FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: MARCUS A. MILAM K-8 CENTER

District Name: Dade

Principal: Mrs. Anna Hernandez

SAC Chair: Mrs. Seiko Herrera

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-31-2009

VISION and MISSION STATEMENTS

VISION

M. A. Milam K-8 Center seeks to create a personalized setting that operates like a community that specifically addresses growth of children from the early years through adolescent years. The staff makes provisions for an educational environment that encompasses the needs of the whole child.

MISSION

The mission of M. A. Milam K-8 Center is to improve the educational opportunities of children by helping them to succeed in the regular program, attain grade level proficiency and improve achievement in the basic and more advanced skills.

Through the strong leadership of the principal, the vision and mission will become a reality.

M. A. Milam K-8 Center has high expectations of both students and staff and is dedicated to the belief that all students can learn.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

M. A. Milam K-8 Center originally opened in 1964 as a K-6 school. M. A. Milam K-8 Center currently houses students from Pre-Kindergarten to eighth grade. The school is divided into several buildings that are the product of several additions and renovations that have taken place since 1964. The school is located at 6020 W 16 Ave., Hialeah, Florida in a predominately Hispanic neighborhood and is situated on ten acres.

The original K-6 structure had 20 classrooms, a cafetorium, and a library and housed 500 students.
The first addition was a three classroom S building in 1981.
The next addition was a six primary classroom S building in 1984.
The next addition came as a 10 open space relocatable building that came with five portable classrooms. Three have been condemned and removed since. (1986-2001)
In 1992 the school was renovated in its entirety with an addition of 15 classrooms, a new media center, and new administrative and student support offices. The job was completed in 1994. The school functioned within the construction in only 75 percent of instructional space.

In 1999 the conversion to a K-8 Center began A Middle Learning Center was added to the existing facility and over the next two years, grades seven and then eight were phased in. This building was supposed to house 650 students, but enrollment has declined due to boundary changes and it currently houses 208 eighth graders, 171 seventh graders, and 149 sixth graders for a total of 528. In 2002-2003, four additional portable classrooms were added to the school. Then in 2006-2007 two portable classrooms were demolished. There are now a total of 18 portable classrooms. Total student population for the 2008-2009 school year was 1293. Currently the school is undergoing extensive refurbishing with a new public address system, painting, repair/replacement of doors and chalk boards in the classrooms. Additionally, the school has an ongoing beautification program with murals, butterfly garden, and attention to upgrading the landscaping.

Unique School Strengths for Next Year

M. A. Milam earned 528 accountability points on the 2008 FCAT administration and demonstrated increases in all AYP

subgroups. This resulted in raising the school grade from a "C" to an "A" and the school meeting 90 percent of AYP criteria. The 2009 FCAT administration resulted in M. A. Milam maintaining the grade of "A", earning 560 accountability points, and the school percentage of meeting AYP criteria rose to 95 percent. M. A. Milam is committed to meeting AYP in 2010 and looking forward to a third consecutive "A".

M. A. Milam K-8 Center offers a wide variety of programs/clubs for student enrichment: SECME, Academic Excellence Program, Future Educators of America (FEA), Earth Club, Journalism Club, as well as advanced mathematics courses such as Algebra and Geometry. Also the 2009-2010 school year will see the inauguration of the Builders Club and the 2008-2009 school year saw the implementation of Successmaker. The school also provides for special needs students through an inclusion model and resource program and offers a VPK program. The 2008-2009 school year saw three teachers receive their national board certification and the SECME club placed first in their category for the Mouse Trap Car.

Unique School Weaknesses for Next Year

M. A. Milam K-8 Center struggles with the inability to service many ELL students in after/before school tutoring due to lack of transportation to and from school as parents must make these accommodations. This limits attendance in before and after care programs. Therefore, most ELL students are targeted for pull-out sessions during the school day which limits exposure to needed additional instruction time beyond the school day. Additionally, the school must deal with an influx of ELL students after the beginning of school with limited academic exposure and no exposure to the rigor of the Sunshine State Standards resulting in low academic performance. There were 270 students who transferred into M. A. Milam K-8 Center last year of which 209 were from outside Miami-Dade County Public School. The majority of these transfers into the school occur after the October FTE which places a burden on a school funded and manned at a lower FTE. Due to budget constraints, M. A. Milam has lost staffing for the arts impacting enrichment opportunities for our students. Enrollment has also dropped by 125 student from the 2008-2009 school year to the 2009-2010 school year which has further reduced staffing. M. A. Milam has lost an assistant principal and seven teaching positions to date. Furthermore, on-going construction/renovation of the school will cause classes to be displaced and instruction to be disrupted with a negative impact to the learning environment.

Student Demographics

Student Demographics
M. A. Milam K-8 Center is located in a predominantly Spanish-speaking community in West Hialeah. The school population for the 2008-2009 school year was 1293 students in pre-kindergarten through eighth grade. The makeup of the student body reflects the community as 98 percent of the students are of Hispanic origin and two percent white. Forty-two percent of the students are English Language Learners (ELL) and 17 percent participate in the Special Educational Program (SWD) and nine percent are Gifted. The Voluntary Prekindergarten program consists of 18 students. Economically disadvantaged (free and reduced lunch) students account for 83 percent of the population. These percentages are virtually unchanged from the 2007-2008 school year. M. A. Milam is a Title I school.

Student Attendance Rates

M. A. Milam K-8 Center's attendance rate for the 2008-2009 as well as for the prior school years 2007-2008 and 2006-2007 has held steady at 97 percent. Milam has consistently performed higher than the District average over the past three years: M. A. Milam K-8 Center: 2006-2007: 97%: 2007-2008: 97%, 2008-2009: 97%. Miami-Dade District: 2006-2007: 95%, 2007-2008: 95%, 2008-2009: 96%.

Student Mobility

M. A. Milam K-8 Center had a 19 percent mobility rate with transfers of 168 students new to Dade County Public Schools, 74 from other, and 4 from private schools into the school. Additionally, 56 students transferred out to schools within Dade County Public Schools, 61 outside of Dade County Public Schools, 9 to private schools, and 2 to other. This mobility is due primarily to our Hispanic population which centers around Cuba and Central and South America. Historically the transfers out happen during the first two months of the school year effecting FTE while the majority of transfers in tend to happen during the first of the calendar year placing a burden on a school funded and manned at a lower FTE level.

Student Suspension Rates

2006-2007: In-school 51, Out-of-school 188; 2007-2008: In-school 4, Out-of-school 0: 2008-2009: Pending. Suspensions have been reduced since the 2006-2007 school year primarily due to increase in the Peer Mediation program with early referrals, student orientations by grade level at the beginning of the school year outlining what is expected, both behaviorally and academically, and signed compacts by the middle school students and parents as agreement and understanding as to expectations.

Student Retention Rates

Based on a prior June membership of 1288, M. A. Milam K-8 Center had 43 students who were not promoted (3.3. percent). This is down by 1.5 percentage points from the previous year. The total number of retained students was further reduced by 10 due to mid-year promotions. The District's current retention rate is 4.7 percent.

Class Size

M. A. Milam K-8 Center 2008-2009 average class sizes for core classes were 15.94 for grades K through third and 17.97 for grades fourth through eighth. The Pre-K class housed 18 students and is manned with a teacher and full-time paraprofessional. The average class size for self-contained trainable mentally handicapped classes is one teacher for every eight students (although multi-grade). M. A. Milam K-8 Center instructors are highly qualified in their field of instruction. M. A. Milam K-8 Center actively promotes inclusion where possible and a
SWD trained instructor assists in the classrooms to provide support and added instruction for the inclusion students. Pull-out

tutorial sessions for the elementary students are scheduled during an enrichment class such as Art or Music. These pull-out sessions allow for small group settings (seven to ten students) for intensive instruction and remediation in the areas of weakness as based on FCAT performance data and interim assessment results throughout the year. All middle school students are required to take Reading as an elective. Designated middle school students are enrolled in an Early Bird program for additional instruction.

Academic Performance of Feeder Pattern

M. A. Milam K-8 Center belongs to the Hialeah-Miami Lakes Senior High School Feeder Pattern. Hialeah Miami Lakes Senior High School is currently a Correct II, Title I school. Their FCAT scores showed improvement from the 2007 to the 2008 administration as evidenced by their grade improvement from an "F" to a "D" and is again a "D" and met 59 percent of AYP on the 2009 FCAT. This feeder pattern consists of 16 schools of which ten are "A", one "B", four "C", and one "D". Of these there were three schools that showed improvement in grade and 13 no change in grade. Additionally, seven of the schools meet AYP. M. A. Milam K-8 Center students historically do well upon matriculation. Students enroll in Advanced Placement and Honor program classes. Milam also hosts an annual Magnet Fair which showcases the various secondary magnet program offerings such as MAST, New World of the Arts, DASH, and Miami Lakes Educational Center. This has resulted in many students applying and enrolling in these programs. Our eighth grade students also participate in field trips to Miami-Dade College and FIU as well as Miami-Lakes Technical School to help them learn and prepare for advanced education.
Hialeah-Miami Lakes Senior High School hosted a "Vertical Teaching" workshop for the teachers of the feeder pattern as part of collaborative effort to ensure that the students are prepared as they go forward. A community showcase was also hosted at the school at which all the feeder pattern schools participated to showcase various programs in the arts, sports, advanced academics as well as vocational. Parents of the participating schools as well as community members attended.

Partnerships and Grants

M. A. Milam K-8 Center collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, universities, ESOL/LEP Programs, Homeless Agencies, the Parent Academy, The PTA/PTSA, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, and homeless children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding through the School Improvement Grant Fund/School improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, on-going data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, and Project CRISS. Currently M. A. Milam K-8 Center has no active partnerships or grants.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Anna Hernandez	Florida Professional Educator's Certificate in the areas of English (6-12), Guidance and Counseling (PK-12), and Educational Leadership (all levels). She graduated summa cum laude from the University of Miami with a Bachelor of Arts in English. She earned her Master of	1	8	Principal of M. A. Milam K-8 Center in 2008-2009: Grade: A. Reading mastery: 64%, Mathematics mastery 61%, Science mastery 47%. AYP: 95%. SWD subgroup did not make AYP in reading or mathematics. Assistant Principal of Barbara Goleman Senior High School in 2007-2008: Grade: C. Reading mastery: 37%, Mathematics mastery: 67%, Science mastery: 30%. AYP: 72%, Total and Hispanic subgroups did not make AYP in reading. Economically disadvantaged, ELL, and SWD subgroups did not make AYP in reading or mathematics. 2006-2007: Grade: D Reading mastery: 32%, Mathematics mastery: 60%, Science mastery: 29%. AYP: 64%. Total, Hispanic, Economically disadvantaged, ELL, and SWD subgroups did not make AYP in reading or mathematics.

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
		Science degree in guidance and counseling from St. Thomas University and completed her post graduate work in administration at Nova Southeastern.			2005-2006: Grade: C Reading mastery: 34%, Mathematics mastery: 62%. AYP: 67%. Total, Hispanic, and Economically disadvantaged subgroups did not make AYP in reading. ELL and SWD subgroups did not make AYP in reading or mathematics. 2004-2005 Grade: C Reading mastery: 29%, Mathematics mastery: 62%. AYP: 77%. Total, Hispanic, and Economically disadvantaged did not make AYP in reading. ELL and SWD did not make AYP in reading or mathematics.
Assis Principal	Michelle Judge	Bachelor's degree in English Literature, master's degree in Teaching English to Students of Other Languages (TESOL), and a specialist degree in Educational Leadership. Her areas of certification include English 6-12 and Educational Leadership	6	6	Assistant principal of M. A. Milam K-8 Center in 2008-2009: Grade: A. Reading mastery: 64%, Mathematics mastery 61%, Science mastery 47%. AYP: 95%. SWD subgroup did not make AYP in reading or mathematics. 2007-2008: Grade: A Reading mastery: 62%, Mathematics mastery: 60%, Science mastery: 34%. AYP: 90%. Hispanic and ELL subgroups did not make AYP in reading or mathematics. 2006-2007: Grade: C Reading mastery: 62%, Mathematics mastery: 56%, Science mastery: 32%. AYP: 79%. Total, Hispanic, and Economically disadvantaged subgroups did not make AYP in mathematics. ELL and SWD subgroups did not make AYP in reading or mathematics. 2005-2006: Grade: A Reading mastery: 66%, Mathematics mastery: 60%. AYP: 95%. ELL and SWD subgroups did not make AYP in mathematics. 2004-2005: Grade: B Reading mastery: 55%, Mathematics mastery: 58%. AYP: 100%. Every subgroup met proficiency in both reading and mathematics. AYP status was provisional.
Assis Principal	Erika Rolle	Bachelor's degree in psychology; master's in elementary education: certification in educational leadership and is currently working on her doctorate in organizational leadership.	3	3	Assistant principal at M. A. Milam K-8 Center in 2008-2009: Grade: A. Reading mastery: 64%, Mathematics mastery 61%, Science mastery 47%. AYP: 95%. SWD subgroup did not make AYP in reading or mathematics. 2007-2008: Grade: A Reading mastery: 62%, Mathematics mastery: 60%, Science mastery: 34%. AYP: 90%. Hispanic and ELL subgroups did not make AYP in reading or mathematics. 2006-2007: Grade: C Reading mastery: 62%, Mathematics mastery: 56%, Science mastery: 32%. AYP: 79%. Total, Hispanic, and Economically disadvantaged subgroups did not make AYP in mathematics. ELL and SWD subgroups did not make AYP in reading or mathematics. Reading Coach at Golden Glades Elementary School in 2005-2006: Grade: C Reading mastery: 54%, Mathematics mastery: 54%. AYP: 100%. All subgroups met proficiency standards. AYP status was met. 2004-2005: Grade: C Reading mastery: 49%, Mathematics mastery: 52%. AYP: 97%. All subgroups met proficiency standards. AYP status was provisional.

Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
					2008-2009: Grade: A. Reading mastery: 64%,

Subject	Name	Certification	Years (total)	Years (here)	AYP / Grade History
Reading	Marilyn Wolfson	Bachelor of Arts in Elementary Education and Anthropology Reading endorsement in progress – anticipated completion is June of 2010.	27	12	Mathematics mastery 61%, Science mastery 47%. AYP: 95%. SWD subgroup did not make AYP in reading or mathematics. 2007-2008: Grade: A Reading mastery: 62%, Mathematics mastery: 60%, Science mastery: 34%. AYP: 90%. Hispanic and ELL subgroups did not make AYP in reading or mathematics. 2006-2007: Grade: C Reading mastery: 62%, Mathematics mastery: 56%, Science mastery: 32%. AYP: 79%. Total, Hispanic, and Economically disadvantaged subgroups did not make AYP in mathematics. ELL and SWD subgroups did not make AYP in reading or mathematics. 2005-2006: Grade: A Reading mastery: 66%, Mathematics mastery: 60%. AYP: 95%. ELL and SWD subgroups did not make AYP in mathematics. 2004-2005: Grade: B Reading mastery: 55%, Mathematics mastery: 58%. AYP: 100%. Every subgroup met proficiency in both reading and mathematics. AYP status was provisional.
Mathematics	Robert Canal	Bachelor of Science with a major in chemistry and minor in biology. Master of Science and is certified in Mathematics 5-9, Mathematics 6-12, Chemistry 6-12, and Biology 6-12	8	8	2008-2009: Grade: A. Reading mastery: 64%, Mathematics mastery 61%, Science mastery 47%. AYP: 95%. SWD subgroup did not make AYP in reading or mathematics. 2007-2008: Grade: A Reading mastery: 62%, Mathematics mastery: 60%, Science mastery: 34%. AYP: 90%. Hispanic and ELL subgroups did not make AYP in reading or mathematics. 2006-2007: Grade: C Reading mastery: 62%, Mathematics mastery: 56%, Science mastery: 32%. AYP: 79%. Total, Hispanic, and Economically disadvantaged subgroups did not make AYP in mathematics. ELL and SWD subgroups did not make AYP in reading or mathematics. 2005-2006: Grade: A Reading mastery: 66%, Mathematics mastery: 60%. AYP: 95%. ELL and SWD subgroups did not make AYP in mathematics. 2004-2005: Grade: B Reading mastery: 55%, Mathematics mastery: 58%. AYP: 100%. Every subgroup met proficiency in both reading and mathematics. AYP status was provisional.
Science	Nydia Rivera	Bachelor's degree in biology and is certified in middle school science grades 5-9	7	5	2008-2009: Grade: A. Reading mastery: 64%, Mathematics mastery 61%, Science mastery 47%. AYP: 95%. SWD subgroup did not make AYP in reading or mathematics. 2007-2008: Grade: A Reading mastery: 62%, Mathematics mastery: 60%, Science mastery: 34%. AYP: 90%. Hispanic and ELL subgroups did not make AYP in reading or mathematics. 2006-2007: Grade: C Reading mastery: 62%, Mathematics mastery: 56%, Science mastery: 32%. AYP: 79%. Total, Hispanic, and Economically disadvantaged subgroups did not make AYP in mathematics. ELL and SWD subgroups did not make AYP in reading or mathematics. 2005-2006: Grade: A Reading mastery: 66%, Mathematics mastery: 60%. AYP: 95%. ELL and SWD subgroups did not make AYP in mathematics. 2004-2005:

					Grade: B Reading mastery: 55%, Mathematics mastery: 58%. AYP: 100%. Every subgroup met proficiency in both reading and mathematics. AYP status was provisional.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Team building via regular meetings with Principal	Principal	On-going	
Partnering of new teachers with veteran teachers	Assistant Principals	On-going	
Partnering with local universities as an internship site	Principal	On-going	
Soliciting referrals from current employees	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
96	0	21.8	39.58	38.54	41.67	98.61	6.25	4.17	59.38

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
E. Montesino: Middle school mathematics	G. Sanchez – Middle school mathematics	Highly qualified veteran teacher in subject area to provide support and guidance to third year teacher.	Bi-weekly meetings to review instructional strategies and share best practices
K. Becerra – First grade reading	V. Arias – First grade reading	Highly qualified veteran teacher in subject area to provide support and guidance to third year teacher.	Bi-weekly meetings to review instructional strategies and share best practices
L. Izquierdo - Kindergarten	P. Mastrodomenico - Kindergarten	Highly qualified veteran grade level teacher to provide support and guidance to third year teacher.	Bi-weekly meetings to review instructional strategies and share best practices

ADDITIONAL REQUIREMENTS

Coordination and Integration

Title I, Part A

At M. A. Milam K-8 Center services are provided to ensure students requiring additional remediation are assisted through after-school programs. Possible retention students are identified for summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Outreach Program and Supplemental Educational Services,

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

At M. A. Milam Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• Parent outreach activities (K-12)
• Professional development on best practices for ESOL and content area teachers
The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application.

Title X- Homeless

M. A. Milam School counselors identify and work with social worker and through various government agencies to ensure a successful educational experience for homeless children and their parents.

Supplemental Academic Instruction (SAI)

A. M. Milam will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

M. A. Milam offers a non-violence and anti-drug program to students that include participation and training in Peer Mediation and classroom curriculum as well as videos and in-house play/storytelling.

Nutrition Programs

1. M. A. Milam K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

M. A. Milam K-8 Center does not house a Head Start Program. However, Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

M. A. Milam, by promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Students will gain an understanding of business and industry workforce requirements by learning about various occupations through "Career Day" events and curriculum. Additionally, eighth grade students attend a "Magnet Fair" which highlights the various programs and specialized areas of study available at the various secondary magnet schools.

Job Training

N/A

Other

M. A. Milam K-8 Center Parental Involvement Program Description:

• Involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

• Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

• Conduct informal parent surveys to determine specific needs of our parents, schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

• Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report are completed and submitted to the Title I Administration by the fifth of each month as documentation of compliance of NCLB.

• Confidential "as-needed services" will be provided to any student in the school in a "homeless situation" upon identification.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

RtI is an extension of the M. A. Milam's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a three-year process of building the foundation and incorporating RtI into the culture of each school.
1. RtI leadership is vital, therefore, in building our team we have considered the following:
• The principal who will ensure commitment and allocate resources;
• Assistant Principal for grades six through eight who will work with the middle school staff and Assistant Principal for grades Kindergarten through five who will work with the elementary school staff in building a positive environment for student achievement, and safety;
• Selected grade level/subject general education teachers (to be identified in September 2009) who will provide information regarding core instruction and student data collection;
• Selected Exceptional Student Education (SWD) teachers (who will be identified in September 2009) who will participate in student data collection and provide information regarding instruction;
• The Reading Coach, Mathematics Coach and Science Coach who share the common goal of improving instruction for all students and;
• All team members will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Additional SWD lead teachers for support;
• School guidance counselor for areas involving student well-being and ;
• EESAC Chairperson will provide advisory group support as needed.
3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in

alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

M. A. Milam's Leadership Team will consider the following steps to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• All students will learn curriculum based on standards.
• Interim assessments will be used to determine that the students have learned the curriculum
• Weakness will be addressed by responding to intervention problem solving process and monitoring progress of interventions.
• Students who have demonstrated mastery will participate in enrichment opportunities.

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention, achievement needs, and teacher survey.

3. Hold monthly team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support the process and structure within the school designed to implement and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress and assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

┌─ RtI Implementation ───

Describe the data management system used to summarize tiered data.

1. Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students;
• Adjust the delivery of behavior management system;
• Adjust the allocation of school-based resources;
• Drive decisions regarding targeted professional development and;
• Create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:
Academic
• FAIR assessment (August-September 2009, December 2009-January 2010, April-May 2010)
• Baseline assessment (August –September 2009)
• Interim assessments (October-November 2009, December 2009-January 2010, April-May 2010)
• FCAT (February-March 2010)
• Student grades
• School site specific assessments (e.g. Benchmark assessments in mathematics)

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on RtI.

The district professional development and support will include:
1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Reading: Grades three through five are performing at or above the District average in Main Idea/Purpose and Reference/Research. Grades six through eight are performing at or above the District average in Main Idea/Purpose, Comparison, and Reference/Research. Mathematics: Grades three through five are performing at or above District average in Measurement. Grades six through eight are performing at or above the District average in Number Sense, Measurement, Algebraic Thinking, and Data Analysis. Eighty-nine percent of students meet high standards in writing. The number of students meeting high standards in reading, mathematics, and writing have increased.
Weaknesses: In grade four, student scores dropped seven percent in Main Idea, in grade five, student scores dropped seven percent in Comparison and in grade six, student scores dropped five percent in Words and Phrases. Grade six student scores demonstrate a drop of 12 percent in Geometry and grade four scores demonstrate a 14 percent drop in Algebraic Thinking.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

M. A. Milam's Instructional Focus Calendar (IFC) will be developed in August 2009. The IFC will be reviewed and updated as needed based upon the disaggregated data results from each interim assessment.

The IFC will be developed by using the 2009 FCAT results. Data results from the baseline testing at the beginning of the 2009-2010 school year as well as interim assessments will be used to update and adjust as needed.

Teachers will be responsible for determining the instructional focus of the whole group lessons. Teachers along with the subject area coaches will determine the instructional focus of small group/differentiated instruction as well determining the instructional focus of the whole group lesson. Benchmarks needing additional focus will be selected as indicated by the students' strengths and weaknesses based on interim assessment results and data as well as class work.

To ensure that students are exposed to all Benchmarks prior to the administration of the FCAT, the duration of instruction for each Benchmark will be determined by the amount of time allotted in the IFC. Teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as needed, either in a whole group or small group setting within the amount of time allotted in the IFC.

Administration will monitor by making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Subject area coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation as well as be provided additional opportunities to attend professional development sessions, observe other teachers who are successful, and utilize support and best practices from their colleagues during Focus Wednesday meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Grades three, four, six, and eight – Main Idea and grades five and seven – Words in Phrases were the weakest strands and in need of priority focus.
Mathematics: Grades three and seven – Geometry, grades four and eight – Algebraic thinking, grade five – Data Analysis, and grade six – Measurement were the weakest strands and in need of priority focus.
Science: Grade five – Scientific Thinking and grade eight – Earth Space Science were the weakest strands and in need of priority focus.
Writing: Grades four and eight – Support Detail

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once learning gains are released, an analysis will be made to ensure that the weakest students are paired with the strongest instructor in that subject area.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

M. A. Milam offers students elective courses in art, music, drama, journalism, technology/robotics, scientific research, and an exploratory wheel which offers students the ability to be office aides, media center aides, and classroom aides. The school focuses on how lessons learned in the classroom can be applied to everyday life.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

M. A. Milam offers students elective courses in art, music, drama, journalism, technology/robotics, scientific research, and an exploratory wheel which offers students the ability to be office aides, media center aides, and classroom aides. Every year, after FCAT testing, students and parents participate in an elective showcase that exposes them to next year's elective curriculum to inform them of course selection. Core course selection is based on recommendation by the teacher and subject area assessment. Students fill out an elective selection form which is sent home for parent's signature.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

At M. A. Milam, grade level teachers will meet bi-weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Differentiated instruction plans will be created with the help of the subject area coach to ensure that lessons are provided for all levels of students. Teachers will also meet monthly to share best practices and resources.

How are instructional focus lessons developed and delivered?

M. A. Milam's subject area Coaches will provide focus lessons based on a review of previous assessments where students are struggling. The focus lessons provided by the subject areal coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. Reading, math, and science teachers will review the focus lesson with the subject area teacher The teacher will then incorporate the focus lesson into the normal class day so as to best preserve the continuity of the day.

How will instructional focus lessons be revised and monitored?

Classroom tests and assignments based on the focus lessons to demonstrate student mastery will be provided by the subject area coach will be used to determine if the focus lessons need to be revised and/or re-taught. Teachers, subject area coaches, and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Class tests on focus lessons will be administered. A minimum of ten questions per Benchmark will be utilized for assessment purposes. These assessments based on the focus lessons will be administered on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80% to ensure student proficiency of each benchmark. The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Teachers will utilize differentiate instruction as indicated by assessment results to provide intensive instruction to those students earning less than 60%, additional instruction and practice opportunities for those students earning between 60-80%, and enrichment/advanced instruction to students earning above 80%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Project activities, hands-on activities, and other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency are provided for students at or above mastery level as enrichment/enhancement activities.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

At M. A. Milam teachers will meet the first two weeks of each month following the administration of the assessments. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by content area. This rotation will continue throughout the year. The meeting will be facilitated by the subject area coach and an administrator. A teacher will be designated to record notes from the meeting. Minutes will be distributed to the attendees as well as to the administrative staff.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers during monthly meetings, or one-on-one if needed, to discuss assessment results and student progress. Lesson plans, assessment data, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Subject area coaches will assist teachers by providing instruction on the focus lessons by modeling whole group instruction, assisting the teacher in providing small group instruction, and providing hands-on activities to reinforce acquired skills. The subject area coach will also help with the process of data collection and analysis.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Instructional Focus Calendar, differentiated instruction based on mastery levels of students, mandatory reading elective for middle school students, pull out sessions, and before and after school tutorials as well as Saturday school.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

"Measuring Up" series from People's Publishing Group, Kaplan's "Focus on the FCAT" series, "Sharpen Up" by Buckle Down Publishing as well as resources which are designed for intensive instruction from the state adopted textbooks will be utilized. Computerized programs and instructional software (e.g. SuccessMaker, Riverdeep), as well as Internet instructional websites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies and shared best practices as discussed in monthly meetings to provide different methods of instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Parents of students consistently demonstrating non-mastery will be notified of such and required to participate in tutorial sessions before or after school. Those not able to attend before or after school tutorial sessions will be targeted for pull-out sessions during the school day.

How does the school identify staff's professional development needs to improve their instructional strategies?

M. A. Milam's staff is regularly surveyed as to which areas they would like to see professional development for. Based on these surveys, administrators' observations, and student performance/data analysis, common areas of concern and need for professional development will be determined. Additionally, new programs and strategies which are to be implemented are targeted for professional development and will be offered to staff (RtI).

Which students will be targeted for supplemental and intensive instruction/interventions?

Students not making mastery will be offered after-school assistance via SES, before-school assistance by personnel hired to provide tutorial services as well as assistance during the regular school day from instructional coaches and additional personnel. Additionally, as a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

At M. A. Milam grade level teachers will meet bi-weekly meetings and the principal/Leadership Team will meet monthly to review student progress and assessment results. Progress will be evaluated based on class work and the results of interim assessments. Strategies such as focus lessons and differentiated instruction will be reviewed, revised and/or replaced with alternative interventions. Extenuating factors such as attendance and behavior which hinder implementation of interventions will be addressed and resolved. Interim assessments will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted or advanced program. Students also enroll in elective classes that include journalism and robotics.

Describe how students are identified for enrichment strategies.

Teacher recommendation, FCAT results, student progress in a specific course, assessment results that demonstrate consistent proficiency/mastery, as well as a subject area placement tests are used to determine placement in higher level courses and academic programs. Parents and student are advised by the recommending teacher as to what is expected.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Professional Development Liaison (PDL) will be identified and trained in the Fall of 2009. This training will include the variety of ways to organize a PLC. Team composition is not yet finalized, but tentatively may consist of grade level/subject area teachers, subject area specialist, ESOL teacher, and an ESE teacher. Teams and team leaders will be identified in the Fall of 2009.	PDL will train the PLC team leaders. Upon formation of the teams, the teams will designate team leaders who will then be trained by the PDL.	Team will meet on a monthly basis and the schedule will be determined at the first meeting of the newly composed PLC group.	Once the PLC group dynamics have been determined, the initial meeting will determine, for approval, meeting dates, location and times as well a team leader.	Preliminarily, the PLC will analyze the effectiveness of subject area Focus Calendars, focus lessons tutorials, and enrichment to determine any necessary revisions; analyze data from interim assessments; and Lesson Study focused on the utilization, planning, and delivery based on research-based models.

NCLB Public School Choice

Note: For Title I schools only

▫ Notification of (School in Need of Improvement) SINI Status
  Show Attached Notification of (School in Need of Improvement) SINI Status

▫ Public School Choice with Transportation (CWT) Notification
  Show Attached Public School Choice with Transportation (CWT) Notification

▫ Notification of (School in Need of Improvement) SINI Status
  Show Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Title I Administration assists M. A. Milam by providing supplemental funds beyond the State of Florida funded Voluntary Pre-

Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year-old children.

At M. A. Milam K-8 Center all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs. FLKRS and SRUSS will be administered at the beginning of the school year. Additionally, FAIR will be administered at the beginning as well as mid-year and end-of-year in order to determine student learning gains and to determine the need for changes to the instructional/intervention programs. The M. A. Milam K-8 Center office staff will also distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

Initial screening data will be used to group students according to needs/abilities and ELL levels and to identify those who may need intervention beyond core instruction. Additionally, social skills instruction will occur throughout the day through the use of common language, re-teaching, and positive reinforcement of positive social behavior.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grades three through eight, 64 percent of the students achieved mastery on the 2009 administration of the FCAT Reading assessment. This represents an increase of eight percentage points compared to 56 percent who achieved mastery in 2008. Needs Assessment: Students in grades three through eight must target Main Idea, Words in Phrases, and Reference and Research.		Given instruction using the Sunshine State Standards (SSS), students in grades three through eight will increase their reading skills as evidenced by 72 percent of the students attaining a level 3 or above as documented by the scores on the 2010 administration of the FCAT Reading test.	

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Main Idea: Provide more practice in differentiated instruction centers with activities related to Main Idea benchmarks.	Assistant Principal, Reading Coach, teacher	School site reading teaches will meet on "Focus Wednesdays" to plan and implement research based instructional strategies.	FAIR Assessment, Interim assessments, Benchmark assessments, and 2010 FCAT results.
2	Words in Phrases: Incorporate school-wide, weekly Words that Work" to improve vocabulary.	Assistant Principal, Reading Coach	Students will receive a vocabulary quiz every nine weeks to help impact student achievement.	FAIR Assessment, Interim assessments, Benchmark assessments, and 2010 FCAT results.
3	Reference and Research: Develop school-wide focus calendar to follow activities with multiple representations of information. Students can gather information from charts, graphics, photographs, maps, and captions as well as the text and maintain a study notebook.	Assistant Principal, Reading Coach	Administration and the Reading Coach will monitor the implementation of these strategies.	FAIR Assessment, Interim assessments, Benchmark assessments, and 2010 FCAT results.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In the Students with Disabilities (SWD) subgroup of grades three through eight, 47 percent of the students achieved mastery on the 2009 administration of the FCAT Reading assessment. There was no change when compared to 47 percent who achieved mastery in 2008. Needs Assessment: SWD in grades three through eight must target Main Idea, Words and Phrases, Comparisons, and Reference and Research.		Given instruction using the SSS, the SWD subgroup will improve their reading skills as evidenced by 72 percent of the students achieving mastery on the 2010 administration of the FCAT Reading test.	

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Collaborate with special education teachers to accommodate lessons with the use of differentiated	Assistant Principal, Reading Coach, SWD specialist	School site SWD teachers will meet on "Focus Wednesdays" to plan and implement research based	FAIR Assessment, Interim assessments, Benchmark assessments, and 2010 FCAT results.

		instructional strategies.	
instruction led centers, technology based programs such as Successmaker and Ticket to Read, to address Main Idea, Words that Work. Comparison, and Reference and Research and adapt accommodations to the students' IEP plan as well as provide afterschool tutoring (three days a week).			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards (SSS), students in grades three through eight will increase their reading skills as evidenced by 72 percent of the students attaining a level 3 or above as documented by the scores on the 2010 administration of the FCAT Reading test.	Effective implementation of the Instructional Focus Calendar.	Reading Coach	August 2009	"Focus Wednesday" meetings to review benchmarks not mastered.	Assistant principal, Reading Coach
Given instruction using the Sunshine State Standards (SSS), students in grades three through eight will increase their reading skills as evidenced by 72 percent of the students attaining a level 3 or above as documented by the scores on the 2010 administration of the FCAT Reading test.	Effective administration of the FAIR Assessments	Reading Coach	August 2009-April 2010 (three times during the school year)	Evaluation of FAIR Assessment scores	Assistant principal, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

> All teachers across all subject areas for grades six through eight will assign a minimum of one reading assignment per week within the subject area. This will be monitored through a review of teacher lesson plans.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
Edusoft - a data reporting system	Miami-Dade County Public School's District Funds	$5,460.00
		Total: $5,460.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $5,460.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades three through eight, 61 percent of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of five percentage points compared to 56 percent who achieved mastery in 2008. Needs Assessment: Students in grades three through eight must target Measurement, Geometry, and Algebraic Thinking.	Given instruction using the Sunshine State Standards (SSS), all students in grades three through eight will increase their mathematics skills as evidenced by 74 percent of the of students achieving a level of three or above on the 2010 administration of the FCAT mathematics test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Measurement: Using Riverdeep as a computer assisted resource, students will work on the Measurement module through differentiated instruction three times per week.	Assistant Principal, Mathematics Coach	Teachers will develop rotation schedule for centers; Mathematics Coach will have demonstration lessons; and Assistant Principals will observe through classroom visitations.	School based benchmark assessments, Interim Assessments, and 2010 FCAT results.
2	Geometry: Using manipulatives such as three-dimensional solids, nets, and geoboards, students will achieve mastery in geometry.	Assistant Principal, Mathematics Coach	Teachers will develop rotation schedule for centers; Mathematics Coach will have demonstration lessons; and Assistant Principals will observe through classroom visitations.	School based benchmark assessments, Interim Assessments, and 2010 FCAT results.
3	Algebraic Thinking: Using the Hands-on-Equations kit and two-color chips, students will develop process skills and understanding of the Algebraic Thinking content cluster.	Assistant Principal, Mathematics Coach	Teachers will develop rotation schedule for centers; Mathematics Coach will have demonstration lessons; and Assistant Principals will observe through classroom visitations.	School based benchmark assessments, Interim Assessments, and 2010 FCAT results.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades three through eight, 52 percent of students in the SWD subgroup achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of five percentage points compared to 47 percent who achieved mastery in 2008. Needs Assessment: Students in grades three through eight in the SWD subgroup must target Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.	Given instruction using the Sunshine State Standards (SSS), SWD students in grades three through eight will increase their mathematics skills as evidenced by 74 percent of the of the students achieving a level of three or above in the 2010 administration of the FCAT mathematics test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize computer assisted resource "Successmaker" in a differentiated instruction center to be used three times per week. This program continuously assesses students in all target areas.	Assistant Principal, Mathematics Coach, SWD specialist	SWD teacher will print-out log with total minutes on computer on a monthly basis.	School based benchmark assessments, Interim assessments, and 2010 FCAT results.
2	Provide tutorial intervention during and after school to the SWD subgroup using Kaplan's "FOCUS on the	Assistant Principal, Mathematics Coach, SWD specialist	Scope and sequence using this series will be followed for instruction. A pre/post assessment will be used to	Pre/post tests, school based benchmark assessments, Interim assessments, 2010 FCAT

		determine mastery.	results.
FCAT" series and "Sharpen Up" by Buckle Down Publishing.			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards (SSS), all students in grades three through eight will increase their mathematics skills as evidenced by 74 percent of the of students achieving a level of three or above on the 2010 administration of the FCAT mathematics test.	The Next Generation Sunshine State Standards	Mathematics Coach	September 2009	Classroom visits and review of teacher lesson plans.	Administration and Mathematics Coach
Given instruction using the Sunshine State Standards (SSS), all students in grades three through eight will increase their mathematics skills as evidenced by 74 percent of the of students achieving a level of three or above on the 2010 administration of the FCAT mathematics test.	Implementing Instructional Strategies in the Classroom	Mathematics Coach	October 2009	Modeling of lessons and class visitations.	Administration and Mathematics Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Riverdeep: A computer based online software that provides individualized instruction based on progress.	Miami-Dade County Public School's District Funds	$3,750.00
		Total: $3,750.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $3,750.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Fifth grade: In grade five, 44 percent of the students achieved mastery on the 2009 test administration of the FCAT Science Test. This represents an increase of 14 percent compared to compared to 30 percent who achieved mastery in 2008. Needs Assessment: Students in grade five must target Scientific Thinking.	Given instruction using the Sunshine State Standards (SSS), 50 percent of the students in grade five will achieve mastery on the 2010 administration of the FCAT Science Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop an instructional focus calendar with emphasis on Scientific Thinking.	Assistant Principal, Science Coach	Maintain a record of strategies utilized with the weaknesses in the FCAT Science Test.	Review of lesson plans and "Focus Wednesday" meetings
2	Increase the amount of project based learning such as cooperative, hands-on activities, and using problem solving/critical thinking strategies with emphasis on Scientific Thinking.	Assistant Principal, Science Coach	Science Coach will assist teachers in the creation of centers and stations for hands-on activities and projects and administration will ensure activities are implemented	Classroom observation, Science Fair projects and judging as well as classroom experiments and results as documented by activity logs.
3	Provide differentiated instruction and afterschool tutorial intervention for students in need of remediation as well as enrichment for students demonstrating mastery.	Assistant Principal, Science Coach	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	School based baseline assessment Interim assessments, and 2010 FCAT results

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Eighth grade: In grade eight, 36 percent of the students achieved mastery on the 2009 administration of the FCAT Science Test. This represents an increase of 11 percent compared to 25 percent who achieved mastery in 2008. Needs Assessment: Students in grade eight must target Earth/Space Science.	Given instruction using the SSS, 50 percent of the eighth grade students will achieve mastery on the 2010 administration of the FCAT Science Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop an instructional focus calendar with emphasis on Earth/Space Science.	Assistant Principal, Science Coach	Maintain a record of strategies utilized with the weaknesses in the FCAT Science Test.	Review of lesson plans and "Focus Wednesday" meetings
2	Increase the amount of project based learning such as cooperative, hands-on activities, and using problem solving/critical thinking strategies with emphasis on Earth/Space Science.	Assistant Principal, Science Coach	Science Coach will assist teachers in the creation of centers and stations for hands-on activities and projects and administration will ensure activities are implemented	Classroom observation, Science Fair projects and judging as well as classroom experiments and results as documented by activity logs.
3	Provide differentiated instruction and afterschool tutorial intervention for students in need of remediation as well as enrichment for students demonstrating mastery.	Assistant Principal, Science Coach	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	School based baseline assessment Interim assessments, and 2010 FCAT results.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards (SSS), 50 percent of the students in grade five and eight will achieve mastery on the 2010 administration of the FCAT Science Test.	Effective implementation of the Instructional Focus Calendar.	Science Coach	August 2009	"Focus Wednesday" meetings to review strengths and weaknesses.	Assistant principal/Science coach
Given instruction using the Sunshine State Standards (SSS), 50 percent of the students in grade five and eight will achieve mastery on the 2010 administration of the FCAT Science Test	Implementing instructional strategies in the classroom.	Science Coach	September 2009	Modeling of lessons and classroom visits	Assistant principal/Science coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data:
	Did the total percent proficient increase or was the percent proficient maintained?
	What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 69 percent of the students in fourth grade scored level 3.5 or above in writing. This represents a decrease of two percentage points compared to 71 percent of students who scored 3.5 or above in 2008. Needs Assessment: Students in grade four must target writing to a narrative prompt.		Given instruction based on the Sunshine State Standards (SSS) on the 2010 administration of the FCAT Writing Test, 90 percent of the students in grade four will achieve 4.0 above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Incorporate school wide "Words That Work" to improve vocabulary in grades Kindergarten through eight.	Assistant Principal, Reading Coach, Class teacher	Teacher will be e-mailed weekly vocabulary words and definitions. A nine-week list will be generated to assess mastery of definitions as evidenced by teacher walk-through of student writing samples identifying correct usage.	Vocabulary test each nine weeks (four total)
2	Disaggregate data from District FCAT Writing Pre/Progress/ Post tests to target and focus on "narrative" writing.	Assistant Principal, Reading Coach, Class teacher	Teachers will turn in a monthly log sheet with rubric scores indicating weak components for each student's writing piece.	Student's monthly writing pieces scored and graded in rubric chart.
3	Create school-wide, monthly writing portfolio using narrative, expository, and persuasive prompts of writing.	Assistant Principal, Reading Coach, Class teacher	Teachers will receive a focus calendar stating the prompt of the month.	Students' monthly writing portfolio pieces will be graded on a rubric chart and kept in individual student portfolio

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
On the 2009 administration of the FCAT Writing Test, 86 percent of the students in eighth grade scored level 3.5 or above in writing. This represents an increase of two percentage points compared to 84 percent of students	Given instruction based on the Sunshine State Standards (SSS) on the 2010 administration of the FCAT Writing Test, 90 percent of the students in grade eight will achieve 4.0 above.

who scored 3.5 or above in 2008.

Needs Assessment:
Students in grade eight must target writing to an expository prompt.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Incorporate school wide "Words That Work" to improve vocabulary in grades Kindergarten through eight.	Assistant Principal, Reading Coach, Class teacher	Teacher will be e-mailed weekly vocabulary words and definitions. A nine-week list will be generated to assess mastery of definitions as evidenced by teacher walk-through of student writing samples identifying correct usage.	Vocabulary test each nine weeks (four total)
2	Disaggregate data from District FCAT Writing Pre/Progress/ Post tests to target and focus on "expository" writing.	Assistant Principal, Reading Coach, Class teacher	Teachers will turn in a monthly log sheet with rubric scores indicating weak components for each student's writing piece.	Student's monthly writing pieces scored and graded in rubric chart.
3	Create school-wide, monthly writing portfolio using narrative, expository, and persuasive prompts of writing.	Assistant Principal, Reading Coach, Class teacher	Teachers will receive a focus calendar stating the prompt of the month.	Students' monthly writing portfolio pieces will be graded on a rubric chart and kept in individual student portfolio

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards (SSS) on the 2010 administration of the FCAT Writing Test, 90 percent of the students in grades four and eight will achieve 4.0 above.	Effective implementation of"Words that Work".	Reading Coach	August 2009	Vocabulary test each nine weeks.	Assistant principal/Reading Coach
Given instruction based on the Sunshine State Standards (SSS) on the 2010 administration of the FCAT Writing Test, 90 percent of the students in grades four and eight will achieve 4.0 above.	Teachers in grades Kindergarten to eight will learn the rubric scoring process.	Reading Coach	August 2009	Student portfolio entries	Assistant principal/Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Parent involvement for the 2008-2009 school year was 13 percent as evidenced by the parent sign-in logs. This represents a one percentage point increase as compared to 12 percent in 2007-2008. Needs Assessment: Increase parent involvement in student academic progress as evidenced by sign-in logs.		The school will increase the number of parent contacts from 13 to 14 percent, an increase of one percentage point, by June 2010.	

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Meetings, academic workshops (e.g. FCAT, science project, creating a book, etc) and parent involvement activities (e.g. Writer's Fair, Science Fair, Open House, Outreach programs, etc.) as well as the Parent Information Center and offerings from the Parent Academy based on parent survey will be offered both before and after school.	Principal, Community Involvement Specialists, Reading Coach, Mathematics Coach, Science Coach, PTA	Collect participation data.	Parent attendance sign-in sheets.
2	Connect Ed messaging system will be used to remind parents of school events and parental telephone logs and activity reports will be maintained.	Principal, Community Involvement Specialists, PTA	Maintain and review parent telephone logs.	Title I Administration Parental Involvement Monthly School Report.
3	Maintain parental telephone logs, sign-in sheets, and activity reports.	Principal, Community Involvement Specialists, PTA	Tally parental involvement monthly schools and activity reports.	Title I Administration Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts from 13 to 14 percent, an increase of one percentage point, by June 2010.	Title I in Action: A Practioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal, Office of Community Services, and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	$0.00
		Total: $0.00

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Parent Involvement Goal

No Data	No Data	$0.00
		Total: $0.00

Other

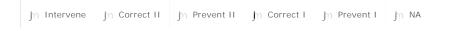| Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Riverdeep: A computer based online software that provides individualized instruction based on progress.	Miami-Dade County Public School's District Funds	$3,750.00
			Total: $3,750.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Edusoft - a data reporting system	Miami-Dade County Public School's District Funds	$5,460.00
			Total: $5,460.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Total: $0.00

Other

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Total: $0.00
			Final Total: $9,210.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA

Show Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentive items	2000
Technology consumables	7000

Describe the Activities of the School Advisory Council for the Upcoming Year

Monitoring and recommending changes as needed to the SIP based on periodic assessment data. Allocation of funds as they become available. Discussion of parent and teacher concerns as brought to the committee with recommendations of plan of action as needed.

SAC Members

Members

1) A. Hernandez, Principal

2) S. Herrera,   SAC Chair

3) I. Gonzalez,   Student

4) B. Mulkey,   Teacher

5) C. Fernandez,   Teacher

6) I. Avila,   Teacher

7) R. Canal,   Teacher

8) M. Wolfson,   Teacher

9) H. Herrera,   Business Member

10) B. Fernandez,   Parent

11) O. Garcia,   Parent

12) J. Diaz,   Parent

13) J. Fauver,   Parent

14) M. Mesa,   Parent

15) B. Rios,   Parent

16) Y. Valdez,   Parent

17) R. Vargas,   Parent

18) A. Carmel,   School Support Personnel

19) R. Lavender,   Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 — Dade MARCUS A. MILAM K-8 CENTER 3421

Number of students enrolled in the grades tested: **Click here to see Number of students in each group** — Read: 937 Math: 937 — 2008-2009 School Grade[1]: A — Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N		2008	2009	Y/N		2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	64	N	61	N	90	93	Y			NA	44	36	Y		44	39	Y		68	NA	65	NA
WHITE		NA		NA		NA		NA			NA			NA			NA				NA					
BLACK		NA		NA		NA		NA			NA			NA			NA				NA					
HISPANIC	100	Y	100	Y	64	N	61	N	89	93	Y			NA	43	36	Y		44	39	Y		68	NA	65	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA				NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA				NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	62	N	59	N	90	93	Y			NA	47	38	Y		46	41	Y		67	NA	63	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	56	N	61	N	82	90	Y			NA	55	44	Y		49	39	Y		67	NA	66	NA
STUDENTS WITH DISABILITIES	100	Y	100	Y	47	N	52	N	81	80	N			NA	53	53	N		53	48	N		52	N	55	N

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 — Dade MARCUS A. MILAM K-8 CENTER 3421

Number of students enrolled in the grades tested: **Click here to see Number of students in each group** — Read: 932 Math: 932 — 2007-2008 School Grade[1]: A — Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N		2007	2008	Y/N		2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	56	N	56	N	89	90	Y			NA	44	44	N		50	44	Y		60	Y	62	NA
WHITE		NA		NA		NA		NA			NA			NA			NA				NA					
BLACK		NA		NA		NA		NA			NA			NA			NA				NA					
HISPANIC	100	Y	100	Y	57	N	56	N	90	89	N			NA	44	43	N		50	44	N		60	N	62	N
ASIAN		NA		NA		NA		NA			NA			NA			NA				NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA				NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	N	54	N	90	90	Y			NA	47	47	N		52	46	Y		58	Y	59	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	45	N	51	N	84	82	N			NA	54	55	N		54	49	N		58	N	55	N
STUDENTS WITH DISABILITIES	100	Y	100	Y	47	N	47	N	53	81	Y			NA	63	53	Y		66	53	Y		51	NA	54	NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 — Dade MARCUS A. MILAM K-8 CENTER 3421

Number of students enrolled in the grades tested: **Click here to see Number of students in each group** — Read: 1019 Math: 1019 — 2006-2007 School Grade[1]: C — Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N		2006	2007	Y/N		2007	Y/N	2007	Y/N
TOTAL[4]	100	Y	100	Y	56	Y	50	N	92	89	N			NA	40	45	NA		44	50	NA		54	NA	55	NA
WHITE		NA		NA		NA		NA			NA			NA			NA				NA					
BLACK		NA		NA		NA		NA			NA			NA			NA				NA					
HISPANIC	100	Y	100	Y	56	Y	50	N	91	90	Y			NA	41	45	NA		44	50	NA		54	NA	55	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA				NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA				NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	Y	48	N	91	90	Y			NA	43	48	NA		46	52	NA		54	NA	54	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	46	N	46	N	85	84	N			NA	55	62	NA		51	54	NA		55	NA	53	NA
STUDENTS WITH DISABILITIES	98	Y	98	Y	37	N	34	N	88	53	N			NA	53	64	NA		55	66	NA		41	NA	40	NA

SCHOOL GRADE DATA

Dade School District
MARCUS A. MILAM K-8 CENTER
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	64%	89%	47%	269	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	70%			142	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	73% (YES)			149	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
M. A. MILAM K-8 CENTER
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	60%	83%	34%	239	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	71%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	74% (YES)			149	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
M. A. MILAM K-8 CENTER
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	56%	89%	32%	239	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	57%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	59% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested