

Miami-Dade County Public Schools

# Highland Oaks Middle School



2015-16 School Improvement Plan

## Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

<http://hom.dade.k12.fl.us/>

### School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate<br>(As Reported on Survey 2) |
|-------------|------------------------|--|
| Middle      | No                     | 73%  |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate<br>(Reported as Non-white on Survey 2) |
|------------------------|----------------|--|
| No                     | No             | 84%  |

### School Grades History

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

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>20</b> |
| Goals Summary   | 20        |
| Goals Detail  | 20        |
| Action Plan for Improvement   | 23        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>24</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>25</b> |
| Professional Development Opportunities  | 26        |
| Technical Assistance Items  | 27        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>0</b>  |

## 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                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Highland Oaks Middle School team is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunities for lifelong learning. As part of our mission for "lifelong learning," the Manners and Values Matter Plan is our fundamental ideology incorporated into our curriculum. To that end, students are taught appropriate social behaviors including: manners, respect, and communication skills in order to instill leadership and social confidence in their daily lives.

##### **Provide the school's vision statement**

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and a tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all the goals set forth. Highland Oaks Middle School's vision and mission are defined by high academic standards, the middle school philosophy, and the implementation of the most current educational practices so that all students become valuable and productive members of their community and society as a whole.

#### School Environment

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

Teachers learn about their students through homeroom discussions, data chats, and in classroom discussions. Assignments are given to the students to write about their cultural, family "ROOTS" in order to learn about their heritages and appreciate why their families came to the United States. In some cases, home visits by the teacher also add much information for the teacher in understanding how to better assist the students. Additionally, our school has several clubs, such as the Haitian Club and the Spanish Club, which help build better relationships between each student and their teachers.

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

Highland Oaks Middle School has created, implemented, and monitored a fundamental ideology of "Manners and Values Matter" through our curriculum. Students are taught appropriate social behaviors including: manners, respect, conflict resolution, and communication skills in order to instill leadership and social confidence in their daily lives. Students will participate in various collaborative activities with a focus on citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Since our school is located in a diverse and evolving urban community, we promote and celebrate diversity within our curriculum, morning announcements, and school clubs. Furthermore, our school promotes a non-bullying climate. Administrators and counselors conduct grade-level assemblies for bullying and violence prevention. Language Arts teachers follow up by completing several lessons on the same subject. Finally, students are encouraged to report bullying or any incident or person who makes them feel unsafe.



**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**

Grade level discipline assemblies are held twice a year to give information about our school policies. A school-wide Discipline Plan is given to each child. This plan is linked to the Student Code of Conduct. Parents are required to sign their copy of the plan stating that they have read and understood the school policy plan.

Team leaders and counselors are in place to help with discipline and to mediate with students when needed.

The Roadmap to Progressive Discipline Model is utilized and the Progressive Discipline Plan is in place.

**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 school has in-house mentoring programs such as the Barry University CROP Program. This program provides individual and group counseling on a weekly basis.

Our school has referral services. Teachers refer students who exhibit any social or emotional needs to team leaders, counselors, and administrators. The counselors and administrators evaluate the students and treat the situation accordingly. The child may be referred to outside agencies.

After-school mentoring programs are in place for both boys and girls. These include the 5000 Role Models and DIVAS program. These programs target at-risk students in order to help them towards behavior modification.

### **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**

Since the mission for our school is to create life-long learners, we realize that both behavior as well as academic progression or digressions need to be monitored. Therefore, the following early warning system indicators are monitored at our school:

- Attendance - Students who miss more than 10% of instructional time
- Behavior - Students who have referrals that lead to suspension
- Performance - Students score at FCAT (FSA) Level 1 in either ELA or Math
- Performance - Students who fail either ELA or Math
- Performance - Students who fail 2 or more of any course

**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             | 38          | 57  | 93  | 188   |
| One or more suspensions                 | 0           | 0   | 0   |       |
| Course failure in ELA or Math           | 43          | 49  | 50  | 142   |
| Level 1 on statewide assessment         | 112         | 142 | 164 | 418   |
| Failed 2 or more courses in any subject | 12          | 32  | 37  | 81    |
| Retention                               | 2           | 11  | 3   | 16    |

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

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| 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**

Students are taught how to use their student portal to get assistance from the web. This gives them access to all school programs that are available to them. The Media Center is available to all students from 8:30-9:00 daily. This allows students access to information and computers in order to improve their educational experiences.

Many Academic Clubs are in place and students are encouraged to join these after school programs. The National Honor Society also tutors students in all areas in which they may need assistance. These meetings take place after school.

Parent/teacher conferences are scheduled weekly if the student is exhibiting needed intervention. Assemblies are held with students who are not performing at grade level. Ways of improving performance are discussed and encouraged.

**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?**

No

***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

***Description***

Our Parental Target for the 2015-2016 school year is to increase parent engagement and participation in our school, especially parents of students scoring in the lowest performing subgroups not meeting AMO. Therefore, several communication methods have been implemented in an effort to build positive relationships with families. Our school's website and marquee are constantly updated; Connect-Ed phone messages are issued whenever parents need to be informed; weekly team meetings with parents are held with the purpose of partnering with the parents to help our students; our counselors assist parents in creating parent portal accounts; our PTA holds regular parent

meetings; and we have instituted an I-Care Customer Service methodology when servicing our parents.

**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**

Through the partnership with our PTSA, we encourage our local community to join our school in partnering with us to further educate and collaborate with our school to better our students and ultimately our community. We seek partnerships through word of mouth, advertisement on our fence on Ives Dairy Road and tennis court, Open House Community Resource Fair, monthly PTSA meetings, and partnerships with local Home Owners Associations. Parents with local businesses, whose children attend the school, reach out to other local businesses and wonderful partnerships are formed for the school for both students and teachers. These businesses have provided incentive programs for faculty, staff, and students.

**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                     |
|----------------------|---------------------------|
| Kushi, Cheryl        | Principal                 |
| Diaz, Fernando       | Assistant Principal       |
| Bello, Veronica      | Assistant Principal       |
| Green, Edith         | Teacher, K-12             |
| Brito-Miguez, Zorida | Guidance Counselor        |
| Carr, Connie         | Teacher, K-12             |
| Kocur, John          | Teacher, K-12             |
| Landon, Kent         | Teacher, K-12             |
| Marron, Dianna       | Teacher, K-12             |
| McFarland, Robert    | Teacher, K-12             |
| McMillan, Amy        | Teacher, K-12             |
| Messinger, E         | Teacher, K-12             |
| Reaney, Bill         | SAC Member                |
| Robinson, Valda      | Teacher, K-12             |
| Stein, Marcia        | Teacher, K-12             |
| Tomlinson, Matthew   | Teacher, K-12             |
| Tookes, Kenneth      | Teacher, K-12             |
| Torres, Angel        | Teacher, K-12             |
| Weitzner, Lesli      | Teacher, ESE              |
| Wiley, Kimberly      | Teacher, Career/Technical |
| Beghin, Erica        | Other                     |
| Salgado, Gabriel     | Psychologist              |

## 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

Principal: (Mrs. Cheryl Kushi) Schedules and facilitates regular Rtl meetings, ensures attendance of team members, ensures follow up of action steps, and allocates resources. Also, she provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also insures the implementation of the MTSS/Rtl and provides the necessary development to determine its success.

Assistant Principal: (Mr. Fernando Diaz and Ms. Veronica Bello) Facilitate the effective implementation of the goals and objectives delineated by the principal. They ensure that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Student Service Department Chairperson: (Ms. Zoraida Brito-Miguez) provides expertise in the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community organizations for continuous support.

SWD Department Chairperson: (Lesli Weitzner) Provides guidance for SWD teachers, students, and families to support their academic and social development. She facilitates the monitoring and

maintaining of all documentation and professional growth activities related to Exceptional Student Education.

Reading Department Chairperson: (Ms. Connie Carr) Provides guidance in the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, and provides professional development and technical assistance to teachers regarding data-based instructional planning.

Speech/Language Therapist: (Ms. Ericka Beghin) Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systematic patterns of student need with respect to language skills.

Behavioral Therapist: (Dr. Gabriel Salgado) Helps our students understand that if they change their behavior, they can change their mood, surroundings and reactions to stimuli.

Language Arts Department Chairperson and the Testing Chairperson (Mrs. Edith Green) - Monitors school-wide assessments, provides assessment data results, assists in monitoring the implementation of reading strategies and best practices.

ESSAC Members: (see list section B)

Social Studies Department Chairperson: (Mr. John Kocur)

Mathematics Department Chairperson - Ms. Marcia Stein

Science Department Chairperson - Ms. Kent Landon

Gifted Department Chairperson - Ms E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2:

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

Language Arts Department Chairperson and Testing Chairperson- Mrs. Edith Green

Reading Department Chairperson - Ms. Connie Carr

Social Studies Department Chairperson - Mr. John Kocur

Mathematics Department Chairperson - Ms. Marcia Stein

Science Department Chairperson - Ms. Kent Landon

Gifted Department Chairperson - Ms E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

Electives Department Chairperson - Amy McMillan

8th Grade Team Leaders - Ms. Dianna Marron and Mr. Kenneth Tookes

7th Grade Team Leaders - Mr. Angel Torres and Ms. Kimberly Wiley

6th Grade Team Leader - Ms. Valda Robinson and Mr. Matthew Tomlinson

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

Tier 3:

The Principal, counselors, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***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***

The MTSS/Rtl Leadership Team in conjunction with the Educational Excellence School Advisory Council (EESAC) and principal will be instrumental in compiling the information for implementation of the School Improvement Plan. The team will disaggregate data, monitor the delivery of instructional programs with fidelity, and provide additional support services for students' social and academic

success. The problem solving process will begin with identifying the desired behaviors replacing the problem behaviors. Goal statements will be written including the behavior to be measured. Brainstorming will take place and a criterion for achievement will be in place as part of the School Improvement Plan. Progress monitoring will allow students to receive interventions in order to ensure success and growth. Progress of students and evaluation of the educational needs of individual students will be assessed in a continuous manner by the team.

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

- 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 are purchased for selected schools to be used by ELL students and recently arrived immigrant students, (K-12, RFP Process)

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 to which they are entitled.
- 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.

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, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

### **School Advisory Council (SAC)**

#### **Membership:**

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Cheryl Kushi     | Principal                  |
| Veronica Bello   | Education Support Employee |
| Karen Black      | Education Support Employee |
| William Reaney   | Teacher                    |
| Susan Greenfield | Teacher                    |
| Ellen Nusbaum    | Teacher                    |
| Dianna Marron    | Teacher                    |
| Brian Bernstein  | Teacher                    |
| Nate Williams    | Teacher                    |
| Vicky Socarras   | Education Support Employee |
| Annette Price    | Education Support Employee |
| Jamie Stephens   | Parent                     |
| Shawana Joseph   | Parent                     |
| Monica Goldstein | Parent                     |
| Amy Sherit       | Parent                     |
| Lauri Shannon    | Parent                     |
| Gia Marquez      | Parent                     |
| David Diaz       | Parent                     |
| Lauren Stephens  | Student                    |
| Gang Chen        | Student                    |
| Lisa Mannis      | Business/Community         |
| Mindi Ratner     | Business/Community         |
| Jodi Sklar       | 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 Highland Oaks Middle SAC Committee reviewed and gave feedback to the school's annual School Improvement Plan. As we received data and feedback from all stakeholders, we modified the living document as needed to reach the highest student achievement possible.

### *Development of this school improvement plan*

The SAC will monitor and review the implementation of the SIP at each meeting. The SAC serves as the representative for input from all education professionals, parents, students, business community, and interest citizens.

### *Preparation of the school's annual budget and plan*

On an annual basis, the principal meets with the EESAC and develops the school's budget for the school year utilizing both school and EESAC funds to meet the needs of the students. The final budget is then presented to the EESAC committee in October. The principal reviews the school's allocated funds and distributes the budget for the year to all stakeholders.



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

SAC funds were used to support hourly teacher service and the Manner Matters Program. Additionally, SAC funds was used to buy or purchase supplies for the program. The SAC ensured alignment with the use of funds included in each goal area.

**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               |
|----------------------|---------------------|
| Kushi, Cheryl        | Principal           |
| Bello, Veronica      | Assistant Principal |
| Diaz, Fernando       | Assistant Principal |
| Carr, Connie         | Teacher, K-12       |
| Green, Edith         | Teacher, K-12       |
| Brito-Miguez, Zorida | Guidance Counselor  |
| Stein, Marcia        | Teacher, K-12       |
| Kocur, John          | Teacher, K-12       |
| Landon, Kent         | Teacher, K-12       |
| McFarland, Robert    | Teacher, K-12       |
| Messinger, E         | Teacher, K-12       |
| McMillan, Amy        | Teacher, K-12       |
| Weitzner, Lesli      | Teacher, ESE        |

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational literacy goals in a positive direction. The team works together to problem solve in all areas of curriculum and provide reading best practices and strategies.

**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**

Our school-wide theme this year is "Be Awesome." We realized that it took all of us working together to obtain the school grade of an 'A', and it will take all of us to maintain this superior rating. Furthermore, we want to continue this year is like no other in terms of standards and assessments being implemented. The teachers and leaders have decided that positive working relationships are our norm. Teachers meet departmentally every Monday to disseminate information and data. Then they meet departmentally by



grade level, every first, second, and third Friday each month to collaboratively plan, collect resources, share best practices and unpack the standards.

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

1. Regular meetings with new teachers and Principal - Principal June 3, 2015
2. Partnering new faculty with veteran faculty - Assistant Principal August 17, 2015
3. Recruiting at job fairs - Counselor/Principal April 4, 2016
4. Soliciting referrals from current employees - Principal August 24- June 10, 2016

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

After reviewing the VAM Detailed Report, teachers whose scores were low were paired with Highly Effective teachers within their department and grade level. Mentor teachers shared best practices, effective strategies and creative implementations of the standards. Additionally, every department within our school meets every Friday within their collaborative planning grade level groups to discuss their data, share best practices, review lesson plans, and discuss effective strategies.

## **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***

All departments at Highland Oaks Middle School are following the District Pacing Guides which are aligned to the Florida Standards. Also, teachers are utilizing resources from FSassessment.org such as the Item Specification and other Reading, Writing, Mathematics and EOC resources. They are also utilizing resources from CPALMS, Discovery Learning and Learning Village as it pertains to items on the Pacing Guide.

#### **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***

School-wide use of Gateway to Data (G2D) allows the school to collect data during baseline, fall, and winter exams. The iReady program is also used to analyze student growth in reading and mathematics. The resulting data is analyzed during departmental and faculty meetings, at grade level PLC meetings, and during professional development activities.

The principal, assistant principals, department heads, and testing chairperson are responsible for the dissemination of the resultant data. Teachers will then implement strategies to modify instruction based on these results.

Data chats will be conducted to continually analyze student performance in order to drive teacher collaboration on implementing innovative learning strategies involving reteaching and use of additional Computer Assisted Programs.

***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:** 1,200

The school provides after-school enrichment and tutorial activities including, but not limited to clubs such as SECME, Peer-Tutoring, Homework Labs, athletic activities, before and after school computer lab accessibility to programs such as iReady, Gizmos, Florida Achieve Focus, and Compass Learning.

Professional Development will be provided during early release instructional days, and departmental and team meetings for instructional staff. School staff will participate in activities to understand basic MTSS/Rtl principles and procedures and data chats using region data protocols. Departmental data chats will be conducted during August, October, January, and February using the evaluation tool, North Regional Data Protocols.

### ***Strategy Rationale***

In order to meet the Florida State Standards, implementation of these programs will enhance the educational goals of the school and lead to success in all academic areas.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Kushi, Cheryl, pr6241@dadeschools.net

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

School-wide use of Gateway to Data (G2D) and iReady, allows the school to collect data during baseline, fall, and winter interim exams. The resulting data is analyzed during departmental and faculty meetings, at grade level PLC meetings, and during professional development activities.

## **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***

At Highland Oaks Middle School, we host several opportunities for parents and students that are in the elementary schools to attend our events to ensure a smooth transition from elementary to middle school. These events are: the Annual Curriculum Fair in January, the annual school tour and PTSA meeting in March, and the annual School Orientation Assembly for new parents and students in August. At these events, teachers meet with parents and students to provide assistance and information regarding the school.

When students in grade 8 graduate from our school, we provide several opportunities for parents to meet with the new principal and guidance counselors of the high school to assist with the transition to the next school. The first meeting is held in March to provide information about classes and schedules for their ninth grade year. The second meeting held in April is for parents and students to learn more about the school and ask questions. The final meeting is held in August for orientation at the school site. Additionally, once a year both the high school and middle school have a joint PTSA meeting to further collaborate with our community.

Through our feeder pattern initiatives, all area elementary, middle, and high school administration and leadership teams meet at least twice a year to review and align curriculum and provide activities to strengthen community relationships and partnerships.

### 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***

N/A

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

N/A

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

N/A

***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:

.

#### 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

 = 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

G070757

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Middle School Performance in EOC and Industry Certifications | 96.0          |
| AMO Math - All Students                                      |               |
| AMO Math - Asian   |               |
| AMO Math - African American                                  |               |
| AMO Math - Hispanic  |               |
| AMO Math - White   |               |
| AMO Math - ELL   |               |
| AMO Math - SWD   |               |
| AMO Math - ED  |               |
| FSA - Mathematics - Achievement                              | 51.0          |
| Math Gains   | 75.0          |
| Math Lowest 25% Gains  | 77.0          |
| Algebra I EOC Pass Rate                                      | 91.0          |
| Geometry EOC Pass Rate                                       | 99.0          |
| AMO Reading - All Students                                   |               |
| AMO Reading - Asian  |               |
| AMO Reading - African American                               |               |
| AMO Reading - Hispanic                                       |               |
| AMO Reading - SWD  |               |
| AMO Reading - ED   |               |
| FSA - English Language Arts - Achievement                    | 73.0          |
| ELA/Reading Gains  | 78.0          |
| ELA/Reading Lowest 25% Gains                                 | 72.0          |
| CELLA Listening/Speaking Proficiency                         | 69.0          |
| CELLA Reading Proficiency                                    | 40.0          |
| FCAT 2.0 Science Proficiency                                 | 47.0          |
| Bio I EOC Pass   | 97.0          |
| CELLA Writing Proficiency                                    | 36.0          |

**Resources Available to Support the Goal** 2

- Promethean/SMART Boards, , , , ,
- Math Department Meetings
- District Pacing Guides
- Item Specifications
- Math Department Chair
- Veteran teachers
- Core text
- CPALMS

- Discovery Learning
- Classzone On-line Teacher Resources
- Language Arts and Reading Department Meetings
- Language Arts and Reading Department Chairs
- Science Department Chair
- Social Science Department Chair
- Insight
- Kahoot
- i-Ready
- Carnegie
- Online National Geographic
- TeenBiz 3000

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge and familiarity with new standards.

**Plan to Monitor Progress Toward G1.** 8

Data disaggregation, Interim Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science

**Person Responsible**

Cheryl Kushi

**Schedule**

Quarterly, from 8/31/2015 to 6/9/2016

**Evidence of Completion**

Formative and Summative Assessments

## 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**

 **G070757**

**G1.B3** Limited knowledge and familiarity with new standards. **2**

 **B184404**

**G1.B3.S1** Provide ongoing professional development on unpacking and identifying the progression of the standards. **4**

 **S195917**

### Strategy Rationale

To increase teacher's knowledge of the standards in order to effectively utilize the standards and meet the individual academic needs of students.

### Action Step 1 **5**

Conduct focus classroom walkthroughs to identify the implementation of Florida Standards within lessons.

#### Person Responsible

Veronica Bello

#### Schedule

Weekly, from 8/31/2015 to 6/9/2016

#### Evidence of Completion

lesson plans, student work folders, classroom walkthrough logs, formal observations

## Action Step 2 5

Provide professional development focused on teachers and department chairs collaborating in identifying student learning through the progression of the Florida Standards.

### **Person Responsible**

Edith Green

### **Schedule**

Quarterly, from 8/31/2015 to 6/9/2016

### **Evidence of Completion**

Sign-in Sheets, Agenda, lesson plans

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Collaborative Department and Team meetings will be monitored through written documentation

### **Person Responsible**

Veronica Bello

### **Schedule**

Biweekly, from 8/31/2015 to 6/9/2016

### **Evidence of Completion**

Team and Department agendas and minutes

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthroughs will be conducted.

### **Person Responsible**

Veronica Bello

### **Schedule**

Weekly, from 8/31/2015 to 6/9/2016

### **Evidence of Completion**

Walkthrough logs, lesson plans, student work folders, informal and formal assessments

## 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.B3.S1.A1  | Conduct focus classroom walkthroughs to identify the implementation of Florida Standards within lessons.   | Bello, Veronica | 8/31/2015                     | lesson plans, student work folders, classroom walkthrough logs, formal observations   | 6/9/2016 weekly    |
| G1.B3.S1.A2  | Provide professional development focused on teachers and department chairs collaborating in identifying student learning through the progression of the Florida Standards. | Green, Edith    | 8/31/2015                     | Sign-in Sheets, Agenda, lesson plans  | 6/9/2016 quarterly |
| G1.MA1       | Data disaggregation, Interim Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science  | Kushi, Cheryl   | 8/31/2015                     | Formative and Summative Assessments   | 6/9/2016 quarterly |
| G1.B3.S1.MA1 | Classroom walkthroughs will be conducted.  | Bello, Veronica | 8/31/2015                     | Walkthrough logs, lesson plans, student work folders, informal and formal assessments | 6/9/2016 weekly    |
| G1.B3.S1.MA1 | Collaborative Department and Team meetings will be monitored through written documentation   | Bello, Veronica | 8/31/2015                     | Team and Department agendas and minutes   | 6/9/2016 biweekly  |

## 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.B3** Limited knowledge and familiarity with new standards.

**G1.B3.S1** Provide ongoing professional development on unpacking and identifying the progression of the standards.

### PD Opportunity 1

Provide professional development focused on teachers and department chairs collaborating in identifying student learning through the progression of the Florida Standards.

#### Facilitator

Department Chairpersons

#### Participants

Teachers

#### Schedule

Quarterly, from 8/31/2015 to 6/9/2016

## Technical Assistance Items

*Technical Assistance 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.B3** Limited knowledge and familiarity with new standards.

**G1.B3.S1** Provide ongoing professional development on unpacking and identifying the progression of the standards.

### PD Opportunity 1

Conduct focus classroom walkthroughs to identify the implementation of Florida Standards within lessons.

#### Facilitator

Administration

#### Participants

Teachers

#### Schedule

Weekly, from 8/31/2015 to 6/9/2016

## Budget

### Budget Data

|        |             |  |        |
|--------|-------------|--|--------|
| 1      | G1.B3.S1.A1 | Conduct focus classroom walkthroughs to identify the implementation of Florida Standards within lessons.   | \$0.00 |
| 2      | G1.B3.S1.A2 | Provide professional development focused on teachers and department chairs collaborating in identifying student learning through the progression of the Florida Standards. | \$0.00 |
| Total: |             |  | \$0.00 |