

Miami-Dade County Public Schools

Hialeah Gardens Middle School



2016-17 Schoolwide Improvement Plan

Hialeah Gardens Middle School

11690 NW 92ND AVE, Hialeah Gardens, FL 33018

<http://hgms.dadeschools.net>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Middle School 6-8 | Yes | 84% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | A* | A | A |

**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 a monitoring status of "Former F" (see page 4). 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

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 8 |
| Public and Collaborative Teaching | 16 |
| Ambitious Instruction and Learning | 16 |
| 8-Step Planning and Problem Solving Implementation | 23 |
| Goals Summary | 23 |
| Goals Detail | 23 |
| Action Plan for Improvement | 26 |
| Appendix 1: Implementation Timeline | 30 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 31 |
| Professional Development Opportunities | 31 |
| Technical Assistance Items | 33 |
| Appendix 3: Budget to Support Goals | 33 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hialeah Gardens Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 student's 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 four 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.

b. 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 96% 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.

c. 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 Miami-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.

d. 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 counseling 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.

3. Early Warning Systems

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

a. 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 the Student Progression Plan while parents attend informational meetings in regard 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 two or more of any course in addition to the cited early warning indicators will be additionally monitored.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 157 | 128 | 139 | 0 | 0 | 0 | 0 | 424 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

c. 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 department will monitor enrollment logs and successful completion in respective programs (i.e., Alternate to Suspension, Outside agency referrals, Student Service classroom visits).

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/345816>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-----------------------|---------------------|
| Lima, Cynthia | Principal |
| Torres McHale, Evelyn | Assistant Principal |
| Davis, Niurka | Assistant Principal |
| Serio, Francisco | Assistant Principal |
| Cruz, Ray | Teacher, K-12 |
| Frye, Barbara | Teacher, ESE |
| Lago, Yaneli | Teacher, K-12 |
| Lastra, Susana | Teacher, K-12 |
| Lirio, Ivette | Teacher, K-12 |
| Navarro, Kerri | Teacher, K-12 |
| Pineda, Arlene | School Counselor |
| Rylands, Raquel | Teacher, K-12 |

b. Duties

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

Tier 1(School Leadership Team)

Principal: (Maritza D. Jimenez) Schedules and facilitates regular 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 that this process is implemented with fidelity and provides the necessary development to determine its success.

Assistant Principal(s): (Evelyn Torres-McHale, Niurka Davis, and Francisco Serio) 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. Faculty meeting sessions are held on an as need basis. Department meetings are held twice a month from 8:30 a.m. until 9:00 a.m. Common Planning meetings are held twice a month from 8:00 a.m. until 9:00 a.m.

Department Chairperson(s): (Mathematics: Ray Cruz; Science: Kerri Navarro; ESE: Barbara Frye; ELA : Yaneli Lago; ELL: Susana Lastra; Electives: Yvette Lirio; Social Studies: Raquel Rylands; School Guidance Counselor: Arlene Pineda) The Department Chairperson(s) serve as leader representative for their respective departments in the School Leadership Team. They are responsible for: conducting their respective departmental/common planning meetings; assist with data disaggregation; implementation and continuous monitoring of the School Improvement Plan.

Student Service Department Chairperson: (Arlene Pineda) 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 and Testing Chairperson: (Barbara Frye) 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. She monitors school-wide assessments and provides assessment data results.

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. Selected members will assist and carry out SIP planning and problem solving when specific student needs are warranted.

- TRUST Specialists: Jackie Garcia
- School Guidance Counselor: Letecia Figueroa
- School Psychologist: Khamesesha Salley
- School Social Worker: Caridad Gallo
- Member of advisory group, community stakeholders, parents (specify names)

In addition to Tier 1 problem solving, the School Leadership Team members will meet periodically, on an as need basis, to review consensus, infrastructure, and implementation of building level.

Tier 2

Selected members of the School 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, Niurka Davis, Assistant Principal, Francisco Serio, Assistant Principal

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

Department Chairperson(s): (Mathematics: Ray Cruz; Science: Kerri Navarro; ESE: Barbara Frye; ELA : Yaneli Lago; 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 problem solving procedures

- TRUST Specialists: Jackie Garcia
- School Guidance Counselor: Letecia Figueroa
- School Psychologist: Khamesesha Salley
- School Social Worker: Caridad Gallo
- 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

The Principal (or selected administrative representative), Tier 2 Team, and parent/guardian make up the Tier 3 Problem Solving Team.

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

2. 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 Leadership Team in conjunction with the Educational Excellence School Advisory Council (EESAC) 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 students will be assessed in a continuous manner by the team.

Hialeah Gardens Middle School uses the Tier 1 Problem Solving process to set Tier 1 goals, monitors academic and behavioral data to evaluate progress towards those goals at least three (initial, mid-year and end of year) times per academic year by:

1. Holding regular team (department, common planning and faculty) 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. Determine 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 by utilizing the problem solving process and monitoring progress of instruction.
5. Respond 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 for all interventions and continue to analyze student data.

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 through departmental meetings (held twice a month from 8:30 a.m. until 9:00 a.m.), common planning (held twice a month from 8:00 a.m. until 9:00 a.m.) and faculty/ leadership meetings (on an as need basis).

1. Review ongoing progress monitoring 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 for 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 three times per year. The 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 3 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, the End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next years' 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.

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 Specialist (CIS), serves as bridges 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.

Title I, Part C- Migrant NA

Title I, Part D

The Student Service Department provides a variety of informational sessions for students which include focus on Drop-out Prevention. Secondly, Hialeah Gardens Middle School works closely with an Alternate to Suspension program at Hialeah Gardens Senior High School. Parents and students who are assigned to this program opportunity meet with the TRUST Specialist for two sessions at Hialeah Gardens Senior High School.

Title II

Hialeah Gardens Middle School 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

Hialeah Gardens Middle School uses Title III funds 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.

Title X- Homeless

- Jacqueline Garcia the TRUST Specialist at Hialeah Gardens Middle School is the designated Homeless Liaison which provides ongoing services for our homeless students.
- The Homeless Education Program assists our school with the identification, enrollment, attendance, and transportation of homeless students.

- Annual training is utilized and provided to our school registrar on the procedures for enrolling homeless students and to our school counselors when needed.
- Project Upstart is utilized by our Homeless Liaison which provides homeless sensitivity and an awareness campaign. The campaign includes a video, curriculum manual, and a contest.

Violence Prevention Programs

Hialeah Gardens Middle School has a TRUST Specialist which provides through large scale presentations and individual classroom presentations "The Safe and Drug-Free Schools Program". This program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and/or our TRUST Specialist.

- Training and technical assistance is provided for our TRUST Specialists.
- Our TRUST Specialist focus is 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

During the week of August 29th, 2016 through September 6th, 2016 lessons on bullying and harassment are delivered to our sixth (6) and eighth (8) grade students through the Social Studies Department and our seventh (7) grade students through the Science Department. Five curriculum lessons on Bullying and Violence Prevention per grade level is provided for all of our students. All staff members are trained at the beginning of the school year by our Trust Counselor on a diversity of student oriented concerns which include bullying. 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 is additionally provided.

Nutrition Programs

- 1) Hialeah Gardens Middle 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

Hialeah Gardens Middle School students with approved nursing services with Miami- Dade County Public Schools are provided individual nursing services in the school clinic. The Integrity private Nursing Agency provides this service to our students with a full time nurse.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------------|----------------------------|
| Jimenez, Maritza D | Principal |
| Evelyn Torres McHale | Principal |
| Ingrid Brown | Education Support Employee |
| Janel Jackson-Lefebvre | Teacher |
| Jackeline Skinner | Teacher |
| Milaydys Gonzalez | Teacher |
| Yvette Rodriguez | Teacher |
| Isabel Cardenas | Teacher |
| Candida Perez | Parent |
| Maria I. Zabala | Education Support Employee |
| Amanda Fleitas | Student |
| Ashley Romay | Student |
| Samantha Aguila | Student |
| Dagmaris Quintana | Teacher |
| Annette Cutie | Parent |
| Ana Acosta | Parent |
| Lizbeth Perez | Parent |
| Francy Perdomo | Parent |
| Grace Piedra | Parent |
| Michael Roig | Business/Community |
| Brenda Perez | Business/Community |
| Judy Serra | Business/Community |
| Sandra Ulloa | Parent |
| Norma Restrepo | Education Support Employee |
| Daniel Ulloa | Student |
| Navarro, Kerri | Teacher |

b. Duties

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

a. 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 School Leadership Team will meet regularly to discuss instructional strategies and to ensure that the students' needs are being addressed.

b. Development of this school improvement plan

The School Advisory Council (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.

c. 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 about the various projects and activities taking place at the school. During the Fall and Spring meetings', the principal shares her budget with the committee and provide insight on funding allocations and projections.

2. 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.)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------------|---------------------|
| Lima, Cynthia | Principal |
| Torres McHale, Evelyn | Assistant Principal |
| Lago, Yaneli | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 i-Ready and elicit the support and participation of community leaders.

- i-Ready 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

D. Public and Collaborative Teaching

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

1. 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 and 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 and collaborative 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.

2. 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.

3. 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 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 other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 standards instruction, including learning targets aligned to the standards should scaffold to the highest level of Depth of Knowledge (DOK) and utilize rigor, higher order thinking skills and strategies. Additionally, data will be used to ascertain strengths and weaknesses to identify clear future instructional paths.

b. Instructional Strategies

1. 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.

2. 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

Students are targeted for mathematic tutorial sessions commencing in September 2016 and end prior to the administration of the state assessment. Tutorial sessions are held Monday through Friday from 7:30 a.m. until 8:30 a.m.

Strategy Rationale

Mathematic tutorial sessions will enable students to become proficient in demonstrated areas of weakness as well as maintaining mastered skills.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Lima, Cynthia, pr6751@dadeschools.net

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: 1,680

Students are targeted for writing tutorial sessions commencing in January 2017 and end prior to the administration of the state assessment. Tutorial sessions are held in the morning from 7:30 a.m. until 8:30 a.m. The tutorial sessions will be held four times a week.

Strategy Rationale

Writing tutorials will enable students to become proficient in demonstrated areas of weakness; as well as, maintaining mastered skills.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Lima, Cynthia, pr6751@dadeschools.net

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: After School Program

Minutes added to school year: 4,080

The Chess Class is an enrichment opportunity for our students. Students meet twice a week from 4:00 p.m. until 5:00 p.m.

Strategy Rationale

The Chess Class improves students critical thinking and logic reasoning skills through the use of analysis of chess games, endings, playing setting, use of chess timer and competing chess tournaments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lima, Cynthia, pr6751@dadeschools.net

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

Placement of students in tournament outcomes.

Strategy: Weekend Program

Minutes added to school year: 1,320

Saturday Civics tutorial sessions commence in February 2017 and end prior to the administration of the Civic state assessment. Session one is held from 9:00 a.m. until 10:20 a.m. Session two is held from 10:30 a.m. until 11:50 a.m. Students review and practice a variety of strategies which assist them with the Civic state assessment.

Strategy Rationale

Upon receiving student scores from the administration of the Civic Mid Year assessment on January 2017, students who did not score the minimum of 70% will be invited to attend the Saturday Tutorial sessions.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Lima, Cynthia, pr6751@dadeschools.net

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

Data from the Civic Mid Year assessment help teachers and students understand the areas of deficiency and need for improvement. Pre/Post Assessments will be administered.

Strategy: Extended School Day

Minutes added to school year: 3,840

English Language Learner (ELL) students levels 1-4 are targeted for tutorial sessions Monday-Wednesday through Mathematics and on Tuesday -Thursday through Reading. Sessions will be from 7:30 a.m. until 8:30 a.m. 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)

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

Person(s) responsible for monitoring implementation of the strategy

Lima, Cynthia, pr6751@dadeschools.net

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: Weekend Program**Minutes added to school year: 1,440**

Saturday Mathematic tutorial sessions commence in January 2017 and end prior to the administration of the mathematic state assessments. Session one is held from 9:00 a.m. until 10:20 a.m. Session two is held from 10:30 a.m. until 11:50 a.m. Students review and practice a variety of strategies which assist them with the mathematic assessment.

Strategy Rationale

Mathematic tutorials will enable students to become proficient in demonstrated area of weakness; as well as, maintaining mastered skills.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Lima, Cynthia, 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. Pre/Post Assessments will be administered.

2. Student Transition and Readiness**a. PreK-12 Transition**

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

1. 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 hosts articulation night, where the parents and students are invited to visit the various academies and programs offered at the Middle School. Another articulation event 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.

b. College and Career Readiness**1. 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.
- Students will participate in dual enrollment classes through Miami Dade College.
- Students will be eligible to take the Preliminary Scholastic Aptitude Test (PSAT).

2. 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. The 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 such as algebra, biology, geometry, career, and technical courses and college preparatory.

3. 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. Student Services meets 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: Law, Bio Medics, Engineering, Speech and Debate, Technology, Agricultural Science, Culinary Arts and many other career oriented courses.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is improved then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved then student achievement will increase. 1a

G087701

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| AMO Reading - All Students | |
| Civics EOC Pass | |
| AMO Math - All Students | |
| Statewide Science Assessment Achievement | |

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- - ELA: Gateway; computer labs; textbooks/Houghton Mifflin Harcourt/ Collections; Essay Smart; Inside Analogy Text; Inside Practice Book; Vocabulary Workshop Book; Novels; Assessments; I-Ready; i-Ready Toolbox, lessons and Unit Quizzes; Writing workbooks; Pacing Guides; Florida 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; Courses Pacing Guides and Florida Standards; Holt McDougal on line (my.HRW) resource. - Science: Technology; Gateway; Study Jams; Gizmos; Discovery Education; Edu-smart; Pearson My Science Online; Brainpop; Edmodo; BiologyCorner.com; Coach Workbooks: 7th, 8th, Biology; Lab/Hands-on equipment; Textbooks: 6th, 7th and 8th grade/Comprehensive Science textbooks; 7th Grade and 8th grade Physical Science textbooks (CPO), 8th Grade Biology work text, Pacing Guides and Florida Standards. -SS: Thinkgate; Textbooks 6th and 8th grade US History Early Years; 7th grade Civics/ Economics and Geography; Civics EOC Test Prep workbook; Gateway to American Government; District-provided periodic assessment exams (Civics); Teacher-made quarterly comprehensive tests (grades 6 and 8); 7th grade Edgenuity Learning Computer Program; Mobile tablet devices (grades 7th and 8th); bring your own Device Initiative (grade 6); Pacing Guides and Florida Standards. - Electives: Spanish: Brainpop Espanol and The Dictionary of the Real Academy of the Spanish Language (DLe app); Business Education: GMetrix, Certiport, Quizlet, Microsoft Imagine Academy, IC3 Online resources, code.org, MITI App Inventor, Scratch, wix.com (web design), testfrenzy.com. - ELL: Nearpod.

Plan to Monitor Progress Toward G1. 8

- Internal Assessment Data Reports via Gateway
- i-Ready Growth Monitoring Reports and Intervention Pyramid
- I-Ready Diagnostic Test/ Reports
- Office of Assessment and Data Analysis Reports (OADA)
- Office of School Improvement
- Standardized and EOC Assessments

Person Responsible

Cynthia Lima

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

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 - 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. If core instruction is improved then student achievement will increase. 1

G087701

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

B233174

G1.B1.S1 Implement strategies to locate textual evidence, infuse Higher Order Questioning, use 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 contribute to more rigorous analysis of text in student responses. 4

S246101

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

Cynthia Lima

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

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

Cynthia Lima

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

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

Assist educators in enriching current best practices.

Person Responsible

Cynthia Lima

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

Evidence of Completion

Sign In sheets/ Administrative walk-throughs and evidence of collaboration through Bi-Weekly Common Planning.

Action Step 4 5

Provide CRISS Strategies

Person Responsible

Cynthia Lima

Schedule

On 6/9/2017

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

Cynthia Lima

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

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, Close Reading and grade level standards are incorporated into instructional lesson plans developed during Common Planning.

Person Responsible

Cynthia Lima

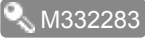

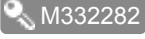
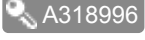

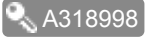
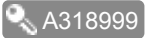
Schedule

Quarterly, from 8/18/2016 to 6/9/2017

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|---|---------------|-------------------------------|---|--------------------|
| 2017 | | | | | |
| G1.MA1  M332283 | - Internal Assessment Data Reports via Gateway - i-Ready Growth Monitoring Reports and... | Lima, Cynthia | 8/18/2016 | 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 - 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 | 6/9/2017 quarterly |
| G1.B1.S1.MA1  M332281 | Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results... | Lima, Cynthia | 8/18/2016 | -Student Work Samples -Writing Portfolios -Interactive Journals - Instructional Lesson Plans -Attendance Rosters -Participation in Professional Development -Participation in Bi-Weekly Common Planning | 6/9/2017 quarterly |
| G1.B1.S1.MA1  M332282 | Following the Florida Continuous Improvement Model, bi-weekly Common Planning/ Department... | Lima, Cynthia | 8/18/2016 | District Assessments, Formal and Informal Assessments, Student work folders, interactive journals, and writing portfolios. | 6/9/2017 quarterly |
| G1.B1.S1.A1  A318996 | Provide Professional Development on Florida Standards. | Lima, Cynthia | 8/18/2016 | 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. | 6/9/2017 quarterly |
| G1.B1.S1.A2  A318997 | Bi-Weekly Common Planning-with a focus on content rigor, data analysis, developing lesson plans... | Lima, Cynthia | 8/18/2016 | Sign In sheets/ Participation in Common Planning, student work samples, informal/formal assessment data, walk through, interactive journals and student work folders. | 6/9/2017 quarterly |
| G1.B1.S1.A3  A318998 | Assist educators in enriching current best practices. | Lima, Cynthia | 8/18/2016 | Sign In sheets/ Administrative walk-throughs and evidence of collaboration through Bi-Weekly Common Planning. | 6/9/2017 quarterly |
| G1.B1.S1.A4  A318999 | Provide CRISS Strategies | Lima, Cynthia | 8/18/2016 | Sign in Roster/Participation, and agenda | 6/9/2017 one-time |

V. Professional Development Opportunities

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

G1. If core instruction is improved then student achievement will increase.

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

G1.B1.S1 Implement strategies to locate textual evidence, infuse Higher Order Questioning, use 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 contribute to more rigorous analysis of text in student responses.

PD Opportunity 1

Provide Professional Development on Florida Standards.

Facilitator

Maritza Jimenez, Carlos Marrero

Participants

Teachers

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

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 8/18/2016 to 6/9/2017

PD Opportunity 3

Assist educators in enriching current best practices.

Facilitator

Maritza Jimenez

Participants

Teachers

Schedule

Quarterly, from 8/18/2016 to 6/9/2017

PD Opportunity 4

Provide CRISS Strategies

Facilitator

District

Participants

Teachers

Schedule

On 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

| 1 | G1.B1.S1.A1 | Provide Professional Development on Florida Standards. | | | | \$6,509.00 |
|---|-------------|---|--------------------------|-----|-------------------|------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2016-17 | |
| | | 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 | Assist educators in enriching current best practices. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Provide CRISS Strategies | | | | \$0.00 |
| Total: | | | | | \$6,509.00 | |