

Miami-Dade County Public Schools

Hialeah Gardens Elementary School



2022-23 Schoolwide Improvement Plan

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Hialeah Gardens Elementary School

9702 NW 130TH ST, Hialeah Gardens, FL 33018

http://hialeahgardens.dadeschools.net

Demographics

Principal: Idaniel Gonzalez

Start Date for this Principal: 8/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2020-21: (51%) 2018-19: A (72%) 2017-18: A (66%)
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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Demographic Information

Principal start date

Friday 8/26/2022, Idaniel Gonzalez

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.*

50

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.*

0

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

916

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

5

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

4

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	164	157	143	135	161	156	0	0	0	0	0	0	0	916
Attendance below 90 percent	0	24	16	13	11	12	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	8	14	10	9	0	0	0	0	0	0	0	43
Course failure in Math	0	2	6	8	7	16	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	16	22	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	10	19	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	2	16	33	33	28	0	0	0	0	0	0	0	112

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	2	5	6	14	20	0	0	0	0	0	0	0	47

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	3	2	4	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/26/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	6	5	7	12	0	0	0	0	0	0	0	33

The number of students identified as retainees:

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

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	141	129	116	145	152	171	0	0	0	0	0	0	0	854
Attendance below 90 percent	25	16	13	10	11	11	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	15	12	7	1	0	0	0	0	0	0	0	43
Course failure in Math	0	7	7	8	15	7	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	22	22	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	18	24	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	16	30	32	30	37	0	0	0	0	0	0	0	145
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	6	12	20	17	0	0	0	0	0	0	0	60

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	4	2	3	2	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	62%	56%	64%			78%	62%	57%
ELA Learning Gains	74%	69%	61%	57%			72%	62%	58%
ELA Lowest 25th Percentile	57%	60%	52%	46%			65%	58%	53%
Math Achievement	74%	64%	60%	60%			83%	69%	63%
Math Learning Gains	73%	71%	64%	40%			78%	66%	62%
Math Lowest 25th Percentile	61%	66%	55%	40%			69%	55%	51%
Science Achievement	50%	53%	51%	50%			56%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	60%	19%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	78%	64%	14%	58%	20%
Cohort Comparison		-79%				
05	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	67%	20%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	89%	69%	20%	64%	25%
Cohort Comparison		-87%				
05	2022					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

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	57	66	48	65	64	42	47				
ELL	64	72	56	71	76	64	44				
HSP	73	74	57	75	73	61	50				
WHT	80			90							
FRL	73	75	59	74	72	60	46				
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	43	36	36	57	45	25	40				
ELL	58	66	53	49	34	40	46				
HSP	64	57	47	60	40	41	50				
FRL	59	55	43	56	40	39	45				
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	67	70	59	73	64	42	51				
ELL	72	72	68	80	76	74	49				
HSP	78	72	64	83	78	69	56				
FRL	75	70	63	81	76	67	51				

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	66
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	64
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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	64
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Schoolwide 2022 FSA ELA overall proficiency in grades three through five was 73% compared to 64% in 2021, yielding a 9 percentage point increase. Schoolwide 2022 FSA ELA Learning Gains was 74% compared to 57% in 2021, yielding a 17 percentage point increase. Schoolwide 2022 FSA ELA Lowest 25th Percentile was 57% compared to 46% in 2021, yielding a 11 percentage point increase.

Schoolwide 2022 FSA Math overall proficiency in grades three through five was 74% compared to 60% in 2021, yielding a 14 percentage point increase. Schoolwide 2022 FSA Math Learning Gains was 73% compared to 40% in 2021, yielding a 33 percentage point increase. Schoolwide 2022 FSA Math Lowest 25th Percentile was 61% compared to 40% in 2021, yielding a 21 percentage point increase.

2022 FCAT Science Achievement overall proficiency was 50% compared to 50% in 2021, yielding no increase or decrease in proficiency.

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

Based off the 2022 State Assessments, Science demonstrates the greatest need for improvement along with ELA and Math proficiency for students in the Lowest 25th Percentile.

2022 FSA ELA proficiency for students in the Lowest 25th Percentile was 57% compared to 65% in 2019, yielding a decrease of 8 percentage points. 2022 FSA Math proficiency for students in the Lowest 25th Percentile was 61% compared to 69% in 2019, yielding a decrease of 8 percentage points.

Both 2022 FSA ELA and 2022 FSA Math proficiency for the Lowest 25th Percentile yields a decrease when compared 2019.

Based off the 2021-2022 Progress Monitoring Final Diagnostic results, overall student proficiency for students in grades K-5th in both Reading and Math is 64%.

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

Learning loss, attendance and lack of student participation contributed to the need of improvement for students in the Lowest 25th Percentile.

The lack of implementation of additional supplemental science resources and hands-on science activities across all grade levels. To address this need for improvement, Professional Development on data-driven instruction and differentiated instruction as well as science lab activities will be provided to address students' needs.

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

Based off progress monitoring data, ELA K and 1st grade showed the most improvement from Fall to Spring since these grade levels yielded a 42% percentage point increase in overall Reading proficiency.

Based off progress monitoring data, Math K and 3rd grade showed the most improvement from Fall to Spring since these grade levels yielded a 44% percentage point increase in overall Math proficiency.

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

High quality interventionists were allocated for these grade levels. New actions the school took was to incorporate the McGraw Hill Reading/Writing companion booklet. Teachers consistently monitored weekly i-Ready usage rates.

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

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

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

Professional development opportunities which take place on August 15, 2022 and November 8, 2022 will include using data appropriately to assign students to interventions and use data from state assessments to identify student strengths and weaknesses. Teachers will administer unit assessments, math and science topic assessments (ongoing). Additionally, teachers will implement informal assessments as needed. Adjustments will be ongoing based on continuous data chats. Coaching cycles will also be implemented individually with teachers to support specific needs. (ongoing).

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

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

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 Differentiation

Area of Focus

Description and Rationale:

According to the 2022 FSA proficiency data, 73% of the 3rd-5th grade student are proficient in ELA compared to 64% on the 2021 FSA. 50% of 5th grade students are proficient in science compared to the same percent proficient in 2021. Based on the data, differentiation has been proven to be effective in the elementary grades. We will focus on differentiation to address increasing proficiency in ELA, mathematics and science.

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

Measurable

Outcome:

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

With the implementation of Differentiation, 4% of students in grades K through fifth grade will score at grade level or above in the area of ELA, Mathematics, and an additional 15% in the area of Science by the 2022-2023 state assessment.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups, conduct walkthroughs to ensure differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation for groups of learners, specifically the L25. Additionally, opportunities for extended learning will be given to targeted students needing additional remediation. This area of focus will be monitored through I-Ready growth monitoring and PM1-PM3.

Person responsible for monitoring outcome:

Mireya Triana (mtriana@dadeschools.net)

Evidence-based

Strategy:

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

Within the Targeted Element of differentiation, our school will focus on the evidence based strategy of: Differentiated Instruction. Students and/or teachers will maintain a running record of differentiated instruction implemented with students.

Rationale for Evidence-based

Strategy:

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

When students participate in differentiated instruction, their individual academic needs are targeted based on current data. After analyzing progress monitoring data, adjustments in instruction will be made to address the needs of learners.

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 gather and disaggregate data from PM1 and i-Ready reports to identify strengths and weaknesses. As a result, teachers will alter instruction and small groups to differentiate instruction.

Person Responsible Idaniel Gonzalez (idanielg@dadeschools.net)

9/26: Provide Professional Development on effective differentiated instruction to create a system to assist students based on individual targeted areas of need ensuring a relevant and rigorous education. As a result, teachers will effectively execute DI with all groups of learners.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

8/22-10/14: Teachers will create flexible DI groups according to disaggregation of data based on strengths and weaknesses. As a result, students' needs will be addressed in a small group setting.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

8/22-10/14: Teachers will use data to plan collaboratively with assistance from the instructional coach. As a result, plans will include accommodations/strategies relevant to the group(s) of learners in their classrooms.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. According to the 2022 FSA proficiency data, 73% of the 3rd-5th grade students are proficient in ELA compared to 64% on the 2021 FSA. 57% of 3rd-5th grade students in the L25 are proficient in ELA compared to 46% on the 2021 FSA. 61% of 3rd-5th grade students in the L25 are proficient in math compared to 40% on the 2021 FSA. 50% of 5th grade students are proficient in science compared to the same percent proficient in 2021. Based on the data, differentiation has been proven to be effective in the elementary grades. We will focus on student engagement to address increasing proficiency in ELA, mathematics and science. Based on the data, student engagement has been proven to be effective in the elementary grades. We will focus on student engagement to address increasing proficiency in ELA, mathematics and science, with a focus on the L25.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. With the implementation of student engagement, 4% of students in grades K through fifth grade will score at grade level or above in the area of ELA, Mathematics, and an additional 15% in the area of Science by the 2022-2023 state assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. This area of focus will be monitored through I-Ready growth monitoring and PM1-PM3.

Person responsible for monitoring outcome:

Mercedes Benitez (mpalma2111@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being Within the Targeted Element of student engagement, our school will focus on the evidence based strategy of: student engagement. Student engagement will assist in accelerating the learning gains of our L25 as it is a systematic approach of instruction to meet the students needs. Student centered activities will be developed to align with the B.E.S.T standards to engage students.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

When students are actively engaged in their learning via teacher created activities aligned to the B.E.S.T standards, student achievement will increase. Teachers will continuously make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

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

9/26: Teachers will participate in Professional Development on Schoology to learn how to access resources to implement effective instructional activities geared towards engaging student participation through use of technology and hands-on resources. As a result, students will complete activities on Schoology and be engaged in their learning.

Person Responsible Mercedes Benitez (mpalma2111@dadeschools.net)

8/22-10/14: Teachers will develop student engaged mini-reteach lessons for specific groups of students based on data. As a result, student engagement will improve by working in small groups.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

8/22-10/14: Instructional coaches will facilitate weekly collaborative planning meetings to use data to plan, discuss best practices and address challenges presented. As a result, student engagement will increase.

Person Responsible Mercedes Benitez (mpalma2111@dadeschools.net)

8/22-10/14: Teachers will participate in monthly data chats based on i-Ready reports and performance matters with administration. As a result, teachers will understand and address student needs.

Person Responsible Mireya Triana (mtriana@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Communication

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

According to the School Culture Survey, 23% of the staff feel a lack of concern/support from the parents.

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

If we successfully implement communication with parents, staff, and students, parental involvement will increase by at least 10 percentage points on the 2022-2023 Climate survey by June 2023.

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

At the beginning of the school year, teachers will introduce Schoology app to parents and students during Open House meeting. Teachers will maintain all messages sent to and received by parents and students to use as their communication log. Furthermore, teachers will pick a parent representative to be a member of Parents on Demand (POD). P.O.D. meeting will be held monthly with PTA, administration and the mental health coordinator. Additional communication with stakeholders will be established via various avenues not limited to social media, apps, school website, marquee announcements, Schoology, Morning Mash-Up, PTSA, and monthly calendar.

Person responsible for monitoring outcome:

Kenia Perez (280388@dadeschools.net)

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

Within the targeted element of Positive Culture and Environment, our school will focus on the evidence based strategy of: Communication. Communicating effectively with stakeholders will gain the commitment of parents for active participation and input for student improvement.

Rationale for Evidence-based Strategy:

When school leaders empower stakeholders, improve and amplify two-way communication, students and parents are aware of school goals for their children. Effective communication will improve parental support which is essential for student

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

learning. Ultimately, the process of teaching and learning moves forward thus increasing student achievement.

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, 9/12, and 9/13: Teachers will set up Schoology App to communicate directly with students and parents. Process will be explained during Meet and Greet and again at Open House. As a result, communication between the school and home will increase.

Person Responsible Idaniel Gonzalez (idanielg@dadeschools.net)

8/22-10/14: Schoology, School messenger, email, marquee, school website, social media accounts and P.O.D. will be utilized to push out up to date information to parents. As a result, parents will have the most up to date information regarding school events.

Person Responsible Idaniel Gonzalez (idanielg@dadeschools.net)

8/22-10/14: Monthly calendars highlighting school events will be distributed via student, posted on social media and school website. As a result, parents will have knowledge about all current events.

Person Responsible [no one identified]

8/22-10/14: Monthly P.O.D. meetings will take place to share pertinent information about upcoming school events, academic reminders as well as answer questions and/or concerns. As a result, parental involvement which impacts communication will increase.

Person Responsible Idaniel Gonzalez (idanielg@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.**

Based on the school climate survey, 46% of teachers feel staff morale is high at my school and 46% of teachers disagree.

**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 staff morale will increase by 5 percentage points in the 2022-2023 Climate survey by June 2023.

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

Our teachers will be provided participation in school-wide decisions and activities to increase staff morale. This will be realized through teachers participating in meetings, presenting ideas to solve issues that arise, and having the opportunity to communicate any ideas or concerns. A social committee will plan activities outside of school so that teachers can meet with one another and with administrators and build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered.

**Person
responsible for
monitoring
outcome:**

Idaniel Gonzalez (idanielg@dadeschools.net)

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

Within the target element of Instructional Leadership Team, we will focus on the evidence based strategy of: Promoting the Morale and Performance of the Team. By involving teachers in the decision making process, we hope to increase staff morale.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

To increase staff morale, we want to empower teachers in our school by involving them in the decision making process. Informing teachers of different initiatives will provide them the opportunity to give input on which initiative to implement.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/22-10/14: During weekly grade level meetings, teachers will be given the opportunity to share their concerns. As a result, teachers will feel included in the decision making process and their voice is being heard.

Person Responsible Idaniel Gonzalez (idanielg@dadeschools.net)

8/22-10/14: Monthly department, grade level and/or faculty meetings will be held to share new initiatives and obtain feedback from stakeholders. As a result, teachers are made part of the decision making process and thus staff morale will improve.

Person Responsible Idaniel Gonzalez (idanielg@dadeschools.net)

8/22-10/14: Monthly social activity will be held to build relationships among colleagues in order to form support system. As a result, staff will have the opportunity to build relationships and staff morale will improve.

Person Responsible Idaniel Gonzalez (idanielg@dadeschools.net)

8/22-10/14: Leadership team meetings will be conducted weekly. As a result, leaders will engage in two-way communication thus improving staff morale.

Person Responsible Idaniel Gonzalez (idanielg@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.

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

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

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