

Miami-Dade County Public Schools

Hialeah Gardens Middle School



2021-22 Schoolwide Improvement Plan

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Hialeah Gardens Middle School

11690 NW 92ND AVE, Hialeah Gardens, FL 33018

<http://hgms.dadeschools.net>

Demographics

Principal: Cynthia Lima

Start Date for this Principal: 7/27/2016

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)	92%
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: A (72%) 2017-18: A (72%) 2016-17: A (63%)
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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Hialeah Gardens Middle School

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<http://hgms.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">83%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The staff at Hialeah Gardens Middle School is committed to aiding in the intellectual and social development of its students by ensuring that they become conscientious citizens of society. Students will be educated in a secure, encouraging atmosphere with a variety of educational tools. Empowering each student to develop the attitude, behavior, ability, and knowledge needed to become responsible individuals. We will achieve this through an interactive, integrated, multicultural curriculum in a nurturing environment comprised of students, parents, staff, and community members.

Provide the school's vision statement.

Education at Hialeah Gardens Middle School by fostering a learning environment where diversity is valued, quality of life is enhanced, aspirations are fulfilled, and knowledge is strengthened.

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
Lima, Cynthia	Principal	Oversees the daily activities and operations within the school. Provides a common vision for the use of databased decision-making, ensures that the school-based team is implementing, ensures implementation of intervention is documented, and communicates with parents regarding school-based plans and activities. Ms. Lima is responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters.
Blanco-Ricardo, Paula	Teacher, Adult	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Pagan, Aracelys	Other	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Valdes, Jennifer	Other	Provides guidance on school and district plans, participate in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and assistance teachers regarding data-based instructional planning.
Collot, Michelle	Assistant Principal	Ensure student success in the form of increased academic achievement and positive behavior as early as possible. Ensure that the school-based team is implementing, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Demographic Information

Principal start date

Wednesday 7/27/2016, Cynthia Lima

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.*

59

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.*

7

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

1,555

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

5

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	463	519	569	0	0	0	0	1551
Attendance below 90 percent	0	0	0	0	0	0	36	49	70	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	44	28	30	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	58	15	33	0	0	0	0	106
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	47	50	0	0	0	0	135
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	35	34	0	0	0	0	104
Number of students with a substantial reading deficiency	0	0	0	0	0	0	138	167	200	0	0	0	0	505

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	54	45	58	0	0	0	0	157

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	4	0	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	4	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 9/1/2021

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	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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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				75%	58%	54%	67%	56%	53%
ELA Learning Gains				70%	58%	54%	63%	56%	54%
ELA Lowest 25th Percentile				55%	52%	47%	54%	52%	47%
Math Achievement				74%	58%	58%	72%	56%	58%
Math Learning Gains				60%	56%	57%	70%	56%	57%
Math Lowest 25th Percentile				62%	54%	51%	75%	55%	51%
Science Achievement				73%	52%	51%	68%	52%	52%
Social Studies Achievement				89%	74%	72%	86%	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	75%	58%	17%	54%	21%
Cohort Comparison						
07	2021					
	2019	70%	56%	14%	52%	18%
Cohort Comparison		-75%				
08	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	76%	58%	18%	55%	21%
Cohort Comparison						
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-76%				
08	2021					
	2019	31%	40%	-9%	46%	-15%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	11%	43%	-32%	48%	-37%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	68%	21%	67%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	73%	16%	71%	18%

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	79%	63%	16%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	54%	35%	57%	32%

Grade Level Data Review - Progress Monitoring Assessments

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

- iReady AP1, AP2-6th and 7th grade
- iReady AP1, AP2, AP3-8th grade
- Topic Assessments and iReady for Math 6th, 7th, 8th
- Civics-Performance Matter District Mini Assessments
- Science-Performance Matter-Unit Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.7%	55.9%	55.3
	Economically Disadvantaged	44.4%	43.9%	53%
	Students With Disabilities	20%	41%	35%
	English Language Learners	7%	6.9%	8.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45%	54.5%	58.7%
	Economically Disadvantaged	41.9%	51.9%	55.6%
	Students With Disabilities	23.1%	29.7%	36.6%
	English Language Learners	5.4%	16.1%	18.3%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.3%	58.9%	56%
	Economically Disadvantaged	53.3%	55.6%	53.6%
	Students With Disabilities	40%	37.9%	42.9%
	English Language Learners	12%	11.5%	15.4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.4%	31.2%	62.6%
	Economically Disadvantaged	48.1%	28.2%	59.3%
	Students With Disabilities	33.3%	7.1%	51.6%
	English Language Learners	0	27.3%	30.8%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	76%	0
	Economically Disadvantaged	0	73%	0
	Students With Disabilities	0	58%	0
	English Language Learners	0	33%	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.5%	69.2%	68.5
	Economically Disadvantaged	65.1%	66%	65.1%
	Students With Disabilities	22.2%	38.9%	50%
	English Language Learners	4.2%	12.5%	21.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.8%	25%	58.9%
	Economically Disadvantaged	46.5%	25%	56.3%
	Students With Disabilities	16.7	18.2	43.8%
	English Language Learners	8.7	17.6	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	21%	0
	Economically Disadvantaged	0	20%	0
	Students With Disabilities	0	9%	0
	English Language Learners	0	14%	0
	Number/% Proficiency	Fall	Winter	Spring

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	36	41	31	25	22	22	24	53	48		
ELL	49	48	37	39	23	25	23	58	52		
BLK	60	50		60	10						
HSP	65	53	37	48	24	27	58	67	67		
WHT	85	77		77	23						
FRL	62	50	36	45	22	26	55	64	64		
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	41	55	51	50	58	56	36	79	82		
ELL	57	61	55	63	62	64	48	76	79		
HSP	75	70	56	74	60	62	72	89	86		
WHT	80	64		72	58		92	91	84		

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
FRL	75	70	56	73	59	62	72	88	86		
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	29	53	56	48	73	71	42	54	94		
ELL	36	55	56	52	63	73	47	66	86		
HSP	67	63	53	72	71	75	68	85	89		
WHT	79	68		72	64			92	88		
FRL	66	63	54	71	70	75	66	85	90		

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	41
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	
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
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	66
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	48
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?

2019 Data finding showed an increase in performance data in English Language Arts (ELA). According to the School Data Review chart provided in the CIMS platform, ELA proficiency was 67% in 2018 and 75% in 2019 which showed an increase of 8 percentage points. ELA learning gains in 2018 was 63% and in 2019 was 70%, an increase of 7 percentage points. ELA's lowest quartile in 2018 was 54% and in 2019 was 55%, an increase of one percentage point. Mathematics proficiency in 2018 was 72% and in 2019 74%, an increase of 2 percentage points. Mathematics learning gains in 2018 was 70% and in 2019 60%, a decrease of 10 percentage points. The lowest quartile in 2018 was 75% and in 2019 it was 62%, a decrease of 13 percentage points. Science achievement in 2018 was 68% and in 2019 73%, and increase of 5 percentage points. Biology and Geometry also demonstrated an upward trend. Algebra plateaued. Civics demonstrated an upward trend as well from 2018 86% to an 89% in 2019, an increase of 3 percentage points.

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

Based off progress monitoring and 2019 state assessments the components that demonstrated the greatest need for improvement is Mathematic's learning gains with a 10 percentage point decrease, in 2018 was 70% and in 2019 60%. In addition Comprehensive Science yielded only a 3 percent increase from 2018 68% to 2019 89%.

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

Some contributing factors to this need of improvement were external circumstance that hindered student participation and engagement across subject areas. Although dual modality was offered, lack of resources (Wi-Fi, electronic devices, etc..) affected students ability to grasp concepts. In addition, students with Levels 1 and 2 in reading were placed in Comprehensive Science and students in Levels 3-5 were placed in Biology. The school will consider providing support via electives and/or pull outs.

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

Based off progress monitoring and 2019 state assessments, ELA showed the most improvement with learning gains in 2018 was 63% and in 2019 was 70%, an increase of 7 percentage points.

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

The contributing factors that yielded positive results in English Language Arts was the implementation of iReady with fidelity as well as data chats with students and collaborative discussions during common planning.

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

Common planning in all areas to share best practices and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement. In addition data

chats will be implemented to drive decisions and plans and develop new teaching methods that will facilitate and advance skill sets faster.

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 will focus and providing teachers with the tools necessary to maximize the use of technology and available online resources and platforms 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.

Cross curricular meetings will take place in a bi-monthly basis to identify strengths and weaknesses, review common goals and discuss ways to support learning goals for all students. Hialeah Gardens Middle will provide the following Extended Learning Opportunities: Push-In, Pull-Out, Before and After school tutoring, and/or Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based off progress monitoring and 2019 state assessments the components that demonstrated the greatest need for improvement is Mathematic's learning gains with a 10 percentage point decrease, in 2018 was 70% and in 2019 60%. In addition Comprehensive Science yielded only a 3 percent increase from 2018 68% to 2019 89%. Collaborative planning allows for cross-curricular strategic planning to address the needs of students and target areas in need of improvement.

Measurable Outcome: Students will demonstrate an overall increase of at least 10% in all tested areas during the 2021-2022 as demonstrated by district progress monitoring assessments.

Monitoring: Collaborative planning will occur by department bi-monthly and will be partnered with another department for cross-curricular planning once per nine-week period.

Person responsible for monitoring outcome: Cynthia Lima (pr6751@dadeschools.net)

Evidence-based Strategy: Hialeah Gardens Middle will implement the use of Standards-Based Collaborative Planning during the school day for multiple teachers, or teams of teachers, to work together.

Teachers will work together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will ensure teachers work together and collaborate on instruction that will lead to improvements in standardsaligned lesson quality, instructional effectiveness, and student achievement.

Action Steps to Implement

Teachers will review current available FSA , iReady and Perfomance Matters student data for standards aligned lessong planning. Teachers will collaborative meet to develop and set student learning goals and target specific standards.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

During Departmental meetings, teachers will collaborate on instruction that will lead to improvements in standards aligned lesson quality, instructional effectiveness, and student achievement. Teachers will develop Instructional Focus Calendars to targeted the instructional needs of students.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers, during collaborative planning meetings debrief on assessment results in order to track learner progress and performance. As a result, teachers will develop targeted lessons to address the instructional needs of students.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Standards aligned lessons and resources will be implemented strategically every quarter based on data and tutoring interventions will be developed to focus on weak standards.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will review FSA , iReady and Performance Matters student data to date and identify targeted students for pull out sessions and/or tutoring beginning November 1- December 21, 2021

Person Responsible Michelle Collot (mncollot@dadeschools.net)

Pull out sessions and/or tutoring sessions will be scheduled at least twice a week beginning November 1-December 21, 2021 to address the specific needs of targeted students.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will review FSA , iReady and Performance Matters student data to date and identify targeted students for pull-out sessions and tutoring beginning November 1- December 21, 2021

Person Responsible Michelle Collot (mncollot@dadeschools.net)

Pull out sessions and/or tutoring sessions will be scheduled at least twice a week beginning November 1-December 21, 2021 to address the specific needs of targeted students.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

During Departmental meeting, teachers will review iReady AP2 and Performance Matters progress monitoring student data available to date and identify targeted students for pull-out sessions and tutoring beginning January 31 -April 29.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will collaborate to develop and instructional focus calendar to target the instructional needs of students for saturday tutoring beginning January 31 -April 29.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: 2019 Data finding showed that ELA's lowest quartile in 2018 was 54% and in 2019 was 55%, increasing by one percentage point. Additionally, based on the School Data Review chart provided in CIMS platform, math learning gains decreased 10 percentage point from 70% in 2018 to 60% in 2019.

Measurable Outcome: Hialeah Gardens Middle School will implement Differentiation as a result of the decrease in learning gains in math and the increase of our ELA L25. Teachers will be seeking to meet the unique needs of all learners at all levels and employ every resource available to ensure student achievement and increase by at least 5 percentage points.

Monitoring: The Leadership Team will conduct quarterly data chats, and follow-up with weekly walkthroughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of differentiation for L25 students, and focus on Data Analysis of formative assessments of L25 students. Extended learning opportunities will be provided to those students who aren't showing growth.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy: Data-Driven Instruction will drive differentiation at Hialeah Gardens Middle. Teachers will use relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, lesson plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Hialeah Gardens Middle School leadership team will meet to review current available FSA student data and tier students for strategic course scheduling. Teachers will then develop a set of learning goals and target specific standards.

Person Responsible: Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens Middle will survey staff to provide teachers with professional development opportunities on effective implementation of differentiated instruction that is data driven and aligned to the school goals.

Person Responsible: Cynthia Lima (pr6751@dadeschools.net)

Teachers will collaborate, analyze data and tier students to targeted lessons that address the individual needs of students. They will monitor learner progress and performance by conducting data chats and intervention strategies are inclusive of DI instruction.

Person Responsible: Cynthia Lima (pr6751@dadeschools.net)

Teachers will conduct data chats each quarter with students and parents to identify weak standards and create an intervention plan to address specific standards. As a result, department chairs will create departmental Instructional Focus Calendars to targeted the instructional needs of students.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will implement the use of classroom technology including but not limited to adaptive assessments, prescriptive content, and actionable, user-friendly formative data to personalize learning and address the individual needs of students. (November 1- December 21, 2021)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will implement reflection and goal setting exercises after data chats in order to identify skills to improve and topics to explore. (November 1- December 21, 2021)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will collaborate, analyze data and tier students for targeted lessons that address the individual needs of students based on iReady AP2 data and updated progress monitoring results of district assessments (January 31 -April 29.)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Teachers will conduct data chats with students to review iReady AP2 and district progress monitoring results in order to implement intervention strategies inclusive of DI instruction. (January 31 -April 29.)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the 2020-2021 School Climate Survey results indicated 19% of students agreed with the statement: "I believe that violence is a problem at my schools" and 16% agreed that "bullying is a problem at my school" .

Measurable Outcome: If we implement Social and Emotional Learning (SEL), then 90% of students and staff will participate in activities to promote the physical, emotional, and mental health of students and employees within the school and beyond as by the 2021-2022 school climate survey

Monitoring: The school administration, school counselors and team leaders will create and utilize a school-wide monthly activities calendar targeting school-based activities that promote positive behavior among the school culture including but not limited to Value Matters and Restorative Justice Practices. Administration and support staff will monitor student staff involvement with school-based activities via referrals, rosters and/or participation logs.

Person responsible for monitoring outcome: Cynthia Lima (pr6751@dadeschools.net)

Evidence-based Strategy: The school will utilize Targeted Element of Social and Emotional Learning (SEL) and focus on Staff-Student Connections to improve and build relationships that will improve communication lines between staff and students to communicate concerns regarding safety and bullying.

Rationale for Evidence-based Strategy: Social Emotional Learning (SEL) will ensure students and teachers have opportunities to interact outside of the context of academic learning and disciplinary actions.

Action Steps to Implement

During the first quarter, Kognito/Panorama survey data will be utilized to help teachers and counselors identify students who may be at risk or need social emotional support.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

During the first quarter, the school messenger platform and social media will be utilized to showcase highlights of students that demonstrate positive behaviors.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

During the first quarter, the leadership team will meet to share school-wide student concerns in an effort to decrease the number of student referrals.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

During departmental meetings, teachers will share best practices that promote student engagement and foster connections.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

The student services department will facilitate discussion questions on mental and emotional health education. (November 1- December 21, 2021)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

The student services department will spearhead cooperative learning games during lunch period to reinforce SEL concepts. (November 1- December 21, 2021)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

The student services department will facilitate a training by Mindful Kids Miami to selected students during three sessions addressing student's mental health. (January 31 -April 29)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

The student services department will be supervising a peer counselor led project raising awareness on depression and extreme sadness to share with staff and students. (January 31 -April 29)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on data from PowerBI, SIP Survey and 2021-2022 demographics, Hialeah Garden's Middle will focus on administrative walkthroughs. Administrative/Leadership Team Visibility and Accessibility will inspire people and provide the leadership team opportunities to inspect, direct, and provide support as needed.

Measurable Outcome: The Administrative/Leadership Team's will conduct regular walkthroughs to inspect, direct, and provide support as needed.

Monitoring: This area of focus will be monitored by PowerBI, Climate survey and 2021-2022 assessment results.

Person responsible for monitoring outcome: Cynthia Lima (pr6751@dadeschools.net)

Evidence-based Strategy: Hialeah Gardens Middle will be implementing the evidence-based strategy of Setting High Expectations for Students and Staff will help to build a culture of trust and responsibility as it conveys confidence in their ability.

Rationale for Evidence-based Strategy: By conducting regular walkthroughs , administration will provide opportunities for staff and students to contribute and share ideas and positive feedback . In addition, it will allow administration to make adjustments as necessary to ensure continued success.

Action Steps to Implement

Hialeah Gardens Middle School leadership team will meet to discuss school data available in PowerBI and identify areas of concerns and special attention.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens School leadership team will create a calendar of walkthroughs to ensure visibility throughout the school year and identify areas of concern.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens Middle administration will meet on a weekly basis to discuss observations and/or concerns encountered during walkthroughs and collaborate on possible solutions that will maximize learning and lead to student achievement.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens Middle School leadership team will share best practices observed during walkthroughs during departmental meetings.

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens Middle School leadership team will meet on a weekly basis to discuss school wide concerns, calendar activities and upcoming academic events and develop a plan to ensure visibility and accessibility.
(November 1- December 21, 2021)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

The leadership team will participate in ongoing leadership development opportunities to ensure student learning and performance. (November 1- December 21, 2021)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens Middle School leadership team will utilize google forms surveys to open lines of communication and provide support as needed on targetted areas observed during walkthroughs. (January 31- April 29, 2022)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Hialeah Gardens Middle School leadership team will continue to meet on a weekly basis to discuss school wide concerns, calendar activities, articulation efforts and upcoming academic events and develop a plan to ensure visibility, participation, marketing and accessibility as needed. (January 31- April 29, 2022)

Person Responsible Cynthia Lima (pr6751@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

HIALEAH GARDENS MIDDLE SCHOOL-6751 ranked #146 out of 553 middle/junior schools statewide. The schools primary are of concern will be on Bullying. In order to address the concern the school will building a positive school climate and will utilize the student services department to advancing social and emotional learning Social and emotional learning (SEL) by teaching skills of self-awareness, self-management, social awareness, responsible decision making, and relationships management. Incidents will be monitored via referrals to student services. The secondary area of concern is vaping. The school environment will monitor vaping by documenting incidents in the student database, referrals to students services and administration.

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 school creates a cognitively stimulating physical school environment that informs and engages students. We host activities that foster the development of trusting and caring relationships through peer counseling groups. Faculty and staff collaborate with Student Services to address bullying, harassment, and intolerance swiftly. Our faculty and staff integrate social and emotional skills into our academic instruction with fidelity through our Language Arts department. We also ensure information is provided to all stakeholders through our school website and school-wide messengers.

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

Stakeholders involved in creating a positive school environment and culture are school leaders, vice principal, coaches, teacher leaders and counselors (our school management team). The principal's role is to respond to morale problems by supervising and supervising all school initiatives and planning team building and morale activities. The assistant vice principal oversees the mentoring program and ensures that all information is shared with stakeholders in a timely manner. Teacher leaders and coaches help provide and respond to stakeholder feedback. All stakeholders have a responsibility to make a special effort to connect and build relationships with students, parents and families.

b. The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00