Miami-Dade County Public Schools

Hialeah Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Hialeah Middle School

6027 E 7TH AVE, Hialeah, FL 33013

http://hialeahmiddle.dadeschools.net/

Demographics

Principal: Lucy Trillas

Start Date for this Principal: 10/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	89%

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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Nelson	Principal	Provides guidance and support for administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.
Garcia, Tamara	Administrative Support	Administrative Support - provides guidance and support to students, assists in the development of the school discipline plan with staff and students to ensure compliance with the Code of Student Conduct. Assists with the development of the School Improvement Plan and Property Control.
Lobato, Rolando	Teacher, K-12	Social Science Department Chairperson and Social Science teacher - provides guidance, support and training for Social Science teachers and assists in the development of the School Improvement Plan.
Couselo, Jeannete	Teacher, K-12	Science Department Chairperson and Science teacher - provides guidance, support and training for Science teachers and assists in the development of the School Improvement Plan.
Medina, Marina	Teacher, K-12	Mathematics Department Chairperson and Mathematics teacher - provides guidance, support and training for Mathematics teachers and assists in the development of the School Improvement Plan.
Ware, Chenessa	Teacher, K-12	English Language Arts Department Chairperson and English Language Arts Instructional Leader - provides guidance, support and training for English Language Arts Reading teachers and assists in the development of the School Improvement Plan.
Murray, Celeste	Teacher, ESE	ESE Department Chairperson - Provides guidance, support and training for ESE teachers and assists in the development of the School Improvement Plan.
Cole, Jerome	Teacher, K-12	Provides guidance, support and training for Elective and Magnet teachers and assists in the development of the School Improvement Plan.
Rodriguez, Gloria	Other	Provides ESE support/assist in planning, implementing program policies, researching and gathering resources, and communicating with various stakeholders.
Padron, Cynthia	Assistant Principal	Assists the Principal in providing guidance and support for administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance. Oversees the implementation of academic programs and school-wide activities.

Name	Position Title	Job Duties and Responsibilities
Sands, Teri	School Counselor	Develop and carry out the Student Services Plan to address the social-emotional needs of students, work with agencies to provide mental health services and assist/support parents and students with mental health services needs.

Demographic Information

Principal start date

Thursday 10/15/2015, Lucy Trillas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

31

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

758

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	250	236	272	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	29	20	85	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	17	8	4	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	20	13	8	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	41	61	0	0	0	0	133
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	27	36	60	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	91	149	0	0	0	0	344

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	34	36	61	0	0	0	0	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	250	291	322	0	0	0	0	863
Attendance below 90 percent	0	0	0	0	0	0	53	91	94	0	0	0	0	238
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	8	4	14	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	14	9	20	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	62	72	0	0	0	0	176
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	64	88	0	0	0	0	189

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	38	65	81	0	0	0	0	184

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	58%	54%	46%	56%	53%
ELA Learning Gains				55%	58%	54%	52%	56%	54%
ELA Lowest 25th Percentile				45%	52%	47%	46%	52%	47%
Math Achievement				46%	58%	58%	44%	56%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				52%	56%	57%	49%	56%	57%
Math Lowest 25th Percentile				48%	54%	51%	47%	55%	51%
Science Achievement				47%	52%	51%	48%	52%	52%
Social Studies Achievement				70%	74%	72%	70%	73%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	58%	-10%	54%	-6%
Cohort Comparison						
07	2021					
	2019	43%	56%	-13%	52%	-9%
Cohort Comparison		-48%				
08	2021					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	45%	58%	-13%	55%	-10%
Cohort Comparison						
07	2021					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-45%				
08	2021					
	2019	20%	40%	-20%	46%	-26%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	8%	43%	-35%	48%	-40%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	68%	15%	67%	16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	73%	-6%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	63%	13%	61%	15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring data is compiled by grade level and subgroup as needed based on IReady Diagnostic results as well as midyear assessments for other subject areas as follows: Grades 6-8 ELA - IReady, Grades 6-8 Mathematics - IReady, Grade 7 - Civics - Midyear Assessment, Grade 8 Science - Midyear Assessment.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.5	46	7
	Economically Disadvantaged	38.1	45.9	7.7
	Students With Disabilities	12.1	18.4	5.3
	English Language Learners	10	16	27.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	40.4	3.8
	Economically Disadvantaged	30.9	39.2	4.1
	Students With Disabilities	8.3	14.7	10.0
	English Language Learners	17.4	12.0	16.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.4	37.2	4.3
	Economically Disadvantaged	31	36.7	4.4
	Students With Disabilities	19	19.2	13.6
	English Language Learners	3.4	-	4.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.3	33.7	4.3
	Economically Disadvantaged	22.7	33.6	4.8
	Students With Disabilities	10	20.5	6.3
	English Language Learners	-	3.0	5.3
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		64.3	
	Economically Disadvantaged		65.2	
	Students With Disabilities		46.2	
	English Language Learners		15.2	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.8	32.1	4.3
	Economically Disadvantaged	29.4	30.2	4.4
	Students With Disabilities	15.2	12	7.1
	English Language Learners	9.7	3.3	10.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.5	29.2	6.9
	Economically Disadvantaged	22.2	27.8	7.1
	Students With Disabilities	6.7	10.4	8.6
	English Language Learners	6.9	16.1	11.8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		3.2	
	Economically Disadvantaged		3.0	
	Students With Disabilities		0.0	
	English Language Learners		0.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	31	30	25	36	41	33	24	55		
ELL	36	40	34	24	23	27	24	40	49		
BLK	18	27	29	20	32	53	18	43	33		
HSP	46	42	33	32	24	32	41	48	73		
WHT	46	58		46	33						
FRL	42	41	33	31	26	35	38	47	68		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	46	36	35	55	49	47	51			
ELL	37	52	47	39	49	45	31	60	88		
BLK	41	41	40	28	38	41	37	52			
HSP	50	56	46	48	54	49	48	72	90		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	59	52		50	52						
FRL	47	53	45	45	53	48	45	70	88		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	45	40	25	35	37	25	51			
ELL	27	43	43	27	39	38	21	60	74		
BLK	40	58	54	30	43	43	46	54			
HSP	46	51	45	45	50	47	46	72	90		
WHT	60	56		60	58		73				
FRL	45	51	46	43	49	47	45	69	89		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data Findings: There was an increase in performance data in ELA of 3 percentage points from 46% in 2018 to 49% in 2019. There was an increase in performance data in ELA learning gains percentage points from 52% was 55% in 2019, which was a increase of 3 percentage points. ELA L25 was 46% in 2018 and was 45% in 2019, which was a decrease of 1% percentage points. Mathematics, proficiency was 44% in 2018 and is 46% in 2019, which increased by 2% percentage points. Mathematics learning gains was 52% in 2019, which was an increase of 3% percentage points. Mathematics low quartile was 47% in 2018 and was 48% in 2019, which was an increase of 1% percentage points.
2021 Data Findings: There was a decrease in performance data in ELA of 6 percentage points from 49% in 2019 to 43% in 2021. There was an increase in performance data in ELA learning gains from 55% in 2019 to 41% in 2021, which was a decrease of 14% percentage points. ELA low quartile was 45% in 2019 and 34% in 2021, which was a decrease of 11% percentage points. Science was 47% in 2019 and 39% in 2021 , which decreased by 8 percentage points. Mathematics, proficiency was 46% in 2019 and 31% in 2021 , which decreased by 15 percentage points. Mathematics low quartile was 48% in 2019 and 34% in 2021, which was an decrease of 14 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data Findings: Based on progress monitoring and 2019 state assessments, the components that demonstrated the greatest need for improvement are Science, English Language Arts, and Mathematics. Although there was a 4 percentage points increase in Science students are still below proficiency level. English Language Arts low quartile was 46% in 2018 and was 45% in 2019, which was a decrease of 1 percentage Mathematics, proficiency was 44% in 2018 and is 46% in 2019, which increased by 2 percentage points. Although there was an increase, the majority of our students are below proficiency level.
2021 data Findings: Based on progress monitoring and 2021 state assessments, the components that demonstrated the greatest need for improvement are English Language Arts L25, Science and Mathematics.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 Data Findings: The contributing factors to this need for improvement are student engagement and student attendance. Actions that need to be taken to address this need for improvement are as follows: Continuous academic monitoring of disengaged learners via Early Warning Systems Indicators and implementation of MTSS/RtI to address gaps in learning and provide supplemental instruction/remediation in the areas of reading and mathematics. Monitoring of student attendance is necessary to target students with excessive absences by providing incentives to increase/improve attendance, parent contact/home visits and opportunities for students to feel a sense of belonging.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 Data Findings:: When comparing progress monitoring and state assessment data from 2019-2021, the data component that showed the most improvement is the total number of FSA Level

1 students in reading and mathematics. There was a reduction in the total number of FSA Level 1 students in reading from 175 to 133 and a reduction in the total number of FSA Level 1 students in math from 189 to 123.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 Data Findings: The factors that contributed to this improvement were new actions taken by our school in the preparation of physical science students for the 8th grade NGSSS Science exam and the addition of advanced and gifted content area sections to the master schedule for incoming 6th grade students.

What strategies will need to be implemented in order to accelerate learning?

For the 2021-2022 school-year, the implementation of the BEST Standards through core content areas, high-yield instructional strategies such as: higher order instruction, CER and effective questioning/response techniques as well as remediation and enrichment programs will be necessary to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to support teachers and leaders, the following professional development opportunities will be provided: Bi-weekly departmental and monthly whole faculty learning and support on the B.E.S.T. Standards, technology integration, effective questioning/response techniques and higher order instruction; Opening of Schools professional development on Social-Emotional Learning, RtI, Assertive Discipline and administrative walkthroughs to support instructional delivery and student engagement. These activities will take place at the beginning of the school year and monitored throughout the school-year as best practice are implemented in the classroom.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be provided throughout the 2021-2022 school-year are pull-out and push-in intervention in the areas of Reading, Mathematics, Civics and 8th grade Science. In addition, Success Academy tutoring for all students to provide remediation and enrichment in all academic areas with specific focus on previously disengaged students and students in subgroups.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	Based on the data review, our school will implement the B.E.S.T. Standards through core content areas, high-yield instructional strategies such as: higher order instruction, CER and Effective Questioning/Response Techniques as well as remediation and enrichment programs will be necessary to accelerate learning. We selected B.E.S.T. Standards as our focus, based on our 2021data findings that demonstrated Learning Gains for the L25 subgroup decreased from 45% in 2019 to 34% in 2021, which was a decrease of 11 percentage points. We will reinforce classroom instruction through remediation and enrichment programs.
Measurable Outcome:	If we successfully implement B.E.S.T. standards through core instruction, then our L25 students in grades 6-8 will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct observations of planned instruction, Differentiated Instruction and conduct departmental professional development meetings. Administration will follow-up with regular walkthroughs to ensure current data is being used to adjust instruction based on student needs and ensure quality instruction is taking place. Data Analysis of IREADY Diagnostic and Growth Monitoring data will be reviewed quarterly to ensure students are making progress on remediated standards. Extended learning opportunities will be offered as well as enrichment programs.
Person responsible for monitoring outcome:	Chenessa Ware (cware1@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of B.E.S.T. Standards, our school will focus on the evidenced-based strategy of Effective Questioning/Response Techniques. Focus on Effective Questioning/Response Techniques are an integral part of classroom instruction, which is used to develop higher order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught.
Rationale for Evidence-based Strategy:	Effective Questioning/Response Techniques embedded in instructional plans and implemented accordingly will promote critical thinking skills, improve instructional delivery, engagement and increase Learning Gains for the L25 subgroup in grades 6-8.

Action Steps to Implement

8/31 - 10/11- Teachers will develop lesson plans that are inclusive of B.E.S.T. Standards. As a result, of implementing B.E.S.T. Standards through core content areas, student achievement will increase.

Person Responsible	Nelson Gonzalez (pr6231@dadeschools.net)

8/31-10/11 - Implementation of Departmental Professional Development to provide teachers opportunities to collaborate, share best practices of Effective Questioning/Response Techniques, CER, and Higher Order instruction. As a result, teachers will assess students through Higher Order Questioning/Response Techniques to gauge student learning of lesson taught.

Person Responsible	Chenessa Ware (cware1@dadeschools.net)

8/31-10/11 - Provide Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result,

teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible   Tamara Garcia (tgarcia@dadeschools.net)

8/31-10/11 - Administrators will conduct weekly walkthroughs and observations, providing timely feedback to instructional professionals to improve implementation of B.E.S.T. Standards, Higher Order instruction and Effective Questioning and Response Techniques. As a result of timely feedback, teachers will be able to adjust instructional best practices, and modify instruction to meet the individual needs of diverse as evidenced on instructional plans.

Person Responsible   Nelson Gonzalez (pr6231@dadeschools.net)

11/1 - 12/17- Continuous Departmental Professional Development to provide teachers opportunities to collaborate, share best practices of Effective Questioning/Response Techniques, CER, and Higher Order instruction. As a result, teachers will assess students through Higher Order Questioning/Response Techniques to gauge student learning of lesson taught.

Person Responsible   Chenessa Ware (cware1@dadeschools.net)

11/1 - 12/17 Provide continuous Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result, teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible   Tamara Garcia (tgarcia@dadeschools.net)

1/3 - 1/29 Provide continuous Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result, teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible   Tamara Garcia (tgarcia@dadeschools.net)

1/3 - 1/29 Implementation of Acceleration and Enrichment programs such as IReady before/afterschool tutorial, afterschool tutorial in all tested areas and participation in Saturday Academy.

Person Responsible   Cynthia Padron (cpadron@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the data review, our school will implement Student Engagement strategies. We selected this area of focus based on our 2021 data findings that demonstrated Learning Gains for the L25 subgroup decreased from 45% in 2019 to 34% in 2021, which was a decrease of 11 percentage points. There is a need for improvement in student engagement specifically in our L25 student population. Also the Student Climate Survey evidenced that, there is a need to address student relationships and social skills as well as the lack for a sense of belonging. In order to address this need for improvement students will participate in the Bronco All-Stars Mentoring Program, Extracurricular activities and small group peer mediation.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Engagement, our students will be better equipped to build relationships, feel a greater sense of belonging and improve on social skills, which will ultimately contribute to overall improved student outcomes. If students participate in Bronco All-Stars, Extracurricular Activities and small group peer mediation then we should see improvements in the school climate survey 2021 - 2022.
Monitoring:	Targeted students will be encouraged to participate in before and afterschool extracurricular activities as well as clubs. Targeted students will also be engaged in small group peer mediation, pull-out and push-in tutoring to provide remediation and enrichment in all academic areas with specific focus on disengaged students. Administrators will follow-up with counselors to ensure targeted students are being monitored.
Person responsible for monitoring outcome:	Nelson Gonzalez (pr6231@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Practice, our school will focus on the evidence based strategy of: Student Engagement strategies which will motivate/encourage disengaged students to build relationships through participation in clubs and extracurricular activities offered to create a better sense of belonging. Small group peer mediation will also assist disengaged students in developing positive trends academically, behaviorally, physically and emotionally.
Rationale for Evidence-based Strategy:	Student Engagement strategies will ensure that disengaged students are being monitored, motivated, and encouraged to participate in clubs, extra curricular activities, tutorials and peer mediation, which will provide them with opportunities to build relationships and improve academically, behaviorally, physically and emotionally.

Action Steps to Implement

8/31-10/11 - Implementation of the Bronco All-Stars mentoring program that will give students a voice and a choice, allowing them ample opportunity to take ownership and responsibility over academic and social behaviors. As a result of the mentorship program, students will develop positive trends academically, behaviorally, physically and emotionally.

Person Responsible	Rolando Lobato (rlobato@dadeschools.net)

8/31-10/11 - Student Services will lead small group, peer mediation for students who lack a sense of belonging and skills to build positive relationships. As a result of peer mentoring groups, students will develop a greater sense of belonging and reciprocate positive behaviors discussed in groups.

| **Person Responsible** | Nelson Gonzalez (pr6231@dadeschools.net) |

8/31-10/11 - Monitor the implementation of Social Emotional Learning through Social Sciences to assist students in developing positive trends academically, behaviorally, physically and emotionally. As a result, teachers will develop classroom systems/techniques that infuse SEL practices that will create positive academic and behavioral trends.

| **Person Responsible** | Rolando Lobato (rlobato@dadeschools.net) |

8/31 - 10/11 - Professional Development will be offered for teachers to engage in best practices as it relates to Social Emotional Learning components. As a result, teachers will implement/reflect strategies learned to create a positive learning environment for all students.

| **Person Responsible** | Tamara Garcia (tgarcia@dadeschools.net) |

11/1 - 12/17 Continuous monitoring of the Bronco All-Stars mentoring program that will give students a voice and a choice, allowing them ample opportunity to take ownership and responsibility over academic and social behaviors. As a result of the mentorship program, students will develop positive trends academically, behaviorally, physically and emotionally.

| **Person Responsible** | Rolando Lobato (rlobato@dadeschools.net) |

11/1 - 12/17 -Monitor the implementation of Social Emotional Learning through Social Sciences to assist students in developing positive trends academically, behaviorally, physically and emotionally. As a result, teachers will develop classroom systems/techniques that infuse SEL practices that will create positive academic and behavioral trends.

| **Person Responsible** | Rolando Lobato (rlobato@dadeschools.net) |

1/3 - 1/29 Continuous monitoring of the Bronco All-Stars mentoring program that will give students a voice and a choice, allowing them ample opportunity to take ownership and responsibility over academic and social behaviors. As a result of the mentorship program, students will develop positive trends academically, behaviorally, physically and emotionally.

| **Person Responsible** | Rolando Lobato (rlobato@dadeschools.net) |

1/3 - 1/29 - Continuous monitoring of the implementation of Social Emotional Learning through Social Sciences and ELA to assist students in developing positive trends academically, behaviorally, physically and emotionally. As a result, teachers will develop classroom systems/techniques that infuse SEL practices that will create positive academic and behavioral trends.

| **Person Responsible** | Cynthia Padron (cpadron@dadeschools.net) |

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review we found that the students who struggle with daily attendance are also students who are not meeting expectations for learning gains as well as proficiency. In addition many of our L25 students have had attendance issues. It is our quest to tailor our attendance initiatives and improve in making connections with our families and the community through our parent engagement program to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to overall improved student outcomes. With our continuous academic monitoring of disengaged learners via Early Warning Systems Indicators and implementation of MTSS/RtI that will address gaps in learning and provide supplemental instruction/remediation in all core areas then our attendance will increase by 8 percentage points and we will increase in academic learning gains by at least 2 percentage points based on the 2022 FSA.
Monitoring:	The Leadership Team and our Community Involvement Specialist will work to connect with families who struggle with attendance and identify the main cause for absences and create a plan of action to ensure students are in attendance daily. Bronco All Stars program will mentor students with academic, and attendance struggles and encourage/motivate students to be in attendance. The Leadership Team will monitor individual students who have consistent truancy and connect with them bi-weekly to reward and highlight attendance efforts. The Leadership Team will also plan fieldtrips and regular student incentives to promote consistent attendance. Teachers will also monitor their daily attendance and submit the data to Leadership Team and Counselors on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness or quarantines to connect virtually to class instruction or have access to lessons via Microsoft Teams. To ensure fidelity to our attendance initiatives, this data will be discussed with teachers/students during data chats and parental contact as necessary.
Person responsible for monitoring outcome:	Nelson Gonzalez (pr6231@dadeschools.net)
Evidence-based Strategy:	Within the targeted Element of Student Attendance, our school will focus on the evidence based strategy of: Attendance Initiatives. Attendance initiatives will assist in bridging the gap amongst our students. Student absences will be monitored by our Leadership Team, counselors and teachers on a weekly basis to prevent a continued pattern of excessive absences and thus increase student engagement and academic learning gains.
Rationale for Evidence-based Strategy:	Attendance Initiatives will assist in decreasing the amount of excessive student absences. The initiatives will provide students with opportunities to participate in field trips, clubs, sports, tutoring, small group peer mediation thus improving academically, behaviorally, physically and socially.

Action Steps to Implement

8/31 - 10/11 - MTSS/RtI team will conduct regular monthly meetings to implement multiple tiers of instruction, intervention, and support for students targeted through Early Warning Systems. As a result, targeted students will be continuously monitored and provided with opportunities to engage in positive attendance trends and increase student achievement.

Person Responsible Nelson Gonzalez (pr6231@dadeschools.net)

8/31-10/11 - The Leadership Team and our Community Involvement Specialist will work to connect with families and conduct parent conferences/home visits to target those students with excessive absences. As a result of attendance initiatives, student absences will be minimized and increase student achievement will be evidenced on FSA 2022.

Person Responsible Lissette Cruz (210213@dadeschools.net)

8/31- 10/11 - Leadership Team and Student Services will monitor and highlight students with improved attendance and academics through incentives, participation in field trips and recognition through Spot Success on a monthly basis. As a result students with improved attendance patterns, will demonstrate increased student achievement on the FSA 2022.

Person Responsible Nelson Gonzalez (pr6231@dadeschools.net)

8/31-10/11 - Leadership team will monitor disengaged learners via Early Warning Systems Indicators and implementation of MTSS/RtI to address gaps in learning and provide supplemental instruction/remediation in the areas of reading and mathematics. As a result, monitored students will demonstrate learning gains as well as increased proficiency.

Person Responsible Nelson Gonzalez (pr6231@dadeschools.net)

8/31 - 10/11 - Student Services department will highlight and recognize students based on grade level attendance and most improved class attendance. As a result of highlighting and incentivizing grade levels for improved attendance, students will increase learning gains as well as overall student achievement.

Person Responsible Nelson Gonzalez (pr6231@dadeschools.net)

11/1 - 12/17 - The Leadership Team and our Community Involvement Specialist will continue to work, connect with families and conduct parent conferences/home visits to target those students with excessive absences. As a result of attendance initiatives, student absences will be minimized and increase student achievement will be evidenced on FSA 2022.

Person Responsible Lissette Cruz (210213@dadeschools.net)

1/3 - 1/29 - Continuous implementation of MTSS/RtI meetings to implement multiple tiers of instruction, intervention, and support for students targeted through Early Warning Systems. As a result, targeted students will be continuously monitored and provided with opportunities to engage in positive attendance trends and increase student achievement.

Person Responsible Cynthia Padron (cpadron@dadeschools.net)

1/3 - 1/29 -The Leadership Team and our Community Involvement Specialist will work to connect with families and conduct parent conferences/home visits to target those students with excessive absences. Students will be afforded the opportunity to participate in remedial programs before/after school. As a result of attendance initiatives, remedial tutorials offered, student absences will be minimized and increase student achievement will be evidenced on FSA 2022.

Person Responsible Nelson Gonzalez (pr6231@dadeschools.net)

#4. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiated Instruction. We selected Differentiated instruction as our area of focus based on the findings that demonstrated that the Black/African-American subgroup was performing below 41% in ELA. We are not meeting the unique needs of this specific subgroup, therefore it is evident that we must improve our ability to differentiate instruction based on our student population. We will provide the necessary scaffolding for all subgroups performing below the norm in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our lowest performing subgroup will increase by a minimum of 6 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct observations of planned instruction, differentiated instruction and conduct departmental professional development meetings. Administration will follow-up with regular walkthroughs to ensure current data is being used to adjust instruction based on student needs and ensure quality instruction is taking place. Data Analysis of IREADY Diagnostic will be reviewed quarterly as well as growth monitoring to ensure students are making progress on remediated standards. Extended learning opportunities will be offered as well as enrichment programs.
Person responsible for monitoring outcome:	Nelson Gonzalez (pr6231@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiated Instruction, our school will focus on the evidence based strategy of Data-Driven Instruction. Data driven instruction will assist in accelerating the learning gains of our lowest subgroup(s) as it sets a systemic approach of instruction to meet the needs of all learners. Data driven instruction will be monitored through formative and informative assessments as well as the IREADY Diagnostic and Growth Monitoring results with a specific focus on Black/African American Subgroup.
Rationale for Evidence-based Strategy:	Data-Driven instruction will ensure that teachers are using relevant, current and aligned data to create instructional plans that are based on student needs. Teachers will continually make adjustments to their instruction, instructional plans and delivery as new data becomes available.

Action Steps to Implement	

8/31-10/11 - Professional Development opportunities will be offered for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data, As a result, teachers will develop classroom systems to effectively implement Differentiated Instruction and Higher Order Questioning strategies.

Person Responsible	Tamara Garcia (tgarcia@dadeschools.net)

8/31 - 10/11 - Administrators will conduct weekly walkthroughs and observations, providing timely feedback to instructional professionals. As a result, timely feedback will allow teachers to adjust instructional best practices, and modify instruction to meet the individual needs of diverse students as evidenced on instructional plans.

Person Responsible	Nelson Gonzalez (pr6231@dadeschools.net)

8/31-10/11 - Department Chair will facilitate weekly departmental meetings to provide teachers opportunities to share best practices, collaborate, and brainstorm needs and challenges. Teacher leaders will empower colleagues to model lessons and share best practices in implementing effective questioning strategies and response techniques to target low performing subgroups. As a result, low performing students will demonstrate increased student achievement on the FSA 2022.

Person Responsible   Chenessa Ware (cware1@dadeschools.net)

8/31-10/11 - Teacher's will work collaboratively to develop grade level and individual data trackers (working data binder) or progress monitoring tools that can be used to track formative and informative assessments, that are aligned to standards and weekly small group instruction. Teachers will use data gathered to monitor student progress and adjust as necessary. As a result, data chats will be informative to the student/teacher and create an individualized learning pathway.

Person Responsible   Chenessa Ware (cware1@dadeschools.net)

#5. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on the qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we will use the Targeted Element of Instructional Leadership Team. Teachers in the building felt that school personnel needed to work cohesively as a team, therefore we want to develop teacher leaders by conducting regular scheduled curriculum leadership meetings, provide more opportunities for teachers to be involved in schoolwide initiatives, engage team on how to provide leadership opportunities within their department and participating in team building professional development as well as clubs. By providing these opportunities empowering teachers, and affording opportunities to be active participants in school initiatives, faculty and staff will have a positive impact on school culture and climate thus positively impacting student success and achievement.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional leadership Team, our teachers will be provided the opportunity to become teacher leaders and active participants of school initiatives. This will be realized by conducting regular scheduled curriculum leadership meetings, providing more opportunities for teachers to be involved in schoolwide initiatives, engaging team on how to provide leadership opportunities within their department and participating in team building professional development. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will work together with team leaders to identify staff members that are experts in areas that will serve as leads with new initiative developments. By empowering teachers, we hope to create a better sense of belonging and an environment of shared leadership. The initiative will be evident by teacher leaders providing support to their team members/colleagues in various areas. To ensure we are meeting the needs of our teachers, those that receive the support will share out their success.
Person responsible for monitoring outcome:	Nelson Gonzalez (pr6231@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on evidence based strategy of: Shared Leadership. By empowering teachers, we hope to create a better sense of belonging and an environment of shared leadership. The initiative will be evident by teacher leaders providing support to their team members/colleagues in various areas. To ensure we are meeting the needs of our teachers, those that receive the support will share out their success.
Rationale for Evidence-based Strategy:	By providing shared leadership opportunities, empowering teachers, and affording opportunities to be active participants in school initiatives, faculty and staff will have a positive impact on school culture and climate thus positively impacting student success and achievement.

Action Steps to Implement	

8/31-10/11 - Develop teacher leaders by conducting regular scheduled curriculum leadership meetings, provide more opportunities for teachers to be involved in schoolwide initiatives, engage team on how to provide leadership opportunities within their departments. As a result, of empowering faculty and staff, a positive impact on school culture and climate will be evidenced, thus positively impacting student success and achievement.

Person Responsible	Nelson Gonzalez (pr6231@dadeschools.net)

8/31-10/11 - Provide Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result, teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible   Chenessa Ware (cware1@dadeschools.net)

8/31-10/11 - Administrators and Team leaders will work to identify staff members that are experts in areas that will serve as leads with new initiative developments. These teacher leaders will take the lead modeling lessons, demonstrating how to use data as a work in progress tool, and providing support to colleagues on effective implementation or delivery of standards. As a result, teachers will implement newly learned instructional practices, thus impacting learning gains and increased student achievement.

Person Responsible   Nelson Gonzalez (pr6231@dadeschools.net)

8/31-10/11 - Leadership Team will recognize teacher accomplishments, during faculty meetings and award incentives for those recognized. As a result of recognizing and celebrating teacher accomplishments, a greater sense of belonging and an environment of shared leadership will be established.

Person Responsible   Nelson Gonzalez (pr6231@dadeschools.net)

11/1 - 12/17 Administrators and Team leaders will continue to work and identify staff members that are experts in areas that will serve as leads with new initiative developments. These teacher leaders will take the lead modeling lessons, demonstrating how to use data as a work in progress tool, and providing support to colleagues on effective implementation or delivery of standards. As a result, teachers will implement newly learned instructional practices, thus impacting learning gains and increased student achievement.

Person Responsible   Nelson Gonzalez (pr6231@dadeschools.net)

11/1 - 12/17 - Leadership Team will continue to recognize teacher accomplishments, during faculty meetings and award incentives for those recognized. As a result of recognizing and celebrating teacher accomplishments, a greater sense of belonging and an environment of shared leadership will be established.

Person Responsible   Nelson Gonzalez (pr6231@dadeschools.net)

1/3 - 1/29 - Administrators and Team leaders will continue to work to identify staff members that are experts in areas that will serve as leads with new initiative developments. These teacher leaders will take the lead modeling lessons, demonstrating how to use data as a work in progress tool, and providing support to colleagues on effective implementation or delivery of standards. As a result, teachers will implement newly learned instructional practices, thus impacting learning gains and increased student achievement.

Person Responsible   Cynthia Padron (cpadron@dadeschools.net)

1/3 - 1/29 Provide Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result, teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible   Tamara Garcia (tgarcia@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Hialeah Middle School reported 2.3 incidents per 100 students in the 2019-2020 school-year. This rate is less than the statewide middle school rate of 4.2 incidents per 100 students. Hialeah Middle is ranked 194 out of 553 middle schools in the state of Florida. Violent incidents, property incidents and total reported suspensions are low or very low. Drug and public order incidents are high with 1.60 incidents per 100 students compared to the average statewide range from 0 to 7.07. The majority of incidents involve tobacco. Our primary area of concern for 2021-2022 school-year is the use of tobacco products on campus. Our secondary area of concern is the use of vaping/unknown contents on campus. Both areas will be monitored throughout this schoolyear as follows: Students that have disciplinary inclinations towards this behavior will be assigned a mentor through the Bronco All-Stars program. These students will have the opportunity to build relationships to increase their motivation, and sense of belonging. In addition, students will be educated on the social, emotional and physical impacts of tobacco/vaping products on their bodies. Behavior and discipline data will be monitored through the implementation of behavior plans for those students with more than one disciplinary referral for said behavior. Each month, behavioral data will be disaggregated to determine if the implementation of the programs above have positively impacted student behaviors as compared to 2019-2020 school-wide data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture at Hialeah Middle School are in physical and emotional safety and support, care, and connections as well as inclusivity. Our school creates experiences throughout the year to engage with parents and families and ensures they have the necessary information to support their children. Students are supported through mentorship programs, extra-curricular clubs and sports. Staff are provided opportunities to take part in team building activities and are empowered through school-based committees. Opportunities for staff and students are provided to share ongoing feedback and suggestions to school leaders. Informal conferences with staff and students are utilized to garner information about their education/professional experiences. We also ensure information is provided to all stakeholders through our school website and social media platforms, such as Twitter and Instagram as well as through our PTSA and

EESAC committees. We continue to build our skillset in ensuring our classrooms foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Leadership Team, Support Staff and Counselors.

Principal and Assistant Principal - Model, encourage, support and enforce school protocols to ensure the safety and emotional wellbeing of students and staff and families as well as foster professional relationships between school staff that support effective collaboration as well as celebrate success of students and staff as well as ensuring all information is shared with stakeholders in a timely manner.

Leadership Team - Provide ongoing support for the development of a safe and supportive environment, encourage family and community participation, assist staff in connecting with resources, model expected behaviors, and encourage school pride, assist in providing and responding to feedback from stakeholders.

Instructional Staff - Engage the learning environment and promote physical and emotional safety through modeling and nurturing of attitudes that emphasize the benefits of learning, foster a high expectation through the use of growth mindset, celebrate success of students and create and environment where everyone feels, comfortable sharing thoughts and ideas as well as making specific efforts to connect and build relationships with students, parents and families.

Student Services - Provide ongoing support for the development of a safe and supportive environment, encourage family and community participation and engagement with the school, assist students in connecting with resources available to support their physical and emotional challenges, integrate social-emotional skills into academic instruction, host activities that foster the development of trusting and caring relationships.

Community Involvement Specialist - Encourage family and community participation and engagement with the school, maintain a pattern of supportive interactions with families, host activities that foster the development of trusting and caring relationships. host informational and engaging sessions for parents and families to address student academic and social-emotional needs.

Support Staff - Create meaningful adult connections by encouraging genuine interest in the life, goals, and struggles of students and encourage school pride.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	390-Other Purchased Services	6231 - Hialeah Middle School	School Improvement Funds		$250.00

		Notes: 02 funds will be used to motivate students and increase attendance.	
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Black/African-American**	**$0.00**
5	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**	**$0.00**
		Total:	**$250.00**