

Miami-Dade County Public Schools

Hialeah Gardens Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	0

Hialeah Gardens Middle School

11690 NW 92ND AVE, Hialeah Gardens, FL 33018

<http://hgms.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 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 English Language Arts 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.
Lopez, Maribel	Other	Provides guidance on Social Studies 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.
Blanco-Ricardo, Paula	Other	Provides guidance on professional development opportunities for school and district, participates in student data collection activities, assists in data analysis and collaborates with department members to implement professional development workshops for teachers in order to address the instructional needs of the students.
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.
Napoles, Rafael	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.
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

Name	Position Title	Job Duties and Responsibilities
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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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The principal, as the educational leader, provides vision and guidance throughout the SIP development process. Their experience and understanding of the school's strengths and areas for improvement contribute to strategic decision-making and the overall direction of the plan. Assisting the principal, the assistant principal collaborates closely in the SIP development process. Their input helps ensure comprehensive coverage of various aspects of school administration, fostering a balanced and well-rounded plan. The English Language Arts (ELA) teacher brings expertise in language, literature, and communication skills. Their insights on literacy development, curriculum enhancement, and strategies for promoting effective reading and writing practices greatly contribute to the academic component of the SIP. The math teacher, with their specialized knowledge in numerical concepts and problem-solving skills, brings valuable insights to the SIP. Their input helps in designing strategies to enhance mathematical proficiency, implement effective instructional methods, and improve student outcomes in the realm of mathematics. The union steward, representing the interests of the teaching staff, ensures that the voices of educators are heard during the SIP development process. Their involvement helps maintain a collaborative and supportive environment, promoting teacher well-being and advocating for fair and equitable working conditions. The social studies teacher offers expertise in history, civics, geography, and social sciences. Their perspective contributes to the development of a well-rounded curriculum, fostering global citizenship, critical thinking, and an understanding of the world's diverse cultures and societies. In today's technologically advanced world, the digital literacy liaison plays a vital role in integrating technology into education. Their knowledge and experience in digital tools, resources, and instructional methods ensure that the SIP addresses the effective use of technology, digital citizenship, and 21st-century skills development.

These key stakeholders, with their diverse backgrounds, experiences, and expertise, collaborate to create a SIP that reflects the holistic needs of the school community. Through their active involvement, the SIP becomes a comprehensive and inclusive plan that addresses academic, administrative, and instructional aspects, leading to a thriving and successful educational environment for all stakeholders involved.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school will implement a systematic process of collecting relevant data to assess the progress towards meeting the State's academic standards. This includes data on student achievement, such as FAST and EOC exams. The data will be disaggregated to identify achievement gaps between different

student groups, including those with the greatest disparities. The school will establish a timeline for regular progress monitoring to track the implementation of the SIP strategies and initiatives. This may involve monthly, quarterly, or semester-based reviews to assess the effectiveness of the interventions and identify any areas of concern. Progress monitoring may include classroom observations, data reviews, and feedback from teachers, administrators, and other stakeholders. The collected data will be analyzed to evaluate the impact of the SIP on student achievement. By comparing the academic progress of different student groups, particularly those with the greatest achievement gaps, the school can identify areas where the plan has been successful and areas that require further attention. This analysis will help determine whether the interventions are yielding the desired outcomes. Gathering feedback from various stakeholders, including teachers, students, parents, and community members, is essential to understand their perspectives on the SIP's implementation and impact. Surveys, focus groups, and regular communication channels will be used to obtain qualitative feedback on the effectiveness of the plan and identify areas that need improvement. Based on the data analysis, progress monitoring, and stakeholder feedback, the school will revise and adjust the SIP as necessary. This process involves identifying strategies that have been successful and replicating them in areas with greater achievement gaps. It also involves revisiting and modifying strategies that have not yielded the desired outcomes. The revised plan will incorporate evidence-based practices and interventions to address the identified challenges and promote student success. To support the continuous improvement of the SIP, the school will provide ongoing professional development opportunities for teachers and staff. This ensures that educators are equipped with the knowledge and skills needed to implement the revised strategies effectively. Professional development may include training on data analysis, differentiated instruction, culturally responsive teaching, and other research-based practices that have proven successful in addressing achievement gaps. Throughout the monitoring and revision process, stakeholders will be actively engaged. This includes sharing progress reports, soliciting input on proposed revisions, and involving them in decision-making. Engaging stakeholders fosters a sense of ownership and collective responsibility, ensuring that the revised SIP reflects the needs and aspirations of the entire school community. By monitoring the SIP's implementation, analyzing student outcomes, gathering stakeholder feedback, and continuously revising the plan based on evidence and best practices, the school demonstrates a commitment to continuous improvement and narrowing the achievement gap among students. This iterative process helps create a responsive and effective SIP that maximizes student success and ensures equitable educational opportunities for all.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	30	87	91	208
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	9	13	3	25
Course failure in Math	0	0	0	0	0	0	33	31	27	91
Level 1 on statewide ELA assessment	0	0	0	0	0	0	102	143	142	387
Level 1 on statewide Math assessment	0	0	0	0	0	0	95	59	100	254
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	135	203	266	604
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	80	86	97	263

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	8	13	30
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	450	67	80	597
One or more suspensions	0	0	0	0	0	0	6	58	50	114
Course failure in ELA	0	0	0	0	0	0	23	41	12	76
Course failure in Math	0	0	0	0	0	0	0	45	20	103
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	77	94	302
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	100	325
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	112	467

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	80	109	118	307

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	4	4	15
Students retained two or more times	0	0	0	0	0	0	0	7	0	11

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	450	67	80	597
One or more suspensions	0	0	0	0	0	0	6	58	50	114
Course failure in ELA	0	0	0	0	0	0	23	41	12	76
Course failure in Math	0	0	0	0	0	0	0	45	20	65
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	77	94	171
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	100	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	112	112

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	80	109	118	307

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	4	4	15
Students retained two or more times	0	0	0	0	0	0	0	7	0	7

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	56	49	66	55	50	65		
ELA Learning Gains				63			53		
ELA Lowest 25th Percentile				47			37		
Math Achievement*	68	60	56	63	43	36	49		
Math Learning Gains				70			24		
Math Lowest 25th Percentile				66			26		
Science Achievement*	62	55	49	61	54	53	58		
Social Studies Achievement*	75	72	68	79	64	58	68		
Middle School Acceleration	87	74	73	80	56	49	67		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	57	50	40	71	77	76	59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	51			
AMI				
ASN				
BLK	58			
HSP	69			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	75			
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	55			
AMI				
ASN				
BLK	71			
HSP	67			
MUL				
PAC				
WHT	62			
FRL	65			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			68			62	75	87			57
SWD	26			37			26	46	74		6	35
ELL	40			53			23	54	81		6	57
AMI												
ASN												
BLK	54			62							2	
HSP	63			68			62	76	87		6	57

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	78			72							2	
FRL	58			62			57	68	86		6	49

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	66	63	47	63	70	66	61	79	80			71
SWD	28	48	43	35	55	49	45	50	76			
ELL	46	56	43	50	63	63	33	61	62			71
AMI												
ASN												
BLK	55	64		64	100							
HSP	66	63	47	63	70	67	60	78	79			72
MUL												
PAC												
WHT	74	58		63	53							
FRL	63	62	46	60	69	66	56	76	78			71

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	53	37	49	24	26	58	68	67			59
SWD	36	41	31	25	22	22	24	53	48			
ELL	49	48	37	39	23	25	23	58	52			59
AMI												
ASN												
BLK	60	50		60	10							
HSP	65	53	37	48	24	27	58	67	67			59
MUL												
PAC												
WHT	85	77		77	23							

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	62	50	36	45	22	26	55	64	64			59

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	56%	50%	6%	47%	9%
08	2023 - Spring	58%	51%	7%	47%	11%
06	2023 - Spring	52%	50%	2%	47%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	58%	9%	54%	13%
07	2023 - Spring	39%	48%	-9%	48%	-9%
08	2023 - Spring	67%	59%	8%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	40%	-7%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	56%	29%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	52%	38%	48%	42%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	65%	19%	63%	21%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	68%	0%	66%	2%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2022-2023 FAST PM3 report, Hialeah Gardens Middle School achieved a proficiency rate of 55% in ELA. Several factors contributed to this outcome, including the implementation of new assessments and standards, an increase in the English Language Learner (ELL) and Exceptional Student Education (ESE) populations, and low attendance rates.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the 2022-2023 Civics EOC assessment, Hialeah Gardens Middle School demonstrated a proficiency rate of 68%. This achievement can be attributed to various factors, including an increase in the English Language Learner (ELL) and Exceptional Student Education (ESE) populations. Additionally, it was noted that some Tier 2 teachers required support with instruction and delivery, which likely influenced the overall performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2022-2023 FLDOE data, the subject with the largest performance gap compared to the state average is NGSSS Science, showing an eleven percentage point difference. The contributing factor to the gap is the amount of non-proficiency readers placed in the NGSSS Science course. Due to dual modality instruction during the pandemic the students' 6th grade year, there was a gap in learning.

Which data component showed the most improvement? What new actions did your school take in this area?

According to the 2022-2023 FLDOE data components, acceleration points gathered from Algebra I and Biology courses demonstrated the most notable improvement, with an increase of at least seven percentage points. The most proficient students were placed in acceleration courses.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

First area of concern is the number of students with substantial reading deficiency (604). Second, number of Level 1 on 2023 ELA FAST PM3 (387).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The areas of highest priority encompass a range of critical aspects, underscoring the importance of improving educational outcomes and cultivating an environment conducive to learning. These priority areas include English Language Arts (ELA), Civics, identifying and supporting students flagged in ESSA SWD Subgroup, and ensuring teacher attendance. Each of these areas plays a pivotal role in shaping students' academic success and overall development. By focusing on these key areas, we can work towards creating a comprehensive educational experience that empowers students, fosters civic engagement, promotes regular attendance, and supports the professional growth and job satisfaction of teachers.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 22-23 FAST PM3 report, Hialeah Gardens Middle School (HGMS) English Language Arts (ELA) scores, surpassed both the state at 47% and district at 51% with a proficiency rate of 55%. However, decreased ten percentage points when compared to 21-22 data.

Measurable Outcome:

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

ELA scores for 23-24 will increase by five percentage points in comparison to the 22-23 scores.

Monitoring:

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

To ensure a comprehensive and effective approach to monitoring student progress and supporting teachers, a multi-faceted system has been implemented. The use of FAST progress monitoring assessments and iReady diagnostics allows for a thorough examination of student growth and areas of improvement. In addition to assessments, regular data chats between teachers and students further enhance the understanding of student progress. By engaging in these conversations, teachers can gain a deeper understanding of students' strengths, challenges, and learning preferences. Furthermore, classroom walk-throughs play a crucial role in monitoring instructional practices and fostering a supportive learning environment. Administrators conduct frequent walk-throughs to observe instructional strategies and student engagement.

By implementing this comprehensive monitoring system, which combines the use of assessments, data chats, and classroom walk-throughs, teachers can make informed decisions to enhance instruction and meet students' individual needs.

Person responsible for monitoring outcome:

Eryl Perdomo (308004@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building upon the existing systems aimed at enhancing instruction, the time has come to take the next crucial step in our pursuit of academic excellence. To further elevate the quality of education in English Language Arts (ELA), it is imperative to undertake a comprehensive reevaluation and restructuring of the instructional framework.

This process will involve a meticulous examination of the current instructional practices, curriculum materials, and assessment strategies in ELA. By critically analyzing these elements, we can identify areas that may need refinement or realignment to better meet the evolving needs of our students and align with the latest educational standards.

Additionally, this reevaluation will provide an opportunity to align the ELA instructional framework with other subject areas and foster cross-curricular connections. By intentionally integrating ELA skills and

concepts into social studies, students will develop a more holistic understanding of language arts and its relevance in real-world contexts.

Professional development opportunities will also be provided to support educators in implementing the restructured framework effectively. These professional development initiatives will equip teachers with the necessary skills, strategies, and resources to deliver impactful instruction and address the diverse learning needs of our students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

(8/17-10/26/23) Teachers will collaborate on planning the instructional framework, with a specific focus on incorporating differentiated instruction (DI).

Person Responsible: Eryl Perdomo (308004@dadeschools.net)

By When: To facilitate the implementation of the plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17-10/26/23) The school will ensure the provision of professional development opportunities including but not limited to workshops, trainings and common planning to allow to teachers to acquire the knowledge, skills and resources necessary to implement DI strategies and tailor instruction to meet the individual needs of students.

Person Responsible: Eryl Perdomo (308004@dadeschools.net)

By When: To facilitate the implementation of the plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17-10/26/23) Teachers will analyze the data gathered from PM1 to identify areas where students may require additional support and tailor their instructional strategies accordingly.

Person Responsible: Eryl Perdomo (308004@dadeschools.net)

By When: To facilitate the implementation of the plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

#2. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Civics EOC scores resulting in 68% indicate a decrease of eleven percentage points when compared to 2021-2022 Civics EOC scores.

Measurable Outcome:

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

Civics EOC scores will increase by at least 5% points during the 2023-2024 Civics EOC administration.

Monitoring:

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

Mastery of Civics objectives to earn a level 3 or higher on the Civics EOC will be monitored by classroom walk-throughs from school administration looking for differentiated instruction as well as data chats using results from district mini-assessments.

Person responsible for monitoring outcome:

Cynthia Lima (pr6751@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data chats must be implemented with fidelity and monitored by school administrator and teachers. Additionally, restructuring instructional framework and teachers continuously make adjustments to their instruction to incorporate DI with fidelity will increase student engagement based on data findings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

(8/17-10/26/23)The Social Studies department will collaboratively restructure the instructional framework to address student instructional needs.

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

By When: To facilitate the implementation of the plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17-10/26/23) The Social Studies Department will participate in professional development opportunities to implement DI tailored to the individual needs of students.

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

By When: To facilitate the implementation of the plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17-10/26/23) The Social Studies Department will implement student data chats to identify learning gaps and provide support.

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

By When: To facilitate the implementation of the plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

#3. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on Power BI staff attendance report, teacher initiated absences during the 2022-2023 increased by 7% as compared to data from the 2021-2022 school year. Hialeah Gardens Middle school will seek to improve teacher attendance by fostering a collaborative and inclusive culture

Measurable Outcome:

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

During the 2023-2024 teacher initiated absences that exceeded more days than the accrued for the school year will decrease by at least 3 less absences per teacher in comparison to 2022-2023 school year.

Monitoring:

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

Teachers with absences that exceed sick/personal days accrued will be monitored and support will be provided as needed.

Person responsible for monitoring outcome:

Cynthia Lima (pr6751@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Recognizing and appreciating teachers' contributions enhances their job satisfaction and motivation, leading to improved attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

(8/17-10/26/23) Administration will inform teachers of the process to use sick/personal days.

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

By When: To facilitate the implementation of the plan on monthly basis, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17-10/26/23) Administration will monitor teacher initiated absences and meets with the teacher that takes more days than accrued to provide support as needed.

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

By When: To facilitate the implementation of the monthly plan, a designated window period has been established, spanning from August 17th to October 26, 2023.. Each Monday after pay date to identify teachers taking more days than accrued.

(8/17-10/26/23)- Administration will encourage staff attendance by recognizing instructional staff members with perfect attendance during monthly faculty meetings.

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

By When: To facilitate the implementation of the monthly plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-2023 MTSS Referral Summary and Student Services data 5% of the referrals received were related to issues regarding inclusivity.

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 3% of students reporting inclusivity related incidents.

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 Seminars, 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Character Education/Values Matter is an educational movement that supports the social, emotional, and ethical development of students. It is the proactive effort by schools, districts, and states to instill in students important core, ethical, and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. Character Education/Values Matter provides long-term solutions to moral, ethical, and academic issues that are of growing concern in our society and our schools. Character Education/Values Matter teaches students how to be their best selves and how to do their best work.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Social Emotional Seminars will ensure students and teachers have opportunities to interact outside of the context of academic learning and disciplinary actions. The school will utilize Targeted Social and Emotional Seminars 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. In addition, Miami Dade County Police Department STAND Program will be infused throughout eighth grade classes to address key issues related to teens.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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- 10/26/23) The student services department and administration will be conducting classroom presentations to promote the physical, emotional, and mental health of students within the school and beyond.

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

By When: To facilitate the implementation of the monthly plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17- 10/26/23) The Student Services Department will implement targeted Social and Emotional Seminars presentations and monthly activities to promote kindness and inclusivity to build positive relationships.

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

By When: To facilitate the implementation of the monthly plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

(8/17- 10/26/23) During faculty meetings, the student services department will share best practices that promote kindness and inclusivity to build positive relationships in students.

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

By When: To facilitate the implementation of the monthly plan, a designated window period has been established, spanning from August 17th to October 26, 2023.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

1. Regular Updates: The school will provide regular updates on the progress of the improvement plan to all stakeholders. This can be done through various channels such as newsletters, emails, social media platforms, and the school's website.
2. Meetings and Presentations: The school will organize EESAC meetings and presentations to share detailed information about the improvement progress with stakeholders. These meetings can include parents, teachers, school staff, students, and community members.
3. Open Forums and Q&A Sessions: The school will conduct open forums and Q&A sessions to allow stakeholders to ask questions, seek clarifications, and provide feedback on the improvement progress. This can be done in person, via EESAC meetings or through virtual platforms to accommodate different schedules and preferences.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and community stakeholders by implementing various strategies. Firstly, the school will organize regular parent-teacher meetings to discuss the progress of students and address any concerns or queries parents may have. These meetings will provide an opportunity for parents and teachers to collaborate and work together to support the students' educational growth. Additionally, the school will actively involve parents and families in the decision-making process by seeking their input and feedback on important matters related to the school's mission and progress. This can be done through surveys, focus groups, or parent advisory committees. Furthermore, the school will encourage open communication channels between teachers and parents, such as through email, phone calls, or online platforms, to ensure that parents are informed about their child's academic performance, upcoming events, and any areas of improvement. To engage community stakeholders, the school will organize events and activities that foster a sense of community and provide opportunities for collaboration. This can include workshops, seminars, or volunteer opportunities where community members can contribute their expertise and skills to support the school's mission. Overall, the school aims to create a supportive and inclusive environment where parents, families, and community stakeholders feel valued, involved, and connected to the school's mission and progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program by implementing various strategies. Firstly, to ensure a comprehensive and effective approach to enhancing instruction, several key steps will be implemented. The first step involves planning the instructional framework, with a specific focus on incorporating differentiated instruction (DI). The next step involves professional development opportunities. Through workshops, trainings, and common planning, teachers will acquire the knowledge, skills, and resources to effectively implement DI strategies and adapt their instruction to meet the needs of their students. Once the instructional framework has been planned and teachers have received training, the third step is to administer Progress Monitoring 1 (PM1). By analyzing the data gathered from PM1, teachers can identify areas where students may require additional support and tailor their instructional strategies accordingly. The final step involves conducting data chats between teachers and students. By engaging in discussions, teachers can gain understanding of individual student needs, set goals, and develop personalized strategies to support their academic growth.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling and school-based mental health services by employing qualified and licensed counselors who are trained to address the emotional and psychological needs of students. These counselors provide individual and group sessions to students who may be experiencing difficulties such as anxiety, depression, or behavioral issues. They also conduct regular assessments to identify students who may require additional support.

In addition to counseling services, the school offers special education support services for students with learning disabilities or other special needs. These services may include individualized education plans (IEPs), accommodations in the classroom, and specialized instruction to help students succeed academically.

Mentoring services are also provided to students, where they are paired with a mentor who can provide guidance, support, and encouragement. Mentors are teachers and or staff members. These mentors help students develop important life skills, set goals, and make positive choices.

To improve student skills outside of academic subject areas, the school implements various strategies. These strategies can include social and emotional seminars, peer counselor meetings, and SAVE Promise activities such as Start With hello Week, safe Schools Week, National SAVE Day, Say Something Week, and National Youth Violence Prevention Week. The school has an abundance of extracurricular activities, clubs, and sports teams that allow students to explore their interests and develop skills in areas such as leadership, teamwork, and creativity.

Overall, the school ensures counseling, special education support, mentoring, and other strategies to improve student skills by prioritizing the well-being and holistic development of students. By providing these services, the school aims to create a supportive and nurturing environment where students can thrive academically, emotionally, and socially.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

To prepare students for post-secondary opportunities in the workforce, the school takes several steps. Firstly, we provide career counseling and guidance to help students explore different career paths and understand the skills and education required for those fields. This includes informing students about career and technical education.

The school collaborates with a local high school, Baker Aviation, Baker visits the school and explains the career paths available to our students. Baker also provides Saturday open tours to students interested in the aviation industry.

Additionally, the school ensures that students have access to coursework that allows them to earn post-secondary credit while still in middle school. This includes advanced placement (AP) Spanish course, dual enrollment program through Miami Dade Community College for 8th graders, and a copiousness of high school credit courses in math, science, and foreign languages. or partnerships with local colleges and universities. These opportunities enable students to earn college credits or gain advanced standing in specific subjects, giving them a head start in their post-secondary education.

By actively promoting and facilitating access to career and technical education programs, as well as offering opportunities for earning post-secondary credit, the school aims to equip students with the necessary skills and knowledge to succeed in the workforce and pursue their desired career paths.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A