

Miami-Dade County Public Schools

Miami Lakes Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	27

Miami Lakes Middle School

6425 MIAMI LAKEWAY N, Hialeah, FL 33014

<http://mlms.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:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. 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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Medina, Maria	Principal	Principal of Miami Lakes Middle School, oversee testing, budget, personnel, and curriculum.
Foster, Tacoma	Assistant Principal	Assistant Principal over curriculum, SIP, EESAC, Title 1, PTSA, PLST
Bacallao, Leticia	Magnet Coordinator	Magnet Lead Teacher, part of the PLST team, Activities Coordinator
Cianciulli, Vittoria	School Counselor	Trust counselor, SEL coordinator, RJP facilitator, mental wellness liaison between parents and students.
Millan, Ivette	Instructional Coach	Instructional Coach who aggregates data for the school, conducts teacher trainings, website facilitator, part of the PLST team, testing chairperson.

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.

The process for involving the leadership team in the development of the SIP is by collaborating at Synergy X to review data, focus on goals, and determine steps to achieve the goals. Teachers assist in developing the SIP on August 15th, when they analyze their data, identify goals, and develop steps to reach those goals. Teacher's input will then be reviewed by the leadership team to add information brought forth by teachers. The EESAC committee will review the SIP (which includes students, parents, community members, and teachers).

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))

The school will revise the SIP 4 times during the 2023-2024 school year, present each change to the faculty and the EESAC committee will review and revise as necessary. Student impact will be monitored through the FAST PM1, PM2, and PM3, with the ultimate impact be an increase in student proficiency from the FAST PM3 of 2022-2023 to FAST PM3 of 2023-2024.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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: A
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	0	0	0	0	0	20	40	29	89	
One or more suspensions	0	0	0	0	0	0	1	10	18	29	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	13	9	16	38	
Course failure in Math	0	0	0	0	0	0	14	6	5	25	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	79	72	202	
Level 1 on statewide Math assessment	0	0	0	0	0	0	39	52	52	143	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	73	117	136	326	

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	0	0	0	37	52	55	144	

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

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	25	36	30	91	
One or more suspensions	0	0	0	0	0	0	0	12	18	30	
Course failure in ELA	0	0	0	0	0	0	22	15	9	46	
Course failure in Math	0	0	0	0	0	0	26	8	8	42	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	48	61	156	
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	64	59	191	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	62	90	106	258	

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	51	60	52	163	

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

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	0	0	0	0	0	0	25	36	30	91	
One or more suspensions	0	0	0	0	0	0	0	12	18	30	
Course failure in ELA	0	0	0	0	0	0	22	15	9	46	
Course failure in Math	0	0	0	0	0	0	26	8	8	42	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	48	61	156	
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	64	59	191	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	62	90	106	258	

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	51	60	52	163

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

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*	64	56	49	64	55	50	66		
ELA Learning Gains				59			53		
ELA Lowest 25th Percentile				51			36		
Math Achievement*	72	60	56	67	43	36	57		
Math Learning Gains				72			30		
Math Lowest 25th Percentile				67			35		
Science Achievement*	61	55	49	53	54	53	57		
Social Studies Achievement*	83	72	68	72	64	58	63		
Middle School Acceleration	78	74	73	64	56	49	66		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	55	50	40	80	77	76	58		

* 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)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	10
Percent Tested	98
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	36	Yes	1	
ELL	49			
AMI				
ASN				
BLK	74			
HSP	68			
MUL				
PAC				
WHT	69			
FRL	63			

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	42			
ELL	54			
AMI				
ASN				
BLK	67			
HSP	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%
MUL				
PAC				
WHT	64			
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	64			72			61	83	78			55
SWD	31			37			29	47	36		5	
ELL	42			54			25	65	50		6	55
AMI												
ASN												
BLK	66			77			58	94	77		5	
HSP	63			70			60	79	77		6	56
MUL												
PAC												
WHT	65			80			62				3	
FRL	58			65			53	77	75		6	47

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	64	59	51	67	72	67	53	72	64			80
SWD	32	43	39	35	55	49	24	43	54			
ELL	44	53	50	49	64	66	31	53	47			80
AMI												
ASN												

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
BLK	66	60	67	71	75	73	46	78	63			
HSP	63	59	47	65	70	65	57	70	64			80
MUL												
PAC												
WHT	53	59		68	76							
FRL	62	58	50	65	71	67	52	70	61			81

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	66	53	36	57	30	35	57	63	66			58
SWD	29	38	31	31	36	40	23	28				
ELL	50	51	42	44	32	38	26	49	43			58
AMI												
ASN												
BLK	65	47	20	58	25	30	55	60	65			
HSP	66	54	39	57	31	36	58	63	67			57
MUL												
PAC												
WHT	71	67		62	43							
FRL	64	51	36	56	29	34	55	60	66			57

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
07	2023 - Spring	55%	50%	5%	47%	8%
08	2023 - Spring	56%	51%	5%	47%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	50%	8%	47%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	58%	12%	54%	16%
07	2023 - Spring	39%	48%	-9%	48%	-9%
08	2023 - Spring	65%	59%	6%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	40%	11%	44%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	56%	38%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	52%	44%	48%	48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	65%	24%	63%	26%

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.

The data component that showed the lowest performance was student attendance. Compared to the 2021-2022 school year, our percentage data decreased by 1 percentage point each quarter during the 2022-2023 school year. Q2 data shows that MLMS attendance decreased from 94.13% to 93.84% from 2021-2022 to 2022-2023 and Q3 data shows that MLMS attendance decreased from 95.13% to 94% from 2021-2022 to 2022-2023. In speaking with several members of the faculty, the contributing factors to the low attendance performance might include parent's "pandemic mentality" (where the parents do not want to send students to school if they are sick to not contaminate other students), bus/transportation (we are a magnet school and students live far from the school, without access to transportation), and our large EBD population tend to miss due to inconsistencies at home.

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

The data component that showed the lowest performance was student attendance. Compared to the 2021-2022 school year, our percentage data decreased by 1 percentage point each quarter during the 2022-2023 school year. Q2 data shows that MLMS attendance decreased from 94.13% to 93.84% from 2021-2022 to 2022-2023 and Q3 data shows that MLMS attendance decreased from 95.13% to 94% from 2021-2022 to 2022-2023. In speaking with several members of the faculty, the contributing factors to the low attendance performance might include parent's "pandemic mentality" (where the parents do not want to send students to school if they are sick to not contaminate other students), bus/transportation (we are a magnet school and students live far from the school, without access to transportation), and our large EBD population tend to miss due to inconsistencies at home.

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.

According to the FLDOE 2022-2023 Geometry EOC scores, the state average was 49%, while the school average was 96%. The largest gap was 47 percentage points above the state average for Geometry scores on the EOC. The factors that contributed to the gap include placing 8th grade students in Geometry, the same teacher taught all of the classes, and the teacher also provided before school tutoring for Geometry.

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

According to the FAST Assessment Scores on the FLDOE, the data component that showed the most improvement was Algebra which increased from 84% to 94%, with the assistance of tutoring offered in the mornings. Additionally, 6th Grade Math FAST Scores on the FLDOE increased to 70% proficiency and 6th Grade ELA increased to 50% proficiency.

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

One area of concern for the EWS is attendance. Q2 data shows that MLMS attendance decreased from 94.13% to 93.84% from 2021-2022 to 2022-2023 and Q3 data shows that MLMS attendance decreased from 95.13% to 94% from 2021-2022 to 2022-2023. This could be a result of "pandemic mentality", where parents decide to keep students at home to not spread the sickness to other students, the bus/transportation issues due to the fact that we are a Magnet School and students do live beyond our boundaries, and our EBD population has a poor attendance rate.

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

Our priorities for the 2023-2024 are (1) Attendance, (2) Student Enrollment, (3) School Culture, (4) 7-8th grade Math.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**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 student attendance data from 2021-2022, there was an increase of 25 students who had less than 90% attendance. In 2021-2022 91 students had less than 90% attendance. In 2022-2023 116 students had less than 90% attendance. Based on the attendance data and the identified contributing factors such as "pandemic mentality", bus and transportation needs, and our EBD population we will focus on the Early Warning System of Student Attendance.

Measurable Outcome:

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

With the implementation of Attendance incentives, such as weekly gift bags, monthly "fun days", and quarterly field trips, 90 students will have less than 90% attendance by June 2024.

Monitoring:

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

The Area of Focus will be monitored daily by our Assistant Principal using the Attendance Bulletin.

Person responsible for monitoring outcome:

Tacoma Foster (tacfooster@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.)

The evidence-based intervention being implemented for the Area of Focus of Early Warning Systems is attendance initiatives. Attendance initiatives involve close monitoring and reporting of student absences, calls to the parents, and more direct measures including home visits, counseling and referrals to outside agencies, as well as, incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the 2023 student attendance data, 116 students had less than 90% attendance and 91 students in 2022. Based on the data and the identified contributing factors of: "pandemic mentality", lack of transportation to out of area students, and our EBD population, we will implement the Targeted Element of Attendance Initiatives.

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.

1. Ms. Foster, the AP, will review the Attendance Bulletin daily or Skip Report on the Gradebook and identify students who are near truant on attendance.

Person Responsible: Tacoma Foster (tacfooster@dadeschools.net)

By When: 8/17-9/29

2. Parents will receive phone calls from office staff to remind parents to send their child to school and the importance of attendance to academic success.

Person Responsible: Tacoma Foster (tacfoster@dadeschools.net)

By When: 8/17-9/29

3. Provide weekly attendance incentives to students with perfect attendance for each week.

Person Responsible: Tacoma Foster (tacfoster@dadeschools.net)

By When: 8/17-9/29

4. Provide a larger monthly attendance incentive to students with perfect attendance for each month.

Person Responsible: Tacoma Foster (tacfoster@dadeschools.net)

By When: 8/17-9/29

#2. Instructional Practice specifically relating to Math**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 2023 7th grade Math FAST PM3 data, 40% of students were proficient in Mathematics, as compared to the state average of 47%. Based on the data and the identified contributing factors of: new accelerated B.E.S.T. standards, we will implement the Targeted Element of establishing and implementing instructional frameworks.

Measurable Outcome:

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

With the implementation of establishing and implementing instructional frameworks, 50% of the students will achieve proficiency on the 7th grade Math FAST PM3 test by June 2024.

Monitoring:

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

This Area of Focus will be monitored by the Math Department Chair, using the FAST PM data. Assessments at the beginning of the year, will be compared to the assessments in December, to target areas that need focus and explicit instruction. Data chats will be conducted with students, individually, with each teacher after each FAST administration to discuss results. Data chats with the Department Chair and teachers will be held after the FAST PM administrations.

Person responsible for monitoring outcome:

Omaida Torres (otorres@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.)

Establishing and implementing instructional frameworks, including the B.E.S.T. standards, is a planning tool for promoting and sustaining a set of inquiry practices that results in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting establishing and implementing instructional frameworks, is to create an instructional focus calendar to explicitly teach standards that were in most need of improvement. Establishing and implementing instructional frameworks creates a rigorous program with bell-to-bell instruction.

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.

1. Math Department Chair will review data from 7th grade FAST scores to determine the B.E.S.T. Standards that needed the most improvement.

Person Responsible: Omaida Torres (otorres@dadeschools.net)

By When: 8/17-9/29

2. Math Department Chair will meet with the 7th grade math teachers to create a standards focus calendar, where the standards that were identified as needing the most improvement, will be covered recurrently.

Person Responsible: Omaida Torres (otorres@dadeschools.net)

By When: 8/17-9/29

3. Math Department Chair will conduct walkthroughs bi-weekly to observe the fidelity of the use of the instructional focus calendar and meet with the 7th grade math teachers weekly to reflect on the standards that are being addressed.

Person Responsible: Omaida Torres (otorres@dadeschools.net)

By When: 8/17-9/29

4. Individual targeted i-ready lessons will be assigned to students who are in need of remediation in standards that were in need of improvement, and are not showing progress after the instructional framework is being implemented.

Person Responsible: Omaida Torres (otorres@dadeschools.net)

By When: 8/17-9/29

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 2023 School Climate Survey, 43% of teachers feel frequently overloaded and overwhelmed by working at my school. Based on the data and the identified contributing factors of: testing 3 times a year this year, changing of standards and textbooks, and the influx of new ELL students, we will implement the Targeted Element of Promoting Growth Mindset.

Measurable Outcome:

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

With the implementation of Promoting Growth Mindset, on the school climate survey 25% of teachers will feel frequently overloaded and overwhelmed by working at my school by June 2024, a decrease of 18 percentage points from 2022-2023.

Monitoring:

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

The Area of Focus will be monitored by our Instructional Coach and Trust Counselor by a mid-year climate survey issued to the staff.

Person responsible for monitoring outcome:

Vittoria Cianciulli (vittoriacastro@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.)

Promoting Growth Mindset integrates growth mindset-oriented learning and practices. Promoting Growth Mindset can be displaying visible reminders of growth-mindset, facilitating activities that promote growth-mindset, and modeling growth mindset, such as having healthy snacks in the teacher's lounge, offering yoga exercises in the morning, sending motivational emails weekly, coordinate wellness meetings, Social Committee staff events, to name a few.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting Promoting Growth Mindset is to create a safe, healthy, & supportive Learning environments and the physical, emotional, and mental health of employees within and beyond school.

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.

1. Conduct a book study of "Healthy Teachers, Happy Classrooms".

Person Responsible: Vittoria Cianciulli (vittoriacastro@dadeschools.net)

By When: 8/17-9/29

2. Conduct monthly check-in with our teachers to see how staff members can assist.

Person Responsible: Vittoria Cianiulli (vittoriacastro@dadeschools.net)

By When: 8/17-9/29

3. Implement mindfulness practices, such as emotional support pets, meditation classes, and massage therapy.

Person Responsible: Vittoria Cianiulli (vittoriacastro@dadeschools.net)

By When: 8/17-9/29

#4. Instructional Practice specifically relating to Science**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 2023 NGSS Science proficiency data, proficiency averaged 54% at Miami Lakes Middle School, while according to the 2022 NGSS Science proficiency data, proficiency averaged 41% at Miami Lakes Middle School. Based on the data and the identified contributing factors of: testing 7th and 8th grade students enrolled in Physical Science, we will implement the Targeted Element of Data-Driven instruction.

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, 60% of students will score proficient on the NGSS Science test on June 2024.

Monitoring:

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

The Area of Focus will be monitored by Ms. Villanueva, the Science Department Chair in order to monitor the Science Topic Assessment results.

Person responsible for monitoring outcome:

[no one identified]

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.)

The evidence-based intervention being implemented for the Instructional Focus relating to Science is data-driven instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

1. Science Department Chair will meet with Physical Science teachers to identify 8th grade NGSS Standards that will not be taught during the course.

Person Responsible: Jacquelyn Villanueva (jvillanueva@dadeschools.net)

By When: 8/17-9/29

2. Physical Science teachers will create an instructional focus calendar to insert the NGSS Standards into the Physical Science Pacing Guide.

Person Responsible: Jacquelyn Villanueva (jvillanueva@dadeschools.net)

By When: 8/17-9/29

3. Science Department Chair will assign the NGSS Topic Assessment to the students enrolled in Physical Science.

Person Responsible: Jacquelyn Villanueva (jvillanueva@dadeschools.net)

By When: 8/17-9/29

3. Science Department Chair will meet with Physical Science and 8th grade Science teachers to discuss findings of the Topic Assessment data and restructure the focus calendar as needed to touch upon all standards.

Person Responsible: Jacquelyn Villanueva (jvillanueva@dadeschools.net)

By When: 8/17-9/29

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.

The methods for dissemination of the SIP and Title 1 budget to stakeholders include using School Messenger, our school website, and in-person meetings. At the beginning of the school year, the school presents information about these items to the faculty at the Beginning of School meeting. The first EESAC meeting of the year, includes the presentation of the SIP and all items, to students, parents, teachers, and community leaders. All of the items are placed on www.miamilakeswarriors.org, and we call, email, and text parents using School Messenger, to advise them of the items being placed on our website. Within 3 weeks of the beginning of the school year, parents are invited to attend "Parent Night", where over 50% of our parents attend. At this event, we conduct a 30 minute meeting, where the information disseminated to attendees. These meetings, messages, and presentations, are conducted in 2 languages, with translation offered in others if necessary. We also have an Instagram account where our information is shared with parents, students, and community partners that follow our page.

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 Middle School prides itself in having staff members that build positive relationships with parents, families, and community stakeholders. We do place the Family Engagement Plan on www.miamilakeswarriors.org, under the "Parent" tab, where parents can read our plan. We host monthly parent workshops, varying in presentation method from in person to virtual, where their concerns are addressed. We have hosted parent workshops about bullying, social media safety, community partnerships for tutoring, and more. Club sponsors also partner with community businesses to host fundraisers, accept donations, and build a positive relationship. Parents are allowed into the office to have meetings with the administrative team at any time, and are scheduled to meet with teachers Monday through Friday, 8:30am-9:00am. Our Instagram page provides relevant information in eye-catching flyers in several languages, for stakeholders to remain informed of events occurring at Miami Lakes Middle School. Community leaders and invited to visit our school at any time to work with and assist the students in several clubs and Magnet Programs, such as our Legal Program.

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))

The school plans to strengthen the academic program in the school, including our 7th grade Mathematics classes and the 8th grade Science classes, by offering acceleration opportunities for students who are excelling at the higher education courses, such as Algebra and Physical Science. Currently, several students in 6th grade were enrolled in Algebra, who will then be enrolled in Geometry for 7th grade Mathematics, and in 8th grade, will be taking Algebra 2, which is a course we now offer. Those same students will be enrolled in Physical Science in 6th grade, Biology in 7th grade, and Chemistry in 8th grade, which is also a course we offer. Our goal is to not stiffen the academic achievements of our students, simply because that course is not offered. We do offer these courses so that our students are not limited by our school.

Alongside these accelerated programs, we also have plans to assist migrant students achieve their academic goals. Tutoring services are offered to our students, as well as open labs for students to complete their assignments at the school, instead of at home if they do not own a device. We also provide devices to all students who request one, to allow students the access to technology from home.

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))

Project Upstart is extremely helpful in providing assistance to families who are homeless or do not have a permanent residence. We survey families twice a year to receive feedback and find ways to be helpful to students and parents who need it. Additionally, "Giving Gators", a local non-profit organization, partners with Miami Lakes Middle School to provide students and families with necessities throughout the year, at no cost to them. The PTSA also donates uniforms to students who are financially burdened and also sponsor students on field trips, so that students are not left behind, simply because they cannot afford the price.

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 Middle School we are very fortunate to have two trust counselors, one guidance counselor, one BMT(Behavior Management Teacher), one MDCPS Mental Health Coordinator and one clinician and art therapist (for EBD students, specifically). Students are able to ask to see a counselor at any time. If our trust counselor determines that further assistance is needed for the student, the counselor contacts the parent for permission to refer the student to our Mental Health Coordinator, who will then meet with the student regularly. Our guidance counselor calls students and parents to meet, regarding grades and academic progress. Our guidance counselor can also make referrals to the Mental Health Coordinator, if academic progress is in jeopardy due to mental health concerns or attendance concerns.

Our EBD (Emotional/Behavior Disorder) population, has access to our BMT and clinician every day at all times of the day. These two employees visit classrooms, meet with students regularly, and create plans to maintain student point sheets. Our art therapist meets with students, according to their IEP, either weekly or twice a week.

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))

Our students in several clubs and programs, partner with alumni in various high schools, to complete community service projects and collaborate in competitions. We also offer, in partnership with FIU and Miami Dade College, dual enrollment courses over the summer, so that students can begin earning college credits in middle school. At the school, we offer high school credit courses in academic and elective courses. In these high school credit elective courses, students have the opportunity to visit actual work-site locations, pertaining to the course.

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).

The schoolwide tiered model to prevent and address problem behavior includes:

- meeting with the counselors as soon as staff sees a child in distress
- recommendation to district mental health coordinator
- meeting with parents in person
- having a behavior contract/weekly progress report
- If the behavior persists, after-school detention or Saturday school for more severe behaviors.

For our special education population:

- students are on point sheets from the beginning of the year, and parents are given a copy of the daily point sheet at the end of the week
- Students do meet with the counselors, BMT, and clinicians regularly according to their IEP
- meeting with the counselors as soon as staff sees a child in distress
- recommendation to district mental health coordinator
- meeting with parents in person
- If the behavior persists, after-school detention or Saturday school for more severe behaviors.

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))

Professional learning activities include:

- "Data Deconstruction" where teachers are given their subject area data and they work together to dissect the data

- Teachers will collaborate to develop innovative ways to increase attendance rates at the school.
- Teachers will be given a climate survey at the beginning of the year to research the ways that they can feel appreciated at the school.

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))

N.A.

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$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