

Miami-Dade County Public Schools

Hialeah Gardens Elementary School



2017-18 Schoolwide Improvement Plan

Hialeah Gardens Elementary School

9702 NW 130TH ST, Hialeah Gardens, FL 33018

<http://hialeahgardens.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)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

Hialeah Gardens Elementary School accepts the challenge of preparing each student physically, socially, culturally and academically in an enriching learning environment to function effectively in a technologically diverse and complex global society. We will accomplish our mission by focusing on student achievement in reading, writing, mathematics, science and parental and community involvement.

b. Provide the school's vision statement.

We are committed to providing educational excellence for all.

2. School Environment

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

At Hialeah Gardens Elementary School, we believe that one of the most important skills we need to develop in our teachers is their ability to build on the knowledge that students bring into classrooms, particularly that knowledge which is shaped by their family, community, and cultural histories. The school climate survey and home language surveys help to provide us with a snapshot of our students' cultural needs. Our school website is designed to keep parents and families informed about all aspects of their child's education. The continued support between faculty and parents help to ensure positive relationships.

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

At Hialeah Gardens Elementary School, we believe that establishing and sustaining a school environment free of harassment, bullying, and discrimination should involve an examination of a school's climate and culture. School climate and culture have a profound impact on student achievement, behavior, and reflects the school community's culture. Emphasis is placed school wide on setting high expectations for both behavior and academics. Each student has the opportunity to develop his or her voice and attend school in an environment that is safe and nurturing.

Clear systems are in place for arrival and dismissal with adult supervision at all times. Students use a buddy system and hall passes when leaving the classroom. Safety procedures are in place for all circumstances such as a code red, fire, and severe weather conditions. These procedures are practiced by all faculty and students on a regular basis. Security monitors are present on campus to assist students and to secure identifications from all persons entering the school building. The school leadership team is visible and available. This allows for students and parents to feel valued, appreciated and respected.

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.

Our behavioral system is used school wide. The "Rings of Glory" Student Incentive Program is part of the school wide behavioral program. The purpose of the "Rings of Glory" Student Incentive Program is to publicly recognize classes that exhibit exemplary behavior outside the classroom. Classes will receive "Rings" when "caught" being exemplary (i.e. walking in a straight and quiet line, during morning line-up, cafeteria). Classes can receive a "Ring" from Administrators, Leadership Team, Counselors, Security Personnel, and Cafeteria Monitors at ANY time throughout the day. Those classes that earn 25 Rings or more each quarter will be recognized with a special reward/incentive.

Additionally, classroom teachers implement their own classroom management plan. For example, some teachers follow a color system that ranges from green to red. Teachers reward students based on the color earned daily. Utilizing a color system and defining clear expectations at the onset of the school year helps to minimize distractions and keep students engaged during instruction. School Counselors are on-site and collaborate with teachers to provide assistance as need to both whole classes and individual students. Member of our special education team are trained if further assistance is needed to de-escalate behavior.

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.

School Counselors are available to students if counseling is needed. The Counselors have created a form for teachers to request services in order to meet the needs of our students. Through our partnership with Health Connect/Jessie Trice Community Health a Nurse is available to assist students. Referrals to outside agencies for additional therapy or services can be made by our Social Worker or School Counselors. In addition, School Counselors conduct whole group lessons on topics such as Bullying Prevention and Cyber Safety.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

The Early Warning System (EWS) at Hialeah Gardens Elementary School is based on extensive research that identifies key factors, called indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school. EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.

The dominant early warning indicators at Hialeah Gardens Elementary School are attendance below 90 percent, one or more behavioral referrals, and students in grade 3 that are not proficient in reading. Attendance below 90% is an early warning indicator because it is an issue at all grade levels and absences affect students' progress in school both academically or socially. Receiving one or more behavioral referrals is also an early warning sign because when students are not following school rules their academic progress is affected as well as their social interaction with other students. Lack of reading proficiency by 3rd grade is an early warning indicator because students have not met grade level standards and require intense specialized instruction.

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	2	11	4	9	10	13	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	2	8	5	19	15	30	0	0	0	0	0	0	0	79

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	2	10	4	6	23	25	0	0	0	0	0	0	0	70	

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

A variety of intervention strategies are in place to improve the academic performance of students identified by the early warning system. In order to increase student attendance, Counselors work closely with parents to address attendance issues and provide support. Students with habitual attendance issues are referred to the M-DCPS Truancy Intervention Program. Our Community Involvement Specialist conducts home visits to those students that have excessive absences in order to provide support to families and help them improve their child's attendance. A reward system is also in place in each class for those students that are on-time and in school every day to encourage good attendance habits.

To support positive behavior and decrease referrals to the office and suspensions, each teacher implements a classroom management plan of rewarding positive behavior. Each teacher provides a variety of incentives to promote positive behaviors and culture in their classroom. Students with specific behavioral needs work closely with the School Counselor and may have an individual Behavior Intervention Plan (BIP) that provides specific goals and strategies to improve the student's behavior.

Students who scored a level 1 on a statewide assessment or have failing grades in reading and/or math are part of our intervention program. The intervention is research based and on-going progress monitoring is conducted to ensure students are progressing. Students that do not show a response to the intervention are identified by the Multi-Tiered System Team (MTSS). A School Support Team (SST) meeting is held for these students and additional interventions are put in place to address the student's specific academic deficits. On-going progress monitoring on a weekly basis is conducted to measure the effectiveness of interventions put in place. Students who do not show progress may be referred for a psycho-educational evaluation to determine if specialized instruction by a special education teacher is warranted.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

At Hialeah Gardens Elementary we believe that parental involvement is one of the most crucial determining factors in students' school success. Hialeah Gardens promotes parental involvement by; creating a welcoming environment; using various media to update parents on school events; engaging families in the development of the School Improvement Plan and Title I Parent Compact; providing bilingual parent workshops at varying days and times; assisting parents in becoming school volunteers; and having an inviting and easy to access parent resource center.

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 M-DCPS Dade Partner's program is the springboard to build and sustain partnerships with the local community. Our partners include the City of Hialeah Gardens Mayor's Office, Home Depot, City of Hialeah Gardens Police Department, and Adonel Concrete Corporation.

Through these partnerships Hialeah Gardens Elementary School is able to secure and utilize resources to support the school and student achievement. These resources include providing food for needy families, backpacks, Christmas gifts, uniforms, and other school supplies.

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, Idaniel	Principal
Davis, Jacquelyn	Teacher, K-12
Mora Perez, Amy	Teacher, ESE
Stayton, Neal	Teacher, K-12
Triana, Mireya	Teacher, K-12
Gonzalez, Idaniel	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.

Ms. Autler, Principal, is the Instructional leader of the school. She monitors the curriculum as well as monitors student achievement and the instructional practice of the staff. She also oversees the implementation of the MTSS Team and the RtI school wide intervention programs, progress monitoring, and the alignment of professional development with students' instructional needs.

Mr. Gonzalez, Assistant Principal, meets with MTSS/RtI Team to identify students in need of

intervention, ensure that interventions are scheduled, monitor implementation of interventions, review data with MTSS/Rtl team and, assist with development of professional development.

Ms. Davis, Ms. Triana, and Mr. Stayton, Select General Education Teachers (Primary and Intermediate), provide information about core instruction and assist in data collection, assist in the development of supplemental and intensive intervention plans, assist in the implementation of progress monitoring and correlating students' needs with appropriate interventions provide professional development for teachers in the areas of data driven planning and effective core instruction.

Ms. Mora, ESE Program Specialist, participates in data collection; assists in the development of behavioral strategies and accommodations as well as in the development of supplemental and intensive intervention plans.

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

1. Facilitating regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1

worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

The MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Hialeah Gardens Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (Before and After School Programs and Saturday Academy). Support services are provided to the schools, students, and families.

Our school's Community Involvement Specialists (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. Ms. Mercy Ley-Soto schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

Lead teachers 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 the Hialeah Gardens Elementary School's Parent and Family Engagement Policy (PFEP), the school improvement process, 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 and Spanish, will be available on our school's website and sent home via hard copy for parents to complete. It will also be available at the Parent Resource Center.

Title I, Part C- Migrant

Hialeah Gardens Elementary School provides services and support to migrant students and parents. Our CIS coordinates the Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Currently, Hialeah Gardens Elementary School has no migrant students.

Title III

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

- Tutorial Programs for our 2nd - 5th grade students that will focus on Reading and Mathematics.

Title X- Homeless

- Hialeah Gardens Elementary School supports the Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

- * Hialeah Gardens Elementary School has identified Ms. Jeannette Alfaro, School Counselor, as the school based homeless coordinator. She has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- Hialeah Gardens Elementary School participates in the District's Bullying Prevention Program.

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by Ms. Olga Lopez-Nanney, School Counselor.

- Students will participate in poster contests and Public Service Announcements during Red Ribbon Week.

Nutrition Programs

- Hialeah Gardens Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education classes.

The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

- Students at Hialeah Gardens will participate in the Healthy Kids Club, sponsored by Ms. Stacey Marcos and Ms. Mercedes Levy.

Career and Technical Education

Hialeah Gardens Elementary School hosts an annual school wide Career and Truck Day. On Career Day, volunteers from within the community donate their time to visit classrooms and speak with students regarding their careers. Students are able to ask questions and learn about various jobs and job skills.

Other

Hialeah Gardens Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Hialeah Gardens Elementary School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Such workshops include FSA Data Analysis, Test Preparations, and Behavior Management Strategies for Parents.

In addition, we will complete Title I Administration Parental Involvement Monthly School Reports

(FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Hialeah Gardens Elementary is a Health Connect School sponsored by Jessie Trice Community Center. 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 our school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible student with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will enhance the health education activities provided by our school and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a qualify school health care program.

Hialeah Gardens Elementary implements the AIDS: GET the Facts! Curriculum:

- * Ms. Davis, Fifth Grade teacher/Chairperson has been identified as the School's Liaison/Coordinator.
- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program:

Heiken Children's Vision Program, under the leadership of Ms. Jeannette Alfaro, School Counselor, provides free complete optometry 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
Rachel Autler	Principal
Carrie Sample	Education Support Employee
Iris Barrio	Teacher
Jacquelyn Davis	Teacher
Belgica Puente	Teacher
Ana Suero	Education Support Employee
Jaime Gonzalez	Teacher
Kenia Perez	Parent
Yioset De La Cruz	Business/Community
Jorge Gutierrez	Business/Community
Liliana Delapaz	Teacher
Ana Pacheco	Education Support Employee
Yohany Gomez	Parent
Robert Lorenzo	Business/Community
Taymi Gomez	Parent
Maite Bedoya	Parent
James Autler	Parent
Idaniel Gonzalez	Principal
Neal Stayton	Teacher
Theresa Moreno	Parent
Jessica Torre	Parent
Sherry Gonzalez	Parent
Brianna Velez	Student
Matthew Gonzalez	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

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

a. Evaluation of last year's school improvement plan

At the initial SAC meeting of the school year, Hialeah Gardens Elementary School reviewed last year's School Improvement Plan (SIP), and assessment results to evaluate effectiveness. Suggestions were made to increase the number of Professional Development sessions that focused on Differentiated Instruction across all content areas and continue to review actionable data including iReady diagnostics, assessment reports and intervention data for deeper dis-aggregation by teachers during grade level planning meetings

b. Development of this school improvement plan

Throughout the 2017-2018 school year Hialeah Gardens Elementary School's will review the SIP at each EESAC meeting and the leadership team members will report SIP implementation ,goal areas, and strategies. Baseline and i-Ready Data will be reviewed and SIP goals/strategies will be realigned as needed. At the end of the year, feedback from staff members will be reviewed and adjustments to

goal areas strategies will be made for the 2018-2019 SIP. A copy of the draft SIP for the 2017-2018 school year will be provided to all EESAC members at an EESAC meeting. Prior to posting the final version of the SIP to FloridaCIM, the updated SIP will be reviewed and approved by EESAC.

c. Preparation of the school's annual budget and plan

In the spring of 2017, the projected school budget for the 2017-2018 school year was shared with the SAC and input was collected. During the month of September, 2017 meeting, updated budget information was shared and SAC determined that the SAC funds of \$4,850.00 would be allocated to provide instructional technologies in order to increase student achievement and improve the core instruction in all content areas.

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

Last school year school improvement funds (\$4,638.00) were used to improve technology for classroom use such as new printers for student use.

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, Idaniel	Principal
Davis, Jacquelyn	Teacher, K-12
Mora Perez, Amy	Other
Stayton, Neal	Teacher, K-12
Triana, Mireya	Teacher, K-12
Gonzalez, Idaniel	Assistant Principal
Valdez, Irene	Teacher, K-12
Rodriguez, Luz	Teacher, K-12
Obando, Marjorie	Teacher, K-12
Levy, Mercedes	Teacher, K-12
De La Paz, Liliana	Instructional Media

b. Duties

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

During the 2017-18 school year, the LLT will focus on programs, resources, and personnel in order to provide an enriching learning environment for students as well as closing the achievement gap and increasing overall reading proficiency. Students will participate in several literacy activities including: Two Book Fairs (Fall and Spring), A Book Club, Accelerated Reader, and Grade Level Reading Nights.

Classroom teachers plan collaboratively with the media specialist and regularly visit the media center for the purpose of instruction and circulation of library materials.

Another goal of the LLT of Hialeah Gardens Elementary School is to continue to promote literacy within our school by working to increase the number of students meeting grade level expectations and proficiency standards. The focus of the LLT this school year will be to:

Provide professional development and support to teachers in the use of the newly adopted social studies series and implementing writing for academic purposes.

Work closely with the MTSS/RtI Team in ensuring that all interventions for targeted students are implemented with fidelity.

Provide professional development for teachers on effective implementation of rigorous lessons to standards in depth within the instructional framework.

Ensure the utilization of resources based on the data analysis of Tier 1, Tier 2, and Tier 3 students.

Continue to implement the Accelerated Reader "Students of the Month" across all grade levels. The "Students of the Month" at each grade level will receive a special treat for making progress towards their Accelerated Reader goal.

Continue to implement the "Principal's Writing Club" program. Each teacher will select one "Writer of the Month" based upon the schools' monthly writing prompt who will participate in a special luncheon with school administrators, receive a certificate and share his/her written selection with the other selected students.

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.

A variety of strategies are used to encourage positive working relationships between teachers at Hialeah Gardens Elementary School. Grade levels conduct weekly meetings to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the planning process. Vertical planning between grade levels is conducted on a quarterly basis to promote collaboration among various grade levels. Professional growth activities are held on Wednesdays and during common planning times.

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

1. Partnering new teachers with veteran staff -Principal
2. School- based social activities to promote networking among staff -Principal
3. Provide leadership opportunities and experiences to highly qualified teachers -Principal
4. Networking with other school based administrators to select high qualify teachers -Principal
5. Contact Universities regarding student interns -Assistant Principal
6. Hialeah Gardens Elementary Interview Committee for perspective hires -Principal

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

New teachers to the profession will participate in the New Teacher Center i3 Scale Up Grant. The focus of the program is to improve student learning by accelerating the effectiveness of new teachers and create sustainable, high-quality mentoring and professional development. The program also focuses on building leadership capacity and transform schools into vibrant learning communities. New teachers will be paired with veteran teachers of the same subject area/grade level that have a record of effective instruction based on test scores and observations.

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.

Hialeah Gardens Elementary School ensures its core instructional programs and materials are aligned to Florida's standards by implementing the instructional programs and materials that are adopted and supported by the District. Instructional Pacing Guides for all grade levels and subjects are also provided by the District that outlines all of the content standards that a teacher must cover, organized by "strand." These standards are linked directly to the state standards by number.

In addition, our school creates ongoing opportunities for teachers to analyze the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of understanding. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

Hialeah Gardens Elementary School uses a data driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given assessments in Reading, Math, Writing and Science, in addition to the i-Ready Diagnostic tests. The data provided from these assessments is used to differentiate instruction based on student specific needs. After this initial assessment, teachers give weekly formative assessments to track students' growth based on specific standards-based learning targets. Instruction is modified based upon student data in order to reteach a skill or present a skill at a more advanced level. Small reading and math groups are implemented to address students' needs based on grade level expectations. These groups provide for re-teaching and enrichment. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progressed monitored and the groups will be fluid based on students' progress and need.

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: Weekend Program

Minutes added to school year: 1,260

Students that participate in Saturday Academy will receive intense instruction in both reading and/or mathematics. This instruction will reinforce basic skills in both reading and mathematics and provide remediation in areas of deficiency based on FSA data and topic assessments. Strategies to Achieve Reading Success (STARS) and Houghton Mifflin Go Math Reteach lessons are the resources that are used during the Extending Learning Opportunities.

Strategy Rationale

Students are in need of improving and maintaining their academic skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Idaniel, pr2111@dadeschools.net

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

In order to monitor the effectiveness of this strategy, students are assessed on a weekly basis using formative assessments that are incorporated into the STARS curriculum and Go Math curriculum. The data from these assessments is analyzed on a weekly basis to monitor students' progress and to differentiate instruction during the after time as needed.

Strategy: Before School Program

Minutes added to school year: 5,400

Title III ELL Grant

Strategy Rationale

ELL students Level 1-4 are eligible for tutoring. These students have been selected because they have demonstrated a need for additional support in Reading and Math based upon previous grades, current grades, and current assessment data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Idaniel, idanielg@dadeschools.net

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

Pre/Post Assessments will be collected and analyzed

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.

Title I Administration assists Hialeah Gardens Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) and i-Ready to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students' needs as well as assist in placement of students in classes that are based on individual needs.

In order to prepare incoming Kindergarten students for school, administrators visit Pre-Kindergarten sites and centers in the area surrounding Hialeah Gardens Elementary to network with the administrators of those sites and to inform them of the expectations for kindergarten so that the students will be better prepared for school. Special Education teachers attend Pre-Kindergarten staffings to assist in the transition of students to our special education Kindergarten classes. When necessary, incoming Kindergarten students are assessed with the M-DCPS OLPs for identification of English language level, prior to the school year beginning. to prepare fifth graders for the transition to middle school, a field trip to visit feeder patten receiving middle school is scheduled. Students tour the school and meet with administration. In addition, representatives from nearby magnet schools present their program to our fifth graders. In December, a feeder pattern showcase is held and fifth grade students and their parents are invited to attend in order to learn more about the middle school and high school programs.

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" 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 increased in all content areas, then student achievement will improve.

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 increased in all content areas, then student achievement will improve. 1a

G096873

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	82.0
Math Gains	76.0
Math Lowest 25% Gains	73.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	55.0
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal 3

- There is minimal evidence of Differentiated Instruction in the learning environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean Boards in all classrooms, McGraw Hill Writers' workplace component, supplementary reading/writing materials such as Ready LAFs and Ready MAFs, intervention that includes a writing component, Go Math website, grade level science and math kits, Discovery Education, Brain Pop, I-Ready, Reflex Math, Speed Bag Science

Plan to Monitor Progress Toward G1. 8

School-based assessments, District and State-wide Assessment data will be utilized in order to monitor progress towards the goal.

Person Responsible

Mireya Triana

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

i-Ready Growth Monitoring Report, data chats, PowerBI

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 increased in all content areas, then student achievement will improve. 1

 G096873

G1.B1 There is minimal evidence of Differentiated Instruction in the learning environment. 2

 B260603

G1.B1.S1 Engage students in Differentiated Instruction with an emphasis on critical thinking by probing for deeper understanding of concepts and incorporating data-driven skill-focused lessons. 4

 S276001

Strategy Rationale

Differentiated Instruction maximizes learning opportunities, develops critical thinking skills, and targets the student's individual needs.

Action Step 1 5

Conduct grade level specific professional development focusing on the use of Differentiated Instruction.

Person Responsible

Idaniel Gonzalez

Schedule

Monthly, from 10/3/2017 to 6/7/2018

Evidence of Completion

agendas, sign-in sheets, observations

Action Step 2 5

Conduct grade level specific professional development focusing on the use of Webb's Depth of Knowledge.

Person Responsible

Idaniel Gonzalez

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

agendas, sign-in sheets, observations

Action Step 3 **5**

Conduct coaching cycles that focus on higher order thinking strategies and Differentiated Instruction.

Person Responsible

Idaniel Gonzalez

Schedule

Monthly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets, agendas

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

Monitor professional development, conduct classroom walk-throughs to monitor lessons that incorporate critical thinking and observe Differentiated Instruction and lessons.

Person Responsible

Idaniel Gonzalez

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

student work products including interactive journals, lesson plans, walk-through logs, observations of lessons that include developed strategies

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

The leadership team will analyze data from classroom assessments.

Person Responsible

Idaniel Gonzalez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data Chats with a focus on PowerBI and i-Ready reports, sign-in sheets

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 M399548	School-based assessments, District and State-wide Assessment data will be utilized in order to...	Triana, Mireya	8/21/2017	i-Ready Growth Monitoring Report, data chats, PowerBI	6/7/2018 monthly
G1.B1.S1.MA1 M399546	The leadership team will analyze data from classroom assessments.	Gonzalez, Idaniel	8/21/2017	Data Chats with a focus on PowerBI and i-Ready reports, sign-in sheets	6/7/2018 monthly
G1.B1.S1.MA1 M399547	Monitor professional development, conduct classroom walk-throughs to monitor lessons that...	Gonzalez, Idaniel	8/21/2017	student work products including interactive journals, lesson plans, walk-through logs, observations of lessons that include developed strategies	6/7/2018 weekly
G1.B1.S1.A1 A371260	Conduct grade level specific professional development focusing on the use of Differentiated...	Gonzalez, Idaniel	10/3/2017	agendas, sign-in sheets, observations	6/7/2018 monthly
G1.B1.S1.A2 A371261	Conduct grade level specific professional development focusing on the use of Webb's Depth of...	Gonzalez, Idaniel	10/3/2017	agendas, sign-in sheets, observations	6/7/2018 weekly
G1.B1.S1.A3 A371262	Conduct coaching cycles that focus on higher order thinking strategies and Differentiated...	Gonzalez, Idaniel	10/3/2017	Sign-in sheets, agendas	6/7/2018 monthly

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 increased in all content areas, then student achievement will improve.

G1.B1 There is minimal evidence of Differentiated Instruction in the learning environment.

G1.B1.S1 Engage students in Differentiated Instruction with an emphasis on critical thinking by probing for deeper understanding of concepts and incorporating data-driven skill-focused lessons.

PD Opportunity 1

Conduct grade level specific professional development focusing on the use of Differentiated Instruction.

Facilitator

Idaniel Gonzalez

Participants

Instructional Staff

Schedule

Monthly, from 10/3/2017 to 6/7/2018

PD Opportunity 2

Conduct grade level specific professional development focusing on the use of Webb's Depth of Knowledge.

Facilitator

Idaniel Gonzalez

Participants

Instructional Staff

Schedule

Weekly, from 10/3/2017 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	Conduct grade level specific professional development focusing on the use of Differentiated Instruction.				\$0.00
2	G1.B1.S1.A2	Conduct grade level specific professional development focusing on the use of Webb's Depth of Knowledge.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$0.00
3	G1.B1.S1.A3	Conduct coaching cycles that focus on higher order thinking strategies and Differentiated Instruction.				\$0.00
Total:						\$0.00