

Miami-Dade County Public Schools

Marcus A. Milam K 8 Center



2021-22 Schoolwide Improvement Plan

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Marcus A. Milam K 8 Center

6020 W 16TH AVE, Hialeah, FL 33012

<http://milam.dadeschools.net/>**Demographics****Principal: Anna Hernandez M**

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (60%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Marcus A. Milam K 8 Center

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hernandez, Anna	Principal	The role of a principal is to provide strategic direction in the school system. Principals assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, and oversee facilities.
Judge, Michelle	Assistant Principal	<p>Discussing student behavior and learning problems with parents</p> <p>Implementing school safety procedures and ensuring compliance</p> <p>Handling disciplinary issues</p> <p>Observing and evaluating teachers</p> <p>Providing meaningful feedback and support to teachers regarding curriculum standards and learning materials</p> <p>Overseeing the maintenance of school facilities and grounds</p> <p>Purchasing supplies and equipment or approving supply orders</p> <p>Managing attendance</p> <p>Collaborating with other administrators to set budgets</p> <p>Tracking performance and attendance systems</p> <p>Hiring and training faculty and staff</p> <p>Coordinating school schedules</p>
Canal, Robert	Math Coach	work with teachers to improve mathematics achievement, • manage and control curriculum and instructional materials, • manage and regulate professional development, • monitor program implementation, • build the mathematics program by using its strengths and reducing its weaknesses
Liscano, Lorena	School Counselor	Main duties include offering counseling to students, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to students.
Sanchez, Esther	Reading Coach	work with teachers to improve reading achievement, • manage and control curriculum and instructional materials, • manage and regulate professional development, • monitor program implementation, • build the reading program by using its strengths and reducing its weaknesses

Demographic Information

Principal start date

Tuesday 7/1/2008, Anna Hernandez M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

835

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	62	67	72	84	98	100	97	106	107	0	0	0	0	793	
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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	21	20	24	32	25	0	0	0	0	142	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	29	28	33	21	29	0	0	0	0	169	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	10	5	32	43	46	55	48	0	0	0	0	244

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	1	1	3	8	2	6	7	3	0	0	0	0	31	
Students retained two or more times	0	0	0	0	1	0	2	3	0	0	0	0	0	6	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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		
Number of students enrolled	69	66	75	91	101	88	106	108	96	0	0	0	0	800	
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	3	7	0	0	0	0	10	
Course failure in ELA	1	3	4	15	7	8	6	3	4	0	0	0	0	51	
Course failure in Math	0	3	2	2	3	8	6	5	18	0	0	0	0	47	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	21	20	24	32	25	0	0	0	0	142	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	29	28	33	21	29	0	0	0	0	169	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	5	10	5	32	43	46	55	48	48	0	0	0	0	292	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	1	2	0	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	63%	61%	49%	62%	60%
ELA Learning Gains				60%	61%	59%	58%	61%	57%
ELA Lowest 25th Percentile				56%	57%	54%	55%	57%	52%
Math Achievement				59%	67%	62%	55%	65%	61%
Math Learning Gains				62%	63%	59%	68%	61%	58%
Math Lowest 25th Percentile				53%	56%	52%	65%	55%	52%
Science Achievement				52%	56%	56%	42%	57%	57%
Social Studies Achievement				72%	80%	78%	74%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		-59%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-48%				
06	2021					
	2019	41%	58%	-17%	54%	-13%
Cohort Comparison		-54%				
07	2021					
	2019	50%	56%	-6%	52%	-2%
Cohort Comparison		-41%				
08	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	50%	69%	-19%	64%	-14%
Cohort Comparison		-56%				
05	2021					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-50%				
06	2021					
	2019	37%	58%	-21%	55%	-18%
Cohort Comparison		-51%				
07	2021					
	2019	61%	53%	8%	54%	7%
Cohort Comparison		-37%				
08	2021					
	2019	55%	40%	15%	46%	9%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		-48%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	73%	-1%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Mathematics: i-Ready AP1-AP3

Science: Baseline (fall), Mid-Year (winter), NGSSS (spring)

Civics: NGSSS (spring)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	49	60
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	33	0
	English Language Learners	15	38	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	38	66
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	38	32	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	33	46
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	7	24	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	35	55
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	7	40	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	51	62
	Economically Disadvantaged	0	0	0
	Students With Disabilities	20	20	0
	English Language Learners	9	28	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	27	49
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	20	0
	English Language Learners	3	3	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	48	45
	Economically Disadvantaged	0	0	0
	Students With Disabilities	25	63	0
	English Language Learners	3	20	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	45	59
	Economically Disadvantaged	0	0	0
	Students With Disabilities	13	38	0
	English Language Learners	6	17	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	31	40
	Economically Disadvantaged	0	0	0
	Students With Disabilities	17	9	0
	English Language Learners	11	4	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	34	46
	Economically Disadvantaged	0	0	0
	Students With Disabilities	17	27	0
	English Language Learners	12	8	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	7	12	31
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	38	43
	Economically Disadvantaged	0	0	0
	Students With Disabilities	12	24	0
	English Language Learners	9	3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	36	38
	Economically Disadvantaged	0	0	0
	Students With Disabilities	13	18	0
	English Language Learners	0	14	0
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	41	36
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	10	0
	English Language Learners	6	13	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	34	41
	Economically Disadvantaged	0	0	0
	Students With Disabilities	13	14	0
	English Language Learners	6	14	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	59
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	44
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	24	0
	English Language Learners	4	4	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	37	31
	Economically Disadvantaged	0	0	0
	Students With Disabilities	21	25	0
	English Language Learners	11	13	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	41	15
Science	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	41	15
	Economically Disadvantaged	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	32	25	32	34	33	25	25			
ELL	38	37	32	34	35	24	27	50	57		
BLK	45			45							
HSP	45	41	35	39	35	29	37	59	61		
FRL	43	40	36	38	35	30	36	55	57		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	47	52	35	45	45	28	29			
ELL	43	58	55	51	60	54	39	69	48		
BLK	55	60		55	50						
HSP	54	60	55	59	62	54	52	74	72		
FRL	51	60	55	57	60	53	47	73	71		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	40	39	39	60	57	38	50			
ELL	33	53	56	41	65	63	18	59	57		
HSP	49	58	56	55	68	65	42	74	75		
FRL	48	57	55	54	68	64	40	74	73		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For 2019-20, both for ELA and Mathematics grade 6 tends to have the lowest proficiency rate (39% and 44% respectively). The ELL subgroup consistently performed higher in all areas except for ELA percent proficiency.

For 2020-21, for ELA grade 5 and Mathematics grade 6 tend to have the lowest proficiency rates (34% and 13% respectively).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

For 2019-20, the greatest need for improvement is evident in both ELA and Mathematics in grade 6. For 2020-21, the greatest need for improvement is evident in grade 5 ELA and grade 6 Mathematics.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Two factors contributed to the need for improvement in grade 6 ELA and mathematics. The first factor was the transition from grade 5 to 6. The second factor was the scheduling/functioning of physical versus virtual modes of instruction.

The new actions that will be addressed will be a focus on differentiated instruction and the implementation of monthly/weekly collaborative planning sessions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement when compared to the district was in grade 5 learning gains in mathematics.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The movement of new personnel to the grade level contributed to grade 5 learning gains in mathematics.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will be implemented to accelerate learning in the coming year is a focus on professional development of teachers new to the grade, implementation of differentiated instructional practices, as well as teacher collaboration with emphasis on sharing best practices and instructional planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in the core areas will focus on the following:

- Grades K - 2 B.E.S.T. Standards
- Differentiated Instruction Part 2
- New ELA Textbook Series
- New Intervention Program

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- i-Ready time built into the schedule
- Intervention

Extended Day Tutorial Program
New Innovations Center

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review of 2020 and 2021, our school will implement Collaborative Planning. We selected Collaborative Planning based on our findings from our i-Ready data demonstrating a decline within our L25 student population. Reflecting on our instructional approaches and practices we will build on our individual strengths by conducting Collaborative Planning sessions to share expertise and best practices.

Measurable Outcome: If we successfully implement Collaborative Planning in grades 3-8, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 FSA ELA and Mathematics State Assessments.

Monitoring: The leadership team and teachers will continue Collaborative Planning sessions monthly by department to facilitate professional growth for teachers, disaggregating data, and creating differentiated groups. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. As well as sharing an understanding of student expectations for standards, curriculum, assessment, and instruction.

Person responsible for monitoring outcome: Esther Sanchez (esthersanchez@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Collaborative Planning, we will focus on the expertise and best practices of teachers. Therefore, increasing the level of academic rigor as well as enlarging the repertoire of instructional strategies and encouraging creative instruction. This will result in the implementation of effective instruction.

Rationale for Evidence-based Strategy: Through the participation and collaboration of teachers sharing best practices and their individual strengths and expertise the L25 students will increase in academic performance producing an increased performance for the school.

Action Steps to Implement

Schedule monthly collaborative planning meetings.
8/30/21 - 10/11/21

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

Conduct monthly collaborative planning within subject-area departments, led by instructional coaches, to facilitate professional growth for teachers, disaggregate data, and create differentiated groups.
8/30/21 - 10/11/21

Person Responsible Esther Sanchez (esthersanchez@dadeschools.net)

Conduct weekly collaborative sessions with grade level colleagues to reflect on the implementation of instructional strategies and curriculum. Teachers will share best practices and their individual strengths within the team.
8/30/21 - 10/11/21

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Conduct administrative walk throughs during collaborative planning sessions.
8/30/21 - 10/11/21

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Plan lessons that include a scaffolded instructional approach to targeted standards.
1/31/22 - 4/29/22

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

Teachers will share best practices during departmental collaborative planning sessions.
1/31/22 - 4/29/22

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent monitoring, our attendance will increase 3 percentage points by June 2022.
Monitoring:	The Leadership Team (LT) will work to connect with families who struggle with attendance, identify the root cause for absences, and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students, and parental contact will be made when necessary.
Person responsible for monitoring outcome:	Michelle Judge (mjjudge@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Communicate expectations to all stakeholders via school letter, orientations, parent conferences, Open House, school website, and social media platforms.

8/30/21 - 10/11/21

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Connect to families who struggle with attendance to identify the root cause of absences and create a plan of action to ensure students are able to be present daily.

8/30/21 - 10/11/21

Person Responsible Lorena Liscano (lliscano@dadeschools.net)

Mentor individual students who have consistent truancy.

8/30/21 - 10/11/21

Person
Responsible Lorena Liscano (lliscano@dadeschools.net)

Plan regular student incentives to promote consistent student attendance.

8/30/21 - 10/11/21

Person
Responsible Lorena Liscano (lliscano@dadeschools.net)

Complete truancy referral process.

1/31/22 - 4/29/22

Person
Responsible Lorena Liscano (lliscano@dadeschools.net)

Refer families to appropriate agencies to receive needed services.

1/31/22 - 4/29/22

Person
Responsible Lorena Liscano (lliscano@dadeschools.net)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had any voice in the decision-making process; therefore, we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 2% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members who are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Michelle Judge (mjjudge@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process, the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

Communicate goal to faculty at staff and departmental meetings.
8/30/21 - 10/11/21

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

Provide a list of opportunities for leadership and involvement, such as open positions/roles and committees.
8/30/21 - 10/11/21

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

Identify specific staff members who are experts in areas that will serve as leads with new initiatives and development.

8/30/21 - 10/11/21

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

Teacher leaders will provide support to colleagues.

8/30/21 - 10/11/21

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Highlight teachers who took on leadership initiatives.

1/31/22 - 4/29/22

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Ask for candidates to serve on committees that still have open positions/roles.

1/31/22 - 4/29/22

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the data review of 2020 and 2021, our school will implement the instructional practice of Differentiation specifically in ELA. We selected the overarching area of Differentiation based on our findings that demonstrated learning gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move toward proficiency.
Measurable Outcome:	If we successfully implement Differentiation in ELA in grades 3-8, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 FSA ELA State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. The Leadership Team will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Anna Hernandez (pr3421@dadeschools.net)
Evidence-based Strategy:	Within the instructional practice of Differentiation specifically in ELA, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Conduct data analysis of formative assessment.

8/30/21 - 10/11/21

Person Responsible Robert Canal (rcanal@dadeschools.net)

Create fluid groups based on most current data.

8/30/21 - 10/11/21

Person Responsible Esther Sanchez (esthersanchez@dadeschools.net)

Conduct quarterly data chats with teachers.

8/30/21 - 10/11/21

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Conduct regular walkthroughs to ensure quality instruction.
8/30/21 - 10/11/21

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

Plan lessons that include a scaffolded instructional approach to targeted standards.
1/31/22 - 4/29/22

Person Responsible Esther Sanchez (esthersanchez@dadeschools.net)

Continue to implement reading intervention with fidelity.
1/31/22 - 4/29/22

Person Responsible Esther Sanchez (esthersanchez@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The discipline data of the school indicates fewer incidents per 100 students and fewer suspensions per 100 students as compared to the state. Our primary area of concern is student attendance. We will use communication with all stakeholders to monitor student attendance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The administration practices an open-door policy consistently addressing the faculty and staff in a compassionate, respectful, honest, and supportive manner. The administration invites faculty and staff to express concerns and needs. The administration expresses appreciation for the faculty and staff by acknowledging their efforts and accomplishments and they host activities for the purpose of creating

positive connections with the staff. In addition, administrators visit classrooms so that the faculty and students feel supported.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At M.A. Milam K-8 Center all stakeholders are valued and are an integral part of promoting a positive school culture. The administration, faculty and staff, students, parents and community members play a critical role in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Their feedback is solicited and valued and we strive to maintain ongoing communication with them.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00