

Miami-Dade County Public Schools

Miami Lakes Middle School



2022-23 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: 7/13/2016

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 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	2021-22: A (63%) 2018-19: A (68%) 2017-18: A (66%)
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	N/A
* 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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<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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</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	2021-22	2020-21	2019-20	2018-19
Grade	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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Medina, Maria	Principal	Principal of Miami Lakes Middle School, oversee testing, budget, personnel, and curriculum.
Bacallao, Leticia	Assistant Principal	Assistant Principal over Curriculum, SIP, ESSAC, Title 1, PTSA, PLST
Milian, Ivette	Instructional Coach	Instructional Coach who aggregates data for the school, conducts teacher trainings, website facilitator, part of the PLST team, testing chairperson.
Cianciulli, Vittoria	School Counselor	Trust counselor for students, SEL coordinator, RJP facilitator, mental wellness liaison between parents and students.
Torres, Omaidia	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.
Villanueva, Jacquelyn	Science Coach	Science department chair who oversees data, lesson alignment to pacing guides, develops pull out programs for students, and conduct weekly meetings with the science department.
Deyarza, Lisa	Teacher, K-12	Social Studies department chair who oversees data, lesson alignment to pacing guides, develops pull out programs for students, and conduct weekly meetings with the social studies department.
Garcia, Miguel	School Counselor	Meets with new parents and students to MLMS, tracks student progress and sends failure notices home and meets with parents and students when not achieving high academic progress.
Bautista, Adasis	Magnet Coordinator	Magnet Lead teacher, PD Liaison, FEA sponsor, ELA teacher, part of the PLST team.
Sierra, Mary	Teacher, ESE	ESE Chairperson who conducts IEP and EP meetings, teaches IND self-contained students.

Demographic Information

Principal start date

Wednesday 7/13/2016, Maria Medina

Number of teachers with a 2022 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.*

5

Number of teachers with a 2022 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.*

19

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

1,017

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	330	329	358	0	0	0	0	1017
Attendance below 90 percent	0	0	0	0	0	0	25	36	30	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	12	18	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	22	15	9	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	26	8	8	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	47	48	61	0	0	0	0	156
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	68	64	59	0	0	0	0	191
Number of students with a substantial reading deficiency	0	0	0	0	0	0	62	90	106	0	0	0	0	258

Using the table above, complete the table below with the number of students by current grade level who have 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	60	52	0	0	0	0	163

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	4	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/11/2022

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	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	
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

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	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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	55%	50%				75%	58%	54%
ELA Learning Gains	59%						65%	58%	54%
ELA Lowest 25th Percentile	51%						54%	52%	47%
Math Achievement	67%	43%	36%				74%	58%	58%
Math Learning Gains	72%						61%	56%	57%
Math Lowest 25th Percentile	67%						56%	54%	51%
Science Achievement	53%	54%	53%				61%	52%	51%
Social Studies Achievement	72%	64%	58%				82%	74%	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	2022					
	2019	78%	58%	20%	54%	24%
Cohort Comparison						
07	2022					
	2019	69%	56%	13%	52%	17%
Cohort Comparison		-78%				
08	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	81%	58%	23%	55%	26%
Cohort Comparison						
07	2022					
	2019	62%	53%	9%	54%	8%
Cohort Comparison		-81%				
08	2022					
	2019	32%	40%	-8%	46%	-14%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	43%	0%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	68%	31%	67%	32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	73%	7%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	54%	35%	57%	32%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	43	39	35	55	49	24	43	54		
ELL	44	53	50	49	64	66	31	53	47		
BLK	66	60	67	71	75	73	46	78	63		
HSP	63	59	47	65	70	65	57	70	64		
WHT	53	59		68	76						
FRL	62	58	50	65	71	67	52	70	61		
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		

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
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		
WHT	71	73	50	60	60		50	75	75		
FRL	72	63	51	72	59	54	58	81	81		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school's year to year comparison in proficiency levels from 2021-2022 show:

A decrease in student proficiency in ELA in 6th and 8th grade; in 6th grade proficiency dropped from 66% to 63% in 2022 and in 8th grade proficiency dropped from 68% to 60% in 2022.

An increase in student proficiency in Math in all grades: 6th grade from 51% to 61% in 2022, in 7th from 46% to 57% in 2022, and in 8th grade 45% to 56% in 2022.

An increase in all accelerated courses, Algebra, Geometry, and Biology. Algebra increased from 73% to 88% in 2022, Geometry increased from 88% to 98% in 2002, and Biology from 78% to 98% in 2022.

An increase in Civics proficiency scores from 60% to 75% in 2022.

An increase in 8th grade Science proficiency scores from 21% to 41%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement, after analyzing the 2022 state assessments, in ELA. Sixth grade decreased in proficiency from 66% to 63%, a loss of 3 percentage points, and eighth grade decreased in proficiency from 68% to 60%, a loss of 8 percentage points.

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 a focus on Reading, since the 2022 FSA Writing data shows proficiency school wide above 80%. Therefore, a focus on reading endurance is needed, to increase student overall ELA proficiency levels.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The greatest improvement, after analyzing the 2022 state assessments, is in Math. All grades, including Algebra and Geometry, increased in proficiency scores.

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

The contributing factors to this improvement include removing the use of iReady in Math core classes and only retaining the use during Intensive Math only. The school replaced iReady in Math core classes with the IXL program in all grade levels and in Algebra and Geometry.

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 learning, 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 represent strategies needed to be implemented to accelerate learning include the following: Communicating with stakeholders about students' social-emotional learning, using data-driven instruction to implement BEST standards in Mathematics, providing standards-aligned instruction using ongoing progress monitoring, and providing teachers with consistent developmental feedback. August 16, 2022 our PD will include data review of FSA scores for all subjects and data pertaining to our climate survey, as well as areas of needed improvement and strategies to assist in increasing that data. August 25, 2022 our Magnet Lead teacher will attend magnet training on new strategies to increase our magnet enrollment and use platforms to monitor our promotional events. September 26, 2022 our PD will include Schoology training so that parents and students could monitor student progress as it relates to grades.

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

Attention to attendance is key to ensure sustainability of improvement in the next year. Our lowest 25% have a tendency to be out of school for more days than other students. The presence of students in class is key in order to improve in Reading and sustain the proficiency levels in Mathematics.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

According to the 2021 FSA proficiency data, 61% of 6th grade students, 57% of 7th grade students, and 56% of 8th grade students scored at proficiency level. According to the 2019 FSA proficiency data, pre-pandemic, 81% of 6th grade, 62% of 7th grade, and 32% of 8th grade scored proficient. Based on the data, there is a deficit of 20 percentage points in 6th grade and 45 percentage points in 8th grade Math. Our instructional practice will focus on Math in 6th and 8th grade to address this need.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans
to achieve.
This should be
a data based,
objective
outcome.**

With the implementation of effective questioning/response techniques in Math, an additional 10% of the middle school population will score at grade level or above on the FAST in area of Mathematics by 2022-2023 school year.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure that questioning/response techniques is being implemented in Mathematics classes in 6th and 8th grade. Administrators will review bi-weekly lesson plans for indication of questioning/response techniques, with the L25 in particular. Data Analysis of OPMs will be reviewed quarterly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating understanding of B.E.S.T. standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

**Person
responsible for
monitoring
outcome:**

Omaida Torres (otorres@dadeschools.net)

**Evidence-
based
Strategy:
Describe the
evidence-
based strategy
being
implemented
for this Area of
Focus.**

Within the Targeted Element of Mathematics our school will focus on the evidence-based strategy of effective questioning/response techniques has shown to be effective in developing higher order thinking skills, promote critical thinking, and gauge whether students understand what is being taught.

**Rationale for
Evidence-
based
Strategy:
Explain the**

Questioning/response techniques will ensure that students develop their higher-order thinking skills to achieve mastery of the B.E.S.T. standards in Math.

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14: Department Chair in Mathematics will meet with department weekly to ensure clarity of the District Pacing Guides and the implementation of the effective questioning/response techniques as standard-based instruction in the lesson. As a result, teachers will use higher order thinking skills, promote critical thinking and assess B.E.S.T. standards mastery after each lesson.

Person Responsible Omaida Torres (otorres@dadeschools.net)

1. 8/22-10/14: Department Chair in Mathematics will meet with department weekly to ensure clarity of the District Pacing Guides and the implementation of the effective questioning/response techniques as standard-based instruction in the lesson. As a result, teachers will use higher order thinking skills, promote critical thinking and assess B.E.S.T. standards mastery after each lesson as evidenced by exit slips.

Person Responsible Omaida Torres (otorres@dadeschools.net)

2. 8/22-10/14: Department Chair in Mathematics will meet with department weekly to ensure clarity of the District Pacing Guides and the implementation of the effective questioning/response techniques as standard-based instruction in the lesson. As a result, teachers will use higher order thinking skills, promote critical thinking and assess B.E.S.T. standards mastery after each lesson as evidenced by exit slips.

Person Responsible Omaida Torres (otorres@dadeschools.net)

3. 8/22-10/14: Department Chair will conduct walkthroughs quarterly in Mathematics classrooms to ensure implementation of the effective questioning/response techniques during instruction. As a result, students should use content vocabulary fluently to show understanding of B.E.S.T. standards.

Person Responsible Omaida Torres (otorres@dadeschools.net)

4. 8/22-10/14: Quarterly, the department chair will meet with administration to review teacher and student data, tracking students with little to no progress on the OPMs according to assessment reports, Topic Assessments, teacher observations, and informal assessments. As a result, student groups will be created with targeted lessons assigned on IXL.

Person Responsible Omaida Torres (otorres@dadeschools.net)

1. 10/31-12/16: Department Chair in Mathematics will meet with department weekly to ensure clarity of the District Pacing Guides and the implementation of the effective questioning/response techniques as standard-based instruction in the lesson. As a result, teachers will use higher order thinking skills, promote critical thinking and assess B.E.S.T. standards mastery after each lesson as evidenced by exit slips.

Person Responsible Omaida Torres (otorres@dadeschools.net)

2. 10/31-12/16: Department Chair will conduct walkthroughs quarterly in Mathematics classrooms to ensure implementation of the effective questioning/response techniques during instruction. As a result, students should use content vocabulary fluently to show understanding of B.E.S.T. standards.

Person Responsible Omaida Torres (otorres@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 FSA ELA learning gains data, only 36% of 7th grade students made learning gains. Based on the data, focusing on ELA in Key Ideas/Details will ensure not only proficiency levels but student learning gains as well.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Key Ideas/Details in ELA, an additional 15% of middle school students will demonstrate learning gains in the area of ELA based on the 2022-2023 FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The ELA Department Chair will conduct data-chats, adjust groups based on FAST data, and follow up with walkthroughs to ensure that implementation of Key Ideas/Details is being taught. FAST data will be reviewed quarterly to ensure learning growth continues, and extended learning opportunities will be provided to students who are not showing growth on FAST.

Person responsible for monitoring outcome:

Ivette Milian (imilian@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of OPM (ongoing progress monitoring). OPM will be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

OPM will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are targeted to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14: 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. standard-based instruction in the lesson plans. As a result, teachers will have lesson plans that reflect standards-based instruction, focusing on Key Ideas/Details.

Person Responsible

Ivette Milian (imilian@dadeschools.net)

2. 8/22-10/14: ELA Department Chair will conduct walkthroughs in ELA classrooms to ensure implementation of Key Ideas/Details during instruction.

Person Responsible

Ivette Milian (imilian@dadeschools.net)

3. 8/22-10/14: Monthly, the department chair will meet with administration to review teacher and student data, tracking students with little to no progress in the F.A.S.T. assessments, teacher observations, and informal assessments. As a result, student groups will be created with targeted lessons assigned on i-Ready.

Person Responsible Ivette Milian (imilian@dadeschools.net)

4. 8/22-10/14: Weekly, students with little or no evidence of progress will be pulled from an elective class to complete assigned lessons on i-Ready. As a result, students will complete targeted lessons and increase academic performance on the F.A.S.T. assessment in January.

Person Responsible Ivette Milian (imilian@dadeschools.net)

1. 10/31-12/16: ELA Department Chair will conduct walkthroughs in ELA classrooms to ensure implementation of Key Ideas/Details during instruction.

Person Responsible Ivette Milian (imilian@dadeschools.net)

2. 10/31-12/16: 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. standard-based instruction in the lesson plans. As a result, teachers will have lesson plans that reflect standards-based instruction, focusing on Key Ideas/Details.

Person Responsible Ivette Milian (imilian@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Awareness

Area of Focus
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.
 Based on the School Climate Survey's data analysis of 2021-2022, our school will implement the Targeted Element of Social Awareness because 40% of stakeholders held back their opinion in regard to addressing school and personal problems, as well as a 40% considered others not being available when needed. Another identified concern is 42% of stakeholders abstained from verbalizing their opinion on communicating their input on collaborative and real relationship building connections. In short, the lack of verbalization on these topics establishes doubt on whether stakeholders need assistance in these areas or lack support in these areas.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 The measurable outcome is a decrease of 50% of the stakeholders selecting "neutral" on the School Climate Survey in 2022-2023 when it pertains to Social Awareness.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 Professional development opportunities will be provided at the school to support teachers and leaders. Student and parent geared programs will be provided monthly to all students in the school. These opportunities will provide options that target social emotional, self-advocacy, and social awareness needs. PD's will be monitored by attendance logs and follow-up assignments.

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.
 Within the area of Social Awareness, we will focus on Social and Emotional Learning (SEL) to ensure that our teachers, students, and parents are able to understand and manage their social awareness skills productively.

Rationale for Evidence-based Strategy: Explain the rationale for
 Social and Emotional Learning focused on Social Awareness involves the processes through which children and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, setting and achieving positive goals, showing empathy for others, establishing and maintaining positive relationships.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14: Trust counselor will provide professional development tailored to teacher's needs. As a result, teachers will increase their social awareness.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

2. 8/22-10/14: Trust counselor will promote collaborate conversations with students through group sessions. As a result, students will be engaged in social building skills opportunities.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

3. 8/22-10/14: Trust counselor will offer parent training workshops. As a result, we will empower and encourage parents to play an active role in their child's education and take part in building connections with their child.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

4. 8/22-10/14: Trust counselor will meet with guidance counselor to flag students who might be showing signs of academic distress, and meet with students and parents to schedule weekly counseling sessions, if necessary. As a result, students and parents will become aware of the areas in need of growth and will be provided strategies to assist in reaching their goals.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

1. 10/31-12/16: Trust counselor will offer parent training workshops. As a result, we will empower and encourage parents to play an active role in their child's education and take part in building connections with their child.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

2. 10/31-12/16: Trust counselor will meet with guidance counselor to flag students who might be showing signs of academic distress, and meet with students and parents to schedule weekly counseling sessions, if necessary. As a result, students and parents will become aware of the areas in need of growth and will be provided strategies to assist in reaching their goals.

Person Responsible Vittoria Cianciulli (vittoriacastro@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We decided to focus on Leadership Development to address the critical needs within our county. The data on the Staff School Climate Survey reveals that 79% of the teachers agree or strongly agree to feeling satisfied in the workplace. To increase this percentage and increase the amount of teacher leaders, we selected Leadership Development because it will create teams of leaders that will share the principal's vision and mission within the school and create leaders to take on roles within the county.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided with the opportunity to be involved in important decision making through monthly meetings. This will be realized through teachers participating in the planning of magnet events, school-wide functions, and meet with parents. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

With the implementation of Leadership Development, an additional 10% of the school will agree with the statement that they are feeling satisfied in the workplace by the end of the school year. We will monitor the meetings with teacher leaders on a weekly log and measure the outcome on the school climate survey.

Person responsible for monitoring outcome:

Leticia Bacallao (leticia_bacallao@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidenced-based strategy of: involving staff in important decision making. By appointing teachers at the Magnet Lead, Activities Coordinator, and Athletics Director and involving them in the decision making process, we hope to increase the feeling of shared leadership.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We decided to focus on Leadership Development to address the critical needs within our school. The data reveals 79% of the teachers agree or strongly agree to feeling satisfied in the workplace. To increase this percentage, we selected Leadership Development because it will create future leaders who can promote the school and improve school culture, leading to more satisfied students and teachers in the school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14: Appoint a Magnet Lead teacher who will schedule visits to elementary schools with alumni and schedule tours of our school for elementary students. As a result the Magnet Lead teacher will gain autonomy and responsibility in increasing our magnet numbers.

Person Responsible Adasis Bautista (aboutista@dadeschools.net)

2. 8/22-10/14: Appoint an Activities Coordinator to schedule field trips for honor roll students, plan incentive events for students with "A" in conduct for the 1st nine weeks, and beautify the school for Open House Night. As a result the Activities Coordinator will gain autonomy and responsibility in increasing school activities.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

3. 8/22-10/14: Appoint an Athletics Director to coordinate games and encourage teachers to sponsor sports teams within the school. As a result the Athletics Director will gain autonomy and responsibility in increasing our sports teams.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

4. 8/22-10/14: Meet with Magnet Lead, Activities Coordinator, and Athletics Director weekly to discuss upcoming events, any assistance they might need. As a result the teacher leaders will feel supported.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

1. 10/31-12/16: Monitor Magnet Lead teacher who will schedule visits to elementary schools with alumni and schedule tours of our school for elementary students. As a result the Magnet Lead teacher will gain autonomy and responsibility in increasing our magnet numbers.

Person Responsible Adasis Bautista (aboutista@dadeschools.net)

2. 10/31-11/16: Monitor Activities Coordinator to schedule field trips for honor roll students, plan incentive events for students with "A" in conduct for the 1st-2nd nine weeks, and beautify the school for Winter Shows. As a result the Activities Coordinator will gain autonomy and responsibility in increasing school activities.

Person Responsible Leticia Bacallao (leticia_bacallao@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 FEA club doing "Shout Outs" to students on the bulletin board in the office, 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 school culture and environment.

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, Magnet Lead, 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. Ms. Garcia is our Activities Coordinator, who organizes student fundraisers and decorates the building promoting a sense of "Warriorship" around the campus.