MIAMI LAKES MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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!

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Maria Medina

Position Title
Principal

Job Duties and Responsibilities

Principal of Miami Lakes Middle School, oversee testing, budget, personnel, and curriculum.

Leadership Team Member #2

Employee's Name
Tacoma Foster

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal for EESAC, PTSA, building operations, attendance and discipline. Oversees Social Studies and ELA

Leadership Team Member #3

Employee's Name
Cynthia Padron

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversees implementation of School Improvement Plan, Master Schedule, Teacher observations, academic areas of Mathematics, Science and Magnet Program.

Leadership Team Member #4

Employee's Name
Vittoria Cianciulli

Position Title
Trust Counselor

Job Duties and Responsibilities

Mental Health plan implementation and implementation of School Improvement Plan.

Leadership Team Member #5

Employee's Name
Jessica Leon

Position Title
Student Services Counselor

Job Duties and Responsibilities

Work with students on academic counseling and mental health concerns as well as works to develop the master schedule. Assists in the development of the School Improvement Plan.

Leadership Team Member #6

Employee's Name
Chantelle Almeida

Position Title
BMT for Special Education students

Job Duties and Responsibilities

Monitor SPED/EBD behavior and provide students with strategies for behavior modification as well

assists it the development of the School Improvement Plan.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 stakeholders in the development of the SIP is by collaborating throughout the schoolyear. Through ongoing data review of schoolwide, teacher and student data, we are better able to adjust our goals, and determine steps to achieve the goals. Teachers assist in developing the SIP after conducting departmental data reviews and determining areas of progress and growth. The leadership team also leads admin/teacher data chats to add information brought forth by teachers. The EESAC committee (which includes students, parents, community members, and teachers) reviews input from all stakeholders and approves the final SIP.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The school will review the SIP 3 times during the 2024-2025 school year. After all stakeholders provide input and feedback to the faculty and the EESAC committee, one more review takes place 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 2023-2024 to FAST PM3 of 2024-2025.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**98.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**96.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)** **ASIAN STUDENTS (ASN)** **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.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							21	19	27	67
One or more suspensions							3	26	24	53
Course failure in English Language Arts (ELA)							12	5	4	21
Course failure in Math							28	8	8	44
Level 1 on statewide ELA assessment							52	48	57	157
Level 1 on statewide Math assessment							39	35	41	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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							64	64	77	205

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	1	0	1
Students retained two or more times							0	2	0	2

Prior Year (2023-24) As Last 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 school days							20	40	29	89
One or more suspensions							1	10	18	29
Course failure in ELA							13	9	16	38
Course failure in Math							14	6	5	25
Level 1 on statewide ELA assessment							51	79	72	202
Level 1 on statewide Math assessment							39	52	52	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										326

Prior Year (2023-24) As Last Reported (pre-populated)

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							37	52	55	144

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							3			3
Students retained two or more times								3	1	4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	69	61	53	64	56	49	64	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	65	60	56	59					
ELA Learning Gains Lowest 25%	57	51	50	51					
Math Achievement *	69	64	60	72	60	56	67	43	36
Math Learning Gains	59	63	62	72					
Math Learning Gains Lowest 25%	64	62	60				67		
Science Achievement *	62	56	51	61	55	49	53	54	53
Social Studies Achievement *	84	75	70	83	72	68	72	64	58
Graduation Rate							51	51	49
Middle School Acceleration	81	73	74	78	74	73	64	56	49
College and Career Readiness							73	80	70
ELP Progress	71	58	49	49	50	40	80	77	76

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	681
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	69%	65%	52%		66%	66%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	53%	No		
English Language Learners	56%	No		
Asian Students	78%	No		
Black/African American Students	67%	No		
Hispanic Students	68%	No		
White Students	75%	No		
Economically Disadvantaged Students	66%	No		

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%
Students With	36%	Yes	1	

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%
Disabilities				
English Language Learners	49%	No		
Black/African American Students	74%	No		
Hispanic Students	68%	No		
White Students	69%	No		
Economically Disadvantaged Students	63%	No		

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%
Students With Disabilities	42%	No		
English Language Learners	54%	No		

	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%
Native American Students				
Asian Students				
Black/African American Students	67%	No		
Hispanic Students	64%	No		
Multiracial Students				
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	64%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	69%		65%	57%	69%	59%	64%	62%	84%	81%			71%
Students With Disabilities	44%		56%	53%	42%	56%	57%	36%	66%	71%			
English Language Learners	44%		58%	53%	57%	57%	56%	26%	72%	63%			71%
Asian Students	80%		70%		90%	70%							
Black/African American Students	71%		62%	70%	70%	57%	49%	54%	88%	85%			
Hispanic Students	68%		66%	55%	67%	59%	68%	62%	83%	78%			71%
White Students	71%		69%	92%	92%	67%	67%						
Economically Disadvantaged Students	63%		61%	55%	63%	59%	66%	60%	82%	77%			71%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%			49%
Students With Disabilities	31%				37%			29%	47%	36%			
English Language Learners	42%				54%			25%	65%	50%			55%
Black/African American Students	66%				77%			58%	94%	77%			
Hispanic Students	63%				70%			60%	79%	77%			56%
White Students	65%				80%			62%					
Economically Disadvantaged Students	58%				65%			53%	77%	75%			47%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	32%		43%	39%	35%	55%	49%	24%	43%	54%			
English Language Learners	44%		53%	50%	49%	64%	66%	31%	53%	47%			80%
Native American Students													
Asian Students													
Black/African American Students	66%		60%	67%	71%	75%	73%	46%	78%	63%			
Hispanic Students	63%		59%	47%	65%	70%	65%	57%	70%	64%			80%
Multiracial Students													
Pacific Islander Students													
White Students	53%		59%		68%	76%							
Economically Disadvantaged Students	62%		58%	50%	65%	71%	67%	52%	70%	61%			81%

E. 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.

| | | | 2023-24 SPRING | | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	63%	57%	6%	54%	9%
Ela	7	62%	55%	7%	50%	12%
Ela	8	61%	54%	7%	51%	10%
Math	6	66%	60%	6%	56%	10%
Math	7	35%	49%	-14%	47%	-12%
Math	8	51%	58%	-7%	54%	-3%
Science	8	45%	42%	3%	45%	0%
Civics		77%	70%	7%	67%	10%
Biology		95%	70%	25%	67%	28%
Algebra		85%	55%	30%	50%	35%
Geometry		93%	56%	37%	52%	41%
			2023-24 FALL			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics			* data suppressed due to fewer than 10 students or all tested students scoring the same.			
Algebra			* data suppressed due to fewer than 10 students or all tested students scoring the same.			

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component showing the the greatest improvement is 7th grade language arts. Based on FAST ELA comparative data, there was a 12 percentage point increase in proficiency from 56 in 2023 to 68 in 2024. Actions that contributed to this increase were the hiring of a novice intensive reading teacher paired with an experienced reading teacher. Both teachers contributed significantly to our school's learning gains. In addition, ELL students received rigorous instruction in ELA classes.

Lowest Performance

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 showing the the lowest performance is is 7th grade mathematics. Based on FAST Mathematics comparative data, there was a one point decline in proficiency from 36 in 2023 to 35 in 2024; however this component is the lowest area of performance for our school.

Greatest Decline

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

The data component showing the the greatest decline is 8th grade mathematics. Based on FAST Mathematics comparative data, there was a 1 percentage point decrease in proficiency from 63 in 2023 to 53 in 2024. Contributing factors were lack or instructional rigor and lack of progress for level 2 bubble students.

Greatest Gap

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.

The data component with the greatest gap is 7th grade mathematics. Based on FAST Mathematics comparative data, there is 15 percentage point difference between our school proficiency at 35 and state proficiency at 50. Data trends show that 7th grade mathematics also had a 10 percentage point decline on 2022 (the final year of the FSA). Prior to 2022, our 7th grade mathematics scores were above the state. The factors that contributed to this 2-year drop is instructional personnel providing

rigorous instruction. As a result, focused professional development and changes to instructional personnel in 7th grade mathematics are being made for the 2024-2025 schoolyear to address this concern.

EWS Areas of Concern

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

Reflecting on EWS data, we have identified two potential areas of concern: Course failures in mathematics and one or more suspensions.

Highest Priorities

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

Increase in student proficiency in 7th grade mathematics.

Increase in student proficiency in 8th grade mathematics.

Increase in mathematics learning gains for students in the L25.

Decrease in course failures in mathematics.

Decrease in one or more suspensions.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024 FAST Mathematics results for 7th grade, there was a one point decline in proficiency from 36 in 2023 to 35 in 2024. When compared to the state, there is a 15 percentage point difference between our school proficiency at 35 and state proficiency at 50. In addition, 7th grade mathematics is our overall lowest performance component schoolwide. This area of focus is crucial as it affects student learning due to lack of instructional rigor for a prolonged period. Based on the data and the identified contributing factors of lack of instructional rigor and need for additional professional development, we will implement the targeted element of professional learning/common planning with a focus on setting high expectations and rigorous instructional delivery.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted element of professional learning/common planning with a focus on setting high expectations and rigorous instructional delivery, an additional an additional 5% (for a total of 40%) of the 7th grade students will score at grade-level or above in the area of mathematics on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct quarterly data chats, adjust instructional staff and follow-up with regular walk-throughs to ensure rigorous instruction and setting of high standards are evident. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation, specially for L25. Instructional delivery will be monitored to ensure that lesson result in high quality instruction. Feedback will be provided as needed. Data analysis of formative assessments will be reviewed monthly to observe student progress during departmental meetings to ensure students are demonstrating growth on remediated

standards.

Person responsible for monitoring outcome
Cynthia Padron

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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.

Rationale:
The evidence based strategy of data-driven instruction was chosen as it holds teachers accountable to for monitoring student growth and pivoting instruction to address student learning while maintaining high expectations.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Targeted professional development for 7th grade content and intensive mathematics teachers

Person Monitoring:	**By When/Frequency:**
Omaida Torres	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional learning for identified teachers on effectively implementing data-driven instruction and setting high expectations for all students, Focus will be placed on the Big M utilization and 7th grade mathematics BEST Standards. As a result, teachers will be able to provide rigorous instruction for students success and analyze formative assessments and OPM data.

Action Step #2
Changes in instructional personnel teaching mathematics content

Person Monitoring:	**By When/Frequency:**
Maria Medina	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Hire new/experienced personnel with a history of high achievement results to undertake 7th grade

mathematics instruction and plan collaboratively with 7th grade intensive mathematics teacher to increase high standards and analyze student data. As a result, students in 7th grade mathematics classes will receive rigorous instruction in this content area.

Action Step #3

Implement common planning between core and intensive mathematics teachers

Person Monitoring:	By When/Frequency:
O. Torres	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Core instruction and intensive mathematics teachers will work collaboratively during common planning meeting to align mathematics standards with planned instruction. Teachers will utilize the Big M and pacing guides to create rigorous lessons that address the needs of all learners, including data disaggregation and discussion with students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024 FAST Mathematics results for 8th grade, there was a 10 percentage point decline in proficiency from 63 in 2023 to 53 in 2024. This area of focus is crucial as it affects student learning due to lack of instructional rigor for a prolonged period. Based on the data and the identified contributing factors of lack of instructional rigor and need for additional professional development, we will implement the targeted element of collaborative data chats with a focus on setting high expectations and rigorous instructional delivery.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted element of collaborative data chats with a focus on setting high expectations and rigorous instructional delivery, an additional 5% (for a total of 58%) of the 8th grade students will score at grade-level or above in the area of mathematics on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct quarterly data chats, adjust instructional staff and follow-up with regular walk-throughs to ensure rigorous instruction and setting of high standards are evident. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation, specially for L25. Instructional delivery will be monitored to ensure that lesson result in high quality instruction. Feedback will be provided as needed. Data analysis of formative assessments will be reviewed monthly to observe student progress during departmental meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome
Cynthia Padron

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Collaborative data chats are conversations based on quantitative and qualitative evidence, and the goal is to build a shared understanding of the data. This systematic approach uses assessment, analysis, and actions to meet students' needs.

Rationale:
The evidence based strategy of collaborative data chats was chosen as it holds teachers accountable to for monitoring student growth and pivoting instruction to address student learning while maintaining high expectations.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Targeted professional learning for 8th grade core and intensive mathematics teachers

Person Monitoring:	**By When/Frequency:**
Omaida Torres	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional learning for identified teachers on effectively implementing data-driven instruction and setting high expectations for all students, Focus will be placed on the Big M utilization

and 8th grade mathematics BEST Standards. As a result, teachers will be able to provide rigorous instruction for students success and analyze formative assessments and OPM data.

Action Step #2
Common planning for core and intensive math teachers

Person Monitoring:	**By When/Frequency:**
Cynthia Padron	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Core instruction and intensive mathematics teachers will work collaboratively during common planning meeting to align mathematics standards with planned instruction. Teachers will utilize the Big M and pacing guides to create rigorous lessons that address the needs of all learners, including data disaggregation and discussion with students.

Action Step #3
Monitoring of iReady completion at 70% for L25

Person Monitoring:	**By When/Frequency:**
Omaida Torres	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will monitor weekly progress of students to ensure completion of iReady assigned or pathway lessons at 70%.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024 EWI and FAST ELA results, we have 348 students that scored a level 1 or 2 on the PM3.   This area of focus is crucial as this group includes members of the following subgroups and grade levels: ELL (149), SWD (61), incoming 6th grade (121), 7th grade (116), and 8th grade (111). Based on the data and the identified contributing factor of need for targeted instruction with differentiation, we will implement the targeted element of common planning for reading and language arts teachers with a focus on differentiating instruction.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted element of departmental planning for reading and language arts teachers with a focus on differentiating instruction; the number of students scoring a level 1 or 2

on the PM3 ELA FAST will decrease by 5%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct quarterly data chats, and regular walk-throughs to ensure rigorous instruction and setting of high standards are evident. Administrators will attend departmental collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation, especially for L25. Feedback will be provided as needed. Data analysis of formative assessments will be reviewed monthly to observe student progress during departmental meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome

Tacoma Foster

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

The evidence based strategy of differentiated instruction was chosen as it is a valuable approach for supporting non-proficient readers in middle school. It tailors learning experiences to meet students' unique needs by adjusting content, process, and product. By addressing readiness, interests, and learning profiles, teachers can engage students more effectively. For struggling readers, explicit instruction in small groups becomes critical to help them catch up.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Progress monitoring of students on technology-based reading intervention programs

Person Monitoring:
Tacoma Foster

By When/Frequency:
October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize monthly reports to monitor iReady, System 44, IXL Reading and Imagine Learning to determine student progress, strengths and needs.

Action Step #2
Utilize technology-based intervention reports to create DI groups

Person Monitoring:
Tacoma Foster

By When/Frequency:
October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize reports from technology-based intervention programs to create DI groups with targeted instruction and remediate benchmarks where students are not making progress.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 School Climate Survey results of staff, 69.57% of teachers strongly agree with the need to participate in technology and instruction integration professional learning opportunities. This affects student learning as the curriculum drives the use of technology in the classroom and teachers tend to sway from its use due to lack of knowledge, experience, comfort or both.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted element of technology and instruction integration, with a focus on setting high expectations and rigorous instructional delivery, 45% of the teachers will increase their confidence and use of technology integration in their instructional practice, based on the 2024-2025 school climate survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will conduct regular walk-throughs to ensure rigorous instruction and use of technology integration and implementation as evidenced by content learned through professional growth activities.   Instructional delivery will be monitored to ensure that lessons result in high quality instruction. The PLST will regularly inform staff of technology integration professional learning opportunities. The PLST will also provide in-house opportunities for professional growth in this area. School Culture survey feedback at the end of the schoolyear will provide us with additional data to determine the effectiveness of our current strategies.

Person responsible for monitoring outcome
Ivette Milian

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The PLST will provide instructional staff with information regarding professional learning opportunities on technology & instruction integration during mandatory PD days.

Rationale:
The evidence-based strategy of technology and instruction integration was chosen as it addresses our instructional staff's needs to increase their use and implementation of technology to foster student engagement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Leadership team conduct walkthroughs

Person Monitoring:	By When/Frequency:
Maria Medina	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will conduct regular walk-throughs to ensure rigorous instruction and use of technology integration and implementation in order to determine whether teachers are implementing concepts learned through professional learning activities.

Action Step #2

Instructional Staff Development of DPGT

Person Monitoring: **By When/Frequency:**
Cynthia Padron   October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional staff will include technology and instruction integration professional learning as part of their DPGT with supporting action steps.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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 Opening 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. 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 is 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. The School Improvement Plan can be accessed at the following link on our school website - chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://miamilams.entest.org/pdf/Parent%20Bill%20of%20Rights.pdf

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (https://www.miamilakeswarriors.org/apps/pages/ index.jsp?uREC_ID=421391&type=d&termREC_ID=&pREC_ID=976732).
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.

Plans to Strengthen the Academic 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 II of the SIP. (ESEA Section 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 II, Biology, Chemistry 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.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Miami Lakes Middle School we are very fortunate to have one TRUST counselor, two guidance counselors, one BMT(Behavior Management Teacher), one clinician one Mental Health Coordinator

and 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 on a weekly basis. Our guidance counselors call students and parents to meet, regarding grades and academic progress. Our guidance counselors 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Professional learning activities include: - Data chats with administrators and with departments 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. The PLST develops a professional learning plan based on teachers' needs identified on the school climate survey. In addition, professional learning for all support staff, including paraprofessionals based on each schoolyear's placement in order for support staff to feel more confident with the classes and group of students they serve. Our school leadership team works cohesively to ensure that professional growth provided in-house is impactful.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00