

Miami-Dade County Public Schools

Highland Oaks Middle School



2016-17 Schoolwide Improvement Plan

Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

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

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	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Highland Oaks 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.

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.

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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 Miami-Dade County Public School Code of Student 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.

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.

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.

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.

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

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	3	5	6	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	32	16	19	0	0	0	0	67
Level 1 on statewide assessment	0	0	0	0	0	0	112	142	164	0	0	0	0	418
Failed 2 or more courses in any subject	0	0	0	0	0	0	12	32	37	0	0	0	0	81
Retention	0	0	0	0	0	0	2	11	3	0	0	0	0	16

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	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	119	120	181	0	0	0	0	420

c. 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 a.m. - 9:00 a.m. daily. This allows students access to information and computers in order to improve their educational experiences. A computer lab is also open for student once a week for one hour after school. This allows for student to work on projects and/or academic computer-based programs.

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.

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?

No

1. PIP Link

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

2. Description

Our Parental Target for the 2016-2017 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.

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.

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.

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
Kushi, Cheryl	Principal
Diaz, Fernando	Assistant Principal
Bello, Veronica	Assistant Principal
Green, Edith	Teacher, K-12
Brito-Miguez, Zorida	School Counselor
Carr, Connie	Teacher, K-12
Kocur, John	Teacher, K-12
Landon, Kent	Teacher, K-12
McFarland, Robert	Teacher, K-12
McMillan, Amy	Teacher, K-12
Messinger, E	Teacher, K-12
Robinson, Valda	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
Tarrier, Robert	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.

Each member within the team serves as instructional leaders keeping the same goal in mind, to improve core instruction in order to increase student achievement. As leaders, each member focuses on the learning of both students and educators. They will lead in building a culture of public and reflective practice, through the support in the implementation of data collection and management of effective resources aligned to the curriculum and standards. Each leader also has specific roles, stated below, to build upon the improvement of core instruction.

Tier 1: Leadership Team

Principal: (Mrs. Cheryl Kushi) Schedules and facilitates regular (Response to Intervention) RtI 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 Multi-Tiered System of Supports (MTSS) 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.

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 - Mr. Robert Tarrier

Science Department Chairperson - Mr. Julio Miguez

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 - Mr. Robert Tarrier

Science Department Chairperson - Mr. Julio Miguez

Gifted Department Chairperson - Ms. E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

Electives Department Chairperson - Amy McMillan

8th Grade Team Leaders - Ms. Kim Wiley and Mr. Ken Tookes

7th Grade Team Leaders - Mr. Angel Torres and Mr. Kent Landon

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.

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.

The MTSS/RtI Leadership Team in conjunction with the Educational Excellence School Advisory Council and principal collaborate on a monthly basis to reflect and discuss the implementation of all available resources. In order to make executive decisions on resources that will be implemented to impact the increase of student achievement, numerous formal and informal data is collected. This data is then analyzed and discussed, in relation to the impact of resources that were utilized. Additional resources are also taken to consideration that will add on to building a solid instructional foundation for students and professional growth for the faculty and staff. Available funds are calculated into these discussions in order to capitalize in all areas. An inventory of these resources are maintained by the leadership team, within each department, along with the data that is utilized to reflect on goals and next steps that will support the growth of improving student achievement.

In taking a closer look at funds, Title III funds are used to supplement and enhance programs within our school for English Language Learners (ELL) and Recently Arrives Immigrant Children and Youth. This aids in providing reading, cultural and supplemental resources, as well as, software programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cheryl Kushi	Principal
Veronica Bello	Education Support Employee
Susan Greenfield	Teacher
Brian Bernstein	Teacher
Nate Williams	Teacher
Annette Price	Education Support Employee
Shawana Joseph	Parent
Monica Goldstein	Parent
Lauri Shannon	Parent
Gia Marquez	Parent
Marcia Greenidge	Teacher
Julio Miguez	Teacher
Candy Fried	Teacher
Loretta Demberg	Education Support Employee
Tabitha Donaldson	Education Support Employee
Rachael Bronstein	Parent
Fara Castro	Parent
Lisa Katzman	Parent
Alejandra Deng	Student
Darrah Shannon	Student
Alan Hatch	Student
Reyna Behar	Business/Community
	Student

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 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.

b. 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.

c. 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.

2. 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.

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
Kushi, Cheryl	Principal
Bello, Veronica	Assistant Principal
Diaz, Fernando	Assistant Principal
Carr, Connie	Teacher, K-12
Green, Edith	Teacher, K-12
Brito-Miguez, Zorida	School Counselor
Kocur, John	Teacher, K-12
McFarland, Robert	Teacher, K-12
Messinger, E	Teacher, K-12
McMillan, Amy	Teacher, K-12
Weitzner, Lesli	Teacher, ESE
Miguez, Julio	Teacher, K-12
Tomlinson, Matthew	Teacher, K-12
Robinson, Valda	Teacher, K-12
Tookes, Kenneth	Teacher, K-12
Wiley, Kimberly	Teacher, K-12
Tarrier, Robert	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 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.

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.

Our school-wide theme this year is "Dream Big." We realize that it will take stakeholders working together to reach the school grade of an 'A'. 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 and Friday to disseminate information and data. Then they meet departmentally by grade level, on Tuesday, Wednesday, and Thursday, to collaboratively plan, collect resources, share best practices and unpack the standards.

2. 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, 2016
2. Partnering new faculty with veteran faculty - Assistant Principal August 18, 2016
3. Recruiting at job fairs - Counselor/Principal April 3, 2017
4. Soliciting referrals from current employees - Principal August 22, 2016 - June 9, 2017

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

This year Highland Oaks Middle School is participating in The New Teacher Center (NTC) i3 Scale Up Grant. This mentoring program will be implemented for the next two years with a goal in providing high quality support to new teachers within the field of education. The purpose of this mentoring program is to use data and reflective feedback to inform teachers of instructional practice in order to increase student achievement. Collaborative planning, reflective practices, and instructional resources are shared amongst the mentor and mentee to aid in supporting the the growth of high quality instruction. Additionally, every department within our school meets every Monday and Friday within their collaborative planning grade level groups to discuss their data, share best practices, review lesson plans, and discuss effective strategies.

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.

All departments at Highland Oaks Middle School are following the Miami-Dade County District Pacing Guides which are aligned to the Florida Standards. Also, teachers are utilizing resources from FSassessment.org such as the Test Item Specifications 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 Miami-Dade County District Pacing Guide.

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.

School-wide use of Gateway to Data (G2D) allows the school to collect data during baseline, fall, and winter exams. The i-Ready 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.

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: 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 i-Ready and Gizmos.

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/RtI 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 i-Ready, allows the school to collect data during interim exams and topic assessments. The resulting data is analyzed during departmental and faculty meetings, at grade level PLC meetings, and during professional development activities.

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.

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.

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.

N/A

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

N/A

3. 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

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

 = 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

G087951

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	96.0
FSA Mathematics Achievement	51.0
Math Gains	75.0
Math Lowest 25% Gains	77.0
Civics EOC Pass	
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	99.0
FSA ELA Achievement	73.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	72.0
FCAT 2.0 Science Proficiency	47.0
Bio I EOC Pass	97.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence in the alignment of standards to core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean/SMART Boards
- Math Department Meetings
- District Pacing Guides
- Test Item Specifications
- Math Department Chair
- Veteran teachers
- Core text
- CPALMS
- Discovery Learning
- Language Arts and Reading Department Meetings
- Language Arts and Reading Department Chairs
- Science Department Chair
- Social Science Department Chair
- Kahoot
- i-Ready
- Carnegie
- TeenBiz 3000

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 8/22/2016 to 6/8/2017

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

 = Problem Solving Step  S123456 = Quick Key

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

 G087951

G1.B1 Limited evidence in the alignment of standards to core instruction. 2

 B233856

G1.B1.S1 Provide ongoing professional development on the alignment of standards and data to the core curriculum. 4

 S246687

Strategy Rationale

To increase teachers knowledge of the standards and data in order to effectively plan and deliver instruction that is meeting the individual academic needs of students.

Action Step 1 5

Conduct focus classroom walkthroughs to identify the implementation of the Florida Standards throughout instruction.

Person Responsible

Veronica Bello

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

lesson plans, student work folders, formal and informal observations

Action Step 2 5

Provide professional development with a focus on department teams collaborating in identifying student learning through the analysis of student data and the progression of the Florida Standards.

Person Responsible

Edith Green

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

Collaborative Department and Team meetings will be monitored through the collaborative participation and feedback in meetings.

Person Responsible

Veronica Bello

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Team and Department agendas and minutes

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

Structured classroom walkthroughs will be conducted to monitor the effectiveness at reducing or eliminating the barrier.

Person Responsible

Veronica Bello






Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work folders, topic assessment data, formal and informal assessments

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  M333632	Data disaggregation, Interim Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science	Kushi, Cheryl	8/22/2016	Formative and Summative Assessments	6/8/2017 quarterly
G1.B1.S1.MA1  M333630	Structured classroom walkthroughs will be conducted to monitor the effectiveness at reducing or...	Bello, Veronica	8/22/2016	Lesson plans, student work folders, topic assessment data, formal and informal assessments	6/8/2017 biweekly
G1.B1.S1.MA1  M333631	Collaborative Department and Team meetings will be monitored through the collaborative...	Bello, Veronica	8/22/2016	Team and Department agendas and minutes	6/8/2017 biweekly
G1.B1.S1.A1  A320336	Conduct focus classroom walkthroughs to identify the implementation of the Florida Standards...	Bello, Veronica	8/22/2016	lesson plans, student work folders, formal and informal observations	6/8/2017 biweekly
G1.B1.S1.A2  A320337	Provide professional development with a focus on department teams collaborating in identifying...	Green, Edith	8/22/2016		6/8/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance 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 Limited evidence in the alignment of standards to core instruction.

G1.B1.S1 Provide ongoing professional development on the alignment of standards and data to the core curriculum.

TA Opportunity 1

Provide professional development with a focus on department teams collaborating in identifying student learning through the analysis of student data and the progression of the Florida Standards.

Facilitator

Department Chairpersons

Participants

Teachers

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

VII. Budget

1	G1.B1.S1.A1	Conduct focus classroom walkthroughs to identify the implementation of the Florida Standards throughout instruction.	\$0.00
2	G1.B1.S1.A2	Provide professional development with a focus on department teams collaborating in identifying student learning through the analysis of student data and the progression of the Florida Standards.	\$0.00
Total:			\$0.00