

Highland Oaks Middle School



2017-18 Schoolwide Improvement Plan

Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

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

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | No | 76% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 84% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | 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 Highland Oaks 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.

The Highland Oaks Middle School team is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunities for lifelong learners.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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 provided twice a year to give information about Highland Oaks Middle School policies. A school-wide Discipline Plan is given to each child on the first day of school. This plan is linked to the Miami-Dade County Public School Code of Student Conduct. Parents are required to sign their copy of the plan stating that they have read and understood the school policy plan. Team leaders and counselors are in place to help with discipline and to mediate with students when needed. The Roadmap to Progressive Discipline Model is utilized and the Progressive Discipline Plan is in place.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school has referral services. Teachers refer students who exhibit any social or emotional needs to team leaders, counselors, and administrators. The counselors and administrators evaluate the students and treat the situation accordingly. The child may be referred to outside agencies. After-school mentoring programs are in place for both boys and girls. These include the 5000 Role Models and DIVAS program. These programs target at-risk students in order to help them towards positive behavior modification.

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.

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

- Attendance - Students who miss more than 10% of instructional time
- Behavior - Students who have referrals that lead to the implementation of Roadmap to Progressive Discipline
- Performance - Students score a Level 1 in either FSA ELA or Math
- Performance - Students who fail either ELA or Math
- Performance - Students who fail 2 or more of any course

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|-----|-----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 26 | 11 | 7 | 0 | 0 | 0 | 0 | 44 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 116 | 129 | 0 | 0 | 0 | 0 | 302 | |

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 | 71 | 137 | 130 | 0 | 0 | 0 | 0 | 338 | |

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

Students are taught how to use their student portal to get assistance from the web and additional applications. This gives them access to all school programs that are aligned to the curriculum. The Media Center is available to all students from 8:30 a.m. - 9:00 a.m. daily. This allows students access to information and computers in order to improve their educational experiences. A computer lab is also open for students once a week for one hour after school. This allows for students to work on projects and/or academic computer-based programs (i.e. iReady). Many Academic Clubs are in place and students are encouraged to join these after school programs. The National Junior Honor Society also tutors students in all subject areas which students may need assistance in. These meetings take place weekly after school. Parent/teacher conferences are scheduled weekly if the student is exhibiting needed intervention. Assemblies are held quarterly with students who are not performing at grade level within the areas of reading and mathematics. Ways of improving performance are discussed and encouraged with counselors and administration.

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

Our Parental Target for the 2017-2018 school year is to increase parent engagement and participation at Highland Oaks Middle School, especially parents of students scoring within the lowest quartile in the areas of reading and mathematics. Therefore, several communication methods have been implemented in an effort to build positive relationships with families. Our school has developed a brand new website that is user friendly, providing continuous up to date information. The school marquee is also updated on a daily basis for parents within the community to view. Connect-Ed phone messages are issued whenever parents need to be informed of current news and events taking place within Highland Oaks Middle School. Weekly team meetings with parents are held with the purpose of partnering to help students achieve academic success. The Highland Oaks Middle School counselors assist parents in creating parent portal accounts and reviewing student schedules. The PTSA at Highland Oaks Middle School holds monthly parent meetings. Highland Oaks Middle School has also instituted an i-Care Customer Service methodology when servicing our parents on a daily basis.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through the partnership with the Highland Oaks Middle School PTSA, we encourage our local community to join Highland Oaks Middle School in partnering with us to further educate and collaborate with the purpose of increasing student achievement. This school year Highland Oaks Middle School has been recognized through PTA as a National School of Excellence. We seek partnerships through word of mouth, advertisement on the Highland Oaks Middle School fence on Ives Dairy Road and tennis court, Open House Community Resource Fair, monthly PTSA meetings, and partnerships with local Home Owners Associations. Parents with local businesses, whose children attend the school, reach out to other local businesses and wonderful partnerships are formed for the school and for both students and teachers. These businesses also provide incentive programs for faculty, staff, and students.

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 |
|---------------------------|---------------------------|
| Kushi, Cheryl | Principal |
| Diaz, Fernando | Assistant Principal |
| Bello, Veronica | Assistant Principal |
| Green, Edith | Teacher, K-12 |
| Brito-Miguez, Zorida | School Counselor |
| Carr, Connie | Teacher, K-12 |
| Landon, Kent | Teacher, K-12 |
| McFarland, Robert | Teacher, K-12 |
| McMillan, Amy | Teacher, K-12 |
| Messinger, E | Teacher, K-12 |
| Robinson, Valda | Teacher, K-12 |
| Tomlinson, Matthew | Teacher, K-12 |
| Torres, Angel | Teacher, K-12 |
| Weitzner, Lesli | Teacher, ESE |
| Wiley, Kimberly | Teacher, Career/Technical |
| Tarrier, Robert | Teacher, K-12 |
| Mitchell-Johnson, Natalia | Teacher, K-12 |
| Miguez, Julio | Teacher, K-12 |
| Valmana, Leonardo | Teacher, K-12 |
| Caraccia, Christina | Teacher, K-12 |

b. Duties

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

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

Tier 1: Leadership Team

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

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

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

SWD Department Chairperson: (Lesli Weitzner) Provides guidance for SWD teachers, students, and families to support their academic and social development. She facilitates the monitoring and maintaining of all documentation and professional growth activities related to Exceptional Student Education.

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

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

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

EESAC Members: (see list section B)

Social Studies Department Chairperson: Mr. Leonardo Valmana

Mathematics Department Chairperson - Mr. Robert Tarrier

Science Department Chairperson - Mr. Julio Miguez

Gifted Department Chairperson - Ms. E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

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

Tier 2:

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

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

Reading Department Chairperson - Ms. Connie Carr

Social Studies Department Chairperson - Mr. Leonardo Valmana

Mathematics Department Chairperson - Mr. Robert Tarrier

Science Department Chairperson - Mr. Julio Miguez

Gifted Department Chairperson - Ms. E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

Electives Department Chairperson - Amy McMillan

8th Grade Team Leaders - Ms. Natalia Mitchell-Johnson and Ms. Valda Robinson

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

6th Grade Team Leader - Mr. Matthew Tomlinson and Ms. Christina Mitchell-Johnson

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

Tier 3:

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

The Leadership Team 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. Holding 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. Systematic interventions by teachers, using data collection and data analysis in team meetings will determine progress.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. The problem solving process and monitoring progress of instruction will be implemented during data chats.

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each growth monitoring assessment.

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 3:

The assistant principal, the counselor, the school psychologist, and the SPED teacher as well as the general education teacher and the parent/guardian make up the Tier 3 Problem Solving Team, where the students are progress monitored every 21 days.

Title III:

In taking a closer look at funds, Title III funds are used to supplement and enhance programs within our school for English Language Learners (ELL) and Recently Arrives Immigrant Children and Youth. This aids in providing reading, cultural and supplemental resources, as well as, software programs. These funds are also utilized to provide after school tutoring, twice per week, beginning in the month of November until April.

Title X:

Highland Oaks Middle School uses the Project UP-START Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The Homeless Liaison and our school counselor provides training for the school registrar on the procedures for enrolling homeless students.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| Cheryl Kushi | Principal |
| Susan Greenfield | Teacher |
| Brian Bernstein | Teacher |
| Nate Williams | Teacher |
| Monica Goldstein | Parent |
| Marcia Greenidge | Teacher |
| Julio Miguez | Teacher |
| Candy Fried | Teacher |
| Loretta Demberg | Education Support Employee |
| Tabitha Donaldson | Education Support Employee |
| Rachael Bronstein | Parent |
| Lisa Katzman | Parent |
| Alejandra Deng | Student |
| Darrah Shannon | Student |
| Reyna Behar | Business/Community |
| Mark Robson | Parent |
| Jade Stein | Student |
| Emily Tran | Student |
| Natalia Mitchell-Johnson | Teacher |
| Jeffrey Levinsion | Parent |
| Michael Hirsch | Business/Community |
| Noah Katzman | Student |
| Jennifer Etienne | Parent |
| Desiree Bryan-Anglin | Parent |
| Yashica Bent | Parent |
| Marsha Elignon-Rome0 | Parent |

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

The Highland Oaks Middle EESAC Committee reviewed and gave feedback to the school's annual School Improvement Plan. As we received data and feedback from all stakeholders, we modified the living document as needed to reach the highest student achievement possible.

b. Development of this school improvement plan

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

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

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

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

EESAC funds were used to support hourly teacher service and the Manners Matters Program. Additionally, EESAC funds was used to buy or purchase supplies for the 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 |
|----------------------|---------------------|
| Kushi, Cheryl | Principal |
| Bello, Veronica | Assistant Principal |
| Diaz, Fernando | Assistant Principal |
| Carr, Connie | Teacher, K-12 |
| Green, Edith | Teacher, K-12 |
| Brito-Miguez, Zorida | School Counselor |
| McFarland, Robert | Teacher, K-12 |
| Messinger, E | Teacher, K-12 |
| McMillan, Amy | Teacher, K-12 |
| Weitzner, Lesli | Teacher, ESE |
| Tomlinson, Matthew | Teacher, K-12 |
| Robinson, Valda | Teacher, K-12 |
| Wiley, Kimberly | Teacher, K-12 |
| Tarrier, Robert | Teacher, K-12 |
| Miguez, Julio | Teacher, K-12 |
| Valmana, Leonardo | Teacher, K-12 |

b. Duties

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

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational literacy goals in a positive direction. The team works together

to problem solve in all areas of curriculum and provide reading best practices and strategies that will be integrated within 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.

The Highland Oaks Middle School school-wide theme is "Make it Happen! No Excuses!" We realize that it will take stakeholders working together to reach the school grade of an 'A'. Furthermore, we want to continue this year is like no other in terms of standards and assessments being implemented. The teachers and leaders have decided once again that positive working relationships are our norm. Teachers meet departmentally every Monday and Friday to disseminate information and analyze data. Then they meet departmentally by grade level, on Tuesday, Wednesday, and Thursday, to collaboratively plan, collect resources, share best practices and align standards to curriculum.

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

1. Regular meetings with new teachers and Principal - Principal, June 5, 2017
2. Partnering new faculty with veteran faculty - Assistant Principal, August 17, 2017
3. Recruiting at job fairs - Counselor/Principal - April 2, 2018
4. Soliciting referrals from current employees - Principal, August 21, 2017 - June 8, 2018

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

This year Highland Oaks Middle School will continue participating in The New Teacher Center (NTC) i3 Scale Up Grant. This is the second implementation year with the continued goal of providing high quality support to new teachers within the field of education. The purpose of this mentoring program is to use data and reflective feedback to inform teachers of instructional practice in order to increase student achievement. Collaborative planning, reflective practices, and instructional resources are shared amongst the mentor and mentee to aid in supporting the the growth of high quality instruction. Mentors attend training throughout the school year, which provides purposeful strategies to be implemented along with mentees. Administration selects mentors that are able to provide in-depth knowledge and best instructional delivery methods aligned to the curriculum being taught by new teachers. Additionally, every department within our school meets every Monday and Friday within their collaborative planning grade level groups to discuss their data, share best practices, review lesson plans, and discuss effective strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All departments at Highland Oaks Middle School are following the Miami-Dade County Public School District Pacing Guides which are aligned to the Florida Standards. Also, teachers are utilizing resources from fsassessment.org such as the Test Item Specifications and other Reading, Writing, Mathematics and EOC resources. They are also utilizing resources from CPALMS, Discovery

Learning and Learning Village as it pertains to items on the Miami-Dade County Public School District Pacing Guide.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

The use of PowerBi also allows the school to collect data that will support the focus on specifically targeting students that fall within the lowest quartile.

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

Highland Oaks Middle School provides after-school enrichment and tutorial activities including, but not limited to clubs such as SECME, Peer-Tutoring, Homework Labs, athletic activities, before and after school computer lab accessibility to programs such as iReady and Gizmos. Professional Development will be provided during early release instructional days, and departmental and team meetings for instructional staff. The Highland Oaks Middle School staff will participate in activities to understand basic problem solving principles and procedures and data chats using region data protocols. Departmental data chats will be conducted during August, October, January, and February using the evaluation tool, North Regional Data Protocols.

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Kushi, Cheryl, pr6241@dadeschools.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

the school site. Additionally, once a year both the high school and middle school have a joint PTSA meeting to further collaborate with our community.

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this 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.

N/A

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.

N/A

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

G097029

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement | |
| Math Gains | |
| Math Lowest 25% Gains | |
| Civics EOC Pass | |
| Algebra I EOC Pass Rate | |
| Geometry EOC Pass Rate | |
| FSA ELA Achievement | |
| ELA/Reading Gains | |
| ELA/Reading Lowest 25% Gains | |
| FCAT 2.0 Science Proficiency | |
| Bio I EOC Pass | |

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of instructional time being utilized to implement technological resources aligned to data, standards, and core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean/SMART Boards;
- District Pacing Guides;
- Test Item Specifications;
- CPALMS;
- Discovery Learning;
- i-Ready;
- Carnegie;
- TeenBiz 3000;
- Amplify;
- Reflex Math;
- Edgenuity;
- Office 365;
- PowerBi;
- Gateway to Data (G2D);
- Khan Academy;
- Gizmos;
- ClassFlow;
- Ellevation;

- Edmodo

Plan to Monitor Progress Toward G1. 8

Data Disaggregation, Topic Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science

Person Responsible

Cheryl Kushi

Schedule

Quarterly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Formative and Summative Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. 1

 G097029

G1.B1 There is limited evidence of instructional time being utilized to implement technological resources aligned to data, standards, and core instruction. 2

 B261040

G1.B1.S1 Provide ongoing professional development on the alignment of instructional technological resources to data and core instruction with the purpose of increasing student achievement. 4

 S276403

Strategy Rationale

To increase teachers knowledge of the instructional technological resources aligned with standards and data in order to effectively plan and deliver meaningful and purposeful instruction that is meeting the individual academic needs of students.

Action Step 1 5

Conduct focused classroom walkthroughs to identify the use of technology being implemented at an appropriate pace for the enhancement of instruction and differentiation.

Person Responsible

Fernando Diaz

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

lesson plans, student work folders, walkthrough logs

Action Step 2 5

Provide professional development with a continued focus on department teams collaborating in analyzing formative and summative student learning data that is aligned to the implementation of technological resources and District Pacing Guides.

Person Responsible

Edith Green

Schedule

Quarterly, from 8/21/2017 to 6/8/2018

Evidence of Completion

lesson plans, Department Meeting sign-in sheets, MyLearningPlan, student work folders

Action Step 3 **5**

Utilize data to conduct purposeful and meaningful data chats that will result in reflective practice in order to make necessary adjustments to technological recourses being utilized throughout instruction.

Person Responsible

Veronica Bello

Schedule

Quarterly, from 8/21/2017 to 6/8/2018

Evidence of Completion

data chat protocol and sign-in sheets

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

Monitor the effectiveness of lesson plans to include evidence of technological resources being utilized throughout the delivery of instruction.

Person Responsible

Cheryl Kushi

Schedule

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

Evidence of Completion

lesson plans and walkthrough logs

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

Conduct classroom walkthroughs, observe instruction, review lesson plans, and student work.

Person Responsible

Cheryl Kushi







Schedule

Biweekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Lesson plans, student work folders, and walkthrough logs

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  M400467 | Data Disaggregation, Topic Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science | Kushi, Cheryl | 8/21/2017 | Formative and Summative Assessments | 6/8/2018 quarterly |
| G1.B1.S1.MA1  M400465 | Conduct classroom walkthroughs, observe instruction, review lesson plans, and student work. | Kushi, Cheryl | 8/21/2017 | Lesson plans, student work folders, and walkthrough logs | 6/8/2018 biweekly |
| G1.B1.S1.MA1  M400466 | Monitor the effectiveness of lesson plans to include evidence of technological resources being... | Kushi, Cheryl | 8/21/2017 | lesson plans and walkthrough logs | 6/8/2018 monthly |
| G1.B1.S1.A1  A372330 | Conduct focused classroom walkthroughs to identify the use of technology being implemented at an... | Diaz, Fernando | 8/21/2017 | lesson plans, student work folders, walkthrough logs | 6/8/2018 biweekly |
| G1.B1.S1.A2  A372331 | Provide professional development with a continued focus on department teams collaborating in... | Green, Edith | 8/21/2017 | lesson plans, Department Meeting sign-in sheets, MyLearningPlan, student work folders | 6/8/2018 quarterly |
| G1.B1.S1.A3  A372332 | Utilize data to conduct purposeful and meaningful data chats that will result in reflective... | Bello, Veronica | 8/21/2017 | data chat protocol and sign-in sheets | 6/8/2018 quarterly |

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 limited evidence of instructional time being utilized to implement technological resources aligned to data, standards, and core instruction.

G1.B1.S1 Provide ongoing professional development on the alignment of instructional technological resources to data and core instruction with the purpose of increasing student achievement.

PD Opportunity 1

Provide professional development with a continued focus on department teams collaborating in analyzing formative and summative student learning data that is aligned to the implementation of technological resources and District Pacing Guides.

Facilitator

Department Chairpersons

Participants

Teachers

Schedule

Quarterly, from 8/21/2017 to 6/8/2018

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 focused classroom walkthroughs to identify the use of technology being implemented at an appropriate pace for the enhancement of instruction and differentiation. | \$0.00 |
| 2 | G1.B1.S1.A2 | Provide professional development with a continued focus on department teams collaborating in analyzing formative and summative student learning data that is aligned to the implementation of technological resources and District Pacing Guides. | \$0.00 |
| 3 | G1.B1.S1.A3 | Utilize data to conduct purposeful and meaningful data chats that will result in reflective practice in order to make necessary adjustments to technological recourses being utilized throughout instruction. | \$0.00 |
| Total: | | | \$0.00 |