Hialeah Middle School

2017-18 Schoolwide Improvement Plan

Hialeah Middle School

6027 E 7TH AVE, Hialeah, FL 33013

http://hialeahmiddle.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Hialeah Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Students at Hialeah Middle School will be afforded a safe learning environment that fosters educational excellence, promotes a climate of mutual respect, celebrates multicultural diversity, recognizes individual and team achievements, and enables everyone to feel emotionally and socially sheltered.

b. Provide the school's vision statement.

The faculty, staff, parents and community of Hialeah Middle School believe that all children can learn and be productive members of society. Together with intellectual rigor and high academic standards, Hialeah Middle School is committed to producing critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

2. School Environment

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

The school promotes awareness and acceptance of others beliefs and values while establishing respect of differences and ideas for all parties involved in order to create a positive environment.

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

The school provides various activities, including clubs, sports, tutoring, etc. so that students can be involved in positive environments before and after school. We also offer an after care program through the City of Hialeah.

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 Student Code of Conduct. Parents and students are required to sign a copy of the discipline plan stating that they have read and understood the policy plan. Team leaders, counselors and Trust counselor are available and in place to help with discipline and to mediate students when needed. The Progressive Discipline Model is utilized and in place. Additionally,students with higher levels of disruption are referred to CSI /Success Center for discipline and mediation as needed.

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 counselor will conduct grade-level meetings at the beginning of each school year. Follow-up will occur on an as needed and daily basis when students need advisement, reassurance or counselling.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

18+ absences
Level 1 Reading, Level 1 Math, failed Math course, failed Reading course
Suspension of student, retained students, GPA below 2.0, Failed 2 or more classes

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	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	18	5	3	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	101	121	109	0	0	0	0	331

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	104	131	111	0	0	0	0	346

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

Counselors and administrators will download students' information from EWS Dashboard and monitor the students beginning in the first nine weeks. Student Success Coach will meet with students and their parents. Outside agencies will be involved, as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Hialeah Middle School reaches out to the local community and invites organizations and businesses to visit the school. Additionally, our counseling department invites colleges, universities and career oriented institutions to meet with out students to provide relevant information. Lastly, our parent

liaison has established a rapport with parents that need assistance in the areas of parent portal, attendance, transportation and general information by holding evening parent informational meetings.

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 liaison along with other school staff will reach out to businesses in our area to receive incentives to increase student attendance, academics, and behavior modification. We will also frequent local businesses to assure a positive and productive partnership.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Gonzalez, Nelson	Principal
Ware, Chenessa	Instructional Coach
Medina, Marina	Teacher, K-12
Alfonso, Barbara	Teacher, K-12
Gaitor, Linda	School Counselor
Murray, Celeste	Teacher, ESE
Couselo, Jeannete	Teacher, ESE
Pola, Lourdes	Psychologist
Donderiz, Idalmis	Teacher, K-12
Falitz, Renee	Teacher, ESE
Cruz, Lissette	Other
Foster, Danielle	Instructional Coach
Garcia, Tamara	Teacher, K-12
Lobato, Rolando	Teacher, K-12
Rodriguez, Gloria	Teacher, ESE
Bermudez, Alberto	Assistant Principal

b. Duties

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

Principal: Nelson Gonzalez
Assistant Principal: Alberto Bermudez
Academic Coaches: Reading and Math- Chenessa Ware, Danielle Foster
General Education Teachers: Marina Medina, Barbara Alfonso, Idalmis Donderiz
Special Education (SPED) Teacher: Rolando Lobato
School Psychologist: Lourdes Pola
Speech Language Pathologist: Renee Falitz
SPED Program Specialist: Gloria Rodriguez

School Guidance Counselor: Linda Gaitor
Community Involvement Specialist: Lissette Cruz
Science Department Chair: Jeannette Couselo
SPED Department Chair: Celeste Murray

Tier 1: Leadership Team (Principal-Nelson Gonzalez) Schedules and facilitates regular RTI meetings, ensures attendance of team members, ensures followup of action steps, allocates resources. Additionally, Mr. Gonzalez provides instructional leadership that ensures the commitment to data-driven decisions, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also ensures that implementation of the problem solving process and provides the necessary development to determine success.
Assistant Principal: (Mr. Alberto Bermudez) Facilitates the effective implementation of goals, objectives and strategies delineated by the principal. He ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.
Student Services Department and Chairperson: (Linda Gaitor) 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: (Gloria Rodriguez) 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 as it relates to Exceptional Student Education.
Reading Coach (Chenessa Ware) 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.
Math Coach (Danielle Foster) Provides guidance, facilitates and supports data collection activities, assists in data analysis, and provides professional development and technical assistance to teachers regarding data based instructional planning.

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 Leadership Team focuses on developing and maintaining a problem-solving system to maximize student learning and to provide appropriate assessment and intervention strategies to ensure that this takes place. The team meets regularly to review screening and standardized assessment data which will be utilized to plan professional development activities for school staff. The team shares this information with school staff and allows for their input and feedback. They also support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Ultimately, these combined efforts lead to a clear analysis of student needs and student progress, a thorough examination of program delivery and effectiveness, and a monitoring process for the subsequent responses. The principal and assistant principal promote problem solving by allocating appropriate resources and building a common vision. They also ensure overall implementation of intervention support and documentation. The two academic coaches (especially the reading coach) are instrumental in assisting with the interpretation of student assessment data and available intervention strategies. Likewise, selected general education teachers provide specific information about the student(s), as they deliver Tier 1 (core) instructional and behavioral methodologies. They collaborate with other team members to develop and implement Tier 2 (supplemental) interventions and materials in addition to and in alignment with effective core

instruction and behavioral support to targeted student(s), as needed. SPED teachers contribute to the team by collaborating with general education teachers, particularly in inclusion situations, and providing Tier 3 (intensive) interventions in addition to and in alignment with effective core instruction and behavioral support to targeted student(s), as needed. The school psychologist, speech language pathologist, SPED department chair, and guidance counselor, each provide expertise in the collection, interpretation, and analysis of data as well as the development of intervention plans. The guidance counselor reaches out to community agencies to assist students and families, support the child's academic, emotional, behavioral, and social success.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school).The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent and Family Engagement Policy (PFEP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part D
Hialeah Middle School, receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District Drop-out Prevention programs, as needed.

Title II
Hialeah Middle School, uses supplemental funds for improving basic education as follows.
• training for teachers in special subject areas such as Reading, Gifted, ESOL,
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing
but not limited to Professional Learning Community (PLC) development and facilitation.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
- 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 needed, as well as, thematic cultural lessons are purchased for selected schools to be used with the ELL students and recently arrived immigrant students.

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

Nutrition Programs:
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.

Career and Technical Education
Hialeah Middle School offers CTE courses, such as Computer Applications and Graphics Technology, to students in all three grade levels. By promoting Career Pathways and Programs of Study we provide the means for its students to become aware of academy programs at our feeder high school as well as nearby magnet schools.

Other
Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds. Hialeah Middle School is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
Miami Lighthouse / Heiken Children's Vision Program Hialeah Middle School coordinates annually with the Heiken Children's Vision Program, which provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nelson Gonzalez	Principal
Robin Marks	Teacher
Cheryl Mederos	Education Support Employee
Mary Orizondo	Teacher
Grissel Nodarse	Teacher
Victoria Erhardt	Teacher
Maria Catalano	Teacher
Ileana Sanchez	Education Support Employee
Nicole Perez	Teacher
Deborah Ross	Teacher
Lissette Cruz	Education Support Employee
Claribel Sarmiento	Parent
Brianna Sarmiento	Student
Brielle Espino	Student
Cayla Charles	Student
Sarah Rodriguez	Business/Community
Marisel Madrigal-Gaymer	Business/Community
Evelyn Garcia	Parent
Jackelyn Vazquez	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Hialeah Middle School EESAC committee, will examine last year's school improvement plan to identify areas of weakness and strength in order to focus on the necessary shifts and practices needed to strengthen teaching and academic success. EESAC will discuss and review the data to determine the target areas for the upcoming school year along with determining the necessary resources and strategies to improve effective instruction and increase academic achievement for the upcoming school year.

b. Development of this school improvement plan

The EESAC meets the third Thursday of each month which amounts to 10 meetings throughout the school year. The EESAC makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body for this plan. The EESAC discusses issues and concerns brought forth by the stakeholders. The School Improvement Plan (SIP) will be discussed at all EESAC 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.

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.

School-wide proficiency in Reading was 44%, Math 38%, Science 39%, Social Studies 64% and, Acceleration 89%. Therefore, $1,000.00 were utilized to provide rewards and/or incentives for performance and improvement on iREADY, Topic Tests, participation in tutoring and enrichment activities. Additionally,EESAC funds were used to buy or purchase supplies for the tutoring program. The EESAC 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
Gonzalez, Nelson	Principal
Bermudez, Alberto	Assistant Principal
Ware, Chenessa	Instructional Coach
Alfonso, Barbara	Teacher, K-12
Gaitor, Linda	School Counselor
Garcia, Tamara	Teacher, K-12
Lopez-Murray, Brittany	Teacher, K-12
Bravo, Vanessa	Teacher, K-12

b. Duties

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

The major initiatives of the LLT 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 solve problems in all core curriculum areas and provide effective reading best practices and strategies. Additionally, the team works cohesively to identify and promote the use of research-based literacy strategies, facilitate the lesson study protocol, facilitate the transition to higher complexity texts, increase emphasis on developing content-area vocabulary and promote writing, especially text-based writing, across the curriculum.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers in all subject areas plan collaboratively two times per week through common planning. During common planning teachers plan, collect resources, share best practices and align instructional practices to the pacing guide and current data. In addition, professional development is provided through PD in FOCUS,and Professional Development workshops based on the school's needs assessment during early release and no opt days.

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

Maintain open communication with local colleges and universities to ensure placement of college students into classrooms for field experience, student contact hours, and internships. Provide ample professional development activities for new and veteran teachers at the school site based on interest and need. Conduct individual and subject area data chats to increase knowledge management of current evidence-based strategies and action research across the curriculum.

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

After reviewing the VAM Detailed Report, teachers whose scores were low were paired with Highly Effective teachers within their department and grade level. Mentor teachers shared best practices, effective strategies and creative implementations of the standards. Additionally, every department within our school meets twice a week within their collaborative planning grade level groups to discuss their data, share best practices, review lesson plans and discuss effective strategies. New teacher hires are all assigned to the MINT program and paired with mentor teacher.

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 Hialeah Middle School are following the District Pacing Guides which are aligned to the Florida Standards. Also, teachers are utilizing resources from Fsassessments.org such as the Item Specifications and other Reading, Writing , Mathematics and EOC resources. They are also using resources such as CPalms, Discovery Learning, iREADY, Gizmos, Edgenuity and Learning Village as it pertains to items on the pacing guide. Additionally, Reading and Math Coaches provide daily support to ensure that appropriate materials, best practices and instructional programs are aligned.

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/G2D allows the school to collect data during baseline, fall and winter exams, MYA, and school wide topic testing. The iREADY Program is also used to analyze student growth in reading and mathematics. The resulting data is analyzed during departmental and leadership meetings, at grade-level meetings and during professional development activities.

The principal, assistant principal, coaches, department heads, and testing chair person are responsible for the dissemination of the resulting 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: 5,000

The school provides after-school enrichment, and tutorial activities including, but not limited to, clubs, SECME, Peer Tutoring, Tutoring Labs, Athletic activities before/after school, computer lab accessibility to programs such as iREADY, Gizmos, Florida Achieve Focus and Fsassessments.org practice activities.

Professional Development will be provided during early release instructional days and department and Team Meetings for instructional staff. School staff will participate in activities to understand basic RTI, principles and procedures as well as data chats using region data protocols.

Department data chats will be conducted during August, October, January and February using the evaluation tool, North Region 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 academic areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gonzalez, Nelson , pr6231@dadeschools.net

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

All enrichment student assessments will be monitored for progression and provided to the content area teacher.

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday Academy will focus on Writing and Science as a first strand and continue with Reading and Math for grades 6th through 8th in the Spring.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bermudez, Alberto, abermudez5@dadeschools.net

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

All enrichment student assessments will be monitored for progression and provided to the content area teacher.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

At Hialeah Middle School, we provide the Middle Moves curriculum through our student services department. It is based on lessons that help students transition to a middle school environment. Grade Level orientations are conducted to provide information about the grade level curriculum, expectations, requirements, policies, and procedures. For our departing students, articulations are held with feeder patterns high schools.
The students receive information on school academies, activities, clubs, athletics, courses, vocational programs, etc. We also organize field trips for our 8th grade students to Miami-Dade College as well as various magnet fairs.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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`

🔑 G096772

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	44.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	40.0
Civics EOC Pass	64.0
Statewide Science Assessment Achievement	39.0
FSA Mathematics Achievement	38.0
Algebra I EOC Pass Rate	86.0
Math Gains	48.0
Math Lowest 25% Gains	44.0
FSAA Science Achievement	39.0
Statewide Science Assessment Achievement	39.0
FSAA Mathematics Achievement	61.0
FAA Writing Proficiency	70.0
AMO Reading - All Students	
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
AMO Math - All Students	
CELLA Writing Proficiency	

Targeted Barriers to Achieving the Goal `3`

- There is limited evidence of learner engagement and lack of teacher/student discourse using evidence based responses.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District ELA & ELL Pacing Guides, Collections, Inside, Novels, Supplemental-online resources, i.e. Discovery Education, NBC Learn, CPALMS, ELL-Achieve 3000 and Imagine Learning. Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); Prentice Hall Algebra 1 Gold Series; Algebra I Digital Supplement; iPREP Math Only-Carnegie Learning Mathia software and Student Text Grades 6-8, Algebra I Supplemental: I-Ready (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation (6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template. Core-6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science Supplemental Resources- Biology textbook, Gizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors)
http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (6-7, Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review-
http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST

Outreach (Weather on Wheels, LandSharc), EarthEcho. Civics 7th grade adopted 2014-2015 online digital and student /teacher edition print, Discovery Education(6-8), NBC Learn (6-8), Department of Social Science website.

Plan to Monitor Progress Toward G1. `8`

Principal will monitor coaching cycles and present feedback to coach and teachers.

Person Responsible
Nelson Gonzalez

Schedule
Quarterly, from 10/13/2017 to 6/7/2018

Evidence of Completion
Current data used to align student groups. Coaching Cycle calendar summarizing Framework of Effective Instruction.

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

🔑 G096772

G1.B1 There is limited evidence of learner engagement and lack of teacher/student discourse using evidence based responses. 2

🔑 B260305

G1.B1.S1 Teachers will focus on the Framework of Effective Instruction: Engagement. They will use a variety of strategies to engage students in higher-order learning tasks. 4

🔑 S275729

Strategy Rationale

Teachers will plan lessons that provide designated opportunities for students to have discourse within each lesson.

Action Step 1 5

During Common Planning, teachers will discuss strategies to promote student engagement. Utilizing Promethean board, 3-legged stool model and higher order questions to encourage collaborative discourse.

Person Responsible

Alberto Bermudez

Schedule

Weekly, from 10/13/2017 to 6/7/2018

Evidence of Completion

Teacher lesson plans and the implementation of the strategies.

Action Step 2 5

Provide Professional Development based on needs assessment survey.

Person Responsible

Nelson Gonzalez

Schedule

Quarterly, from 10/13/2017 to 6/7/2018

Evidence of Completion

Sign in rosters/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 3 `5`

Assist educators in sharing and utilizing best practices.

Person Responsible

Nelson Gonzalez

Schedule

Quarterly, from 10/13/2017 to 6/7/2018

Evidence of Completion

Participation in professional development, Administrative walk throughs and evidence of collaboration through Bi-Weekly Common Planning.

Action Step 4 `5`

Provide CRISS Strategies.

Person Responsible

Chenessa Ware

Schedule

Biweekly, from 10/13/2017 to 6/7/2018

Evidence of Completion

Sign in rosters, Participation in Bi-Weekly Common Planning, Student folders, Lesson Plans, and walk throughs.

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

Walkthroughs by AP monitoring use of Framework of Effective Instruction: Engagement.

Person Responsible

Alberto Bermudez

Schedule

Weekly, from 10/13/2017 to 6/7/2018

Evidence of Completion

Lesson plans

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

Principal will monitor coaching cycles and present feedback to coaches and teachers.

Person Responsible

Alberto Bermudez

Schedule

Weekly, from 10/13/2017 to 6/7/2018

Evidence of Completion

During leadership meeting feedback given to the coach on need for coaching cycles.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M398890	Principal will monitor coaching cycles and present feedback to coach and teachers.	Gonzalez, Nelson	10/13/2017	Current data used to align student groups. Coaching Cycle calendar summarizing Framework of Effective Instruction.	6/7/2018 quarterly
G1.B1.S1.MA1 🔑 M398888	Principal will monitor coaching cycles and present feedback to coaches and teachers.	Bermudez, Alberto	10/13/2017	During leadership meeting feedback given to the coach on need for coaching cycles.	6/7/2018 weekly
G1.B1.S1.MA1 🔑 M398889	Walkthroughs by AP monitoring use of Framework of Effective Instruction: Engagement.	Bermudez, Alberto	10/13/2017	Lesson plans	6/7/2018 weekly
G1.B1.S1.A1 🔑 A370511	During Common Planning, teachers will discuss strategies to promote student engagement. Utilizing...	Bermudez, Alberto	10/13/2017	Teacher lesson plans and the implementation of the strategies.	6/7/2018 weekly
G1.B1.S1.A2 🔑 A370512	Provide Professional Development based on needs assessment survey.	Gonzalez, Nelson	10/13/2017	Sign in rosters/participation in professional development and or common planning, student work samples, informal/formal assessment data, walk through, interactive journals and student work folders.	6/7/2018 quarterly
G1.B1.S1.A3 🔑 A370513	Assist educators in sharing and utilizing best practices.	Gonzalez, Nelson	10/13/2017	Participation in professional development, Administrative walk throughs and evidence of collaboration through Bi-Weekly Common Planning.	6/7/2018 quarterly
G1.B1.S1.A4 🔑 A370514	Provide CRISS Strategies.	Ware, Chenessa	10/13/2017	Sign in rosters, Participation in Bi-Weekly Common Planning, Student folders, Lesson Plans, and walk throughs.	6/7/2018 biweekly

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 There is limited evidence of learner engagement and lack of teacher/student discourse using evidence based responses.

G1.B1.S1 Teachers will focus on the Framework of Effective Instruction: Engagement. They will use a variety of strategies to engage students in higher-order learning tasks.

PD Opportunity 1

Provide Professional Development based on needs assessment survey.

Facilitator

Nelson Gonzalez, Alberto Bermudez, Tamara Garcia, PD Liaison

Participants

Teachers

Schedule

Quarterly, from 10/13/2017 to 6/7/2018

PD Opportunity 2

Assist educators in sharing and utilizing best practices.

Facilitator

Nelson Gonzalez

Participants

Teachers

Schedule

Quarterly, from 10/13/2017 to 6/7/2018

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	During Common Planning, teachers will discuss strategies to promote student engagement. Utilizing Promethean board, 3-legged stool model and higher order questions to encourage collaborative discourse.					$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	3361	120-Classroom Teachers	6231 - Hialeah Middle School	School Improvement Funds	0.0	$1,000.00	
2	G1.B1.S1.A2	Provide Professional Development based on needs assessment survey.					$0.00
3	G1.B1.S1.A3	Assist educators in sharing and utilizing best practices.					$0.00
4	G1.B1.S1.A4	Provide CRISS Strategies.					$0.00
						Total:	$1,000.00