

Miami-Dade County Public Schools

Miami Lakes Middle School



2021-22 Schoolwide Improvement Plan

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Miami Lakes Middle School

6425 MIAMI LAKEWAY N, Hialeah, FL 33014

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

Demographics

Principal: Maria Medina

Start Date for this Principal: 7/29/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| 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) | 97% |
| 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (68%) 2017-18: A (66%) 2016-17: A (70%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

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6425 MIAMI LAKEWAY N, Hialeah, FL 33014

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

School Demographics

| | | |
|--|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p> | <p>2020-21 Title I School</p> <p>Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>85%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | A | A | A | A |

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To instill the belief in our learning community that: If you believe you can...you CAN! If you believe you will...you WILL!

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 |
|----------------------|---------------------|---|
| Bacallao, Leticia | Assistant Principal | Assistant Principal over Curriculum, SIP, ESSAC, Title 1, PTSA, PLST |
| Torres, Omaidá | Math Coach | Math department chair who oversees data, lesson alignment to pacing guides, develops pull out programs for students, and conduct weekly meetings with the math department |
| Cianciulli, Vittoria | School Counselor | Trust counselor for students, SEL coordinator, RJP facilitator, mental wellness liaison between parents and students |
| Bautista, Adasis | Teacher, ESE | PD Liaison, FEA sponsor, ELA teacher, part of the PLST team |
| Milian, Ivette | Instructional Coach | Instructional Coach who aggregates data for the school, conducts teacher trainings, website facilitator, part of the PLST team, testing chairperson |
| Sierra, Mary | Other | ESE Chairperson who conducts IEP and EP meetings, teaches IND self-contained students |
| Medina, Maria | Principal | Principal of Miami Lakes Middle School, oversee testing, budget, personnel, and curriculum. |
| Maier, Beverly | Reading Coach | ELA Department Chair who discusses lesson alignment to pacing guides, Media Center specialist, meets with ELA department weekly |

Demographic Information

Principal start date

Sunday 7/29/2018, Maria Medina

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.*

19

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.*

26

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,068

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

8

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

0

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 | 0 | 0 | 0 | 0 | 0 | 0 | 333 | 401 | 334 | 0 | 0 | 0 | 0 | 1068 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 46 | 46 | 0 | 0 | 0 | 0 | 117 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 39 | 26 | 0 | 0 | 0 | 0 | 72 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 13 | 6 | 0 | 0 | 0 | 0 | 30 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 37 | 30 | 0 | 0 | 0 | 0 | 95 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 44 | 41 | 0 | 0 | 0 | 0 | 113 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 124 | 123 | 0 | 0 | 0 | 0 | 327 |

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 | 0 | 0 | 0 | 0 | 0 | 24 | 49 | 35 | 0 | 0 | 0 | 0 | 108 |

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 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Thursday 7/29/2021

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 | 0 | 0 | 0 | 0 | 0 | 0 | 421 | 351 | 431 | 0 | 0 | 0 | 0 | 1203 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 47 | 50 | 0 | 0 | 0 | 0 | 142 |
| 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 | 40 | 28 | 13 | 0 | 0 | 0 | 0 | 81 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 6 | 36 | 0 | 0 | 0 | 0 | 56 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 30 | 35 | 0 | 0 | 0 | 0 | 103 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 41 | 36 | 0 | 0 | 0 | 0 | 123 |

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 | 0 | 0 | 0 | 0 | 0 | 51 | 37 | 43 | 0 | 0 | 0 | 0 | 131 |

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 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | | | | 75% | 58% | 54% | 72% | 56% | 53% |
| ELA Learning Gains | | | | 65% | 58% | 54% | 59% | 56% | 54% |
| ELA Lowest 25th Percentile | | | | 54% | 52% | 47% | 45% | 52% | 47% |
| Math Achievement | | | | 74% | 58% | 58% | 75% | 56% | 58% |
| Math Learning Gains | | | | 61% | 56% | 57% | 55% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 56% | 54% | 51% | 59% | 55% | 51% |
| Science Achievement | | | | 61% | 52% | 51% | 68% | 52% | 52% |
| Social Studies Achievement | | | | 82% | 74% | 72% | 82% | 73% | 72% |

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 |
| 06 | 2021 | | | | | |
| | 2019 | 78% | 58% | 20% | 54% | 24% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 69% | 56% | 13% | 52% | 17% |
| Cohort Comparison | | -78% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 71% | 60% | 11% | 56% | 15% |
| Cohort Comparison | | -69% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 81% | 58% | 23% | 55% | 26% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 62% | 53% | 9% | 54% | 8% |
| Cohort Comparison | | -81% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 32% | 40% | -8% | 46% | -14% |
| Cohort Comparison | | -62% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 43% | 43% | 0% | 48% | -5% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 99% | 68% | 31% | 67% | 32% |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 80% | 73% | 7% | 71% | 9% |

| 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 | 81% | 63% | 18% | 61% | 20% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 89% | 54% | 35% | 57% | 32% |

Grade Level Data Review - Progress Monitoring Assessments

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

The value displayed is percent of students proficient based on iReady diagnostic results where available and Midyear assessments for other subject areas and grade levels.

| Grade 6 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 59.9% | 58.9% | 58.5% |
| | Economically Disadvantaged | 57.5% | 56.9% | 56.5% |
| | Students With Disabilities | 34.9% | 35.6% | 24.3% |
| | English Language Learners | 9.7% | 2.7% | 10% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 43% | 54.6% | 61.3% |
| | Economically Disadvantaged | 41.3% | 51.4% | 57.8% |
| | Students With Disabilities | 17.8% | 28.3% | 31.7% |
| | English Language Learners | 5.3% | 5.3% | 17.6% |

| Grade 7 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 56.1% | 59% | 56.5% |
| | Economically Disadvantaged | 53.2% | 56.5% | 55.6% |
| | Students With Disabilities | 20.5% | 23.3% | 23.5% |
| | English Language Learners | 20% | 13.3% | 10% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 46.7% | 51% | 49.1% |
| | Economically Disadvantaged | 45% | 50.7% | 51.4% |
| | Students With Disabilities | 11.9% | 21.4% | 25.0% |
| | English Language Learners | 8.3% | 13.3% | 15.4% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | | 70% | |
| | Economically Disadvantaged | | 69% | |
| | Students With Disabilities | | 50% | |
| | English Language Learners | | 20% | |

| Grade 8 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 66.1% | 70% | 66.1% |
| | Economically Disadvantaged | 63% | 66.2% | 61.9% |
| | Students With Disabilities | 24% | 22.2% | 12.5% |
| | English Language Learners | 6.7% | 7.1% | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 57.7% | 38% | 41.3% |
| | Economically Disadvantaged | 55.3% | 36.4% | 37.7% |
| | Students With Disabilities | 13.8% | 13% | 13% |
| | English Language Learners | 20% | 7.7% | 18.2% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 27% | |
| | Economically Disadvantaged | | 24% | |
| | Students With Disabilities | | 0% | |
| | English Language Learners | | 8% | |
| | | | | |

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 | 29 | 38 | 31 | 31 | 36 | 40 | 23 | 28 | | | |
| ELL | 50 | 51 | 42 | 44 | 32 | 38 | 26 | 49 | 43 | | |
| BLK | 65 | 47 | 20 | 58 | 25 | 30 | 55 | 60 | 65 | | |
| HSP | 66 | 54 | 39 | 57 | 31 | 36 | 58 | 63 | 67 | | |
| WHT | 71 | 67 | | 62 | 43 | | | | | | |
| FRL | 64 | 51 | 36 | 56 | 29 | 34 | 55 | 60 | 66 | | |
| 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 | 36 | 48 | 38 | 34 | 42 | 30 | 23 | 38 | | | |
| ELL | 52 | 55 | 50 | 56 | 61 | 48 | 26 | 60 | 47 | | |
| BLK | 81 | 64 | 57 | 80 | 57 | 59 | 63 | 90 | 82 | | |
| HSP | 73 | 65 | 53 | 72 | 62 | 55 | 61 | 80 | 82 | | |

| 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 |
| WHT | 71 | 73 | 50 | 60 | 60 | | 50 | 75 | 75 | | |
| FRL | 72 | 63 | 51 | 72 | 59 | 54 | 58 | 81 | 81 | | |
| 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 | 34 | 39 | 25 | 45 | 45 | 38 | 34 | 49 | | | |
| ELL | 32 | 45 | 42 | 41 | 48 | 51 | 26 | 45 | 42 | | |
| BLK | 78 | 61 | 42 | 83 | 55 | 64 | 81 | 86 | 88 | | |
| HSP | 69 | 59 | 47 | 73 | 54 | 59 | 64 | 81 | 81 | | |
| WHT | 75 | 61 | | 68 | 56 | | | 91 | | | |
| FRL | 70 | 58 | 44 | 74 | 53 | 58 | 65 | 82 | 82 | | |

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 | 52 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 58 |
| Total Points Earned for the Federal Index | 521 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 96% |

| 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 | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 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 | 47 |
| 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 | 53 |
| 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 | 61 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 51 |
| 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?

2019 data findings:

ELL achievement increased in ELA and Math as compared to 2018 with a proficiency of 52% in ELA and 56% in Math as opposed to 32% and 41% in 2018 respectively.

ESE achievement decreased in Math as compared to 2018 with a proficiency of 34% as opposed to 45% in 2018.

2021 data findings:

Sixth grade ELA and Math groups showed an upward trend as compared to the district with the school showing a proficiency of 66% in ELA and a 51% proficiency in Math as opposed to the district's 55% and 43% respectively.

Seventh grade ELA and Math showed an upward trend as compared to the district with the school showing a proficiency of 56% in ELA and a 46% in Math as opposed to the district's 55% and 43% respectively.

Eighth grade ELA and Math showed an upward trend as compared to the district with the school showing a proficiency of 68% in ELA and a 45% proficiency in Math as opposed to the district's 55% and 27% respectively.

Algebra, Geometry, and Biology showed an upward trend as compared to the district with the school showing a proficiency of 73% in Algebra, 80% in Geometry, and 78% in Biology as opposed to the district's 46%, 41%, and 61% respectively.

Science and Civics showed a downwards trend as compared to the district with the school showing a proficiency of 21% in Science and 60% in Civics as opposed to the district's 37% and 63% respectively.

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

2019 data findings:

The greatest need for improvement, after analyzing progress monitoring and the 2019 state assessments, is Math. Eighth grade, the ELL subgroup, and the SWD subgroup all showed decreased achievement levels in 2019 as compared to 2018 showing that emphasis need to be placed in those areas.

2021 data findings:

The greatest need for improvement, after analyzing progress monitoring and the 2021 state assessments, is Math grades 6-8. Sixth and seventh grade FSA math proficiency levels decreased in 2021 as compared to 2019. Additionally, eighth grade Math achievement levels decreased 16.4 percentage points from Fall 2020 iReady diagnostic results to the 2021 Spring iReady diagnostic results.

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

The contributing factors for the need for improvement include, having over 52% of our student population as virtual learners. Once all students return physically to school, student engagement will be increased, therefore student academic progress will increase. The implementation of student progress tracking and a pull-out tutoring program during the day will help to target individual student needs in areas that need improvement.

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

2019 data findings:

ELA proficiency for the lowest 25 percentile increased from 45 percentage points in 2018 to 54 percentage points on the 2019 FSA.

2021 data findings:

The number of students scoring a level 4 and above in Algebra increased from 34% in 2019 to 43% in 2021.

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

The new actions taken in ELA was the weekly monitoring of i-Ready usage and data as well as the incorporation of Common Lit. In Algebra, the implementation of IXL for Algebra and Geometry students had a positive impact on student achievement.

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

The strategies needed to be implemented to accelerate learning include, data-driven instruction, differentiated instruction, standards-based cooperative planning, communication, and social-emotional learning.

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.

The professional development opportunities that will be provided at the school to present strategies needed to be implemented to accelerate learning include the following: Communicating with Stakeholders about student's Social-Emotional Learning, using data-driven instruction to implement B.E.S.T. Standards in ELA, providing Standards-Aligned Instruction using Ongoing Progress Monitoring, and providing teachers with Consistent Developmental Feedback when conducting walkthroughs to demonstrate perseverance as a team.

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

Additional services include a pull-out program for students to complete iReady sessions during the school day and including Edgenuity labs for students in need of course recovery. IXL licenses have been purchased for all students in the school to use in their general Mathematics class.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed the students who struggle with SEL (Social Emotional Learning) are also the students who are not meeting expectations for learning gains as well as proficiency. We recognize the need to incorporate SEL initiatives and improve in making connections with students to ensure communication with stakeholders is a daily occurrence.

Measurable Outcome: If we successfully implement the Targeted Element of Communicating with Stakeholders, our students will receive quality and targeted interventions that will contribute to improve student's SEL, build positive relationships with teachers, and student outcomes. With consistent student "check-ins", less students will be having mental health crisis by June 2022.

Monitoring: The Area of Focus will be monitored by the trust counselor of the school by the engagement of the faculty and the attendance roster. Our counselor will also speak with departments weekly regarding the progress of the "check-ins" by students with their 1st block teacher.

Person responsible for monitoring outcome: Vittoria Cianciulli (vittoriacastro@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidenced-based strategy of: Communicating with Stakeholders. Communicating with Stakeholders, The teachers will conduct daily student "check-ins", referring students with high levels of distress to the counselor for a session. The counselor will conduct walkthroughs each morning monitoring the use of "check-ins" by teachers and students. If we implement daily "check-ins" for the purpose of improving student's SEL, then the outcome would be less students having a mental health crisis during the school day.

Rationale for Evidence-based Strategy: The use of daily "check-ins" as a form of communication with students, reported to have a high impact on how the teacher sets the tone for the classroom setting and building positive relationships with the teacher. In doing the student "check-ins" students have a person to share with (the teacher) and the teacher may find the necessary strategies to assist the child early on. This quick "check-in" is part of our multi-tiered level of support. This multi-tiered level of support identifies who needs SEL intervention right away, versus which students are doing well socially and emotionally.

Action Steps to Implement

1. 8/23-10/29: The counselor will speak to the faculty on the importance of SEL and the signs to look for. As a result, teachers will have a clear picture of what a child in distress looks like and how to connect with students in order for students to feel comfortable enough to seek assistance and support from teachers.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

2. 8/23-10/29: The counselor will provide teachers with several ideas for students to "check-in" daily upon entering 1st block. As a result, teachers will refer the student to the counselor if they are showing signs of distress.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

3. 8/23-10/29: The counselor will conduct walk-throughs daily during 1st block, seeking any student that is in need of intervention. As a result, the counselor will create a support group with students exhibiting Tier 2 levels of social-emotional distress.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

4. 8/23-10/29: The counselor will work one-on-one and with groups of students weekly, working on their social-emotional well-being. As a result Tier 2 and Tier 3 student groups will be established to direct families to outside agencies or our District assigned mental-health coordinator to seek assistance for students.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

5. 11/1-12/21: The counselors and administrative team will be present in the cafeteria during lunch times. As a result, students will have easy access to speak to an adult in the building if they have a situation they are experiencing without missing classroom instruction.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

6. 11/1-12/21: The counselor will continue to work one-on-one and with groups of students weekly, working on their social-emotional well-being. As a result Tier 2 and Tier 3 student groups will be established to direct families to outside agencies or our District assigned mental-health coordinator to seek assistance for students.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

7. 1/31-4/29: The counselor will continue to work one-on-one and with groups of students weekly, working on their social-emotional well-being. As a result Tier 2 and Tier 3 student groups will be established to direct families to outside agencies or our District assigned mental-health coordinator to seek assistance for students.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

8. 1/31-4/29: The counselors and administrative team will be present in the cafeteria during lunch times. As a result, students will have easy access to speak to an adult in the building if they have a situation they are experiencing without missing classroom instruction.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of implementing the B.E.S.T. Standards. We selected the overarching area of B.E.S.T. Standards based on our findings that demonstrated that according to iReady Diagnostic data, the percentage of proficiency from Fall to Spring didn't change at all and according to the 2021 FSA ELA data, all grades proficiency scores decreased by at least 5 percentage points. We are not meeting the B.E.S.T. Standards needs of all learners therefore, it is evident that we must improve our ability to focus on data-driven instruction based on the levels of the students we serve. We will provide the necessary progress monitoring in ELA access grade-level content in order to make learning gains and move towards proficiency. There also was a lack of students meeting the B.E.S.T. Standards, as evidenced by the FSA scores during the 2020-2021 school year.

Measurable Outcome: If we successfully implement Data-Driven Instruction, then all our students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The implementation of the B.E.S.T. standards will be monitored by the use of APM (Adaptive Progress Monitoring, as offered by the FLDOE) in ELA. Walkthroughs, with the focus on lesson plans and implementation of the B.E.S.T. standards, will be conducted regularly. Department meetings to discuss student progress on the APM and walkthrough findings will be held weekly.

Person responsible for monitoring outcome: Ivette Milian (imilian@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of B.E.S.T. Standards, our school will focus on the evidence-based strategy of: Data-Driven Instruction. The effective instruction of Data-Driven Instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. The effective implementation of the B.E.S.T. Standards will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include APM.

Rationale for Evidence-based Strategy: Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that include B.E.S.T. Standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

1. 8/20-10/29: Department Chair in ELA will meet with department weekly to ensure clarity of the District Pacing Guides and the implementation of the B.E.S.T. Standards in lesson plans. As a result, teachers will have objectives that directly correlate to the B.E.S.T. Standards.

Person Responsible Beverly Maier (bmaier@dadeschools.net)

2. 8/30-10/29: Instructional Coach will conduct walkthroughs into ELA classrooms to ensure implementation of the B.E.S.T. Standards during instruction. As a result, students will have student work that reflects B.E.S.T. Standards being met.

Person Responsible Ivette Milian (imilian@dadeschools.net)

3. 8/30-10/29: Monthly, the department chair and the instructional coach will meet with administration to review teacher and student data, tracking students with little to no progress in B.E.S.T. Standards

according to teacher observations, informal assessments, and APM. As a result, individual student data will reflect an increase in B.E.S.T. Standards taught the first quarter.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

4. 10/29-1/20: Students identified as making little to no progress will be given tutoring in their specific area of need during their elective classes. As a result, their APM score will increase in B.E.S.T. Standards that were deficient during the first administration in October.

Person Responsible Beverly Maier (bmaier@dadeschools.net)

5. 11/1-12/21: Teachers teaching the intensive reading courses will enroll in Professional Development sessions about READ 180. As a result, the teachers will be able to utilize the READ 180 program as intended by the District.

Person Responsible Ivette Milian (imilian@dadeschools.net)

6. 11/1-12/21: Students identified as making little to no progress will continue to be given tutoring in their specific area of need during their elective classes. As a result, their APM score will increase in B.E.S.T. Standards that were deficient during the first administration in January.

Person Responsible Beverly Maier (bmaier@dadeschools.net)

7. 1/31-4/29: Students identified as making little to no progress on their APM score in January will continue to be given tutoring in their specific area of need during their elective classes. As a result, their APM score will increase in B.E.S.T. Standards that were deficient during the second administration in April.

Person Responsible Ivette Milian (imilian@dadeschools.net)

8. 1/31-4/29: Monthly, the department chair and the instructional coach will meet with administration to review teacher and student data, tracking students with little to no progress in B.E.S.T. Standards according to teacher observations, informal assessments, and APM. As a result, individual student data will reflect an increase in B.E.S.T. Standards taught the 1-2nd quarters.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Standards-Aligned Instruction. We selected the overarching area of Standards-Aligned Instruction based on our findings that demonstrated decreasing scores in Mathematics in all subgroups using the iReady data from 2019. The 2021 FSA proficiency data shows that math scores decreased by at least 15 percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to provide Standards-Aligned Instruction based on the levels of the students we serve. We will provide the ongoing progress monitoring necessary for all grade levels to access grade-level content on IXL in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement Standards-Aligned Instruction, then our students enrolled in Mathematics will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The implementation of standard-aligned instruction will be monitored by APM (Adaptive Progress Monitoring) in Mathematics and the use of IXL in the classroom for immediate data feedback. Department meetings held bi-weekly to discuss pacing, progress monitoring results, and the use of IXL will be added to the Mathematics department calendar. Collaborative planning sessions bi-weekly will be held in the Mathematics department.

Person responsible for monitoring outcome: Omaidia Torres (otorres@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of Ongoing Progress Monitoring by using APM (Adaptive Progress Monitoring), offered by the state of Florida and IXL lessons and reports. Ongoing Progress Monitoring will assist in accelerating the learning gains of our crucial students, such as our Tier 2 and 3 students, as it is a systematic approach of instruction to meet the students' needs. Ongoing Progress Monitoring will be conducted through the use of data trackers to drive instructional planning and data driven conversations to include APM (Adaptive Progress Monitoring).

Rationale for Evidence-based Strategy: Ongoing Progress Monitoring will ensure that students are receiving the most targeted instruction by teachers that are relevant, recent, and aligned to Mathematics standards.

Action Steps to Implement

1. 8/20-10/29: Department Chair in Mathematics will meet with department weekly to ensure clarity of the District Pacing Guides and the implementation of the IXL as standard-based instruction in the lesson plans. As a result, teachers will have lesson plans that reflect standards-based instruction using IXL as their technology resource and assessment.

Person Responsible Omaidia Torres (otorres@dadeschools.net)

2. 8/30-10/29: Instructional Coach will conduct walkthroughs in Mathematics classrooms to ensure implementation of the IXL program during instruction. As a result, students should have completed lessons on the IXL program as evidenced by the usage and achievement reports generated on IXL.

Person Responsible Ivette Milian (imilian@dadeschools.net)

3. 8/30-10/29: Monthly, the department chair and the instructional coach will meet with administration to review teacher and student data, tracking students with little to no progress in the IXL program according to IXL reports, Topic Assessments, teacher observations, and informal assessments. As a result, student groups will be created with targeted lessons assigned on IXL and/or iReady.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

4. 10/28-1/20: Students identified as making little to no progress will be given tutoring in their specific area of need during their elective classes. As a result, students will show progress on the IXL reports and APM administration in January.

Person Responsible Omaidia Torres (otorres@dadeschools.net)

5. 11/1-12/21: Students identified as making little to no progress will continue to be given tutoring in their specific area of need during their elective classes. As a result, students will show progress on the IXL reports and APM administration in January.

Person Responsible Omaidia Torres (otorres@dadeschools.net)

6. 11/1-12/21: The academic counselor will meet with students not making adequate progress on IXL, academic grades, and i-Ready, as well as send notices home to parents regarding the student's academic standing. As a result, students will know what their progress is in class and take ownership of their academic success to increase academic success and make growth.

Person Responsible Miguel Garcia (megarcia924@dadeschools.net)

7. 1/31-4/29: The academic counselor will meet with students not making adequate progress on IXL, academic grades, and i-Ready, as well as send notices home to parents regarding the student's academic standing. As a result, students will know what their progress is in class and take ownership of their academic success to increase academic success and make growth.

Person Responsible Miguel Garcia (megarcia924@dadeschools.net)

8. 1/31-4/29: Students identified as making little to no progress will continue to be given tutoring in their specific area of need during their elective classes. As a result, students will show progress on the IXL reports and APM administration in April.

Person Responsible Omaidia Torres (otorres@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on the data review our school will implement the Targeted Element of Walkthroughs. Teachers in the building didn't feel that they had any feedback from observations or walkthroughs, according to the School Climate Survey, therefore we want to ensure they are informed and are given clear expectations that progresses toward a common goal of student success. By providing consistent, developmental feedback regularly, teachers will be lead to professional growth and student success is positively impacted.

Measurable Outcome: If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided the opportunity to achieve professional growth. This will be realized through the administrative team and department chairs conducting weekly walkthroughs. The percentage of teachers that feel they are given consistent direct feedback will increase by at least 5% during the 2021-2022 school year.

Monitoring: Walkthroughs will be monitored weekly as evidenced by a log in the calendar indicating which classrooms were visited by both the administrative team and the Leadership Team. The Administrative Team and Leadership Team will develop a calendar to schedule walkthroughs and meetings for direct feedback with teachers in a timely manner.

Person responsible for monitoring outcome: Maria Medina (pr6501@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Consistent Development Feedback. By creating a schedule for walkthroughs, meetings with teachers for feedback, and open discussions about how to provide standards-based instruction and implementation of the B.E.S.T. Standards, teachers will be committed to the common goals that have been set for the year. All stakeholders will be able to make adjustments to action, behaviors, and strategies that will help students and staff meet the intended outcomes. The consistent development feedback will allow for professional growth for the individual.

Rationale for Evidence-based Strategy: Demonstrating Consistent Development Feedback as a team will assist in allowing teachers to have a common expectation on student engagement, lesson plan implementation, standards-based instruction, and overall lesson delivery. If provided in a timely fashion, feedback could serve students in improving lesson delivery methods, especially if working as a team with the same goals.

Action Steps to Implement

1. 8/23-10/29: The Leadership Team Leaders will conduct walkthroughs of their departments at least once during the week. As a result, teachers will have appropriate resources and lesson plans with objectives that implement B.E.S.T. Standards and standards-based instruction.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

2. 8/23-10/29: At a minimum, one administrator from the administrative team will conduct walkthroughs of the school at least once during week. As a result, teachers will have appropriate resources and lesson plans with objectives that implement B.E.S.T. Standards and standards-based instruction.

Person Responsible Maria Medina (pr6501@dadeschools.net)

3. 8/23-10/29: Feedback will be given to teachers regarding lesson plan implementation, standards-based instruction, lesson delivery, and student engagement. As a result, teachers will correct lesson plans and/or instruction as needed to promote student engagement and implement standards-based instruction.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

4. 8/23-10/29: Monthly meetings with department heads will be conducted to discuss teacher progress and areas in need of intervention. As a result, teachers will discuss with department leaders improvements made and direct student impact based on data obtained from APM, IXL, and iReady.

Person Responsible Maria Medina (pr6501@dadeschools.net)

5. 11/1-12/21: Feedback will continue to be given to teachers regarding lesson plan implementation, standards-based instruction, lesson delivery, and student engagement. As a result, teachers will correct lesson plans and/or instruction as needed to promote student engagement and implement standards-based instruction.

Person Responsible Maria Medina (pr6501@dadeschools.net)

6. 11/1-12/21: Pairing teachers in need of improvement with teachers that have strengths in the classroom in certain areas, such as classroom management, lesson planning, and/or lesson delivery for observations and meetings. As a result, teachers in need of growth will be getting advice and see the modeling from more seasoned teachers in the areas that are needed.

Person Responsible Ivette Milian (imilian@dadeschools.net)

7. 1/31-4/29: Monthly meetings with department heads will be conducted to discuss teacher progress and areas in need of intervention. As a result, teachers will discuss with department leaders improvements made and direct student impact based on data obtained from APM, IXL, and iReady.

Person Responsible Maria Medina (pr6501@dadeschools.net)

8. 1/31-4/29: At a minimum, one administrator from the administrative team will conduct walkthroughs of the school at least once during week. As a result, teachers will have appropriate resources and lesson plans with objectives that implement B.E.S.T. Standards and standards-based instruction.

Person Responsible Leticia Bacallao (leticia_bacallao@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.

According to PowerBi, Miami Lakes Middle School has 4% of the student population receiving 1 referral during the 2019-2020 school year and 2% of the student population receiving 2 or more referrals during the 2019-2020 school year. The District has 3% of the student population receiving 1 referral and 1% of the student population receiving 2 or more referrals during the 2019-2020 school year. MLMS's percentage is slightly higher in both subgroups, by 1 percentage point. A primary area of concern is the Drug/Public Order Incident (primarily, the use of tobacco products) as seen on SafeSchoolsforAlex.org. We rank 121 out of 553 in the state, and 21 out of 69 in the county for middle schools. The secondary area of concern includes total reported suspensions. Miami Lakes Middle School ranks 106 out of 553 schools in the state, and 46 out of 69 schools in the county in regards to suspensions. We have had a reported 75 suspensions in 2019-2020, which is larger than the 5 previous recorded years. School culture this year is focused on SEL, which has a direct correlation on student misbehaviors, both escalating behaviors and those upper level behaviors which warrant a suspension. If every faculty member is fully invested in the SEL curriculum and initiative we have started, we should be able to assist students before behaviors escalate to the point of suspensions.

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.

Miami Lakes Middle School addresses building a positive school culture and environment by setting examples of high expectations and respect from all faculty members. From monthly events celebrating teachers, to the TV Production team doing "Shout Outs" to students on the announcements, a sense of positivity and praise is evident for jobs well done. Ms. Cianciulli, our trust counselor, works with students one-on-one and in groups to promote positive behaviors and also invites guest speakers to speak to large groups of students regarding current issues facing our society today, and how to make the correct choices. At MLMS programs, clubs, courses, and staff all promote engagement not only in academic courses, but in extracurricular activities for students to build positive and healthy relationships with their peers.

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

Stakeholders at our school play an integral role in promoting a positive culture and environment. The relationships that we have built with the following entities have helped our students, faculty, and parents in various ways, including, academic, mental wellness, and emotionally. Miami Dade College and Florida International University partner with us annually to provide students in 7th and 8th grades with college credits in the dual enrollment program. Mrs. Cianciulli, our trust counselor, services students and families with their mental health and emotional well being. If Mrs. Cianciulli cannot service a student or family, she partners them with outside agencies to provide the best available assistance possible. Mr. Garcia, our guidance counselor, assists students in proper scheduling and links families with FLVS in the event students want to take accelerated courses. Mrs. Milian, our instructional coach, works with students and teachers to ensure the best possible learning environment. From decorating the teacher's lounge, providing incentives for iReady usage, coaching teachers on the B.E.S.T. standards, and organizing testing schedules, Mrs. Milian could be found anywhere in our building actively engaged in assisting all stakeholders. Mrs. Bautista, our PD liaison and FEA sponsor, is the creative mind behind our Teacher Appreciation Week. Her students make our educators feel valued throughout the week, which promotes a positive school culture from the perspective of the teachers. Mr. Abad is MLMS's Social Worker and is a face known to many parents and students, since he works closely with our families. Mrs. Deyarza is our Legal Studies Magnet Lead teacher, and promotes ties with the Miami Lakes Council by having members of the local government attend student classes, invites guest speakers such as senators and lawyers to speak to our students regarding legal practices and competition advice. Ms. Pullum is our sports coach and allows students to take part in extra curricular activities. Student's whose strength is sports, find motivation in keeping their grades high to be able to participate in games with their teammates. Students also form bonds and ties to teammates and are accountable for their input in the games.