

Miami-Dade County Public Schools

# Hialeah Gardens Middle School



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (66%) 2018-19: A (72%) 2017-18: A (72%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
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## Hialeah Gardens Middle School

11690 NW 92ND AVE, Hialeah Gardens, FL 33018

<http://hgms.dadeschools.net>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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### SIP Authority

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<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.**

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 includes fostering a learning environment where diversity is valued, quality of life is enhanced, aspirations are fulfilled, and knowledge is strengthened.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 the school improvement plan, 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.
Pagan, Aracelys	Other	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and provides assistance to 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. Ensures that the school- based team is implementing the school improvement plan, 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.
Valdes, Jennifer	Other	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and provides assistance to teachers regarding data-based instructional planning.
Perdomo, Eryl	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 the school improvement plan, 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.
Lopez, Maribel	Other	Provides guidance on school and district plans, participates in student data collection activities, assists in data analysis, departmental core instruction, collaborate with department members to implement intervention for students and provides assistance to teachers regarding data-based instructional planning.

### Demographic Information



**Principal start date**

Wednesday 7/27/2016, Cynthia Lima

**Number of teachers with a 2022 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.*

66

**Number of teachers with a 2022 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.*

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

1,584

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

2

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	521	522	567	0	0	0	0	1610
Attendance below 90 percent	0	0	0	0	0	0	450	67	80	0	0	0	0	597
One or more suspensions	0	0	0	0	0	0	6	58	50	0	0	0	0	114
Course failure in ELA	0	0	0	0	0	0	23	41	12	0	0	0	0	76
Course failure in Math	0	0	0	0	0	0	0	45	20	38	0	0	0	103
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	77	94	131	0	0	0	302
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	100	101	124	0	0	325
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	112	160	195	0	0	467

Using the table above, complete the table below with the number of students by current grade level who have 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	80	109	118	0	0	0	0	307	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	4	4	0	0	0	0	15	
Students retained two or more times	0	0	0	0	0	0	0	7	0	4	0	0	0	11	

Date this data was collected or last updated

Monday 9/12/2022

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	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		
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	

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	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	
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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	55%	50%				75%	58%	54%
ELA Learning Gains	63%						70%	58%	54%
ELA Lowest 25th Percentile	47%						55%	52%	47%
Math Achievement	63%	43%	36%				74%	58%	58%
Math Learning Gains	70%						60%	56%	57%
Math Lowest 25th Percentile	66%						62%	54%	51%
Science Achievement	61%	54%	53%				73%	52%	51%
Social Studies Achievement	79%	64%	58%				89%	74%	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	2022					
	2019	75%	58%	17%	54%	21%
Cohort Comparison						
07	2022					
	2019	70%	56%	14%	52%	18%
Cohort Comparison		-75%				
08	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	76%	58%	18%	55%	21%
Cohort Comparison						
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-76%				
08	2022					
	2019	31%	40%	-9%	46%	-15%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	11%	43%	-32%	48%	-37%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	68%	21%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	73%	16%	71%	18%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	63%	16%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	54%	35%	57%	32%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	48	43	35	55	49	45	50	76		
ELL	46	56	43	50	63	63	33	61	62		
BLK	55	64		64	100						
HSP	66	63	47	63	70	67	60	78	79		
WHT	74	58		63	53						
FRL	63	62	46	60	69	66	56	76	78		
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		

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
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		
FRL	75	70	56	73	59	62	72	88	86		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	71
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	71
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

2022 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 65% in 2021 and 66 % in 2022 which showed an increase of 1 percentage points. ELA learning gains in 2021 was 53% and in 2022 was 63%, an increase of 10 percentage points. ELA's lowest quartile in 2021 was 37% and in 2022 was 47%, an increase of 10 percentage points. Mathematics proficiency in 2021 was 49% and in 2022 63%, an increase of 14 percentage points. Mathematics learning gains in 2021 was 24% and in 2022 70%, an increase of 46 percentage points. The lowest quartile in 2021 was 26% and in 2022 it was 66%, an increase of 40 percentage points. Science achievement in 2021 was 58% and in 2022 61%, and increase of 3 percentage points. Biology also demonstrated an upward trend. Geometry went from 2019 89% to 2022 78 % a decrease of 11 percentage points. Algebra in 2019 demonstrated 79% and in 2022 81% mastery, an increase of 2 percentage points. Civics demonstrated a downward trend from 2019 89% to a 79% in 2022, an decrease of 10 percentage points.

#### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based off progress monitoring and 2022 state assessments the components that demonstrated the greatest need for improvement is English Language Arts learning gains. In 2019, sixth grade went from 75% to 62% a decrease of 13 percentage points. Seventh grade 2019 went from 70% to 2022 60% a decrease of 10 percentage points and eighth grade went from 74% in 2019 to 65% in 2022 a decrease of 9 percentage points. Math 6th grade achievement demonstrated a need for improvement with 2019 74% and in 2022 60% a decrease of 14 percentage points. In addition Civics yielded a 10 percent decrease from 2019 89% to 2022 79%. Algebra and Geometry both decreased, Algebra from 2019 79% to 2022 81% a decrease of 2 percentage points and Geometry from 2019 89% to 2022 78% a decrease of 11 percentage points.

#### **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. New actions to be taken are the scheduling of intensive reading courses and maintaining class size to a maximum of 20 students. In mathematics, intensive math courses will also maintain class size to a maximum of 20 students. Civics courses will utilize data driven results to implement differentiated instruction strategies and tackle areas in need of improvement.

#### **What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based off progress monitoring and 2022 state assessments, Mathematics showed the most improvement with learning gains in 2021 was 24% and in 2022 was 70%, an increase of 46 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 Mathematics was spiraling back to face to face modality , the use of explicit instruction in addition to the implementation of iReady with fidelity. In addition, data chats with students and collaborative discussions during common planning were contributing factors to this improvement.

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

Bell to bell instruction with fidelity will continue to be implemented. 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. Finally, departmental data chats will be conducted 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 attended during the summer months focused on providing teachers with the tools necessary to maximize the use of technology and available online resources including but not limited to the new textbook adoption and platforms in the classroom. Monthly Mathematics and English Language Arts ICADS meetings will support the implementation of BEST standards. Mathematics Middle grades textbook training will facilitate the use of the newly adopted textbook and resources. In addition, Schoology training for all teachers to maximize learning and available electronic resources. Intensive Reading workshops (READ 180) check in ad Champion monthly check in meeting to assess program implementation and success. Civics teachers will continue to train on the use of Performance Matters to maximize the use of available data to tackle areas in need of improvement and will attend a monthly Social Sciences Power Hour Virtual Informational Meetings as a department to receive update information in resources and best practices. Differentiated instruction professional development will be provided to all teachers across subject areas to implement data driven instruction and target students in need of intervention.

**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 (twice a month) basis to identify strengths and weaknesses, review common goals and discuss ways to support learning goals for all students. Common planning sessions will be implemented with fidelity for the sharing of best practices and quality lesson planning. Hialeah Gardens Middle will provide the following Extended Learning Opportunities: Push-In, Pull-Out, Before and After school tutoring, and/or Saturday Academies.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Based off progress monitoring and 2022 state assessments the components that demonstrated the greatest need for improvement is ELA lowest 25% learning gains. The lowest 25% in ELA increased by 10% in comparison to the lowest 25% in Math that had a 40% increase. In 2021, the lowest 25% in ELA decreased by 18% in learning gains in comparison to the 2019 state assessments. Math learning gains in 2021 is 24%. In addition Science yielded only a 3 percent increase from 2021(58%) to 2022 (61%). The reason why we chose the lowest 25% in ELA is because in comparison to the other content areas, this group showed the lowest overall score in 2022 state assessments. Therefore, we are choosing to improve in collaborative planning which allows for cross-curricular strategic planning to address the needs of students and target areas in need of improvement.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>With the implementation of collaborative planning, students will demonstrate an overall increase of at least 5% in ELA proficiency as established by progress monitoring assessments during the 2022-2023 school year.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>ELA proficiency will be monitored via progress monitoring FAST assessment and IReady. In addition, Collaborative planning will occur by department bi-monthly and will be partnered with another department for cross-curricular planning once per nine-week period to review data collected via progress monitoring tools, lesson plan, and discuss best practices to address deficits.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Cynthia Lima (pr6751@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>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 best practices 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.</p>

**for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

Standards-Based Collaborative Planning will ensure teachers work together and collaborate on instruction and share best practices that will lead to improvements in standard aligned lesson quality, instructional effectiveness, and student achievement.

**Describe the  
resources/  
criteria used  
for selecting  
this strategy.**

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/17/22 - 10/14/22) Teachers will review current available progress monitoring, iReady, and Performance Matters student data for standards aligned lesson planning. Teachers will collaboratively meet to develop and set student learning goals and target specific standards.

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

(8/17/22 - 10/14/22) Teachers, during collaborative planning meetings will debrief on assessment results in order to track learner progress and performance. As a result, teachers will develop targeted lessons to address student learning gaps and instructional needs.

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

(8/17/22 - 10/14/22) Collaborative Planning will ensure teachers work together, analyze data and collaborate on instruction and share best practices that will lead to improvements in standard aligned lesson quality, instructional effectiveness, and student achievement. Teachers will collaborate to develop an instructional focus calendar to target the instructional needs of low performance students.

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

(8/17/22 - 10/14/22) Through bi-monthly collaborative planning, teachers will discuss ways to help students become independent learners and direct them to the resources that will provide differentiated instruction tailored to their own individual needs and ensure success.

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

(10/31/22-12/16/22) Teachers will review current available F.A.S.T progress monitoring, iReady, and Performance Matters student data to identify targeted students for pull out sessions and/or tutoring.

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

(10/31/22-12/16/22) Pull out sessions and/or tutoring sessions will be scheduled at least twice a week to address the specific needs of targeted students.

**Person  
Responsible** [no one identified]

**#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

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

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored by PowerBI, Climate survey and 2022-2023 assessment results and walkthrough feedback forms.

**Person responsible for monitoring outcome:**

Cynthia Lima (pr6751@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Hialeah Gardens Middle will be implementing the evidence-based strategy of Setting High Expectations for Students and Staff which help build a culture of trust and responsibility as it conveys confidence in their ability to deliver instruction and improve student performance.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/17/22 - 10/14/22) Hialeah Gardens Middle School leadership team will meet to discuss school data available in PowerBI and identify areas of concerns and teachers who require special attention.

**Person Responsible**

Cynthia Lima (pr6751@dadeschools.net)

(8/17/22 - 10/14/22) 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)

(8/17/22 - 10/14/22) Hialeah Gardens administration will provide specific and targeted feedback of classroom visitation outlining specific areas of improvement.

**Person Responsible**

Cynthia Lima (pr6751@dadeschools.net)

(8/17/22 - 10/14/22) Hialeah Gardens Middle School leadership team will discuss visitation feedback to develop a results-driven professional development plan focusing on long-term improvements in instruction and student achievement.

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

(10/31/22-12/16/22)-Hialeah Gardens Middle School leadership team will schedule instructional rounds to share best practices observed during walkthroughs.

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

(10/31/22-12/16/22)The leadership team will participate in ongoing leadership development opportunities to ensure student learning and performance.

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

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

2022 Data finding as evidenced by PowerBI showed that ELA's 7th grade learning gains was 60% and in 2019 was 70%, decreasing by 10 percentage points. Additionally, based on the School Data Review chart provided in CIMS platform, Math learning gains decreased 16 percentage points in 6th grade from 76% in 2019 to 60% in 2022.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Hialeah Gardens Middle School will implement Differentiation as a result of the decrease in proficiency in Math of 11% points (2019/75%, 2022/66%) and ELA of 11 percentage points (2019/74%, 2022/63%) as evidenced by PowerBI. 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 in both Mathematics and ELA.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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 in students, and focus on Data Analysis of formative assessments the targetted population of students. In addition, extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:**

Cynthia Lima (pr6751@dadeschools.net)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/17/22 - 10/14/22)Hialeah Gardens Middle School leadership team will meet to review current available FSA student data and newly acquired FAST data to tier students for strategic course scheduling and differentiated instruction.

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

(8/17/22 - 10/14/22)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)

(8/17/22 - 10/14/22)During bi-monthly departmental meeting and after reviewing progress monitoring results, teachers will develop lessons and scaffolds that strategically meet needs of students.

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

(8/17/22 - 10/14/22) Teachers will implement the use of various online resources to differentiate instruction as applicable to the individual needs of the students.

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

(10/31/22-12/16/22) Teachers will conduct data chats each quarter with students and parents to identify weak standards and create an intervention plan to address specific standards.

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

(10/31/22-12/16/22) 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.

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



**#4. Positive Culture and Environment specifically relating to Social Emotional Learning****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the 2021-2022 School Climate Survey Data results indicated 43% of students agreed with the statement "Gang activity is a problem at my school", 19% agreed that "Bullying is a problem at my school" and 18% "Student drug and alcohol use are problems at my school".

**Measurable****Outcome:****State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we implement preventive efforts via classroom monthly presentations by counselors, peer counselors and administration then 90% of students and staff will partake in monthly activities that promote the physical, emotional, and mental health of students within the school and beyond and will indicate a decrease of at least 5% of students agreeing with the statements "Gang activity is a problem at my school", "Bullying is a problem at my school" and "Student drug and alcohol use are problems at my school" as evidenced by the 2022-2023 school climate survey.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

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 Social Emotional Learning, 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:****Describe the evidence-based strategy being implemented for this Area of Focus.**

The school will utilize Targeted Element of Social and Emotional Learning (SEL) presentations and monthly activities to promote kindness and inclusivity to build positive relationships that will improve communication lines between staff and students to communicate concerns regarding safety and bullying.

**Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**

Social Emotional Learning (SEL) will ensure students and teachers have opportunities to interact outside of the context of academic learning and disciplinary actions.



**selecting this strategy.****Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/17/22 - 10/14/22) The student services department and administration will be conducting classroom presentations to address gang, bullying and drug concerns by students.

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

(8/17/22 - 10/14/22) Bullying lessons will be implemented via 6th and 8th grade History courses and 7th grade Science courses.

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

(8/17/22 - 10/14/22) Monthly SEL (Social Emotional Learning) concepts seminars will be held before school for all interested students.

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

(8/17/22 - 10/14/22) Mental Health Club will be available to the student body to educate and raise awareness.

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

(10/31/22-12/16/22) During departmental meetings, teachers will share best practices that promote student engagement and foster connections.

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

(10/31/22-12/16/22) The student services department will spearhead cooperative learning games during lunch period to reinforce SEL concepts.

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

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 school culture and environment.**

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.