

Miami-Dade County Public Schools

Hialeah Gardens Middle School



2015-16 School Improvement Plan

Hialeah Gardens Middle School

11690 NW 92ND AVE, Hialeah Gardens, FL 33018

<http://hgms.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	99%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Education flourishes at Hialeah Gardens Middle School by fostering a learning environment where diversity is valued, quality of life is enhanced, individual aspirations are fulfilled and knowledge is strengthened.

Provide the school's vision statement

The staff of Hialeah Gardens Middle School is committed to aiding in the intellectual and social development of its students by ensuring that they become conscientious citizens of society. Students will be educated in a secure, encouraging atmosphere with a variety of educational tools, empowering each student to develop the attitude, behavior ability and knowledge needed to become responsible individuals. We will achieve this through an interactive, integrated, multicultural curriculum in a nurturing environment comprised of students, parents, staff and community members.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Upon entering Hialeah Gardens Middle School each students' course of study is carefully selected. Consideration is given to the students area of interest, individual test scores, academic achievement, emotional and behavioral needs. Each student selects their two elective classes of study based on their individual need.

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Teachers maintain close contact with parents and students. A teacher parent liaison coordinates conferences between teachers, student and parents when needs arise. Parent logs, progress reports, and student scheduled conferences give evidence to the active communication in place between all stakeholders.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Student safety is a priority at Hialeah Gardens Middle School. According to the School Climate Survey the students rated the school 87% strongly agreed/agreed to the statement, "I feel safe at my school". Aside from the security monitors and security camera system which is in place before, during and after school, all students are matched with a Counselor and Assistant Principal responsible for a given grade level. A TRUST Counselor works closely with students addressing not only individual concerns; but critical issues which confront middle school students on a daily basis. The school has adapted a zero-tolerance policy when it comes to cases of bullying, violence, and negative behavior. A locked "bullying box" has been placed in the front office whereby students who have concerns about bullying can voice their concerns. Daily motivational morning announcements are made covering a diversity of issues which are of concern to the middle school population.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Hialeah Gardens Middle School fully implements and adheres to The Code of Student Conduct for Dade County Public Schools. The Code of Student Conduct clearly delineates student responsibility and appropriate disciplinary action to be taken including parent/teacher conference, detentions, indoor and outdoor suspensions. Our school has established an alternate to suspension program in which students and parents attend two evening sessions. Agreements are made prior to placement in this program and once participants complete the program notification is made to our school. This program is housed at Hialeah Gardens Senior High School and the TRUST counselor conducts all sessions. School site administrators work closely with the counseling team, support staff, school police and outside agencies to establish clear disciplinary protocols, behavioral expectations and consequences.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The administrative team, teachers, support staff and student services team play a critical role in meeting the social-emotional needs of all students. A multitude of counseling services are provided at Hialeah Gardens Middle School. Grade level orientation sessions, individual classroom presentations, morning motivational announcements addressing social-emotional needs of the middle school student are a few of the many opportunities afforded the students. Additionally, the TRUST counselor offers individual and group counselor sessions to students who are emotionally vulnerable. Peer mediation intervention will be developed as a means of assisting with conflict resolution and behavior problems. Students have an opportunity to participate in over thirty clubs and sports teams. Many of these extracurricular organizations provide mentoring services and social growth networking opportunities for students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Student services will identify and meet with at risk students and discuss Student Progression Plan while parents attend informational meetings in regards to attendance, credit recovery programs, referral system and outside agency support. Student support and interventions and best practices have proven to increase their academic achievement, improve attendance and overall student performance which includes behavior. Students who fail 2 or more of any course in addition to the sided early warning indicators will be additionally monitored.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	31	23	64	118
Course failure in ELA or Math	0	16	9	25
Level 1 on statewide assessment	117	164	200	481

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Following the Florida Continuous Improvement Model the Student Services will monitor enrollment logs and successful completion in respective programs (i.e., Alternate to Suspension, Outside agency referrals, Student Service classroom visits).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200788>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Community Involvement Specialist will coordinate, collaborate, and network to increase efforts related to community involvement. Secondly, she will inform the community of school site initiatives and keep information current, provide training, information, and support services that strengthen the relations between community and schools in meaningful ways that improve academic achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Jimenez, Maritza	Principal
Torres McHale, Evelyn	Assistant Principal
Garcia, Tamara	Instructional Coach
Davis, Niurka	Assistant Principal
Cruz, Ray	Teacher, K-12
Gonzalez, Nelson	Assistant Principal
Lastra, Susana	Teacher, K-12
Frye, Barbara	Teacher, K-12
Knowles, Matthew	Teacher, K-12
Lirio, Yvette	Teacher, K-12
Navarro, Kerri	Teacher, K-12
Pineda, Arlene	Guidance Counselor
Rylands, Raquel	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1(Leadership Team)

• Administrator(s): Maritza Jimenez, Principal; Evelyn Torres-McHale, Assistant Principal, APC , Nelson Gonzalez, Assistant Principal, Niurka Davis, Assistant Principal

Administrator(s) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

• School Reading Facilitator: Tamara Garcia

• Math: Ray Cruz

• Science: Kerri Navarro

• ESE: Barbara Frye

• ELA :Matthew Knowles

• ELL: Susana Lastra

• Electives: Yvette Lirio

• Social Studies: Raquel Rylands

• School guidance counselor: Arlene Pineda

In addition to the school administrator(s) the school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, members will carry out SIP planning and MTSS problem solving

• Behavior Specialists: Jackie Garcia

• School guidance counselor: Letecia Figueroa

• School psychologist: Aileen Aguilar

• School social worker: TBA

• Member of advisory group, community stakeholders, parents (specify names)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS/RTI.

Tier 2

Selected members of the MTSS/RTI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

• Administrator(s): Maritza Jimenez, Principal; Evelyn Torres-McHale, Assistant Principal, APC, Nelson Gonzalez, Assistant Principal, Niurka Davis, Assistant Principal

Administrator(s) will schedule and facilitate regular MTSS/RTI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

- School Reading Facilitator: Tamara Garcia
- Math: Ray Cruz
- Science: Kerri Navarro
- ESE: Barbara Frye

ELA: Matthew Knowles

- ELL: Susana Lastra
- Electives: Yvette Lirio
- Social Studies: Raquel Rylands
- School guidance counselor: Arlene Pineda

In addition to the school administrator(s) the school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, members will carry out SIP planning and MTSS/RTI problem solving

- Behavior Specialists: Jackie Garcia
- School guidance counselor: Letecia Figueroa
- School psychologist: Aileen Aguilar
- School social worker: TBA
- Interventionist Team; Ana Fernandez
- Parent/Student/Teacher Liaison: Raquel Rylands/ Isabel Cardenas/ Yaneli Lago

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

- Administrator(s): Maritza Jimenez, Principal; Evelyn Torres-McHale, Assistant Principal, APC, Nelson Gonzalez, Assistant Principal, Niurka Davis, Assistant Principal
- ESE: Barbara Frye
- ELL: Susana Lastra
- School guidance counselor: Arlene Pineda/ Letecia Figueroa/ TRUST Counselor: Jackie Garcia
- School psychologist: Aileen Aguilar
- School social worker: TBA
- Parent/Guardian

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Hialeah Gardens Middle School MTSS/RTI Leadership Team, uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes or individual students have not shown a positive

response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine Professional Development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions 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. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

At Hialeah Gardens Middle School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Leadership Team assist with the development, leadership, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of our school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school

year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CCESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Secondly, Hialeah Gardens Middle School works closely with an Alternate to Suspension program at Hialeah Gardens Senior High School.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so

upon identification and classification of a student as homeless.

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school 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.
- 4) Additionally, Hialeah Gardens Middle School has established an "In-House" Wellness Council comprised of a variety of staff members, parents and students. Professional development opportunities, physical activity programs and health awareness issues are the main focus of this endeavor.

Housing Programs

N/A

Head Start

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, (i.e. Computer Technology, Agri-Science, Biomedical, Law Studies, and STEM Related) students will become academy program completers and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mrs. Maritza Jimenez,	Principal
Evelyn Torres McHale	Principal
Tamara Garcia	Teacher
Ingrid Brown	Education Support Employee
Janel Jackson-Lefebvre	Teacher
Jackeline Skinner	Teacher
Milaydys Gonzalez	Teacher
Yvette Rodriguez	Teacher
Isabel Cardenas	Teacher
Yohana Lopez	Teacher
Maria I. Zabala	Teacher
Lizette Garcia	Parent
Maria Del Pilar Rivas	Parent
Maideline Garcia	Parent
Maiby Ledesma	Parent
Gladys Caravella	Parent
Isabel Dominguez	Parent
Maylin Grau	Parent
Matthew Lago	Student
Mathew Jimenez	Student
Adam Cardenas	Student
Allissa Garcia	Student
Judy Serra	Business/Community
Milagros Gonzalez	Business/Community
Manny Lavernia	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) will be discussed at all SAC meetings. Stakeholders will have the opportunity to evaluate whether or not the components are being implemented. Data from both formal and informal assessments will be shared in order to determine if the components of the SIP are being effective or if changes are needed. Student growth will be monitored via monthly and quarterly assessments. The Literacy Leadership Team and the MTSS/RtI Leadership Team will meet regularly to discuss instructional strategies and to ensure that the student's needs are being addressed.

Development of this school improvement plan

The SAC is the sole body responsible for the final decision making at the school relating to the monthly implementation meeting of the school improvement Plan and Accountability. The SAC will

meet monthly to monitor progress related to the implementation of the School Improvement Plan(SIP) strategies to allocate resources, and conduct an on-going needs assessment based on SIP goals, strategies and school objectives.

Preparation of the school's annual budget and plan

At each EESAC meeting, the principal/Principal's designee provides a "Principal's Update where information is shared with the committee various projects and activities taking place at the school. During the Fall and Spring meetings , the principal shares his budget with the committee and provided insight on funding allocations and projections.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council will continue to support the student achievement efforts delineated in the School Improvement Plan. Funds will be allocated based on need and approval by the EESAC Committee. Presently, the School Advisory Council has some specific projected use of the SAC funds such as: Tutorials (\$7000) and Brain-Pop (\$1000.)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jimenez, Maritza	Principal
Torres McHale, Evelyn	Assistant Principal
Garcia, Tamara	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to ensure reading and writing across the curriculum, monitor all major assessments and provide incentives to students performing at mastery, increase communication for reading articulation with feeder pattern schools, increase the usage of Reading Plus and elicit the support and participation of community leaders.

- iREADY Incentives Pyramid for all grade levels.
- Promote Literacy Nights.
- Implement Writing Journals Across all disciplines.
- Articulate with feeder pattern schools.
- Promote the school's Book Fair.
- Involve the community through Read Alouds, Parent Outreach and Articulation Events.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers attend Common Planning meetings bi-weekly by grade level and discipline. Our goal is to increase rigor, knowledge of learning targets aligned to standards that scaffold instruction to the highest level of the Depth of Knowledge across all disciplines. The focus is to use data, lesson planning in order to align instruction utilizing Item specs, instructional planning and pacing guides. Through continued unwrapping of the standards, interdisciplinary planning and scheduled Common Planning meetings will increase the working relationships between all teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Provide internship opportunities with local universities and partner with College campus Job Fairs. Schedule meetings on a continual basis with new teachers.

Provide opportunities for teachers to visit peer teachers and share best practices.

Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.).

The Principal, Assistant Principal and the Department Chairperson are responsible for implementing these strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's teacher mentoring program includes:

Mentor teachers must hold a valid professional teaching certificate;

Minimum of three years of successful teaching experience; and

Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Mentor teachers will be matched to beginning teachers who are new to the school or grade level.

Mentor teacher and beginning teachers will be matched according to like discipline and /or grade level.

Mentoring teams will meet biweekly to observe each others techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

To ensure the school's core instructional program and materials are aligned to Florida standards, teachers will engage in Professional Development, Bi-weekly Common Planning meetings (by grade level and interdisciplinary) and department meetings. Comprehensive Instructional Plans, purpose driven standard instruction, including learning targets aligned to the standards should scaffold to the highest level of Depth of Knowledge (DOK) and evidence rigor, higher order thinking skills and strategies. Additionally, data will be used to ascertain strengths and weaknesses to identify clear future instructional paths.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses District Interims, i-Ready, and formal/informal assessment data to provide differentiated instruction to meet the needs of students. Instruction is modified by implementing the gradual release model, small group instruction, enrichment activities, tutorials and differentiated instruction to assist students having difficulty attaining proficient or advanced academic levels on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,000

The Information Technology (IT) course is offered in the morning (7:30 am - 8:30 a.m) which enables students to add to their course of study.

Strategy Rationale

The Information Technology (IT) course helps students maximize critical thinking skills in core content as well as cross curricular areas. The use of technology and keyboard will enable the students to be successful on the State Assessments and EOC exams.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jimenez, Maritza, pr6751@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students in this class take a industry certification assessment at the end of the academic year. They are monitored on a daily basis and given different progress point assessments to monitor their progress and probability of passing the final certification assessment.

Strategy: Extended School Day

Minutes added to school year: 3,840

ELL students levels 1-4 are targeted for tutorial sessions Mon-Wed through Reading and Tues - Thurs through Math. Sessions will be from 7:30 - 8:30 AM for eight weeks.

Strategy Rationale

ELL tutorials in Reading and Mathematics will enable students to become proficient in demonstrated areas of weakness as well as maintaining mastered skills.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre/Post Assessments will be administered.

Strategy: Extended School Day

Minutes added to school year: 15

Writing Tutorial sessions commence in November and end prior to the administration of the Writing Assessment. Students review and practice a variety of strategies which assist them with the writing assessment.

Strategy Rationale

Writing tutorial sessions will assist students in practicing or enriching a variety of writing strategies which will assist them in mastering Florida Writing Standards.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Jimenez, Maritza, pr6751@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are administered a variety of assessments throughout the year. Data from these assessments help teachers and students understand the areas of deficiency and need for improvement.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. For example, orientation meetings are held in the summer for incoming students and their parents. At this meeting, the administrative team and the Student Services department share information and expectations for Middle School success.

Additionally, at the beginning of the school year counselors host grade level meetings with all cohorts to discuss high school requirements and credit course histories (Advanced Courses, Virtual Course Completions).

Furthermore, the school also host various articulation events and activities throughout the course of the year to support secondary transition. For example, the school host articulation night where the parents and students are invited to visit the various academies and programs offered at the Middle School. Another articulation evening is hosted where the 8th grade students are invited to the high school to visit different booths and learn about specific courses, electives, sports and requirements for their upcoming transition into secondary school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- Students participate in a variety of articulation opportunities which include: Sessions with representatives from the high school which explain the best course of study in order to align oneself for successful completion of high school requirements and college ready success.
- Grade level counselors visit students and explain the pupil progression plan, credits one needs to complete studies, advanced classes available, virtual school and the grading system.
- Students participate in a variety of field experiences which mirror their academic and career planning.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

- Each student selects an academy based on their elective choice Six Academies include: Academy of Arts and Entertainment, Academy of Law Studies, Academy of Biomedical, Academy of Agriscience, Academy of Engineering and the Academy of Information Technology which are in alignment with our senior high school academies.
- Students are encouraged to select a course of study which interest them. Students who are in remedial classes are educated about what they need to do in order to align themselves with elective classes and an academy of their choice.
- Students participate in advanced placement courses algebra, biology, geometry, career and technical courses and college preparatory.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students who score at the proficiency level are encouraged to participate in advanced courses such as: Student Services meet with students who score at a high proficiency level to discuss subject selection and career choices throughout the school year. Students are placed in courses that pave their way towards future career goals such as: Advanced Courses; Street Law; Bio Medics, Engineering, Speech and Debate, Technology, Agricultural Science, Culinary Arts and many other career oriented courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070730

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
AMO Math - All Students	

Resources Available to Support the Goal 2

- ELA: Gateway, computer labs, textbooks/McDougal Little Literature, Classzone, Essay Smart, Inside Analogy Text, Inside Practice Book, Vocabulary Workshop Book, Novels, assessments, Reading Plus, Writing workbooks, Pacing Guides, State Standards - Mathematics: IXL, All Geometry Classes, All 6th Graders, e-assessment through Portal: All Regular Mathematics Courses, AlgeNation, Carnegie: IPREP 7th and 8th Grade, Khan Academy: All Grades and Courses, Explore Learning (Gizmos); All Grades and Courses Pacing Guides and Florida Standards. - Science: Technology, Gateway, Study Jams, Gizmos, Discovery Education, Edu-smart, Pearson My Science Online, FCAT Explorer, Brainpop, Edmodo, BiologyCorner.com, Coach Workbooks: 7th, 8th, Biology, Lab/Hands-on equipment. Textbooks: 6th grade/ Comprehensive Science, 7th Grade Physical Science, 8th Grade Biology work text, Pacing Guides and Florida Standards. -SS: Gateway, Textbooks 6th grade/History of the World, 7th grade Civics/Economics and Geography Civics EOC Test Prep Workbook, 8th grade/US History Early Years, District-provided periodic assessment exams (grades 6-8), Teacher-made quarterly comprehensive texts (grades 6 and 8), Mobile tablet devices (grade 7), Bring your own Device Initiative (grades 6-8), Pacing Guides and Florida Standards

Targeted Barriers to Achieving the Goal 3

- Lack of Rigor and knowledge of the Florida Standards in developing rigorous questions to target critical thinking skills

Plan to Monitor Progress Toward G1. 8

- District Winter and Fall Interim Assessments
- Internal Assessment Data Reports via Gateway
- i-READY Growth Monitoring Reports and Intervention Pyramid
- Office of Assessment and Data Analysis Reports (OADA)
- Office of School Improvement
- Standardized and EOC Assessments

Person Responsible

Maritza Jimenez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

Progressive data collection, Action Plans through Common Planning (vertical/horizontal), Instructional Lesson Plans realignment, and data chats with teachers as well as students -iREADY Data Reports - District Winter and Fall Interim Assessments - Internal Assessment Data Reports via Gateway - Office of Assessment and Data Analysis Reports (OADA) - Office of School Improvement (OSI/Year at a Glance) - Standardized and EOC

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070730

G1.B1 Lack of Rigor and knowledge of the Florida Standards in developing rigorous questions to target critical thinking skills **2**

 B184323

G1.B1.S1 Implement active strategies to locate textual evidence, infuse Higher Order Thinking Skills and questioning, use of technological resources to increase computer knowledge and skills in preparation for FSA and explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading which will contribute to more rigorous analysis of text in student responses. **4**

 S195868

Strategy Rationale

By infusing a variety of Higher Order Thinking strategies, technological resources, Depth of Knowledge (DOK), scaffold instruction to meet grade standards within clusters will assist in maximizing student achievement as well as College Career Readiness.

Action Step 1 **5**

Provide Professional Development on Florida Standards.

Person Responsible

Maritza Jimenez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

Sign In sheets/ Participation in professional development and or Common Planning, student work samples, informal/formal assessment data, walk through, interactive journals and student work folders.

Action Step 2 5

Bi-Weekly Common Planning-with a focus on content rigor, data analysis, developing lesson plans which include higher order questions and critical thinking strategies for core and tutorial classes.

Person Responsible

Maritza Jimenez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

Sign In sheets/ Participation in Common Planning, student work samples, informal/formal assessment data, walk through, interactive journals and student work folders.

Action Step 3 5

Initiating a coaching cycle to assist educators in enriching current best practices.

Person Responsible

Tamara Garcia

Schedule

Quarterly, from 10/29/2015 to 1/29/2016

Evidence of Completion

Coaching Cycle Logs, Administrative walk-throughs and evidence of collaboration through Bi-Weekly Common Planning.

Action Step 4 5

Provide CRISS Strategies

Person Responsible

Maritza Jimenez

Schedule

On 10/30/2015

Evidence of Completion

Sign in Roster/Participation, and agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Following the Florida Continuous Improvement Model, bi-weekly Common Planning/ Department meetings, lesson plans with evidence of grade level item specs, pacing guide standards and exemplar lessons, working data binder, and Higher Order questioning strategies will be monitored through formal/informal observations, District Reports, student folders and authentic student work displays.

Person Responsible

Maritza Jimenez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

District Assessments, Formal and Informal Assessments, Student work folders, interactive journals, and writing portfolios.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed. Classroom walkthroughs, with a concentration on student usage of highest level of DOK during instruction, grade level item specs and pacing guide Cpalms resource lessons, exemplar lessons, and grade level standards are incorporated into instructional lesson plans developed during Common Planning.

Person Responsible

Maritza Jimenez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

-Student Work Samples -Writing Portfolios -Interactive Journals -Instructional Lesson Plans - Attendance Rosters -Participation in Professional Development -Participation in Bi-Weekly Common Planning

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development on Florida Standards.	Jimenez, Maritza	8/24/2015	Sign In sheets/ Participation in professional development and or	10/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Common Planning, student work samples, informal/formal assessment data, walk through, interactive journals and student work folders.	
G1.B1.S1.A2	Bi-Weekly Common Planning-with a focus on content rigor, data analysis, developing lesson plans which include higher order questions and critical thinking strategies for core and tutorial classes.	Jimenez, Maritza	8/24/2015	Sign In sheets/ Participation in Common Planning, student work samples, informal/formal assessment data, walk through, interactive journals and student work folders.	10/29/2015 quarterly
G1.B1.S1.A3	Initiating a coaching cycle to assist educators in enriching current best practices.	Garcia, Tamara	10/29/2015	Coaching Cycle Logs, Administrative walk-throughs and evidence of collaboration through Bi-Weekly Common Planning.	1/29/2016 quarterly
G1.B1.S1.A4	Provide CRISS Strategies	Jimenez, Maritza	10/1/2015	Sign in Roster/Participation, and agenda	10/30/2015 one-time
G1.MA1	- District Winter and Fall Interim Assessments - Internal Assessment Data Reports via Gateway - i-READY Growth Monitoring Reports and Intervention Pyramid - Office of Assessment and Data Analysis Reports (OADA) - Office of School Improvement - Standardized and EOC Assessments	Jimenez, Maritza	8/24/2015	Progressive data collection, Action Plans through Common Planning (vertical/horizontal), Instructional Lesson Plans realignment, and data chats with teachers as well as students -iREADY Data Reports - District Winter and Fall Interim Assessments - Internal Assessment Data Reports via Gateway - Office of Assessment and Data Analysis Reports (OADA) - Office of School Improvement (OSI/Year at a Glance) - Standardized and EOC	10/29/2015 quarterly
G1.B1.S1.MA1	Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed. Classroom walkthroughs, with a concentration on student usage of highest level of DOK during instruction, grade level item specs and pacing guide Cpalms resource lessons, exemplar lessons, and grade level standards are incorporated into instructional lesson plans developed during Common Planning.	Jimenez, Maritza	8/24/2015	-Student Work Samples -Writing Portfolios -Interactive Journals - Instructional Lesson Plans -Attendance Rosters -Participation in Professional Development -Participation in Bi-Weekly Common Planning	10/29/2015 quarterly
G1.B1.S1.MA1	Following the Florida Continuous Improvement Model, bi-weekly Common Planning/ Department meetings, lesson plans with evidence of grade level item specs, pacing guide standards and exemplar lessons, working data binder, and Higher Order questioning strategies will be monitored through formal/informal observations, District Reports, student folders and authentic student work displays.	Jimenez, Maritza	8/24/2015	District Assessments, Formal and Informal Assessments, Student work folders, interactive journals, and writing portfolios.	10/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of Rigor and knowledge of the Florida Standards in developing rigorous questions to target critical thinking skills

G1.B1.S1 Implement active strategies to locate textual evidence, infuse Higher Order Thinking Skills and questioning, use of technological resources to increase computer knowledge and skills in preparation for FSA and explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading which will contribute to more rigorous analysis of text in student responses.

PD Opportunity 1

Provide Professional Development on Florida Standards.

Facilitator

Maritza Jimenez, Tamara Garcia

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

PD Opportunity 2

Bi-Weekly Common Planning-with a focus on content rigor, data analysis, developing lesson plans which include higher order questions and critical thinking strategies for core and tutorial classes.

Facilitator

Maritza Jimenez

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

PD Opportunity 3

Initiating a coaching cycle to assist educators in enriching current best practices.

Facilitator

Maritza Jimenez, Tamara Garcia

Participants

Teachers

Schedule

Quarterly, from 10/29/2015 to 1/29/2016

PD Opportunity 4

Provide CRISS Strategies

Facilitator

District

Participants

Teachers

Schedule

On 10/30/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide Professional Development on Florida Standards.				\$6,509.00
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	School Improvement Funds	\$2,475.00	
<i>Notes: Purchase of Workbooks "En Espanol" for Explicit vocabulary instruction.</i>						
			District-Wide	School Improvement Funds	\$4,034.00	
<i>Notes: Career Technical Student Organization</i>						
2	G1.B1.S1.A2	Bi-Weekly Common Planning-with a focus on content rigor, data analysis, developing lesson plans which include higher order questions and critical thinking strategies for core and tutorial classes.				\$0.00
3	G1.B1.S1.A3	Initiating a coaching cycle to assist educators in enriching current best practices.				\$0.00
4	G1.B1.S1.A4	Provide CRISS Strategies				\$0.00
Total:					\$6,509.00	