 10,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Judge, Michelle, mjudge@dadeschools.net

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

Data are collected via the i-Ready diagnostic assessments. The data are reviewed and distributed to allow for teachers as well as the Leadership Team to assess the effectiveness of the strategies in place and revise as needed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

M. A. Milam K-8 currently has one VPK unit. The teacher collaborates with the Kindergarten and 1st grade teachers, which enables the transition of these students to be seamless. Additionally, students and parents in surrounding day-care centers are invited to visit the school and participate in several activities.

At M. A. Milam K-8 Center all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs. FLKRS is administered at the beginning of the school year. Parents are encouraged to attend the Kindergarten orientation the Saturday prior to the opening of school, Open House, and different curricular events. Parents are encouraged to participate in various Kindergarten activities throughout the year.

Initial screening data will be used to group students according to needs/abilities and ELL levels and to identify those who may need intervention beyond core instruction. Additionally, social skills instruction will occur throughout the day through the use of common language, re-teaching, and positive

reinforcement of positive social behavior.

In an effort to transition fifth-grade students, they are invited to participate in an academy showcase, which delineates the different choices available in the academies.

Eighth-grade students are given the opportunity to participate in presentations from the feeder high schools. Additionally, these students are invited to the high schools to participate in activities, shadow students, and learn about course offerings and programs.

b. College and Career Readiness

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

At M. A. Milam K-8 Center students gain an understanding of business and industry workforce requirements by learning about various occupations through Career Day events and curriculum. Additionally, eighth-grade students attend a Magnet Fair, which highlights the various programs and specialized areas of study available at the various secondary magnet schools.

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If there is greater consensus on implementing rigorous questioning strategies by teachers, then student performance will be increased.

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 there is greater consensus on implementing rigorous questioning strategies by teachers, then student performance will be increased. 1a

G096691

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
FSA Mathematics Achievement	52.0
Statewide Science Assessment Achievement	52.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers spend the majority of instructional time at the DOK Level 1 questioning/activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Strong leadership team, Social Studies Chairperson, Science Chairperson, Mathematics Coach, Reading/Language Arts Coach
- Go Math, McGraw Hill Florida Math, Wonders/Wonder Works, I-Ready, Discovery Ed, Reflex Math, Science Speed Bags, , GIZMOS, Gateway to American Government, Escambia County Civics website, Edgenuity

Plan to Monitor Progress Toward G1. 8

In order to monitor progress towards the goal, data from on-going assessments will be analyzed for instructional implications.

Person Responsible

Michelle Judge

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Data analysis from I-Ready diagnostics and growth monitoring, topic assessments, weekly and quarterly tests and lesson plans will be used to monitor progress towards meeting the goal.

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 there is greater consensus on implementing rigorous questioning strategies by teachers, then student performance will be increased. 1

G096691

G1.B1 Teachers spend the majority of instructional time at the DOK Level 1 questioning/activities. 2

B260075

G1.B1.S1 Through professional development and collaborative planning, teachers will be provided with information regarding Webb's DOK levels. 4

S275528

Strategy Rationale

Information from formal and informal observations indicate that teachers use Webb's DOK level 1 questioning strategies in the majority of their instructional time.

Action Step 1 5

Provide PD through content area specialists on Webb's Depth of Knowledge.

Person Responsible

Yvette Fuentes

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

sign-in sheets, agenda, minutes, hand-outs

Action Step 2 5

Use common planning and collaborative sessions to develop lesson plans that contain a variety and range of DOK questioning strategies and techniques.

Person Responsible

Robert Canal

Schedule

Weekly, from 8/30/2017 to 6/1/2018

Evidence of Completion

lesson plans, sign-in sheets, agenda, minutes, hand-outs

Action Step 3 5

Reflect on lesson plans and instructional delivery to assure examples of DOK level 2 and 3 questioning techniques.

Person Responsible

Yvette Fuentes

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

class walk-throughs, student involvement, lesson plans and activities

Action Step 4 5

Reflect on teacher-generated assessments to insure that DOK levels 2 and 3 questioning is represented in the majority of the assessment.

Person Responsible

Robert Canal

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

assessments, sign-in sheets, minutes

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

In order to monitor the fidelity of implementation, lesson plans will be reviewed and classroom walk-throughs will be conducted.

Person Responsible

Erika Rolle

Schedule

Every 6 Weeks, from 9/5/2017 to 6/8/2018

Evidence of Completion

classroom walk throughs, logs, student involvement, and lesson plans.

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

In order to monitor the effectiveness of implementation, student progress will be monitored on assessments containing a majority of questions representing DOK levels 2 and 3.

Person Responsible

Michelle Judge








Schedule

Every 6 Weeks, from 9/5/2017 to 6/8/2018

Evidence of Completion

Data from assessment results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A369992	Provide PD through content area specialists on Webb's Depth of Knowledge.	Fuentes, Yvette	10/2/2017	sign-in sheets, agenda, minutes, hand-outs	6/1/2018 monthly
G1.B1.S1.A2  A369993	Use common planning and collaborative sessions to develop lesson plans that contain a variety and...	Canal, Robert	8/30/2017	lesson plans, sign-in sheets, agenda, minutes, hand-outs	6/1/2018 weekly
G1.B1.S1.A3  A369994	Reflect on lesson plans and instructional delivery to assure examples of DOK level 2 and 3...	Fuentes, Yvette	8/21/2017	class walk-throughs, student involvement, lesson plans and activities	6/1/2018 monthly
G1.B1.S1.A4  A369995	Reflect on teacher-generated assessments to insure that DOK levels 2 and 3 questioning is...	Canal, Robert	10/2/2017	assessments, sign-in sheets, minutes	6/1/2018 monthly
G1.MA1  M398427	In order to monitor progress towards the goal, data from on-going assessments will be analyzed for...	Judge, Michelle	8/21/2017	Data analysis from I-Ready diagnostics and growth monitoring, topic assessments, weekly and quarterly tests and lesson plans will be used to monitor progress towards meeting the goal.	6/8/2018 monthly
G1.B1.S1.MA1  M398419	In order to monitor the effectiveness of implementation, student progress will be monitored on...	Judge, Michelle	9/5/2017	Data from assessment results	6/8/2018 every-6-weeks
G1.B1.S1.MA1  M398420	In order to monitor the fidelity of implementation, lesson plans will be reviewed and classroom...	Rolle, Erika	9/5/2017	classroom walk throughs, logs, student involvement, and lesson plans.	6/8/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. If there is greater consensus on implementing rigorous questioning strategies by teachers, then student performance will be increased.

G1.B1 Teachers spend the majority of instructional time at the DOK Level 1 questioning/activities.

G1.B1.S1 Through professional development and collaborative planning, teachers will be provided with information regarding Webb's DOK levels.

PD Opportunity 1

Provide PD through content area specialists on Webb's Depth of Knowledge.

Facilitator

Canal, Fuentes, Rivas

Participants

Teachers

Schedule

Monthly, from 10/2/2017 to 6/1/2018

PD Opportunity 2

Use common planning and collaborative sessions to develop lesson plans that contain a variety and range of DOK questioning strategies and techniques.

Facilitator

Canal, Fuentes, Rivas

Participants

Teachers

Schedule

Weekly, from 8/30/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide PD through content area specialists on Webb's Depth of Knowledge.	\$0.00
2	G1.B1.S1.A2	Use common planning and collaborative sessions to develop lesson plans that contain a variety and range of DOK questioning strategies and techniques.	\$0.00
3	G1.B1.S1.A3	Reflect on lesson plans and instructional delivery to assure examples of DOK level 2 and 3 questioning techniques.	\$0.00
4	G1.B1.S1.A4	Reflect on teacher-generated assessments to insure that DOK levels 2 and 3 questioning is represented in the majority of the assessment.	\$0.00
Total:			\$0.00