Miami-Dade County Public Schools

Hialeah Gardens Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Hialeah Gardens Elementary School

9702 NW 130TH ST, Hialeah Gardens, FL 33018

http://hialeahgardens.dadeschools.net

Demographics

Principal: Idaniel Gonzalez

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	99%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (66%) 2016-17: A (69%)
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.

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)
Elementary School PK-5	Yes	85%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hialeah Gardens Elementary promotes academic excellence in an environment in which all children and adults
feel welcomed, respected, trusted, and an important part of the school. We foster a school community which
values diversity and nurtures self-esteem.

Provide the school's vision statement.

Hialeah Gardens Elementary will empower future leaders in a safe environment where they are valued for their
individuality and diverse capabilities.

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, Idaniel	Principal	Lead all stakeholders in carrying out the mission and vision of Hialeah Gardens Elementary while encouraging a positive school culrture and addressing students' academic and social-emotional needs.
Gonzalez, Jennifer	Assistant Principal	Supports the principal in carrying out the school's vision and mission and assists the principal in the planning and collaborative efforts to positively impact students' academic and social-emotional potential.
Perdomo, Eryl	Assistant Principal	Supports the principal in carrying out the school's vision and mission and assists the principal in the planning and collaborative efforts to positively impact students' academic and social-emotional potential.
Triana, Mireya	Reading Coach	Collaborates with classroom teachers to analyze the dissagragation of data to plan for reading instruction that supports each student's need.
Davis, Jacquelyn	Teacher, K-12	Responsible for planning and implementing designated curriculum while implementing effective classroom management practice(s).
Gonzalez, Blanca	Teacher, ESE	Responsible for planning and implementing designated curriculum while implementing effective classroom management practice(s).
Perez, Kenia	Teacher, K-12	Responsible for planning and implementing designated curriculum while implementing effective age-appropriate classroom management practice(s).

Demographic Information

Principal start date
Tuesday 7/20/2021, Idaniel Gonzalez

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.*
49

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.*
37

Total number of teacher positions allocated to the school
89

Total number of students enrolled at the school
888

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

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	109	123	107	135	154	172	0	0	0	0	0	0	0	800
Attendance below 90 percent	14	23	9	12	7	16	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	11	5	12	10	0	0	0	0	0	0	0	40
Course failure in Math	0	0	6	7	14	18	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	18	39	42	43	26	0	0	0	0	0	0	0	169
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	6	5	7	12	0	0	0	0	0	0	0	33

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	2	2	2	1	0	2	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 7/20/2021

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	125	123	149	164	179	175	0	0	0	0	0	0	0	915
Attendance below 90 percent	25	8	12	7	15	13	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	12	6	12	10	15	0	0	0	0	0	0	0	55
Course failure in Math	0	6	7	14	19	12	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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	1	7	6	7	11	19	0	0	0	0	0	0	0	51

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	2	2	2	0	0	2	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				78%	62%	57%	73%	62%	56%
ELA Learning Gains				72%	62%	58%	67%	62%	55%
ELA Lowest 25th Percentile				65%	58%	53%	59%	59%	48%
Math Achievement				83%	69%	63%	80%	69%	62%
Math Learning Gains				78%	66%	62%	65%	64%	59%
Math Lowest 25th Percentile				69%	55%	51%	57%	55%	47%
Science Achievement				56%	55%	53%	63%	58%	55%

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
03	2021					
	2019	79%	60%	19%	58%	21%
Cohort Comparison						
04	2021					
	2019	78%	64%	14%	58%	20%
Cohort Comparison		-79%				
05	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	67%	20%	62%	25%
Cohort Comparison						
04	2021					
	2019	89%	69%	20%	64%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-87%				
05	2021					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

2020-2021 I-Ready Diagnostic results in the fall, winter and spring yield percent of students proficient in ELA and Mathematics in grades 1, 2, 3, 4, and 5. Science Midyear assessment for students in grade 5 yields percent proficient.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.5	45.7	63.8
	Economically Disadvantaged	29.5	43.7	63.2
	Students With Disabilities	11.8	25.0	25.0
	English Language Learners	31.3	31.3	62.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.4	37.8	63.0
	Economically Disadvantaged	17.4	36.1	63.5
	Students With Disabilities	20.0	15.4	42.9
	English Language Learners	6.3	31.3	75.0

Grade 2			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.0	52.2	69.0
	Economically Disadvantaged	37.6	52.5	67.6
	Students With Disabilities	9.1	26.7	46.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.3	47.8	65.3
	Economically Disadvantaged	22.4	46.5	66.3
	Students With Disabilities	5.0	26.7	35.3
	English Language Learners	0	0	0

Grade 3			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.4	66.4	74.4
	Economically Disadvantaged	50.0	65.8	73.4
	Students With Disabilities	25.7	51.7	63.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.1	37.7	62.0
	Economically Disadvantaged	18.8	36.4	62.4
	Students With Disabilities	5.7	25.9	59.3
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.7	57.7	60.0
	Economically Disadvantaged	35.7	52.0	55.6
	Students With Disabilities	13.6	15.0	23.8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.5	53.3	69.9
	Economically Disadvantaged	21.6	49.2	66.7
	Students With Disabilities	4.8	28.6	50.0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.6	57.1	57.7
	Economically Disadvantaged	39.8	49.6	50.8
	Students With Disabilities	9.1	5.6	11.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.5	47.5	67.6
	Economically Disadvantaged	33.1	42.7	62.7
	Students With Disabilities	8.7	16.7	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	20.0	0
	Economically Disadvantaged	0	15.0	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	0.0	0

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	43	36	36	57	45	25	40				
ELL	58	66	53	49	34	40	46				
HSP	64	57	47	60	40	41	50				
FRL	59	55	43	56	40	39	45				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	67	70	59	73	64	42	51				
ELL	72	72	68	80	76	74	49				
HSP	78	72	64	83	78	69	56				
FRL	75	70	63	81	76	67	51				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	63	59	40	72	66	36	50				
ELL	60	58	53	75	64	56	31				
HSP	73	67	59	80	65	58	63				
FRL	71	66	62	79	66	61	62				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

2021 FSA ELA overall proficiency in grades three through five was 65% compared to 76% in 2019 indicating a decline of 11 percentage points. Based off Spring progress monitoring, the overall percent proficient in ELA across all grades levels was 65%. Additionally, progress monitoring for ELA across all grade levels and subgroups showed improvement since there was an increase from Fall to Spring of at least 2 percentage points or more.

2021 FSA Math overall proficiency in grades three through five was 58% compared to 83% in 2019 indicating a decline of 25 percentage points. Based off Spring progress monitoring, the overall percent proficient in Math across all grades levels was 66%. Progress monitoring for Math across all grade levels and subgroups increased from Fall to Spring by at least 10 percentage points.

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

Based off the 2021 Math FSA, 42% of students in grades three through five are not proficient. Based off progress monitoring data, although all grades showed improvement on progress monitoring from Fall to Spring, 3rd grade math demonstrates the greatest need for improvement since this grade level yielded the lowest overall proficient rate at 62.0%.

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

Virtual teaching and lack of student participation contributed to the need of improvement for these grade levels. To address this need for improvement, Professional Development on data-driven instruction and differentiated instruction will be provided to address students' needs.

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

Based off progress monitoring data, ELA 3rd grade showed the most improvement from Fall to Spring since this grade level yielded a 24% percentage point increase.

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

High quality interventionists were allocated for this grade level. New actions the school took was to hire additional highly qualified interventionists for other grade levels.

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

Interventions will need to continue along with Data-Driven Instruction and Differentiated Instruction implemented by the teacher to remediate areas of need based on data to close the achievement gap.

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.

Professional development opportunities include using data appropriately to assign students to interventions and use data from state assessments to identify student strengths and weaknesses. Adjustments will be ongoing based on continuous data chats.

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 implemented to ensure sustainability of improvement in the next year and beyond include weekly collaborative planning with the instructional coach as well as monthly/ quarterly meetings with instructional coach and administration to review data and monitor student progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	2021 FSA ELA overall proficiency in grades three through five was 65% compared to 76% in 2019 indicating a decline of 11 percentage points. Further, progress monitoring reveals as students move up in grade level, the overall percent of proficient students in ELA decreases. Kindergarten had the highest percent proficient in the Spring at 87.1% compared to fifth grade at 57.7%. This is a 30 percentage point difference.
	2021 FSA Math overall proficiency in grades three through five was 58% compared to 83% on the 2019 FSA Math Assessment indicating a decline of 25 percentage points. The overall average of 2021 Spring Math Progress Monitoring of students in first through fifth grade was 66%. Fourth grade had the highest percent proficient in the Spring at 69.91% compared to third grade at 62%. This is a 3 percentage point difference.
Measurable Outcome:	If we successfully implement Data-Driven Instruction, third through fifth grade student proficiency on the 2022 FSA ELA and FSA Math assessments will increase by at least 4 percentage points. Additionally, 2022 Spring Progress Monitoring will show an increase in reading and math proficiency compared to 2021 Fall Progress Monitoring.
Monitoring:	The Leadership Team will conduct quarterly data chats, the Instructional Coach will collaboratively plan with teachers, and i-Ready usage rate and lessons passed by students will be monitored weekly.
Person responsible for monitoring outcome:	Mireya Triana (mtriana@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of small group instruction, our school will focus on the evidence based strategy of: Data-Driven Instruction. Our school will use Data-Driven Instruction to facilitate small group instruction to remediate specific area(s) of need.
Rationale for Evidence-based Strategy:	After analyzing the progress monitoring data, the leadership team determined that small group instruction played a key role in ELA/Math proficiency. Additionally, using data to drive instruction provides students with a relevant and rigorous education.

Action Steps to Implement

9/7: Teachers will participate in Professional Development on disaggregation of data to implement effective small group intervention by creating systems such as strategic seating and student folders (physical/virtual) based on students' needs.

Person Responsible	Mireya Triana (mtriana@dadeschools.net)

8/31-10/11: Teachers will develop mini-reteach lessons for specific groups of students based on data.

Person Responsible	Mireya Triana (mtriana@dadeschools.net)

8/31-10/11: Instructional coach will facilitate weekly collaborative planning meetings to use data to plan, discuss best practices and address challenges presented.

Person Responsible	Mireya Triana (mtriana@dadeschools.net)

8/31-10/11:Teachers will participate in monthly data chats based on i-Ready reports and performance matters with administration to understand and address student needs.

| **Person Responsible** | Mireya Triana (mtriana@dadeschools.net) |

11/1-12/17: Teachers will use AP1 data to adjust small group instruction (physical using strategic seating and/or online using laptops) and monitor student learning by maintaining physical or virtual student folders (Schoology/TEAMS/Wonders/iReady/Khan Academy).

| **Person Responsible** | Mireya Triana (mtriana@dadeschools.net) |

11/1-12/17: Teachers will participate in Schoology PD.

| **Person Responsible** | Jennifer Gonzalez (jengonzalez@dadeschools.net) |

1/31-4/29: Teachers will use AP2 data to adjust small group instruction (physical using strategic seating and/or online using laptops) and monitor student learning by maintaining physical or virtual student folders (Schoology/TEAMS/Wonders/iReady/Khan Academy).

| **Person Responsible** | Mireya Triana (mtriana@dadeschools.net) |

1/31-4/29: Accelerated Reader program will be implemented.

| **Person Responsible** | Mireya Triana (mtriana@dadeschools.net) |

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	2021 FSA ELA overall proficiency in grades three through five was 65% compared to 76% in 2019 indicating a decline of 11 percentage points. Further, based off progress monitoring data, the ESE subgroup had the lowest percent proficient across all grade levels in ELA when compared to other subgroups. Based on progress monitoring data, outcomes from subgroups varied, hence demonstrating the need for direct instruction to reach all different kinds of learners.
Measurable Outcome:	If we successfully implement Differentiation, third through fifth grade student proficiency on the 2022 FSA ELA and FSA Math assessments will increase by at least 4 percentage points. Additionally, 2022 Spring Progress Monitoring will show an increase in reading proficiency compared to 2021 Fall Progress Monitoring. Moreover, ESE subgroups in all grade levels will demonstrate a 10% gain on I-Ready diagnostics from Fall AP1 to Spring AP3.
Monitoring:	This area of focus will be monitored through I-Ready growth monitoring.
Person responsible for monitoring outcome:	Mireya Triana (mtriana@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of differentiation, our school will focus on the evidence based strategy of: Differentiated Instruction. Students and/or teachers will maintain a running record of differentiated instruction implemented with students.
Rationale for Evidence-based Strategy:	When students participate in differentiated instruction, their individual academic needs are targeted. After analyzing progress monitoring data, it was determined that subgroups performance varied and demonstrated a need for direct and differentiated instruction.

Action Steps to Implement

9/7: Provide Professional Development on effective differentiated instruction to create a system to assist students based on individual targeted areas of need ensuring a relevant and rigorous education.

Person Responsible	Mireya Triana (mtriana@dadeschools.net)

8/31-10/11: Teachers will gather and disaggregate data from i-Ready reports to identify strengths and weaknesses.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

8/31-10/11: Teachers will create flexible DI groups according to disaggregation of data based on strengths and weaknesses.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

8/31-10/11: Teachers will use data to plan collaboratively with assistance from the instructional coach.

Person Responsible	Mireya Triana (mtriana@dadeschools.net)

11/1-12/17: Teachers will explore Schoology platform to present and assign lessons aligned to standard(s) being reinforced.

Person Responsible Jennifer Gonzalez (jengonzalez@dadeschools.net)

11/1-12/17: Teachers will track usage and lesson pass rate to adjust instruction and assign blue lessons based on individual student needs.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

1/31-4/29: Teachers will adjust DI groups using data from AP2, weekly assessments, and topic tests.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

1/31-4/29: Students will choose books from the Accelerated Reader Program based on AP2.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	According to the School Culture Survey, 48% of the staff feel a lack of concern/support from the parents.
Measurable Outcome:	If we successfully implement communication with parents, then by the end of the school year, Parental involvement will increase by at least 10% thus increasing student achievement.
Monitoring:	At the beginning of the school year, teachers will explain and distribute a compact containing procedures/expectations. Parents will sign confirming receipt. Teachers will maintain a communication log to serve as a running record of topics discussed. Communication with stakeholders will be established via various avenues not limited to social media, apps, school website, marquee announcements and monthly calendar. Additionally, community events will take place after school hours to accommodate working parents' schedules.
Person responsible for monitoring outcome:	Idaniel Gonzalez (idanielg@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of parental involvement, our school will focus on the evidence based strategy of: Communicate with all Stakeholders. Communicating effectively with Stakeholders will gain the commitment of parents for active participation and input for student improvement.
Rationale for Evidence-based Strategy:	When school leaders empower stakeholders, improve and amplify two-way communication, students and parents are aware of school goals for their children. Effective communication will improve parental support which is essential for student learning. Ultimately, the process of teaching and learning moves forward thus increasing student achievement.

Action Steps to Implement

8/31: Teachers will set up Remind, Class Dojo, Schoology or other App to communicate directly with parents.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

8/31-10/11: School messenger, email, marquee, school website, social media accounts will be utilized to push out up to date information to parents.

Person Responsible	Eryl Perdomo (eperdomo@dadeschools.net)

8/31-10/11: Monthly calendars highlighting school events will be distributed via student, posted on social media and school website.

Person Responsible	Eryl Perdomo (eperdomo@dadeschools.net)

8/31-10/11: Teachers will host physical/virtual meetings (Open House) to familiarize parents with academic/social-emotional expectations for the school year and reiterate the importance of their voice in their child's education.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

11/1-12-17: Teachers will explore using Schoology as a means to communicate with parents.

Person Responsible	Jennifer Gonzalez (jengonzalez@dadeschools.net)

11/1-12/17: Counselors will meet with parents of identified students to provide resources to increase parental involvement.

Person Responsible	Jennifer Gonzalez (jengonzalez@dadeschools.net)

1/31-4/29: Homeroom teachers will identify a parent representative to be a member of parent task force committee.

Person Responsible	Jennifer Gonzalez (jengonzalez@dadeschools.net)

1/31-4/29: Monthly parent task force meetings will be conducted.

Person Responsible	Jennifer Gonzalez (jengonzalez@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on the school climate survey, staff ideas being listened to and considered scored an 85%.
Measurable Outcome:	Staff feedback being considered will increase by at least 5%.
Monitoring:	Monthly meetings will be held with leadership team and grade level staff to go over teacher feedback.
Person responsible for monitoring outcome:	Idaniel Gonzalez (idanielg@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of specific teacher feedback, our school will focus on the evidence based strategy of: Shared Leadership. Shared Leadership will develop leadership capacity among all members of the school community, specifically teachers. Teachers will provide timely and targeted feedback that is actionable to build teachers capacity within an area of practice.
Rationale for Evidence-based Strategy:	Shared Leadership entails teachers and principals working together to solve problems and create an engaging school climate that fosters student learning. When all stakeholders are involved in the decision making process, shared accountability is established.

Action Steps to Implement

8/31-10/11: During weekly grade level meetings, teachers will be given the opportunity to share their concerns.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

8/31-10/11: A suggestion box will be placed in the main office to give teachers the opportunity to share their ideas/comments.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

8/31-10/11: Monthly department, grade level and/or faculty meetings will be held to share new initiatives and obtain feedback from stakeholders.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

8/31-10/11: Leadership team meetings will be conducted weekly.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

11/1-12/17: Teachers will have data chats with administration to address the needs of students.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

11/1-12/17: Conduct feedback sessions with teachers after instructional walk-throughs.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

1/31-4/29: Administrator will conduct parent conferences with teachers to increase two-way communication.

Person Responsible	Idaniel Gonzalez (idanielg@dadeschools.net)

1/31-4/29: Administrator will conduct a survey to elicit teacher feedback regarding participation in committees, etc. to increase stakeholder involvement in the school.

Person Responsible	Jennifer Gonzalez (jengonzalez@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 the SafeSchoolsforAlex.org, Hialeah Gardens Elementary (HGE) School reported 0.3 incidents per 100 students in the 2019-2020 school year. When compared to all elementary school statewide, it falls in the low category. Counselors will continue to implement social emotional learning lessons in order to maintain an effective school culture. Participating in social-emotional lessons provides students the opportunity to build relationships to increase their motivation and sense of belonging. These relationships embody the current school culture that embraces inclusiveness. HGE houses a large program for students with autism. All students respect and accept differences making HGE a safe place for students to learn.

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.

Hialeah Gardens Elementary builds a positive school culture and environment by fostering relationships with stakeholders to ensure the physical and emotional safety of all. This creates an engaging learning environment where students are supported, encouraged and motivated. Expectations are clearly defined to promote our school's vision and mission.

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

At Hialeah Gardens Elementary the staff, students, parents and community collaborate to ensure a positive, safe and inviting environment. Teachers ensure communication with parents via ClassDojo, Remind App or email. These modes of communication allow parents to interact with teachers so they too can be actively involved in their child's education. Students watch the daily Morning Mash-up featuring students broadcasting segments on YouTube highlighting important announcements, good news, music moment and sanitation protocol reminders. The Morning Mash-up sets the tone each day and taps into the social emotional component of students' learning. Additionally, the school shares important information with parents via social media including Twitter, Instagram and Facebook. The school website has up to date information posted for parents to view.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
		Total:	**$0.00**