Miami Lakes K 8 Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

http://mles.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: - Have an overall Federal Index below 41%;   - Have a graduation rate at or below 67%;   - Have a school grade of D or F; or   - Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ferrer, Yanelys	Principal	Responsible for the overall operation of the school, including developing and implementing the academic plan, overseeing the budget and financial operations, hiring and evaluating staff, creating and maintaining a positive school culture, managing student discipline, working with parents and community members, representing the school to the public, and adhering to all applicable laws and regulations.
Sasturrias, Veronika	Assistant Principal	Assists the principal in developing and implementing the school's academic plan. Oversee the school's discipline program and ensure that all students are treated fairly and equitably. Work with teachers to develop and implement effective instructional strategies. Provide professional development and support to teachers and staff. Manage the school's budget and financial operations. Ensure the safety and security of the school. The assistant principal builds and maintains positive relationships with parents and the community.
Diaz, Leslie	Reading Coach	Support teachers in planning, delivering, and assessing high-quality instruction. Collaborates with teachers to develop lesson plans that are aligned with the curriculum and meet the needs of all students. Models effective teaching practices and providing feedback to teachers. Co-teach lessons to provide additional support for students. Assists teachers with classroom management and organization. Provides materials and resources that support student learning.
Gangeri, Daniel	Instructional Media	Selecting, acquiring, and organizing materials. Catalogs and indexing materials.Provides instruction on how to use the media center to students and staff. Helps students with research projects. Plans and implements programs and events. This could include book clubs, author visits, or technology workshops. Collaborates with teachers and other staff members, develops lesson plans, providing professional development, or working on special projects. Maintains the Media Center.
Antelo, Ana-Marie	Teacher, K-12	1st Grade Level Chair responsible for disseminating information to teachers within the grade level.
Gomez, Jennifer	Teacher, K-12	2nd Grade Level Chair and Math Leader responsible for disseminating information to teachers within the grade level.
Cala, Kristina	Teacher, K-12	3rd Grade Level Chair and Math Leader responsible for disseminating information to teachers within the grade level.
Rebustillo, Elizabeth	Teacher, K-12	Science Department Chair responsible for disseminating information to teachers within the grade level.

Name	Position Title	Job Duties and Responsibilities
Simeon, Jeniffer	Teacher, K-12	Social Science Department Chair responsible for disseminating information to teachers within the grade level.
Chassagne, Dominic	Other	Oversee SST and MTSS process.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are actively involved in the development and implementation of our School Improvement Plan (SIP). We engage them through a variety of channels, including EESAC meetings, surveys, and open communication. This ensures that we gather their valuable input and create a comprehensive SIP that aligns with our school's vision and goals. We then collaborate with stakeholders to implement the plan and regularly monitor progress, ensuring continuous improvement. This inclusive approach fosters a strong sense of ownership and commitment within our school community, driving positive outcomes for our students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school will monitor the school improvement plan and revise the plan for continuous improvement through the following steps:

1. Data collection and analysis: We will continuously collect data on various academic and non-academic indicators, including standardized test scores, classroom assessments, attendance, and discipline data. We will also disaggregate the data to identify achievement gaps among different student subgroups.
2. Progress tracking: Every quarter, our school leadership team and designated stakeholders will review the data to track the progress of the SIP implementation. We will identify strengths, weaknesses, and areas requiring improvement.
3. Identifying interventions: Based on data analysis, we will identify specific interventions or strategies that have shown positive impacts on student achievement. We will expand these successful interventions and identify areas where modifications or new interventions are needed to address the achievement gap effectively.
4. Stakeholder feedback: We will actively seek feedback from teachers, staff, parents, students, and community members to gauge their perception of the SIP's effectiveness. Their input will be invaluable in understanding how the plan is translating into classroom practices and student experiences.
5. Adjustments and revisions: When data and feedback reveal areas of concern or the need for improvement, we will make adjustments to the SIP accordingly. The revision process will involve collaborative discussions among stakeholders to ensure a collective and well-informed decision-making process.

6. Reflection and adaptation: Throughout the monitoring and revision process, we will continuously reflect on our practices and be open to adapting and innovating when necessary.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	6	10	12	4	5	10	19	16	82
One or more suspensions	0	0	0	0	0	0	1	1	1	3
Course failure in English Language Arts (ELA)	0	0	4	12	5	0	6	3	0	30
Course failure in Math	0	0	0	9	9	3	9	0	1	31
Level 1 on statewide ELA assessment	0	0	0	14	16	17	24	30	21	122
Level 1 on statewide Math assessment	0	0	0	9	17	12	33	16	12	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	9	48	21	19	32	49	49	238

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	19	16	10	21	13	9	88

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	14	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	2	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	8	6	4	2	3	5	40
Course failure in Math	0	1	8	13	12	5	0	0	3	42
Level 1 on statewide ELA assessment	0	0	0	24	16	14	16	21	20	111
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	16	29	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	29	17	26	32	41	37	202
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	5	9	0	0	0	0	1	17
Students retained two or more times	0	0	0	0	0	0	2	0	2	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	10	10	6	4	11	18	17	11	93
One or more suspensions	0	0	0	0	0	0	1	1	2	4
Course failure in ELA	0	4	5	10	0	4	3	0	0	26
Course failure in Math	0	0	6	11	3	9	0	1	1	31
Level 1 on statewide ELA assessment	0	0	0	24	18	16	29	20	27	134
Level 1 on statewide Math assessment	0	0	0	20	13	27	16	11	19	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	9	32	29	20	22	52	51	54	281
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	24	11	16	13	9	14	91

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	61	53	69	62	55	65		
ELA Learning Gains				72			62		
ELA Lowest 25th Percentile				57			53		
Math Achievement*	67	63	55	66	51	42	54		
Math Learning Gains				67			32		
Math Lowest 25th Percentile				63			26		
Science Achievement*	61	56	52	60	60	54	51		
Social Studies Achievement*	78	77	68	76	68	59	79		
Middle School Acceleration	89	75	70	92	61	51	66		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	76	62	55	60	75	70	56		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	1
ELL	61			
AMI				
ASN				
BLK	40	Yes	1	
HSP	72			
MUL				
PAC				
WHT	60			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	57			
AMI				
ASN				
BLK	54			
HSP	69			
MUL				
PAC				
WHT	74			
FRL	64			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			67			61	78	89			76
SWD	20			31			19	25			6	20
ELL	58			61			49	69			6	76
AMI												
ASN												
BLK	45			40			35				3	
HSP	68			68			64	79	91		7	76
MUL												
PAC												
WHT	58			73			50				3	
FRL	59			56			50	73	87		7	76

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	72	57	66	67	63	60	76	92			60
SWD	25	58	54	23	46	42	13	53				20
ELL	54	69	61	56	57	50	39	71				60
AMI												
ASN												
BLK	46	67	60	44	63	60	33	58				
HSP	70	72	57	67	67	63	61	78	92			59
MUL												
PAC												
WHT	77	74		70	70		80					
FRL	64	68	56	60	63	63	50	69	91			57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	62	53	54	32	26	51	79	66			56
SWD	23	43	50	22	26	24	20		18			68
ELL	52	64	63	44	27	27	27	74	71			56
AMI												
ASN												
BLK	43	48		40	19	21	38					
HSP	66	62	52	55	33	27	52	80	66			57
MUL												
PAC												
WHT	69	76		62	33		30					
FRL	59	60	58	48	29	25	41	77	58			54

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	71%	56%	15%	54%	17%
07	2023 - Spring	69%	50%	19%	47%	22%
08	2023 - Spring	58%	51%	7%	47%	11%
04	2023 - Spring	69%	58%	11%	58%	11%
06	2023 - Spring	67%	50%	17%	47%	20%
03	2023 - Spring	53%	52%	1%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	58%	13%	54%	17%
07	2023 - Spring	65%	48%	17%	48%	17%
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	75%	64%	11%	61%	14%
08	2023 - Spring	63%	59%	4%	55%	8%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	40%	-10%	44%	-14%
05	2023 - Spring	63%	50%	13%	51%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	56%	31%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	52%	45%	48%	49%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	65%	22%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	68%	7%	66%	9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on FAST assessment data review, third grade ELA had the lowest performance on the standardized test in grades 3-8. This may be due to the new FAST assessment implementation platform, which was unfamiliar to students and teachers. The unfamiliarity with the assessment format and its requirements could have affected instructional strategies and student readiness.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Third grade math scores declined the most from the previous year, possibly due to the implementation of the new FAST assessment. The unfamiliarity with the new assessment may have affected teachers' instructional strategies and students' readiness.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

A concern was noted in 3rd grade ELA as our school should have scored much higher compared to the state average. The unfamiliarity with the assessment format and its requirements could have affected instructional strategies and student readiness. Compared to the state data which indicated a decline of three percentage points as opposed to the school decline of five percentage points. Although assessment data trends show that the school is outperforming the state, indicating higher student achievement compared to the average performance across the state.

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvement was in sixth grade mathematics. This improvement can be attributed to several new actions taken by the school. Firstly, a new teacher was assigned to teach 6th grade mathematics, bringing fresh perspectives and instructional approaches to the classroom. Secondly, the implementation of data trackers enable teachers to monitor student progress more effectively, identifying areas of strengths and weakness, and tailoring student learning accordingly with differentiated

instruction. These concerted efforts in collaboration, data-driven instruction, and instructional support played a significant role in the notable improvement in sixth grade mathematics.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, one potential area of concern identified is student attendance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase student growth and achievement in all grade levels and subjects.
2. Increase student achievement in the SWD subgroup and 3rd grade ELA and Mathematics.
3. Increase active student engagement across all grade levels and subjects.
4. Ensure differentiated instruction and data driven instruction continue to be a school-wide priority.
5. Ensure all grade levels have time for collaboration.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Three Year Trend- FAST/FSA/EOC Proficiency 64% of students were proficient in ELA (Grades 3-8) in 2021, 69% of students were proficient in ELA (Grades 3-8) in 2022 and 65% of students were proficient in ELA (Grades 3-8) in 2023. Data from the 2022-2023 Three Year Trend indicates a decrease of 4% from 2022 to 2023. We will focus on Data-Driven Differentiated Instruction 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 Differentiated Instruction, an additional 5% of the school population in grades 3-8 will score at grade level or above in the area of ELA, by the 2023-2024 state assessments.

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

The ELA 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 ELA 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based intervention of Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains in ELA as a systematic approach of instruction to meet students needs. Differentiated Instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs and FAST Progress Monitoring.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Bi-weekly grade level meetings will be conducted by grade level/department chairs for the purpose of discussing ongoing progress monitoring data and Differentiated Instruction. As a result, teachers will have various activities to address a targeted skill during Differentiated Instruction with students. In addition, Bi-weekly data chat meetings with students to discuss results of progress monitoring and/or assessments and next steps for academic growth and student success.

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

By When: (08/14-9/29)

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)

By When: (08/14-9/29)

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)

By When: (08/14-9/29)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST mathematics proficiency data, 66% of the students are proficient in mathematics in grades 3-8 . According to the 2022-2023 FSA ELA proficiency data, 65% of students in grades
3 - 8 are proficient in ELA. Data from the 2023 Three Year Trend - FAST/FSA/EOC Proficiency report indicates a decrease of 4% in ELA and an increase of 7% in Mathematics. Based on the data, we will focus on Data-Driven instruction in collaborative planning to ensure continuous success.

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 Collaborative Planning, an additional 5% of the school population in grades 3-8 will score at grade level or above in the area of ELA, an additional 5% of the school population in grades 3-8 will score at grade level or above in the area of mathematics by the 2023-2024 state assessments.

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

The Leadership Team will conduct weekly walkthroughs to ensure instruction is standard based, on pace, engaging, and data driven. They will also look for a 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based intervention 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 a systematic approach of instruction to meet students' needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on the data review, our school will continue to focus on Targeted Element of Collaborative Data Chats. We selected Collaborative Data Chats based on our findings that demonstrated an overall decrease in the area of math. Collaborative Data Chats 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: (08/14-9/29)

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)

By When: (08/14-9/29)

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)

By When: (08/14-9/29)

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We decided to focus on Shared Leadership to address the critical needs within our school. The 2022-2023 data reveals 85% of the staff believes the principal represents the school in a positive manner, as compared to 75% from the 2021-2022 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.

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 2023-2024 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 guarantee that we are on the right track, teachers will share highlighted best practices during common planning, TLC's and faculty meetings.

Person responsible for monitoring outcome:

Leslie Diaz (l.diaz@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Specific Teacher Feedback/Walkthroughs, we will focus on the evidence-based intervention of Shared Leadership through 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 Intervention:
Explain the rationale for selecting this specific strategy.

Through Shared Leadership we will provide staff with ongoing feedback will establish 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Leadership Team will create a schedule to conduct walkthroughs on a weekly basis. Focusing evidence-based intervention of Shared Leadership through 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)

By When: (08/14 - 09/29)

Leadership Team will provide training on understanding IPEGS performance standard indicators. This allows for the verification of what the expectations are for teachers. As a result, this will assist teachers in carrying-on the vision & mission as well as focus on goals for student achievement.

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

By When: (08/14 - 09/29)

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, we will promote teacher development and growth mindset practices.

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

By When: (08/14 - 09/29)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST/EOC Data- Demographic Subgroup Performance report the SWD subgroup fell below the 41%threshold. ELA showed 21% proficiency, Math showed 31% proficiency, Science showed 15% proficiency and Social Studies showed 24% proficiency.

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

By successfully targeting SWD and 3rd grade students, teachers will execute data-driven lessons based on student performance to ensure increase in proficiency. With the implementation of Differentiated Instruction, an additional 3% of students will score at grade level or above in all areas in SWD student and ELA in 3rd grade students.

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

The SWD team and 3rd grade Team, along with Administration and the Reading Coach, 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 SWD students and ELA in 3rd grade students 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 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based intervention of Data-Driven Instruction through Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains in SWD students and 3rd grade ELA as a systematic approach of instruction to meet students needs. Differentiated Instruction will be monitored using data trackers to drive instructional planning and data driven conversations to include OPMs and FAST Progress Monitoring.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated 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 through FAST PMs and iReady.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Bi-weekly meetings will be conducted by grade level/department chairs with their team of instructors for the purpose of discussing ongoing progress & monitoring data. Consequently instructors will meet with students to discuss the results.

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

By When: (08/14-9/29)

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)

By When: (08/14-9/29)

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)

By When: (08/14-9/29)

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our school is using a part of our Title I funds to purchase computers for each SWD. We have also purchased the Accelerated Reader program being run through the Media Center to promote reading and enhance reading comprehension. Other programs such as IXL are key in promoting not only Reading/Language Arts skills, but also Mathematics reviews to enhance and reinforce what is being taught in the classroom at the level of each individual student. Added to these, we are purchasing the Measuring UP To Florida's B.E.S.T English Language Arts Standards Comprehension Books. Lastly, we have purchased multiple interventionist positions to ensure that our Students with Disabilities have every opportunity to grow within their levels.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

EESAC Meeting Engagement: The School Improvement Plan (SIP) will be presented at the EESAC (Educational Excellence School Advisory Council) meeting. Parents, families, and community members are invited. We will discuss all the steps we are going to take to put the plan into action.

Faculty Meeting Discussion: The School Improvement Plan (SIP) will be presented during the faculty meeting. We will discuss all the steps we are going to take to put the plan into action. Stake holders will be encouraged to see that SIP is a roadmap for our school's improvement efforts. It outlines our goals for the coming year, as well as the strategies we will use to achieve those goals.

School's Webpage: The School Improvement Plan (SIP) is accessible through our school's webpage (https://mlk8center.enschool.org/).

Accessible Language: We know that it is important for everyone to understand the School Improvement Plan (SIP). Therefore, we will use clear and simple language when we share it with parents and families. We want to make sure that everyone can read and understand the plan without any confusion.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Miami Lakes K-8 Center is committed to building strong and constructive relationships with parents, families, and community stakeholders. We believe that these relationships are essential to student success.

To achieve this, we will use a variety of proactive strategies to ensure that parents are well-informed about school activities, their child's progress, and opportunities for active involvement.

We will use a combination of innovative platforms, such as ClassDojo and Schoology, as well as traditional methods, such as informative parent letters, to share important information about school

events, updates, and student achievements.

We will organize comprehensive training sessions and engaging meetings to equip parents with the skills and knowledge they need to actively participate in their child's education. These sessions will cover topics such as how to use the school's communication platforms, how to support their child's learning at home, and how to advocate for their child's needs.

We will collaborate with community stakeholders to integrate their perspectives and resources into our school's fabric. This will help us to create a more inclusive and supportive educational environment for all students.

We believe that by taking these steps, we can create a strong and vibrant school community where parents, families, and community stakeholders are all partners in student success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Miami Lakes K-8 Center is committed to providing a comprehensive and rigorous education for all students. We believe that all students can learn and succeed, and we are constantly looking for ways to improve our programs.

One of the ways we are doing this is by fully integrating a comprehensive approach to literacy and mathematics from Pre-K through 8th grade. This approach involves an immersive and interdisciplinary educational model that fosters critical thinking, problem-solving, and creativity among students.

To support the literacy curriculum, we have hired a Reading coach who will actively participate in collaborative planning sessions with teachers. These sessions will facilitate the development of effective teaching strategies, enabling targeted differentiation and personalized support for students during Direct Instruction (DI). The reading coach will also play an active role in providing real-time insights and guidance to teachers in the classroom.
we have appointed teacher leaders who will closely collaborate with reading teachers. This collaborative effort ensures the seamless integration of the curriculum, aligning all elements to create a cohesive and effective learning journey. This approach not only enriches academic content but also provides students with a holistic perspective that promotes connections between different subjects.

We also recognize the significance of mathematics in the curriculum. To ensure that all students have access to high-quality math instruction, we have appointed teacher leaders who will closely collaborate with math teachers. This collaborative effort ensures the seamless integration of the curriculum, aligning all elements to create a cohesive and effective learning journey. This approach not only enriches academic content but also provides students with a holistic perspective that promotes connections between different subjects.

In addition to strengthening our academic programs, we focus on student learning engagement opportunities. We believe that students need ample opportunities for in-depth exploration, hands-on activities, and project-based learning. This approach not only reinforces learning but also cultivates a deep understanding of concepts and their practical applications.

In conclusion, the school's strategic plan aims to provide all students with a rigorous and enriching educational experience. We are confident that by working together, we can help all students reach their full potential.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Miami Lakes K-8 Center is committed to the overall development of its students, both academically and emotionally. We believe that all students can thrive when they have access to a comprehensive support system.

Our guidance counselors play a key role in this system. They provide personalized attention and create a safe space for students to express their concerns, aspirations, and seek guidance.

Individual counseling is one of the most important services that our guidance counselors offer. During individual counseling, students can confidentially discuss their challenges, both academic and personal. They can also identify their strengths and growth areas and develop coping strategies.

Group counseling is another valuable service that our guidance counselors offer. Group counseling provides students with peer support and a sense of community. Students in similar situations can share their concerns, learn from each other, and build relationships.

We also collaborate with specialized services when needed. This includes partnering with external professionals, such as therapists, to provide additional support to students.

Finally, we promote positive mental health through a variety of initiatives. These include mindfulness workshops, stress management techniques, and emotional well-being activities. These initiatives equip students with the tools they need to manage stress and build resilience.

In essence, our commitment to student development is holistic. We believe that all students need a variety of supports in order to thrive. Our comprehensive support system provides students with the tools they need to succeed in school and in life.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Miami Lakes K-8 Center uses a tiered approach to proactively manage student behavior issues. We believe that all students can learn and succeed in a positive and supportive environment. Our tiered approach ensures that all students receive the support they need to succeed, regardless of their individual needs.

The first tier of our approach is universal prevention. This includes setting clear behavior expectations, providing positive reinforcement, and using restorative practices to resolve conflicts. We have discipline assemblies for grades 2nd-8th twice a year. We use a points system through ClassDojo to track student behavior and provide positive reinforcement. Students earn points for showing respect, responsibility, and positive behavior. These points can be redeemed for rewards.

The second tier of our approach is targeted intervention. This is for students who need additional support to meet the behavior expectations. We provide individualized interventions, such as social skills training or anger management counseling. We also work with parents and families to develop strategies for supporting their child's behavior at home.

The third tier of our approach is intensive intervention. This is for students who need the most support. We provide intensive behavioral interventions, such as functional behavior assessment and behavior modification plans. We also work with outside agencies, such as mental health providers, to provide additional support.

Our approach is closely aligned with the Individuals with Disabilities Education Act (IDEA). IDEA ensures that all students with disabilities have access to a free and appropriate public education. We work with families and the school district to develop Individualized Education Plans (IEPs) for students with disabilities. These plans outline the specific supports and services that each student needs to succeed.

Our approach also aligns with the Every Student Succeeds Act (ESSA). ESSA is a federal law that outlines the goals and requirements for public education. Our approach to behavior management is consistent with ESSA's focus on providing all students with a high-quality education.

In short, our tiered approach to behavior management is a comprehensive and effective way to ensure that all students have the opportunity to learn and succeed. We are committed to providing a positive and supportive environment for all students, and we believe that our approach is the best way to achieve this goal.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Miami Lakes K-8 Center is committed to providing its teachers with the professional learning they need to be effective. We believe that all students deserve to have teachers who are highly skilled and knowledgeable.

We offer a variety of professional learning opportunities for our teachers, including:

In-house professional development sessions that address specific instructional techniques, assessment analysis, and data interpretation. These sessions are held during planning periods and faculty meetings to optimize time for skill enhancement.

Mentorship and support systems for new teachers, especially in high-demand subjects. This helps new teachers to get acclimated to the school and the profession, and it provides them with the support they need to be successful.
Ongoing professional development opportunities that allow teachers to stay up to date on the latest

research and best practices. This helps teachers to continuously improve their skills and knowledge.

We also implement strategies to attract and retain skilled teachers, especially in high-demand subjects. We create a supportive and collaborative work environment. We also offer incentives, such as ongoing professional development, to keep our teachers motivated and engaged.

In summary, our professional learning framework is comprehensive and supports the ongoing growth and development of our teachers. We believe that this approach is essential to ensuring that all students have access to a high-quality education.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Miami Lakes K-8 Center is committed to ensuring a smooth transition for preschool children from early childhood education programs to local elementary school programs. We believe that a smooth transition is essential for students' academic success and well-being.

Here are some of the strategies we employ to facilitate a smooth transition:

Transition-focused meetings for parents: We organize transition-focused meetings for parents, specifically targeting those whose children are moving from Pre-K to Kindergarten. These meetings provide essential information and guidance to parents, addressing any questions or concerns they might have. This proactive approach helps parents feel confident and informed about the upcoming transition.

Meet-and-greet session: Prior to the start of the school year, we facilitate a meet-and-greet session for incoming students and their parents. This event offers an opportunity for students and their parents to familiarize themselves with the school environment, meet teachers, and become acquainted with their peers. Additionally, we host an open house, further encouraging interaction between parents, students, and educators. When students are allowed to interact and acquaint themselves with their peers and school setting they can begin to see themselves moving into the elementary school programs with some of those classmates.

Personalized support: We provide personalized support to students and their families throughout the transition process. This support may include one-on-one meetings with teachers, counselors, or administrators; small group activities and family events. Prior to the commencement of the year parents and students will have the opportunity to request a tour of the school which will include the student's future elementary grade helping the family unit to see students in their usual setting.

By implementing these strategies, we create a supportive and welcoming atmosphere that eases the transition for preschool children. This holistic approach ensures that both students and their families are well-prepared and comfortable as they embark on their journey from early childhood education to elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00

2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No