Howard D. Mcmillan Middle School

2017-18 Schoolwide Improvement Plan

Howard D. Mcmillan Middle School

13100 SW 59TH ST, Miami, FL 33183

http://hdmcmillan.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)
Middle School 6-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	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 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 Howard D. Mcmillan Middle School

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.

The mission of Howard D. McMillan Middle School, through collaboration and participation with parents and the community, will provide exceptional educational opportunities by addressing the unique needs of all students of our multicultural community. The school will use a data-driven instruction to promote and motivate students in an intellectually and technologically rich environment, preparing them to meet the challenges of the future.

b. Provide the school's vision statement.

The vision of Howard D. McMillan Middle School is to provide a safe, caring and enjoyable environment where students will become independent, productive, compassionate, and responsible citizens in a global society, possessing core values of integrity, honesty, respect, perseverance, fairness, and other characteristics of civility which provide the foundation for cohesive human interactions.

2. School Environment

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

Howard D. McMillan learns about the students' cultures and builds relationships between teachers and students with the use of surveys, class discussions, clubs and projects.

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

Howard D. McMillan has highly effective security including Miami-Dade County School Police. Security monitors supervise students before school, during school hours and after school. Teachers are in the hallways between classes to ensure students' safety. Faculty, staff and administration, including counselors, have "open-door" policies and are approachable to students.

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.

The Code of Student Conduct is provided to parents and students via internet. It is reviewed with students, by grade levels, at the beginning of the school year and reinforced throughout the year. Students are monitored quarterly for progress and teacher/parent conferences are scheduled as needed. Attendance is monitored regularly and addressed addressed. Violations of the Code of Student Conduct are dealt with and consequences are administered accordingly to Miami-Dade County Public Schools' Progressive Discipline Plan, while utilizing our school's Alternative to Suspension Plan. Students are encouraged to stay on-task during instructions and teachers use different strategies in order to keep students engaged in learning during instructional time. There are rules that are established at the beginning of the year in each teacher's classroom, and consequences when they are not followed. During the 2016-2017 school year, Howard D. McMillan Middle School will implement Miami-Dade County Public Schools' Core Values Initiative to promote positive character development.

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.

Howard D. McMillan Middle School's Student Services Department provides a comprehensive counseling program that addresses the academic, career, and personal development of each student. School counselors provide data driven counseling services that supports student achievement and success. School Counseling Program Components that address students' social-emotional needs include individual and group counseling, Anti-Bullying Lessons, Red-Ribbon Week activities, Digital Citizenship presentations and articulation activities. Grade-level parent-student-teacher conferences are held weekly to address students experiencing academic or behavior challenges that may prevent them from succeeding in school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 Early Warning System in the middle grades is used to collect information indicating which students are displaying signs of disengagement and risk that predict an increased likelihood of being off-track in the middle grades and/or dropping out of high school. The indicators used to identify students at risk are:
Students with attendance below 90 percent
Students with one or more suspensions (in or out of school)
Students exhibiting two or more EWS indicators
Students in middle school who fail two or more courses in any subject
Students with Level 1 or equivalent score on the statewide assessment in ELA mathematics
Students identified for being at risk are provided intervention and support.

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	26	6	5	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	55	53	72	0	0	0	0	180

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	73	70	83	0	0	0	0	226

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

An attendance review committee will monitor patterns of non-attendance. Parent conferences will be held through grade-level teams, with an administrator to address attendance concerns. Counselors and the Community Involvement Specialist will assist with connecting parents to outside agencies

providing services as needed. Academic grades will be monitored quarterly to identify students at risk of failing. Intervention procedures for students indicating these patterns will include parent conferences, counselor interventions, tutorial services and course recovery programs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

N/A

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.

Howard D. McMillan's Parental Involvement is key to the relationship with the local community. Parent members and Community/Business members of EESAC provide direct connections to the community. Such members provide mentoring by visiting the school and giving lessons to our students. They also provide partnership opportunities with local businesses and secure resources to support the school and student achievement. A continuous partnership with Florida International University College of Engineering provides our students with mentoring opportunities and extends an invitation for our Robotics magnet students to attend their Annual College of Engineering and Computing, Engineering Expo. Publix Corporation provides support to the school by providing donations that support student activities and programs that recognize student achievement. A new partnership with Kendall Regional Hospital provides our students with mentoring opportunities for our Medical and Health Sciences Magnet students.

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
Abate, Amy	Assistant Principal
Diaz, Joel	Assistant Principal
Adamson, Karen	Teacher, K-12
Alvarez, Jeanette	Teacher, K-12
Clarke Toussaint, Nathasha	Teacher, K-12
Deangeli, Patricia	Teacher, K-12
Diez, Marco	Teacher, K-12
Gonzalez, Natalia	Teacher, K-12
Jelenszky, Adrian	Teacher, K-12
Rimmer, Wayne	Teacher, K-12
Torrens, Angela	Administrative Support
Joseph, Felicia	Principal
Davidson, Lindsay	Teacher, ESE

b. Duties

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

The Howard D. McMillan Middle School MTSS/RtI 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 impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Tier 1(Leadership Team)

• Administrators Hilca Thomas, Principal, Joel Diaz, Assistant Principal and Amy Abate, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrators the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• School reading, math, science and specialists – Patricia DeAngeli, Wayne Rimmer, Adrian Jelenszky
Department Chairs provide instructional support, best practices and content resources
• Special education personnel - Natalia Gonzalez (SPED Chair for Inclusion and VE), Lindsay Davidson(SPED Chair for our ASD Unit)
• School guidance counselors - Jeanette Alvarez (SST and PST Coordinator)
• Member of advisory group, community stakeholders, parents - Natasha Clarke Toussaint (EESAC Chair) and Marco Diez (Vice Chair)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Administrators and School specialists of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
School Specialists of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Howard D. McMillan's Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for

the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Howard D. McMillan provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Howard D. McMillan provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Howard D. McMillan services are coordinated with district Drop-out Prevention programs utilizing Social Worker and School Psychologist.

Title II

Howard D. McMillan utilizes programs created with district supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
Howard D. McMillan utilizes Title III funds from the district to support the English Language Learner tutoring program. These funds also help to provide instruction through the Home Language Assistance Program, assisting students having difficulty with classroom assignments. Funds are also utilized to provide funding for parent outreach activities provide through the Parent Academy.

Title VI, Part B
N/A

Title X- Homeless
• Howard D. McMillan works cooperatively with the Homeless Assistance Program seeking to ensure a successful educational experience for homeless children by collaborating with parents and the community.
• Project Upstart, Homeless Children & Youth Program assists Howard D. McMillan with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for our school registrar, counselor and administrators on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart implemented a 2012 summer academic enrichment camp for students in four homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs
• Howard D. McMillan incorporates the district bullying and Safe, Drug-Free Schools Violence Prevention curriculum throughout the school year.
• Each 6th grade student is taught about bullying by the counselors teaching a series of lessons throughout the year.
• The counselors also meet in small group settings to discuss issues and counsel students regarding issues that occur during the school year.
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designee at Howard D. McMillan begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Howard D. McMillan implements 5 curriculum lessons on Bullying and Violence Prevention per grade level.
• The school participates in the Do The Right Thing (DTRT) program sponsored by the Miami Police

Department.

Nutrition Programs
Howard D. McMillan adheres to and implements the following:
1) The nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs
N/A

Head Start
N/A

Adult Education
N/A

Career and Technical Education
By promoting Career Pathways and Programs of Study, Howard D. McMillan students will learn about high school academy programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn high school credits and provide more opportunities for students to complete high school earlier. Howard D. McMillan Middle students have the opportunity to earn high school credits in Algebra Honors, Geometry Honors, Physical Science and Biology.
Transition Tools expose our 8th graders to high school choices and career awareness. Career awareness is also incorporated into selected vocational courses.

Job Training
N/A

Other
Howard D. McMillan offers Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!
Howard D. McMillan provides HIV/AIDS Curriculum through our science courses:
• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures

including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2417 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Hilca Thomas	Principal
Elsa Ferrer	Teacher
Natasha Clarke-Toussaint	Teacher
Carmen Ghani	Education Support Employee
Dale Adamson	Business/Community
Robert Landa	Teacher
Mercedes Lam	Teacher
Alvaro Echeverri	Teacher
Veronica Junco	Teacher
Marco Diez	Teacher
Karen Camacho	Parent
Marilyn Castro	Parent
Kimberly Sanchez	Education Support Employee
David Belnap	Parent
Gene Pino	Business/Community
Patty Agosto	Business/Community
Christopher Londono	Parent
Mary Perez	Parent
Ariel Fontanez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
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 took part in reviewing the End of Year SIP Review to evaluate effectiveness of the goals and strategies identified in the School Improvement Plan and to identify the needs that will be addressed this school year.

b. Development of this school improvement plan

The SAC takes part in reviewing and approving the strategies suggested for meeting academic objectives, monitor progress and assist with identifying strategies for non-academic objectives as delineated in the School Improvement Plan. Additionally, the principal and team reviewed the online survey results from the faculty at Synergy to determine what school goal, strategies, and action steps should be taken for the 2017-2018 school year. Also, the team took into consideration the principal's vision for the 2017-2018 school year, "There is power in the data".

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

The school's annual budget and plan is reviewed at the SAC meeting each year. Members of SAC take part in determining how the SAC budget is used on items the have implications for our School Improvement Plan. SAC members vote on the amount of funds to be used and what it is used for.

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

SAC funds were used to provide incentives for students achieving perfect attendance and academic achievement ($2,684.00), Brain Pop License ($350) and SchoolVue CrossCare annual maintenance agreement renewal ($1,081.00) for a total of $4,115.00 dollars.

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
Joseph, Felicia	Principal
Deangeli, Patricia	Teacher, K-12
Gonzalez, Natalia	Teacher, K-12
Torrens, Angela	Teacher, K-12
Abate, Amy	Assistant Principal
Davidson, Lindsay	Teacher, ESE
Diaz, Joel	Assistant Principal
Adamson, Karen	Teacher, K-12
Jelenszky, Adrian	Teacher, K-12
Clarke Toussaint, Nathasha	Teacher, K-12
Rimmer, Wayne	Teacher, K-12
Alvarez, Jeanette	School Counselor
Diez, Marco	Teacher, K-12

b. Duties

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

The Howard D. McMillan Literacy Leadership Team will facilitate and lead professional growth opportunities that complement the principal's vision for the 2017-2018 school year of there is power in the data. The will work to develop and implement departmental and school wide instructional routines that assist teachers in analyzing data. Multi-disciplinary teams will develop lessons that provide students with opportunities for research, work in groups, as well as strategically address the data points. The Literacy Team will focus on working with their respective departments in analyzing data and assisting teachers with meeting instructional needs of students whether through enrichment or intervention.

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.

Faculty meetings, department meetings and professional development activities encourage positive working relationships between teachers. Faculty members share best practices by departments, teams and with the whole school. Collaborative planning and instruction is supportive, innovative and non-threatening. Teachers are recognized, praised and encouraged to work collaboratively.

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

Strategies that are used to recruit and retain highly qualified, certified in field and effective teachers include:
1. Meeting with beginning teachers throughout the year with Administrative Team and Professional Growth Team (PGT).
2. Promoting highly-qualified teachers to leadership positions (Team Leaders and Department Chairpersons) within the school and have them conduct professional development activities so that they can share their wealth of knowledge with other teachers.

3. Reviewing the Applicant Tracking System to identify candidates who are certified in subject areas for which there are openings.
4. Encouraging new mentor teachers for the MINT program.

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

Through the District's Mentoring and Induction for New Teachers (MINT) program, mentor teachers collaborate with the mentee teachers throughout the school year. Mentor and mentees are provided with professional development days in which they observe and provide feedback on classroom instruction. In an effort to retain new teachers, McMillan Middle School's new teachers to the building are automatically assigned a Professional Growth Team (PGT) which consists of two teachers that provide assistance and guidance. Our Department Chairs and Team Leaders are also paired with the new teachers in their area to provide assistance with curriculum issues, including content knowledge, pedagogy, and procedures. McMillan Middle School has developed an in-house beginning teacher program that consists of monthly meetings to address needs that pertain to academic achievement, classroom management techniques and "tricks of the trade". These meetings occur during the professional development days and rotated on our morning monthly meeting calendar.

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.

Administration monitors and ensures that teachers are following the district pacing guides, using state adopted textbooks and materials. Departmental planning is aligned to the state standards for mastery of the Florida Standards.

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.

The Florida Continuous Improvement Model, in conjunction with Response to Intervention is implemented to addresses the students' academic needs. Quarterly assessment results are reviewed and analyzed to identify targeted groups and specific areas in need of intervention. Data chats between teachers and administrators serve to determine curricular modifications for data driven instruction. Assessment data is analyzed to group students according to their needs for reinforcement, individual assistance and/or additional practice. Teachers use a variety of modalities to address students' learning styles. These include whole group, small group, audio/visual devices, and "hands-on" project-based learning using technology.

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: 1,200

Howard D. McMillan Middle School provides services to ensure students are provided enrichment extended learning opportunities after-school. Department Chairs and teachers evaluate individual student performances on classroom assignments and interim assessments for volunteer enrichment sessions.

Strategy Rationale

Offering volunteer tutorials before and after school provides students the individual help they may need to obtain and stay on track lessons. This leads to achieving academic success and student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Abate, Amy, aabate@dadeschools.net

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

Teacher generated assignments, topic assessment data, Mid Year Assessment Data and iReady data are collected and analyzed to determine the effectiveness of the tutorial sessions.

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, §
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.

To support incoming 6th grade cohort students, articulation meetings are held at the elementary schools in February, prior to the new school year. In addition, new student orientations are held for parents and students two weeks before the beginning of school to familiarize them with the school's policies and procedures. Guidance counselors and team leaders work with students and families to assist in the transition from elementary school to middle school. The outgoing 8th grade cohort is supported by collaboration between our guidance counselors and the high schools to schedule articulation and subject selection at our school. Students and families are informed of high school magnet and curriculum fairs offered for 8th grade students at the local high schools.

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.

Articulation agreements allow students to earn high school credits and provide more opportunities for students to complete high school earlier. Howard D. McMillan Middle students have the opportunity to earn high school credits in Algebra I Honors, Geometry Honors, Physical Science Honors and Biology Honors.
Transition Tools expose our 8th graders to high school choices and career awareness. Career awareness is also incorporated into selected vocational courses. Students participating in our

Robotics magnet attend Florida International University's College of Engineering and Computing Engineering Expo to learn about and experience post-secondary educational and career options. Through a Verizon Lead the Way grant, students are offered the opportunity to learn computer programming and coding, preparing them for higher level educational programs in these industries.

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

By promoting Job Shadowing, Howard D. McMillan students will learn about high school academy programs and have a better understanding and appreciation of the post-secondary opportunities available. Students will plan for how to acquire the skills necessary to take advantage of those opportunities.

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

By focusing on increasing student performance on the Florida Standards Assessments, Howard D. McMillan will increase the number of eligible students earning high school credit courses in Mathematics and Science. Our Cambridge Robotics and Medical and Health Science magnet offers and provides rigorous curriculum designed to expose learners to potential careers in related fields.

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

🔑 G096770

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Reading - Asian	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	58.0
CELLA Reading Proficiency	36.0
FSA ELA Achievement	63.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	73.0
FSAA ELA Achievement	67.0
AMO Math - All Students	
AMO Math - Asian	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FSA Mathematics Achievement	79.0
Math Gains	76.0
Math Lowest 25% Gains	76.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	98.0
FSAA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	45.0
Bio I EOC Pass	96.0
FSAA Science Achievement	70.0
CELLA Writing Proficiency	36.0
FAA Writing Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- There is a need to increase students ability to think critically, analytically and abstractly.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts/Reading- McDougal Littel Textbook; Classzone.com; Discovery Learning; Microsoft Word; Publisher and PowerPoint; CRISS Strategies; Write Traits;iReady; Imagine Learning; volunteer tutoring Mathematics- Holt Carnegie; McGraw-Hill; Khan Academy; iPrep; Edgenuity; Algebra Nation; Pearson; Gizmos; Discovery Learning; iReady; volunteer tutoring;

Kahoot; Cpalms; Carnegie Learning Science- Textbooks; Florida Focus Achieves; Gizmos; Discovery Education; NBC Learn; Online Technology; Cpalms Social Science- McGraw-Hill Textbooks for World History, Civics and US History; iCivics; FLREA.org; Social Sciences department website; www.archives.gov; Discovery Learning; Tablets for Civics; Everfi; Scholastic; CNN Student News

Plan to Monitor Progress Toward G1. `8`

Teachers' use of data driven instruction will be monitored for progress toward meeting our goal.

Person Responsible
Felicia Joseph

Schedule
Quarterly, from 9/28/2017 to 6/7/2018

Evidence of Completion
Evidence of implementation will be teacher lesson plans, samples of student work, interim assessment data and progress reports.

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`

G096770

G1.B4 There is a need to increase students ability to think critically, analytically and abstractly. `2`

B260300

G1.B4.S1 Increase use of data driven instruction. `4`

S275727

Strategy Rationale

Data driven instruction will provide teachers with the ability to target individual students' needs in regard to critical, analytical and abstract thinking.

Action Step 1 `5`

Professional Development will be provided to teachers that includes data analysis using iReady, G2D and PowerBI.

Person Responsible

Amy Abate

Schedule

Quarterly, from 9/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected will include participation rosters, agendas, MyLearningPlan evaluations, and question protocol provided in the PD session.

Action Step 2 `5`

Teachers will use student performance data to drive instruction.

Person Responsible

Amy Abate

Schedule

Quarterly, from 9/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected will include but not be limited to data reports, lesson plans, student work samples, and action plan protocols.

Action Step 3 `5`

Professional Development will be provided using Digital tools and instructional resources that increase engagement.

Person Responsible

Amy Abate

Schedule

On 10/27/2017

Evidence of Completion

The evidence collected will include but not be limited to data reports, lesson plans, student work samples, and example of the digital resources used when planning.

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

Administration will monitor Professional Development implementation and data analysis used to drive instruction.

Person Responsible

Amy Abate

Schedule

Quarterly, from 9/28/2017 to 6/7/2018

Evidence of Completion

Evidence of implementation will be monitored by informal classroom visits, sign in sheets from PD's and meetings, agendas, MyLearningPlan evaluations, data reports, lesson plans and student work samples.

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

In order to monitor effectiveness of Professional Development sessions and student progress monitoring assessments, McMillan Middle School will use teacher exit slips, data reflection protocol and MyLearningPlan evaluations.

Person Responsible

Amy Abate

Schedule

Quarterly, from 9/28/2017 to 6/7/2018

Evidence of Completion

Evidence of implementation will be teacher exit slips, data reflection protocol, MyLearningPlan evaluations and student performance data.

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.B4.S1.A3 🔍 A370505	Professional Development will be provided using Digital tools and instructional resources that...	Abate, Amy	10/27/2017	The evidence collected will include but not be limited to data reports, lesson plans, student work samples, and example of the digital resources used when planning.	10/27/2017 one-time
G1.MA1 🔍 M398884	Teachers' use of data driven instruction will be monitored for progress toward meeting our goal.	Joseph, Felicia	9/28/2017	Evidence of implementation will be teacher lesson plans, samples of student work, interim assessment data and progress reports.	6/7/2018 quarterly
G1.B4.S1.MA1 🔍 M398882	In order to monitor effectiveness of Professional Development sessions and student progress...	Abate, Amy	9/28/2017	Evidence of implementation will be teacher exit slips, data reflection protocol, MyLearningPlan evaluations and student performance data.	6/7/2018 quarterly
G1.B4.S1.MA1 🔍 M398883	Administration will monitor Professional Development implementation and data analysis used to drive...	Abate, Amy	9/28/2017	Evidence of implementation will be monitored by informal classroom visits, sign in sheets from PD's and meetings, agendas, MyLearningPlan evaluations, data reports, lesson plans and student work samples.	6/7/2018 quarterly
G1.B4.S1.A1 🔍 A370503	Professional Development will be provided to teachers that includes data analysis using iReady, G2D...	Abate, Amy	9/28/2017	The evidence collected will include participation rosters, agendas, MyLearningPlan evaluations, and question protocol provided in the PD session.	6/7/2018 quarterly
G1.B4.S1.A2 🔍 A370504	Teachers will use student performance data to drive instruction.	Abate, Amy	9/28/2017	The evidence collected will include but not be limited to data reports, lesson plans, student work samples, and action plan protocols.	6/7/2018 quarterly

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 There is a need to increase students ability to think critically, analytically and abstractly.

G1.B4.S1 Increase use of data driven instruction.

PD Opportunity 1

Professional Development will be provided to teachers that includes data analysis using iReady, G2D and PowerBI.

Facilitator

Hilca J. Thomas

Participants

Faculty

Schedule

Quarterly, from 9/28/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Professional Development will be provided to teachers that includes data analysis using iReady, G2D and PowerBI.	$0.00
2	G1.B4.S1.A2	Teachers will use student performance data to drive instruction.	$0.00
3	G1.B4.S1.A3	Professional Development will be provided using Digital tools and instructional resources that increase engagement.	$0.00
		Total:	$0.00