

Miami-Dade County Public Schools

# Miami Lakes K 8 Center



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

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

## Demographics

Principal: Yanelys Ferrer

Start Date for this Principal: 7/21/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (69%) 2018-19: A (66%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	78%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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### SIP Authority

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<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Miami Lakes K-8 Center is committed to providing a world-class education for every student developing their academic, cultural, and social-emotional needs and empowering them to be productive global citizens.

#### Provide the school's vision statement.

Miami Lakes K-8 Center pledges to provide a safe, supportive, rigorous, and balanced education for the whole student. We will accomplish this through enrichment, mindfulness, innovative lessons that incorporate purposeful technology, and encourage intellectual curiosity.

### 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
Ferrer, Yanelys	Principal	Dr. Ferrer is the Chief Instructional Leader, Manager of Compliance, and Implementation of Procedures for the faculty and staff.
Sasturrias, Veronika	Assistant Principal	Assistant Principal responsible for grades 5-8.
Chassagne, Dominic	Teacher, ESE	ESE Department Chairperson responsible for disseminating information to all teachers.
Sicre, Jennifer	Teacher, K-12	STEAM Liaison responsible for coordinating all STEAM designation, SECME, and Science Fair. Disseminates information to all stakeholders.
Gomez, Jennifer	Teacher, K-12	2nd Grade-level Chair and Math Leader responsible for disseminating information to teachers within grade-level.
Cala, Kristina	Teacher, K-12	3rd Grade Level Chair responsible for disseminating information to teachers within grade-level.
Simeon, Jeniffer	Teacher, K-12	Social Science Department Chair responsible for disseminating information to teachers.
Diaz, Leslie	Reading Coach	Works collaboratively with teachers and school administrators to identify needs in curriculum. Assist teachers, conducts student assessment, analyze and interpret data/student work, and provides coaching as needed.

**Demographic Information**

**Principal start date**

Thursday 7/21/2016, Yanelys Ferrer

**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.*

1

**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.*

13

**Total number of teacher positions allocated to the school**

68

**Total number of students enrolled at the school**

1,169

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

4

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

5

**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	105	117	131	112	121	126	165	146	127	0	0	0	0	1150
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	8	6	4	2	3	5	0	0	0	0	40
Course failure in Math	0	1	8	13	12	5	0	0	3	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	16	14	16	21	20	0	0	0	0	111
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	16	29	0	0	0	0	45
Number of students with a substantial reading deficiency	0	4	16	29	17	26	32	41	37	0	0	0	0	202
	0	0	0	0	0	0	0	0	0	0	0	0	0	



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	0	0	0	0	0	0	0	0

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	2	5	9	0	0	0	0	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	2	0	2	0	0	0	0	4

Date this data was collected or last updated

Monday 8/22/2022

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	71	109	96	128	120	159	129	128	152	0	0	0	0	1092
Attendance below 90 percent	1	3	8	9	13	14	7	14	17	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	3	3	5	6	1	7	0	0	0	0	27
Course failure in Math	0	0	0	3	3	8	3	4	8	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	10	22	18	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	8	20	17	0	0	0	51
Number of students with a substantial reading deficiency	1	4	22	44	22	20	34	49	46	0	0	0	0	242

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	1	5	3	11	12	17	16	0	0	0	0	65

The number of students identified as retainees:

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

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	109	96	128	120	159	129	128	152	0	0	0	0	1092
Attendance below 90 percent	1	3	8	9	13	14	7	14	17	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	3	3	5	6	1	7	0	0	0	0	27
Course failure in Math	0	0	0	3	3	8	3	4	8	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	10	22	18	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	8	20	17	0	0	0	51
Number of students with a substantial reading deficiency	1	4	22	44	22	20	34	49	46	0	0	0	0	242

**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	1	5	3	11	12	17	16	0	0	0	65

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		1	0	0	5	0	0	0	0	1	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	0	0	1	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	62%	55%				63%	63%	61%
ELA Learning Gains	72%						60%	61%	59%
ELA Lowest 25th Percentile	57%						52%	57%	54%
Math Achievement	66%	51%	42%				67%	67%	62%
Math Learning Gains	67%						65%	63%	59%
Math Lowest 25th Percentile	63%						60%	56%	52%
Science Achievement	60%	60%	54%				56%	56%	56%
Social Studies Achievement	76%	68%	59%				79%	80%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	60%	8%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-68%				
05	2022					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-62%				
06	2022					
	2019	48%	58%	-10%	54%	-6%
Cohort Comparison		-65%				
07	2022					
	2019	56%	56%	0%	52%	4%
Cohort Comparison		-48%				
08	2022					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-79%				
05	2022					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-73%				
06	2022					
	2019	52%	58%	-6%	55%	-3%
Cohort Comparison		-70%				
07	2022					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-52%				
08	2022					
	2019	16%	40%	-24%	46%	-30%
Cohort Comparison		-51%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-54%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	43%	-18%	48%	-23%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	92%	68%	24%	67%	25%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	77%	73%	4%	71%	6%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	54%	42%	57%	39%

**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	25	58	54	23	46	42	13	53			
ELL	54	69	61	56	57	50	39	71			
BLK	46	67	60	44	63	60	33	58			
HSP	70	72	57	67	67	63	61	78	92		
WHT	77	74		70	70		80				
FRL	64	68	56	60	63	63	50	69	91		
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	23	43	50	22	26	24	20		18		
ELL	52	64	63	44	27	27	27	74	71		
BLK	43	48		40	19	21	38				
HSP	66	62	52	55	33	27	52	80	66		
WHT	69	76		62	33		30				
FRL	59	60	58	48	29	25	41	77	58		
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	21	56	52	34	55	57	43	50			
ELL	50	58	54	59	66	58	46	65	90		
ASN	58	60		75	80						
BLK	44	50	39	45	61	64	38	62			
HSP	64	61	54	69	66	58	56	81	91		
WHT	64	61		70	51		76		90		
FRL	55	56	53	60	61	59	50	68	84		

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	68
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	60
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	10
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	54
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	69
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	74
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?

For ELA, there was an increase of 20 points across grade-levels. In mathematics, the trends also showed an increase across grade-levels. Science scores showed an increase of 10 points. Civics showed a small decrease of 5 points.

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

At this time, the greatest need for improvement is in mathematics.

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

The contributing factors to this need for improvement are loss of learning and interventions during pandemic months. Actions taken to address this need for improvement are effectively implementing the Gradual Release of Responsibilities Model (GRRM), increase in collaborative learning that includes students working in groups of 2 or more, and focus on pre-requisite remediation and intervention.

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

Algebra and geometry showed the greatest area of improvement.

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

The increase was due to several contributing factors including the return to brick and mortar learning, decrease in COVID-19 quarantines, and a rigorous intervention and tutoring schedule. Actions taken were in differentiated instruction (i-Ready), interventions, and tutoring implemented with fidelity.

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

Effective instruction with fidelity, data-driven instruction, gradual release of responsibilities model, collaborative learning, continued implementation of DI, interventions, use of ELL strategies, provide ongoing corrective feedback, district provided tutoring, and resources.

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

Professional Development sessions will include communication through the LMS Schoology, utilizing historical data to plan effective DI, and inclusive practices. 8-15-22 PD Day: Schoology, Collaborative Strategies, Data-driven instruction.

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

FAST tutoring (after-school and Saturdays), differentiated instruction, interventions, and district resources.

**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 Collaborative Planning**

**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 mathematics proficiency data, 53% of the 6th grade students are proficient in mathematics, 49% of the 7th grade students are proficient in mathematics, 36% of the 8th grade students are proficient in mathematics. According to the 2021-2022 FSA ELA proficiency data, 72% of the 6th grade students are proficient in ELA, 58% of the 7th grade students are proficient in ELA, 69% of the 8th grade students are proficient in ELA. The 2020-2021 FSA mathematics proficiency data, 43% of the 6th grade students are proficient in mathematics, 25% of the 7th grade students are proficient in mathematics, 19% of the 8th grade students are proficient in mathematics. According to the 2020-2021 FSA ELA proficiency data, 66% of the 6th grade students are proficient in ELA, 61% of the 7th grade students are proficient in ELA, 54% of the 8th grade students are proficient in ELA. Based on the data, Collaborative Data Chats has been proven to be effective in the elementary grades. We will focus on differentiation in middle school to address this critical 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 Collaborative Data Chats, an additional 10% of the middle school population will score at grade level or above in area of ELA, an additional 15% of the middle school population will score at grade level or above in area of mathematics by the 2022-2023 state assessments.

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

The Leadership Team will conduct weekly walk throughs to ensure instruction is standard based, on pace, engaging, and data driven. They will also look for sign of a healthy, social, and emotional culture. Professional development opportunities will be provided based on teachers and subject area needs.

**Person responsible for monitoring outcome:**

Yanelys Ferrer (pr3281@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of Collaborative Data Chats that analyzes student performance data and determines how information will be used to drive instruction. This strategy provides administrative and support staff assistance to teachers in the classroom. Meeting agendas and notes will be shared with the respective administrator on a bi-weekly basis. Collaborative Planning will assist in accelerating the learning gains in the area of math as is a systematic approach of instruction to meet students' needs.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

Based on the data review, our school will continue to focus on Targeted Element of Collaborative Planning. We selected Collaborative Planning based on our findings that demonstrated an overall decrease in the area of math. Collaborative Planning will ensure that teachers target specific student needs by using both formative and summative student learning data to guide, identify, plan for the instructional and developmental needs of all learners.

**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.

(08/22-10/28) Bi-weekly collaborative grade-level meetings are held to ensure effective instructional planning and strategies continue to be implemented with fidelity. As a result, teachers will deliver rigorous instruction to address student challenges.

**Person Responsible** Veronika Sasturrias (sasturrias@dadeschools.net)

(08/22-10/28) Monthly best practices will be shared during faculty meetings. As a result, staff members will be supported through professional development and increased instructional knowledge.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(08/22-10/28) End-of-year vertical collaborative meetings will be conducted by instructional coaches. As a result, teachers will have the tools needed to help students master standards and succeed in subsequent grades.

**Person Responsible** Leslie Diaz (l.diaz@dadeschools.net)

(08/22-10/28) Monthly leadership team meetings will continue in order to address areas of improvement within grade-levels. As a result, teachers will implement effective lessons and strategies to increase learning gains across grade-levels.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(10/31-12/16) Bi-weekly collaborative grade-level meetings are held to ensure effective instructional planning and strategies continue to be implemented with fidelity. As a result, teachers will deliver rigorous instruction to address student challenges.

**Person Responsible** Veronika Sasturrias (sasturrias@dadeschools.net)

(10/31-12/16) Best practices will be shared during bi-weekly collaborative planning. As a result, staff members will be supported through professional development and increased instructional knowledge.

**Person Responsible** Leslie Diaz (l.diaz@dadeschools.net)

(10/31-12/16) Mid-year and end-of-year vertical collaborative meetings will be conducted by instructional coaches. As a result, teachers will have the tools needed to help students master standards and succeed in subsequent grades.

**Person Responsible** Leslie Diaz (l.diaz@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

**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 mathematics proficiency data, 53% of the 6th grade students are proficient in mathematics, 49% of the 7th grade students are proficient in mathematics, 36% of the 8th grade students are proficient in mathematics. According to the 2021-2022 FSA ELA proficiency data, 72% of the 6th grade students are proficient in ELA, 58% of the 7th grade students are proficient in ELA, 69% of the 8th grade students are proficient in ELA. The 2020-2021 FSA mathematics proficiency data, 43% of the 6th grade students are proficient in mathematics, 25% of the 7th grade students are proficient in mathematics, 19% of the 8th grade students are proficient in mathematics. According to the 2020-2021 FSA ELA proficiency data, 66% of the 6th grade students are proficient in ELA, 61% of the 7th grade students are proficient in ELA, 54% of the 8th grade students are proficient in ELA. Based on the evidence, Data-Driven Instruction has been proven to be effective in the elementary grades. We will focus on Data-Driven Instruction in middle school to address this critical 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 Data-Driven Instruction, an additional 10% of the middle school population will score at grade level or above in area of ELA, an additional 15% of the middle school population will score at grade level or above in area of mathematics by the 2022-2023 state assessments.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality is taking place. Data analysis of formative assessments in math will be reviewed monthly to observe progress. We will create an online tracker for monitoring OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on targeted standards. Extended learning opportunities will be provided to those students that are not showing growth on OPMs.

**Person responsible for monitoring outcome:**

Leslie Diaz (l.diaz@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains in Math as is a systematic approach of instruction to meet students needs. Data-Driven Instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs.

**implemented for this Area of Focus.**

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

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students needs. Teachers will continually adjust 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.

(08/22-10/28)Bi-weekly grade level meetings will be conducted by grade level/department chairs for the purpose of discussing ongoing progress monitoring data. As a result, students will receive the appropriate acceleration during differentiated instruction.

**Person Responsible** Veronika Sasturrias (sasturrias@dadeschools.net)

(08/22-10/28) Professional development for teachers during collaborative planning on effective implementation of differentiated instruction aligned to the student data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student data tracker folders, and posted groups.

**Person Responsible** Leslie Diaz (l.diaz@dadeschools.net)

(08/22-10/28) Teachers will develop lesson plans that are inclusive of differentiated instruction. As a result, teachers will have the appropriate student groups.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(08/22-10/28) Facilitate Bi-Weekly collaborative planning for Differentiated Instruction to provide teachers with an opportunity to brainstorm instructional challenges, student needs, and share best practices. As a result, teachers will have various activities to address a targeted skill during Differentiated Instruction.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(08/22-10/28) Quarterly data chat meetings with instructional staff to discuss results of progress monitoring and next steps to address student deficiencies and opportunities for academic growth.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(08/22-10/28) Bi-weekly data chat meetings with students to discuss results of progress monitoring and/or assessments and next steps to for academic growth and student success.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(10/31-12/16) Professional development for teachers during collaborative planning on effective implementation of differentiated instruction aligned to the student data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space (teacher-led and student centers), student data-tracker folders, use of technology (iReady), and posted groups.

**Person Responsible** Leslie Diaz (l.diaz@dadeschools.net)

(10/31-12/16) Teachers will develop lesson plans geared to their class groups and that are inclusive of differentiated instruction. As a result, teachers will address the needs of student groups.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

**#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

**Area of Focus**

**Description and Rationale:**

We decided to focus on Shared Leadership to address the critical needs within our school. The 2021-2022 data reveals 75% of the staff believes the principal represents the school in a positive manner, as compared to 92% from the 2020-2021 survey. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

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

**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 Shared Leadership, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

**Monitoring:**

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

The Leadership Team will create a rotating schedule to conduct walkthroughs and offer immediate feedback to teachers that will assist in improving practices and strategies to ensure student success. To ensure we are on the right track, teachers will share highlighted best practices during common planning, TLC's and faculty meeting.

**Person responsible for monitoring outcome:**

Leslie Diaz (l.diaz@dadeschools.net)

**Evidence-based**

**Strategy:**

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

Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By Creating protocols which allow for honest communication and feedback amongst all stakeholders, we hope to create an environment that promotes teacher development and growth in practice.

**Rationale for Evidence-based**

**Strategy:**

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

Providing staff with ongoing feedback, will stablish open relationships that will promote professional growth and success. This process will allow for all stakeholders to carry on the vision, the mission and focus on goals for student achievement.

**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.

(08/22-10/28) Leadership Team will create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based strategy of: Consistent, Developmental Feedback. As a result, honest communication and feedback that promotes teacher development and growth will be given on a timely matter.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(08/22-10/28) Leadership Team will provide training on understanding IPEGS performance standard indicators. This will allow for verification on what the expectations are for teachers. As a result, will assist teacher in carrying-on the vision, mission and focus on goals for student achievement.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(08/22-10/28) Lakes weekly newsletter will be emailed to staff highlighting school events and activities, D.I./ instructional goals, school procedures, safety protocols and staff birthdays. As a result, promote teacher development and growth practices.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(10/31-12/16) Leadership Team will continue providing IPEGS performance standard indicators training. This practice instills the expectations for all teachers. As a result, teachers maintain the vision, mission, and focus on goals for student achievement.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)

(10/31-12/16) Lakes Weekly Newsletter will be emailed to staff highlighting school events, activities, D.I./ instructional goals, instructional tips and strategies, school procedures, safety protocols, and staff birthdays. As a result, it will promote teacher development and growth mindset practices.

**Person Responsible** Yanelys Ferrer (pr3281@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to Social Emotional Learning**

**Area of Focus**  
**Description and Rationale:** Based on the data review, our school will implement the Area of Focus of Social Emotional Learning. Through our data review, we noticed a need to improve school counselor and student relationships, student motivation, and increase opportunities for students to work in collaborative groups. We recognize the importance of student engagement and social emotional learning as it connects to overall student success and sense of well-being.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**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 Social Emotional Learning, our students will be more engaged and feel a sense of camaraderie among peers as evidenced by the school climate survey.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** The Leadership Team will work with school counselors to plan classroom presentations, grade level assemblies, and to celebrate student successes. Teachers will incorporate Social Emotional Learning activities into their instruction and implement cooperative learning strategies weekly.

**Person responsible for monitoring outcome:** Yanelys Ferrer (pr3281@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** Within the area of focus of positive culture and environment, our school will focus on the evidence-based strategy of: Social Emotional Learning. With the district initiatives such as Value Matters, our school will increase student motivation, engagement, school attendance, and promoting a positive learning environment for student success.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** Values Matter Initiatives will assist in decreasing student absences, promote student engagement, positive relationships, and overall student success. This initiative will prove the Leadership Team a systematic approach to identify needs, provide remediation, and celebrate student success.

**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.

(08/22-10/28) School-Wide Discipline Assemblies to address Student Code of Conduct, Values Matter Initiatives, Anti-Bullying, school safety, and student services support. As a result, students will gain social emotional awareness support available in their schools.

**Person Responsible** Veronika Sasturrias (sasturrias@dadeschools.net)

(08/22-10/28) Celebrate student success using Values Matter Initiative. School counselors will provide teachers with the Monthly CORE Values. Teachers will discuss the CORE Value and encourage the use of the selected CORE Value by all students. As a result, school will spotlight students who have been nominated by their teachers to represent their grade-level as models for a selected CORE value each month via morning announcements.

**Person Responsible** jaise Mursuli (jmursuli@dadeschools.net)

(08/22-10/28) Student Services will provide SEL (Social Emotional Learning) resources that include SEL Strong Wednesday. The program provides extended school-day SEL support for students and their families. As a result, this will improve our community's social and emotional well-being.

**Person Responsible** jaise Mursuli (jmursuli@dadeschools.net)

(08/22-10/28) Student Services will implement Grief Sensitive School Initiative. As a result, students will be supported in the school setting by better equipping teachers with resources such as grievingstudents.org and other valuable grief resources.

**Person Responsible** jaise Mursuli (jmursuli@dadeschools.net)

(10/31-12/16) Student Services will provide SEL (Social Emotional Learning) resources that include SEL Strong Wednesday. The program provides extended school-day SEL support for students and their families. As a result, this will improve our community's social and emotional well-being.

**Person Responsible** jaise Mursuli (jmursuli@dadeschools.net)

(10/31-12/16) Student Services will implement Grief Sensitive School Initiative. Teachers will be trained by counselors to address the needs of their students. As a result, students will be supported in the school setting by better equipping teachers with resources such as grievingstudents.org and other valuable grief resources.

**Person Responsible** jaise Mursuli (jmursuli@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 K-8 Center addresses positive school culture and environment through yearly updates of our vision and mission statements with input from school and community stakeholders. There is a continuous maintenance of school improvement strategies and goals to promote and foster a safe learning environment. Implementation of school and/or district initiatives to address the needs of our diverse school and community are Values Matters, Do The Right Thing, school clubs, school social committee, student and staff incentives, and more.

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

Dr. Yanelys Ferrer, Principal  
Mrs. Veronika Sasturrias, Assistant Principal  
Mrs. Shontel Holts-Rich, Assistant Principal  
Mrs. Jaise Mursuli, Counselor  
Mrs. Elizabeth Labrada, Counselor  
Mrs. Leslie Diaz, Reading Coach  
Ms. Dominic Chassagne, ESE Chair