Hialeah Middle School

2022-23 Schoolwide Improvement Plan

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Hialeah Middle School

6027 E 7TH AVE, Hialeah, FL 33013

http://hialeahmiddle.dadeschools.net/

Demographics

Principal: Cynthia Padron D

Start Date for this Principal: 7/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2020-21: (41%) 2018-19: B (56%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Padron, Cynthia	Assistant Principal	Provides guidance and support for administrative team,instructional team and staff in all aspects of school curriculum, safety, security and maintenance.
Lobato, Rolando	Teacher, K-12	Social Science Department Chairperson and Social Science teacher - provides guidance, support and training for Social Science teachers and assists in thedevelopment of the School Improvement Plan.
Couselo, Jeannete	Teacher, K-12	Science Department Chairperson and Science teacher - provides guidance, support and training for Science teachers and assists in the development of the School Improvement Plan.
Ware, Chenessa	Teacher, K-12	Language Arts Department Chairperson and Activities Director teacher - provides guidance, support and training for ELA & Reading teachers and assists in the development of the School Improvement Plan.
Trillas, Lucy	Principal	Provides guidance and support for administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.
Medina, Marina	Teacher, K-12	Mathematics Department Chairperson and Activities Director teacher - provides guidance, support and training for Mathematics teachers and assists in the development of the School Improvement Plan.
Dukes, Belinda	Math Coach	Provide mathematics department with instructional/ professional guidance on the implementation of B.E.S.T Standards.
Carrera, Alexandra	Guidance Counselor	Promote Social-Emotional growth among staff and students. Provide individual and school counseling as well as connect students and families with community resources. Provide ongoing academic counseling and monitoring for students.

Demographic Information

Principal start date

Wednesday 7/20/2022, Cynthia Padron D

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.*

4

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.*

16

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

850

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

6

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

7

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	298	283	273	0	0	0	0	854
Attendance below 90 percent	0	0	0	0	0	0	32	32	69	0	0	0	0	133
One or more suspensions	0	0	0	0	0	0	0	34	56	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	16	2	9	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	31	5	7	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	63	87	92	0	0	0	0	242
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	81	109	73	0	0	0	0	263
Number of students with a substantial reading deficiency	0	0	0	0	0	0	83	125	136	0	0	0	0	344

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	63	87	87	0	0	0	0	237

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	1	1	0	0	0	0	4

Date this data was collected or last updated

Wednesday 8/31/2022

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	250	236	272	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	29	20	85	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	17	8	4	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	20	13	8	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	41	61	0	0	0	0	133
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	27	36	60	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	91	149	0	0	0	0	344

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

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

The number of students identified as retainees:

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

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	250	236	272	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	29	20	85	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	17	8	4	0	0	0	0	29
Course failure in Math	0	0	0	0	0	0	20	13	8	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	41	61	0	0	0	0	133
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	27	36	60	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	104	91	149	0	0	0	0	344

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

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

The number of students identified as retainees:

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

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	49%			43%			49%	58%	54%
ELA Learning Gains	54%			41%			55%	58%	54%
ELA Lowest 25th Percentile	41%			34%			45%	52%	47%
Math Achievement	46%			31%			46%	58%	58%
Math Learning Gains	63%			25%			52%	56%	57%
Math Lowest 25th Percentile	61%			34%			48%	54%	51%
Science Achievement	42%			39%			47%	52%	51%
Social Studies Achievement	81%			48%			70%	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	48%	58%	-10%	54%	-6%
Cohort Comparison						
07	2022					
	2019	43%	56%	-13%	52%	-9%
Cohort Comparison		-48%				
08	2022					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	58%	-13%	55%	-10%
Cohort Comparison						
07	2022					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-45%				
08	2022					
	2019	20%	40%	-20%	46%	-26%
Cohort Comparison		-36%				

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	8%	43%	-35%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	68%	15%	67%	16%

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	73%	-6%	71%	-4%

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	76%	63%	13%	61%	15%

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

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	27	46	40	35	59	58	26	55	55		
ELL	37	49	41	35	58	61	25	77	70		
BLK	49	57	45	54	60	54	33	54	50		
HSP	49	54	41	46	63	61	42	83	80		
WHT	60			30							
FRL	48	54	41	45	62	60	41	81	79		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	31	30	25	36	41	33	24	55		
ELL	36	40	34	24	23	27	24	40	49		
BLK	18	27	29	20	32	53	18	43	33		
HSP	46	42	33	32	24	32	41	48	73		

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	46	58		46	33						
FRL	42	41	33	31	26	35	38	47	68		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	46	36	35	55	49	47	51			
ELL	37	52	47	39	49	45	31	60	88		
BLK	41	41	40	28	38	41	37	52			
HSP	50	56	46	48	54	49	48	72	90		
WHT	59	52		50	52						
FRL	47	53	45	45	53	48	45	70	88		

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	51
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	57
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

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	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	45
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	57
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 Findings: There was an increase in performance data in ELA of 6 percentage points from 43% in 2021 to 49% in 2022. There was an increase in performance data in ELA learning gains percentage points from 41% to 54% in 2022, which was a increase of 13 percentage points. ELA L25 was 34% in 2021 and was 41% in 2022, which was an increase of 7% percentage points. Mathematics achievement was 31% in 2021 and is 46% in 2022, which increased by 15% percentage points. Mathematics learning gains was 25% in 2021 and is 63% in 2022, which was an increase of 38% percentage points in 2022. Mathematics low quartile was 34% in 2021 and was 61% in 2022, which was an increase of 27% percentage points. There was an increase in performance data in Social Studies achievement from 48% in 2021 to 81% in 2022. This is the highest performance level achieved in the past 3 years.

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

2022 Data Findings: Based on progress monitoring and 2022 state assessments, the components that demonstrated the greatest need for improvement are Science, Middle School Acceleration, and English Language Arts in the L25.
Although there was a 3 percentage points increase in overall Science achievement from 39% in 2021 to 42% in 2022, students are still below proficiency level in 8th grade science content. Current 8th grade science proficiency for 2022 is 21% compared to 23% in 2021. In 2022 our Middle School Acceleration was 79%, in 2021 71%, and in 2019 it was 89%. When comparing data trends of the last three years, a decrease in Middle School Acceleration is noted from 2019 (89 points) to 2021 (79 points). This is due to decreases in Biology achievement and lack of CTE testing in 2021.
In 2022 English Language Arts learning gains for the L25 was 41% which indicated an decrease of 4 percentage points when compared to 2019 at (45%). This is indicative that learning losses continue to affect our most fragile population of students.

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

2022 Data Findings: The contributing factors to this need for improvement are student engagement and student attendance. Actions that need to be taken to address this need for improvement are as follows: Continuous academic monitoring of disengaged learners via Early Warning Systems Indicators and implementation of MTSS/RtI to address gaps in learning and provide supplemental instruction/remediation in the areas of reading, mathematics, and science. Monitoring of student attendance is
necessary to target students with excessive absences by providing incentives to increase/improve attendance, parent contact/home visits and opportunities for students to feel a sense of belonging.

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

2022 Data Findings:: When comparing progress monitoring and state assessment data from 2019-2022, the data component that showed the most improvement are FSA Mathematics learning gains and FSA Mathematics learning gains for students in the lowest quartile. FSA Mathematics learning

gains was 52% in 2019 and increased to 63% in 2022; an increase of 11% percentage points. FSA Mathematics learning gains for the lowest quartile was 48% in 2019 and increased to 61% in 2022; an increase of 13% percentage points.
Algebra 1 proficiency in 2019 was 76% and increased to 92% in 2022; an increase of 14% percentage points.

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

2022 Data Findings: The factors that contributed to this improvement were new actions taken by our school in the preparation of physical science students for the 8th grade NGSSS Science exam and the addition of advanced and gifted content area sections to the master schedule for incoming 6th grade students. In addition, before/after/Saturday school intervention as well as camps prior to the administration of the assessment, impacted student achievement in Mathematics, Algebra, Geometry and Civics.

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

For the 2022-2023 school-year, the implementation of the BEST Standards through core content areas, high-yield instructional strategies such as: higher order instruction, CER and effective questioning/response techniques as well as remediation and enrichment programs will be necessary to accelerate learning. In addition the need for increased hands-on and project-based learning in science should yield additional growth and improvement in science and Biology proficiency.

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

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

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

Additional services that will be provided throughout the 2022-2023 school-year are pull-out and push-in intervention in the areas of Reading, Mathematics. In addition, we will seek out assistance from district support personnel (CSS) to model hands-on lessons in Science that are student-centered.
Success Academy tutoring for all students to provide remediation and enrichment in all academic areas with specific focus on previously disengaged students and students in subgroups.

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 B.E.S.T. Standards	
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 data review, our school will implement the B.E.S.T. Standards through core content areas, high-yield instructional strategies such as: higher order instruction, CER and Effective Questioning/Response Techniques as well as remediation and enrichment programs will be necessary to accelerate learning. We selected B.E.S.T. Standards as our focus, based on our 2022 data findings that demonstrated English Language Arts Learning Gains for the L25 subgroup decreased from 45% in 2019 to 41% in 2022, which was a decrease of 4 percentage points. We will reinforce classroom instruction through remediation and enrichment programs.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement B.E.S.T. standards through core instruction, then our L25 students in grades 6-8 will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will conduct observations of planned instruction, Differentiated Instruction and conduct departmental professional development meetings. Administration will follow-up with regular walkthroughs to ensure current data is being used to adjust instruction based on student needs and ensure quality instruction is taking place. Data Analysis of IREADY Diagnostic and Growth Monitoring data will be reviewed quarterly to ensure students are making progress on remediated standards. Extended learning opportunities will be offered as well as enrichment programs.
Person responsible for monitoring outcome:	Chenessa Ware (cware1@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted element of B.E.S.T. Standards, our school will focus on the evidenced based strategy of Effective Questioning/Response Techniques. Focus on Effective Questioning/Response Techniques are an integral part of classroom instruction, which is used to develop higher order thinking skills, promote critical thinking, and/or gauge whether students understand what is being taught.

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

Effective Questioning/Response Techniques embedded in instructional plans and implemented accordingly will promote critical thinking skills, improve instructional delivery, engagement and increase Learning Gains for the L25 subgroup in grades 6-8.

Action Steps to Implement
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.

8/22 - 10/14- Teachers will develop lesson plans that are inclusive of B.E.S.T. Standards. As a result, of implementing B.E.S.T. Standards through core content areas, student achievement will increase. Teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible	Cynthia Padron (cpadron@dadeschools.net)

8/22-10/14 - Administrators will conduct weekly walkthroughs and observations, providing timely feedback to instructional professionals to improve implementation of B.E.S.T. Standards, Higher Order instruction and Effective Questioning and Response Techniques. As a result of timely feedback, teachers will be able to adjust instructional best practices, and modify instruction to meet the individual needs of students.

Person Responsible	Lucy Trillas (ltrillas@dadeschools.net)

8/22- 10/14 - Continuous Departmental Professional Development to provide teachers opportunities to collaborate, share best practices of Effective Questioning/Response Techniques, CER, and Higher Order instruction. As a result, teachers will assess students through Higher Order Questioning/Response Techniques to gauge student learning of lesson taught.

Person Responsible	Cynthia Padron (cpadron@dadeschools.net)

8/22 - 10/14 - Provide continuous Professional Development led by Teacher Leaders on effective implementation of Differentiated Instruction that is aligned to B.E.S.T Standards and school goals based on data. As a result, teachers will develop classroom systems that promote small group instruction such as the infusion of technology for students to work on individualized assignments.

Person Responsible	Cynthia Padron (cpadron@dadeschools.net)

#2. Instructional Practice specifically relating to Science	
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 data review, our school will implement Student Engagement strategies. We selected this area of focus based on our 2022 data findings that demonstrated 8th grade Science proficiency decreased from 23% in 2021 to 21% in 2022. There is a need for improvement in student engagement specifically in Science. Through the implementation of CRE Strategies, essential labs, and project based learning: students science achievement will increase .
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the Targeted Element of Student Engagement, our students will be better equipped to build relationships, feel a greater sense of belonging and improve on social and academic skills, which will ultimately contribute to overall improved student outcomes.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Targeted students will be monitored through unit assessments, Edgenuity lessons, formative and summative assessments (labs reports) and interactive notebooks. As a result of instructional monitoring, students will increase science proficiency.
Person responsible for monitoring outcome:	Jeannete Couselo (jcouselo@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Instructional Practice, our school will focus on the evidence based strategy of: small group instruction and hands-on learning through labs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Small group instruction will ensure that disengaged students are being monitored and motivated as well as meet students' individualized needs through differentiation.

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.

8/22-10/14 - Implementation of collaborative planning and professional development will be utilized on a weekly basis to develop hands-on lessons. As a result, student academic growth will be evident in interactive notebooks and lab reports.

Person Responsible	Jeannete Couselo (jcouselo@dadeschools.net)

8/22-10/14 - Data-driven instruction will be used to track student progress and drive instructional planning and date-driven conversation with students through OPM (ongoing progress monitoring). As a result, student academic growth will be evident in formative assessments.

Person Responsible	Jeannete Couselo (jcouselo@dadeschools.net)

8/22 - 10/14 - Continuous monitoring of the Bronco All-Stars mentoring program that will give students a voice and a choice, allowing them ample opportunity to take ownership and responsibility over academic and social behaviors. As a result of the mentorship program, students will develop positive trends academically, behaviorally, physically and emotionally.

Person Responsible	Rolando Lobato (rlobato@dadeschools.net)

8/22 -10/14 -Monitor the implementation of Social Emotional Learning through Social Sciences to assist students in developing positive trends academically, behaviorally, physically and emotionally. As a result, teachers will develop classroom systems/techniques that infuse SEL practices that will create positive academic and behavioral trends.

Person Responsible   Rolando Lobato (rlobato@dadeschools.net)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A data review of student attendance showed that 20% of students with 10 or more unexcused absences are not meeting expectations for learning gains as well as proficiency. From this cohort, 80% of students in this category are also a part of our L25 population. As a result, our school will implement the Targeted Element of Student Attendance. It is our quest to tailor our attendance initiatives and improve family and community connections through our parent engagement program and ensure attendance for this delicate population is improved.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to overall improved student outcomes. With our continuous academic monitoring of disengaged learners via Early Warning Systems Indicators and implementation of MTSS/RtI that will address gaps in learning and provide supplemental instruction/remediation in all core areas then our attendance will increase by 8 percentage points and we will increase in academic learning gains by at least 2 percentage points based on the 2023 F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team and our Community Involvement Specialist will work to connect with families who struggle with attendance and identify the main cause for absences and create a plan of action to ensure students are in attendance daily. Bronco All Stars program will mentor students with academic, and attendance struggles and encourage/motivate students to be in attendance. The Leadership Team will monitor individual students who have consistent truancy and connect with them bi-weekly to reward and highlight attendance efforts. The Leadership Team will also plan fieldtrips and regular student incentives to promote consistent attendance. Teachers will also monitor their daily attendance and submit the data to Leadership Team and Counselors on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness or quarantines to connect virtually to class instruction or have access to lessons via Microsoft Teams. To ensure fidelity to our attendance initiatives, this data will be discussed with teachers/students during data chats and parental contact as necessary.
Person responsible for monitoring outcome:	Lucy Trillas (ltrillas@dadeschools.net)
Evidence-based Strategy: Describe the	Within the targeted Element of Student Attendance, our school will focus on the evidence based strategy of: Attendance Initiatives. Attendance initiatives will assist in bridging

evidence-based strategy being implemented for this Area of Focus.	the gap amongst our students. Student absences will be monitored by our Leadership Team, counselors and teachers on a weekly basis to prevent a continued pattern of excessive absences and thus increase student engagement and academic learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Attendance Initiatives will assist in decreasing the amount of excessive student absences. The initiatives will provide students with opportunities to participate in field trips, clubs, sports, tutoring, small group peer mediation thus improving academically, behaviorally, physically and socially.

Action Steps to Implement
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.

8/22 - 10/14 - MTSS/RtI team will conduct regular monthly meetings to implement multiple tiers of instruction, intervention, and support for students targeted through Early Warning Systems. As a result, targeted students will be continuously monitored and provided with opportunities to engage in positive attendance trends and increase student achievement.

Person Responsible	Cynthia Padron (cpadron@dadeschools.net)

8/22- 10/14 - Leadership Team and Student Services will monitor and highlight students with improved attendance and academics through incentives, participation in field trips and recognition through Spot Success on a monthly basis. As a result students with improved attendance patterns, will demonstrate increased student achievement on the FSA 2022.

Person Responsible	Alexandra Carrera (338260@dadeschools.net)

8/22-10/14 - Leadership team will monitor disengaged learners via Early Warning Systems Indicators and implementation of MTSS/RtI to address gaps in learning and provide supplemental instruction/remediation in the areas of reading and mathematics. As a result, monitored students will demonstrate learning gains as well as increased proficiency.

Person Responsible	Alexandra Carrera (338260@dadeschools.net)

8/22 - 10/14 - Student Services department will highlight and recognize students based on grade level attendance and most improved class attendance. As a result of highlighting and incentivizing grade levels for improved attendance, students will increase learning gains as well as overall student achievement.

Person Responsible	Alexandra Carrera (338260@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 42% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be evidenced through teachers participating in the logistical elements of meetings, presenting ideas to solve issues and needs that arise. The percentage of teachers in leadership roles will increase by at least 5% during the 2022 - 2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that the principal represents the school in a positive manner by the mid year point of the school year.
Person responsible for monitoring outcome:	Cynthia Padron (cpadron@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of the Instructional Leadership Team, we will focus on evidence-based strategy of: Involving Staff in important decisions. By creating a "Leaders in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Leaders in the building will provide a summary of support during monthly leadership meetings and share out to respective departments. This will ensure we are on the right track in achieving our intended outcome above.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals that 64% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

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.

8/22 - 10/14 - We will create a "Leaders in My Building" list and involve teacher's in the decision making process. This will increase the feeling of shared leadership and ensure that our intended outcome of increasing leadership roles participation is met.

Person Responsible	Lucy Trillas (ltrillas@dadeschools.net)

8/22 - 10/14 - By providing shared leadership opportunities, empowering teachers, and affording opportunities to be active participants in school initiatives, faculty and staff will have a positive impact on school culture and climate thus positively impacting student success and achievement.

Person Responsible	Lucy Trillas (ltrillas@dadeschools.net)

8/22 - 10/14 - Administrators and Team leaders will work to identify staff members that are experts in areas that will serve as leads with new initiative developments. These teacher leaders will take the lead modeling lessons, demonstrating how to use data as a work in progress tool, and providing support to colleagues on effective implementation or delivery of standards. As a result, teachers will implement newly learned instructional practices, thus impacting learning gains and increased student achievement.

Person Responsible	Lucy Trillas (ltrillas@dadeschools.net)

8/22 - 10/14 - Leadership Team will recognize teacher accomplishments, during faculty meetings and award incentives for those recognized. As a result of recognizing and celebrating teacher accomplishments, a greater sense of belonging and an environment of shared leadership will be established.

Person Responsible	Lucy Trillas (ltrillas@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 strengths within school culture at Hialeah Middle School are in physical and emotional safety and support, care, and connections as well as inclusivity. Our school creates experiences throughout the year to engage with parents and families and ensures they have the necessary information to support their children. Students are supported through mentorship programs, extra-curricular clubs and sports. Staff are provided opportunities to take part in team building activities and are empowered through school-based committees. Opportunities for staff and students are provided to share ongoing feedback and suggestions to school leaders. Informal conferences with staff and students are utilized to garner information about their

education/professional experiences. We also ensure information is provided to all stakeholders through our school website and social media platforms, such as Twitter, Schoology and Instagram as well as through our PTSA and EESAC committees. We continue to build our skillset to ensure our classrooms foster the highest level of engagement and learning.

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 Principal, Leadership Team, Support Staff and Counselors.

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

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

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

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

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

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