

Miami-Dade County Public Schools

# Hialeah Senior High School



2015-16 School Improvement Plan

## Hialeah Senior High School

251 E 47TH ST, Hialeah, FL 33013

<http://hhs.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	86%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	98%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	30
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Hialeah High School is to provide an academically and technologically challenging environment that will enable students to become confident, self-directed, lifelong learners in a rapidly changing world.

##### Provide the school's vision statement

The vision of Hialeah High School is to provide a safe, clean, and well equipped technological environment that is conducive to learning and universal student achievement. The vision of Hialeah High School is inherent in our school motto: To Seek, To Find, and To Share. We are located in an urban setting and populated by students from many cultures whose parents entrust us with the education of their maturing children. We, the members of the faculty, staff and administration, in a spirit of collegiality, commit our energies and expertise to the creation of a learning environment that appeals to the eye, inspires the mind, and provides a source of stability and safety in the life of every student. Our staff is professional, creative, innovative, and supportive of each other and our students as well. Our most paramount priority is to facilitate student learning in the classroom by being consistent, setting high expectations, utilizing data driven assessment and instruction, aligning our goals and objectives, utilizing research- based initiatives and continually striving for measurable academic excellence. Hialeah High offers thirteen various academies and numerous advanced placement / dual enrollment courses that provide students with high expectations and an opportunity to achieve academic excellence and testing proficiency.

Hialeah High is a learning community that teaches and affirms valuable life lessons. Students can expect that focused study and effort will be rewarded in the present and in the future. Students can develop their civic voices by participation in student elections, community service projects, mentoring programs, and voter registration. As valued members of the school community, they discover that trust and respect flow naturally from responsible behavior. Upon graduation, students will truthfully say that members of the faculty, staff, and administration of Hialeah High School encouraged them to seek their own personal vision, to find the inner strength to pursue their goals, and to share their knowledge, talents, and skills for the betterment of their communities. The academic, athletic, and activity programs at Hialeah High enable all students to seek, achieve, and share their loftiest aspirations.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about students' cultures and builds relationship between teachers and students is based on the belief that all students can and will learn. This is belief realized by a system where high academic expectations and learning goals are routinely monitored by all stakeholders. The school systematically develops and executes a plan with goals, measurable strategies, and ongoing progress monitoring that promotes academic excellence and fosters a culture in which students are able to clearly articulate their diverse personal academic goals in an effort to build rapport between teachers and students.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school



The school creates an environment where students feel safe and respected at all times by promoting and maintaining a learning environment conducive to successful teaching and learning for all. The school provides a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities that fosters academic growth. The school environment is one where stakeholders encourage students to express their needs and concerns, programs support student progress, and policies, procedures, and practices are designed to address student needs.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school's behavioral system includes a variety of strategies and protocols that increase student engagement and minimize disciplinary incidents. Such protocols include in-school counseling, skill building activities, peer mediation, incentives and the loss of extra-curricular activities. Training for school personnel occurs on a regular basis to ensure the effectiveness of the school's behavioral system. Professional development topics include, but are not limited to, corrective strategies for disruptive behaviors, classroom management strategies, mentoring programs, and alternatives to suspension.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school ensures that the social-emotional needs of all students are met by implementing effective counseling services and safe school programs. Counselors are tasked with assisting students in the developmental acquisition of knowledge and skills that will help them reach their academic, personal/ social, health and career/community potential. School counselors provide counseling services to individual students and groups of students. They also provide professional support to teachers, parents and administrators through consultation and collaboration. Ultimately, the school's goal is to build the necessary skills students need to become self-motivated and responsible contributors to the global society.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	200	212	257	240	909
One or more suspensions	300	345	185	198	1028
Course failure in ELA or Math	12	31	6	8	57
Level 1 on statewide assessment	32	77	10	99	218

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	45	86	32	106	269

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

At the school site there are designed interventions for individual students from evaluating information from day-to-day status reports in grade books, attendance, and other school records/reports. A school level team which include the school principal, assistant principals, counselors, data coach, content area, special education and English language learner teachers consistently review reports at the individual student and school levels to determine needs for interventions, assign students to those interventions, allocate school resources and examine school-level patterns. In addition, assistant principals and counselors meet to communicate academic progress to parents and students in a variety of ways. This includes mailing progress reports home to parents, notifying parents and students by mail at given times during the semester if a student is failing a class, has excessive absences, disciplinary issues or needs remediation, and encouraging parents to register through their parent portal to monitor the student's online grade book and attendance.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193415>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Sanchez, Heriberto	Principal
Rodriguez, Aileen	Assistant Principal
Sarmiento, Roberto	Assistant Principal
Trillas, Lucy	Instructional Coach
Santoyo, Alexander	Assistant Principal
Williams, Kenneth	Assistant Principal
Bielski, Richard	Instructional Coach
Sands, Verdell	Instructional Coach
Kisich, Lourdes	Instructional Coach

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS / RtI process to enhance data collection, data analysis problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:

- Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will the student learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - Who will we respond when the students have not learned? (response to intervention problem solving process and monitoring process of interventions)
  - How will we respond when students have learned? (enrichment opportunities)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

MTSS / RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

MTSS / RtI are a general education initiative in which the levels of support or resources are allocated

in direct proportion to student needs. MTSS / RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

An ongoing evaluation method will be established for services at each tier in order to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS / RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

#### Title I, Part A

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday School or summer school through our adult education program. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

#### Title I, Part C- Migrant

Hialeah High provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

Hialeah High utilizes District-supplied funds to support the Educational Alternative Outreach programs to provide assistance to student and youth who are at-risk of dropping out of school. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial Programs

- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers
- Reading and supplementary instructional materials
- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics, and science to be used by ELL and immigrant students

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community.
- Project Upstart/Homeless Children & Youth Program assists with the identification, enrollment, attendance, and transportation of homeless students.
- The school's Homeless Liaison provides training for the school's registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring that homeless children are not to be stigmatized, separated, segregated or isolated on their status as homeless and are provided with all entitlements.
- The school's Project Upstart Program provides a homeless sensitivity and awareness campaign throughout the school. The school receives a video and a curriculum manual and a contest is sponsored by the homeless trust which is a community organization.
- Our District Homeless Student Liaison continues to participate in community organization meetings and task forces as it related to homeless children and youth.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- Hialeah High addresses violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST specialist.
- As a component of this program, the school also receives training and technical assistance for administrators, counselors, and teachers.
- The school's TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

- 1) Hialeah High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

#### Other

Hialeah High will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform

parents regarding available programs, their rights under No Child Left Behind, and other referral services. The school will also increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. The school will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents. This impacts our goal to empower parent and build capacity for involvement.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Heriberto Sanchez	Principal
Alfredo Granado	Teacher
Silvio Parodi	Business/Community
Shem Rivera	Student
Lily Martinez	Parent
Francisco Serio	Teacher

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

During the SAC meetings, the committee will examine last year's school improvement plan for identifying areas of weakness and strength in order to focus on the necessary shifts and practices needed to strengthen teaching and academic success. SAC will discuss the 2015 assessment results and review the High School Grading Matrix data to determine the target areas for the upcoming school year along with determining the necessary resources and strategies to improve effective instruction and increase academic achievement for the upcoming school year.

*Development of this school improvement plan*

SAC will be examining all aspects of the school when developing the School Improvement Plan (SIP). It will prioritize the needs of the school and develop strategies for improving those areas, as well as develop a plan for measuring the results of the SIP. It will have the authority, as well as the responsibility, to be able to make recommendations on how the school operates and improves overall student achievement. SAC will also make decisions in the expenditure of its funds to meet its SIP goals.

*Preparation of the school's annual budget and plan*

EESAC plans to utilize funds to improve academic performance by hiring attendance intervention personnel (\$8000) and implementation after-school detention program (\$4000).

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

EESAC plans to utilize funds to improve academic performance by offering incentives (\$1000), attendance intervention personnel (\$8000), after-school detention program (\$4000), and educational materials (\$1000).

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Trillas, Lucy	Instructional Coach
Serio, Francisco	Teacher, ESE
Sanchez, Heriberto	Principal
Rodriguez, Aileen	Assistant Principal
Sarmiento, Roberto	Assistant Principal
Santoyo, Alexander	Assistant Principal
Williams, Kenneth	Assistant Principal
Bielski, Richard	Instructional Coach
Sands, Verdell	Instructional Coach
Holden, Julia	Teacher, K-12
Mir, Mabel	Teacher, K-12
Kisich, Lourdes	Instructional Coach
Reyes, Griselis	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

Major initiatives of the LLT for the 2015-2016 school year include:

- Literacy Fair
- Involving students from the Hialeah High Book Club to participate in LLT events/meetings and offer student insight
- Increasing parental awareness on the importance of literacy in the home
- Organizing one major literacy-centered school event during Literacy Week
- Conducting professional development activities to address school-wide reading concerns and prioritize effective reading instruction and student outcomes
- Lead efforts to infuse literacy initiatives throughout the curriculum

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school has established 10 professional learning committees that engage in common planning sessions on a bi-weekly basis. The collaborative structures in place discuss goals, strategies, and best practices within their content / curriculum that reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these common planning initiatives where the PLCs priorities for student growth are established, understood by

staff and students, and plans to achieve those priorities are aligned with the actual actions and participation in both the planning and goal-setting process.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

- Partnering with local universities' teacher education programs (FIU and Miami Dade College) to provide intern opportunities, while supporting veteran teachers to become Clinical Education qualified. Principal
- Teacher search committee: three department chairs and one administrator to locate, interview, and hire. - Assistant Principal
- Beginning teacher program: ongoing mentoring by veteran teachers of new and recently hired teachers. Monthly group meetings and individual collaboration to provide information and support. - Assistant Principal
- Ongoing in-house professional development opportunities focusing on best practices for all teachers. Principal

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The school's mentoring program/plan includes opportunities to help new teachers continue to improve and develop their instructional skills through various activities such as monthly group mentoring sessions, classroom observations, individual mentoring sessions where best practices are modeled, coaching techniques, and pairings of teachers with either experience or related areas of expertise to help establish a relationship that encourages reflection on the practice of teaching.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school ensures its core instructional program and materials are aligned to the Florida State Standards by following the pacing guides developed by the District of Miami Dade County Public Schools. Additionally, materials implemented in all core classrooms are state approved and adopted. Instructional programs and routines follow research-based strategies and practices. In order to ensure the programs and materials align to the Florida State Standards and are being implemented with fidelity, the leadership team closely monitors instructional practices and routines via classroom walk-through. Furthermore, through coaching cycles, instructional coaches assist teachers with planning, lesson execution, and assessments that are all aligned to the Florida State Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school ensures every content area teacher contributes to academic improvement of every student by conducting bi-weekly instructional focus meetings to make decisions about the curriculum and instruction where student and class data is analyzed. Lesson plans, instructional focus calendars, mini-assessments are discussed and aligned with their respective standards for each grade level. Teacher-students data chats are conducted



**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:**

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through Saturday School programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Sanchez, Heriberto, hsanchez@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Articulation presentations are held for the incoming ninth graders from the various feeder pattern middle schools where information is shared and presented about our school, academies, advanced academics program, Conservatory of the Arts, activities, clubs, athletics, courses, vocational programs, etc.

Senior parent night to inform parents of Senior Students about their requirements and obligations, in order to graduate on time.

Grade Level assemblies / orientations are conducted to receive information about the grade level curriculum, expectations, requirements, policies, and procedures.

The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The current model of instruction through our academies is based on a career academy configuration linking content with a career. Coursework selections by students at Hialeah High reflect their major area of interest. As guidance counselors assist students in selecting their courses throughout their high school experience, students are encouraged to utilize online course planners--- ePEP, FACTS.org, and AP Potential--- as planning tools for their academic and career goals.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Hialeah High continues to implement the teaming of academies concept which allows students to see relationships between discreet subjects and their relevance to the real world. The academies require student participants to complete experiential learning components with cooperating community businesses and organizations. The academies offered at Hialeah High include: Transportation, Medicine and Health, Culinary Arts, Small Business and Entrepreneurship, Business and Technology, Education, Communications and Digital Technology, Visual and Performing Arts, Global Studies, Legal and Public Services, Business and Information Technology, and Engineering, Science, and Math.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Hialeah High incorporates the use of the Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. A ninth-grade orientation course is offered at Hialeah High consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and community awareness, and health and wellness, which support student success. College Access Partnership allows for open dialogue among partners and stakeholders to: leverage and coordinate resources, collect and use data as a means to assess strengths and bridge gaps, and support long-term change and sustainability for college access and success. Partners include: College Summit, ConnectEdu, Educate Tomorrow, ENLACE, FAFSA Completion Project, Gates/National Student Clearinghouse, NFTE, Women of Tomorrow Mentor and Scholarship Program, Post-Secondary Institutions, and others. Hialeah High also offers a College Resource Center coordinated by the school's CAP advisor and a teacher to help students do research in programs, majors careers and colleges. The center also assists students in applying for colleges, universities, financial aid, scholarships, as well as register for the SAT, ACT, college fairs, Clearinghouse and NCAA. After-school assistance is also offered to students three times a week and parents are welcome to attend.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The 2013 High School Feedback Report indicates that Hialeah High has a larger percentage of students attending community colleges in Florida than the District at 41.3% and the State at 33%. However, the percentages of students attending a state university in Florida during the Fall were showing to be lower than the District's rate at 15.2% and the State's at 17.6%. The school continues to encourage all high performing tenth-grade students (high Grade Point Average, FCAT 2.0 Level 3 and higher in Reading and Mathematics) to register for the Scholastic Aptitude Test (SAT), American College Testing (ACT) and/or College Placement Test (CPT) in order for them to determine how well prepared they are for higher education. All students are encouraged to take Advanced Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having students speak with guidance counselors regarding their post-secondary plans. This will include

sharing information and requirements to become eligible for Bright Futures. Counselors will review data tracking graduation requirements and Bright Future requirements and direct students accordingly. Partnership collaborations with Miami Dade College (MDC), Florida International University (FIU) and St. Thomas University have been planned to increase dual enrollment and offer students the opportunity to take college level courses at the Hialeah High school campus. The school continues to provide activities with students (several which involve parents) to assist them in their transition from one grade to the next such as freshmen orientation parent night, articulation, grade-level assemblies, and Senior Parent Night. The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase student achievement by improving core instruction in all content areas.** 1a

G070491

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - Hispanic	67.0
AMO Reading - ELL	50.0
AMO Reading - SWD	58.0
AMO Reading - ED	66.0
AMO Math - ELL	57.0
AMO Math - SWD	60.0

**Resources Available to Support the Goal** 2

- English Language Arts (ELA) curriculum; McDougal Littell Literature; Edge; Vocabulary for Success, Scholastic System 44 and Read 180; Achieve 3000; Imagine Learning; AP Instructional Planning Reports (2014); Collections; Supplemental Instructional Guide (SIG); iSPECS Planning Tool; Collaborative Planning Document; LAFS Standards
- Prentice Hall Algebra 1 & 2 Gold Series; Discovering Geometry; McGraw Hill Education, Algebra I & II Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra 1 & 2 Gold Series; Gizmo, Edgenuity NGSSS & MAFS Digital Resources; District developed Topic Assessment uploaded in ThinkGate found under District Assessments (Alg. I & II, Geo); District Pacing Guides; Item Specifications; Carnegie
- District Pacing Guides, Biology Learning Goals and Item Specifications, 5-E Learning Cycle Lesson Plan Template, Edgenuity, Edusmart, and Gizmo online resources; Learning Village (content specific attachments, Extended Learning Modules, online textbook resources)
- Core- McGraw-Hill Social Sciences Text, Grade 9: World History and Geography; Grade 11: United States History & Geography: Modern Times; Grade 12: U.S. Government: Democracy in Action/Florida Economics Principles and Practices Digital-U.S. History Module 1 available at socialsciences.dadeschools.net

**Targeted Barriers to Achieving the Goal** 3

- Limited alignment of high-yield strategies / activities in connection to the performance task which reflects higher-level questioning. .
- Limited evidence of student engagement in accountable talk and usage of high order questions.

**Plan to Monitor Progress Toward G1.** 8

Following the FCIM model, maintain and monitor a solid and effective data system to track student progress through data disaggregation, Interim Assessments data, Florida Standards Assessment or EOC (FCAT 2.0) data analysis.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Monthly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

Data disaggregation, Interim Assessments, Florida Standards Assessment or EOC (FCAT 2.0 ),

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase student achievement by improving core instruction in all content areas. **1**

 G070491

**G1.B1** Limited alignment of high-yield strategies / activities in connection to the performance task which reflects higher-level questioning. **2**

 B183648

**G1.B1.S1** Implement the backwards planning model which reflects higher-level questioning and high yield strategies / activities that align to the performance task. **4**

 S195299

### Strategy Rationale

In an effort to eliminate the specified barrier, the backwards planning model will be implemented to foster purposeful and standards-aligned instruction across all content areas.

### Action Step 1 **5**

Introduce the action plan to faculty, EESAC, and all departments.

#### Person Responsible

Heriberto Sanchez

#### Schedule

On 9/22/2015

#### Evidence of Completion

Agenda, MInutes, Sign-in Sheets

### Action Step 2 5

Introduce the backwards planning model to teachers through Professional Development

**Person Responsible**

Aileen Rodriguez

**Schedule**

On 9/23/2015

**Evidence of Completion**

Agenda, Sign-in Sheets, PD Handout, IFC Minutes

### Action Step 3 5

Implement the Collaborative Planning Framework during Common Planning Session.

**Person Responsible**

Lucy Trillas

**Schedule**

Biweekly, from 9/23/2015 to 6/3/2016

**Evidence of Completion**

Agenda, Minutes, Sign-in Sheets, Lesson Plans, IFC Minutes

### Action Step 4 5

Follow-up by identifying teachers for Coaching Support in the area of backwards planning that reflects higher-level questioning and high yield strategies/activities that align to the performance task.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 9/23/2015 to 10/30/2015

**Evidence of Completion**

Walk-through notes from administration

### Action Step 5 5

Identify a model/observational classroom that has successfully implemented the backwards planning model.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 9/23/2015 to 11/13/2015

**Evidence of Completion**

Informal walk-through notes and lesson plans

### Action Step 6 5

Monitor the implementation of the backwards planning model which reflects higher-level questioning and high yield strategies/activities that align to the performance task within the all departments.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 9/23/2015 to 6/3/2016

**Evidence of Completion**

Walk-through notes and lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct professional development, coaching cycles, common planning sessions on the backwards planning model. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

**Person Responsible**

Lucy Trillas

**Schedule**

Weekly, from 9/23/2015 to 6/3/2016

**Evidence of Completion**

Professional Development Agenda / Roster / IFC Agenda Coaching Calendar / Logs  
Formative: District Interim Assessments



**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the backwards planning model for the teachers who received coaching cycles.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 9/23/2015 to 6/3/2016

**Evidence of Completion**

Walkthroughs, lesson plans

**G1.B2 Limited evidence of student engagement in accountable talk and usage of high order questions. 2**

 B183649

**G1.B2.S1 Utilize effective planning protocols including the use of the Item Specifications to develop effective instructional strategies that maximize the engagement of the students in accountable talk with an emphasis on questioning strategies. 4**

 S195300

**Strategy Rationale**

In an effort to eliminate the specified barrier, the iSPECS tool and collaborative planning document will be utilized during common planning. These resources will ensure that students are consistently probed and held accountable through strategic, higher order questions.

**Action Step 1 5**

Introduce the action plan to faculty, EESAC, and All Departments

**Person Responsible**

Heriberto Sanchez

**Schedule**

On 9/23/2015

**Evidence of Completion**

Agenda, Minutes, Sign-in Sheets

### Action Step 2 5

Provide Professional Development on how to integrate higher order thinking strategies into lessons to elicit accountable talk for deeper student understanding of the subject.

**Person Responsible**

Richard Bielski

**Schedule**

On 9/23/2015

***Evidence of Completion***

Agenda, Sign-In Sheet / Roster, PD Handout / Follow-Up

### Action Step 3 5

Conduct bi-weekly collaborative planning sessions that align with the rigor of the Florida Content standards and infuses critical thinking and student accountable talk.

**Person Responsible**

Verdell Sands

**Schedule**

Biweekly, from 9/23/2015 to 1/22/2016

***Evidence of Completion***

Lesson plans, PLCs minutes and sign-in sheets

### Action Step 4 5

Effective implementation of high order questioning strategies during lesson delivery on a continual basis.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 9/23/2015 to 1/22/2016

***Evidence of Completion***

Walkthroughs, administrative observations

### Action Step 5 5

Provide follow up support through the use of coaching cycles for identified teachers

**Person Responsible**

Richard Bielski

**Schedule**

Biweekly, from 9/23/2015 to 1/22/2016

**Evidence of Completion**

Coaching support documents (logs and calendar)

### Action Step 6 5

Monitor for fidelity and effectiveness via instructional walkthroughs and administrative meetings with Instructional Coaches and Curriculum Support Specialists

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 9/30/2015 to 1/22/2016

**Evidence of Completion**

Informal walkthrough logs

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct professional development, coaching cycles, lesson planning on student accountable talk and higher-order questioning strategies. Monitor student data reports and apply coaching cycle based on the needs of teachers and their assessment results.

**Person Responsible**

Richard Bielski

**Schedule**

Weekly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

Professional development agenda, Sign-In Sheet / Roster, IFC Agenda Coaching Calendar, Formative: District Interim Assessment

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of student accountable talk and higher-order questioning for teachers who received coaching cycles.

**Person Responsible**

Heriberto Sanchez

**Schedule**

Weekly, from 10/8/2015 to 6/3/2016

**Evidence of Completion**

Walkthrough, Coaching Calendars, Lesson Plans

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce the action plan to faculty, EESAC, and all departments.	Sanchez, Heriberto	9/22/2015	Agenda, MInutes, Sign-in Sheets	9/22/2015 one-time
G1.B2.S1.A1	Introduce the action plan to faculty, EESAC, and All Departments	Sanchez, Heriberto	9/23/2015	Agenda, Minutes, Sign-in Sheets	9/23/2015 one-time
G1.B1.S1.A2	Introduce the backwards planning model to teachers through Professional Development	Rodriguez, Aileen	9/23/2015	Agenda, Sign-in Sheets, PD Handout, IFC Minutes	9/23/2015 one-time
G1.B2.S1.A2	Provide Professional Development on how to integrate higher order thinking strategies into lessons to elicit accountable talk for deeper student understanding of the subject.	Bielski, Richard	9/23/2015	Agenda, Sign-In Sheet / Roster, PD Handout / Follow-Up	9/23/2015 one-time
G1.B1.S1.A3	Implement the Collaborative Planning Framework during Common Planning Session.	Trillas, Lucy	9/23/2015	Agenda, Minutes, Sign-in Sheets, Lesson Plans, IFC Minutes	6/3/2016 biweekly
G1.B2.S1.A3	Conduct bi-weekly collaborative planning sessions that align with the rigor of the Florida Content standards and infuses critical thinking and student accountable talk.	Sands, Verdell	9/23/2015	Lesson plans, PLCs minutes and sign-in sheets	1/22/2016 biweekly
G1.B1.S1.A4	Follow-up by identifying teachers for Coaching Support in the area of backwards planning that reflects higher-level questioning and high yield strategies/activities that align to the performance task.	Sanchez, Heriberto	9/23/2015	Walk-through notes from administration	10/30/2015 weekly
G1.B2.S1.A4	Effective implementation of high order questioning strategies during lesson delivery on a continual basis.	Sanchez, Heriberto	9/23/2015	Walkthroughs, administrative observations	1/22/2016 weekly
G1.B1.S1.A5	Identify a model/observational classroom that has successfully implemented the backwards planning model.	Sanchez, Heriberto	9/23/2015	Informal walk-through notes and lesson plans	11/13/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A5	Provide follow up support through the use of coaching cycles for identified teachers	Bielski, Richard	9/23/2015	Coaching support documents (logs and calendar)	1/22/2016 biweekly
G1.B1.S1.A6	Monitor the implementation of the backwards planning model which reflects higher-level questioning and high yield strategies/activities that align to the performance task within the all departments.	Sanchez, Heriberto	9/23/2015	Walk-through notes and lesson plans	6/3/2016 weekly
G1.B2.S1.A6	Monitor for fidelity and effectiveness via instructional walkthroughs and administrative meetings with Instructional Coaches and Curriculum Support Specialists	Sanchez, Heriberto	9/30/2015	Informal walkthrough logs	1/22/2016 weekly
G1.MA1	Following the FCIM model, maintain and monitor a solid and effective data system to track student progress through data disaggregation, Interim Assessments data, Florida Standards Assessment or EOC (FCAT 2.0) data analysis.	Sanchez, Heriberto	9/28/2015	Data disaggregation, Interim Assessments, Florida Standards Assessment or EOC (FCAT 2.0 ),	6/3/2016 monthly
G1.B1.S1.MA1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the backwards planning model for the teachers who received coaching cycles.	Sanchez, Heriberto	9/23/2015	Walkthroughs, lesson plans	6/3/2016 weekly
G1.B1.S1.MA1	Conduct professional development, coaching cycles, common planning sessions on the backwards planning model. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results.	Trillas, Lucy	9/23/2015	Professional Development Agenda / Roster / IFC Agenda Coaching Calendar / Logs Formative: District Interim Assessments	6/3/2016 weekly
G1.B2.S1.MA1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of student accountable talk and higher-order questioning for teachers who received coaching cycles.	Sanchez, Heriberto	10/8/2015	Walkthrough, Coaching Calendars, Lesson Plans	6/3/2016 weekly
G1.B2.S1.MA1	Conduct professional development, coaching cycles, lesson planning on student accountable talk and higher-order questioning strategies. Monitor student data reports and apply coaching cycle based on the needs of teachers and their assessment results.	Bielski, Richard	9/28/2015	Professional development agenda, Sign-In Sheet / Roster, IFC Agenda Coaching Calendar, Formative: District Interim Assessment	6/3/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited alignment of high-yield strategies / activities in connection to the performance task which reflects higher-level questioning. .

**G1.B1.S1** Implement the backwards planning model which reflects higher-level questioning and high yield strategies / activities that align to the performance task.

#### PD Opportunity 1

Introduce the backwards planning model to teachers through Professional Development

##### Facilitator

Lucy Trillas

##### Participants

All Faculty

##### Schedule

On 9/23/2015

**G1.B2** Limited evidence of student engagement in accountable talk and usage of high order questions.

**G1.B2.S1** Utilize effective planning protocols including the use of the Item Specifications to develop effective instructional strategies that maximize the engagement of the students in accountable talk with an emphasis on questioning strategies.

#### PD Opportunity 1

Provide Professional Development on how to integrate higher order thinking strategies into lessons to elicit accountable talk for deeper student understanding of the subject.

##### Facilitator

Richard Bielski, Lucy Trillas, Verdell Sands-Hollis

##### Participants

All Faculty

##### Schedule

On 9/23/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Introduce the action plan to faculty, EESAC, and all departments.	\$0.00
2	G1.B1.S1.A2	Introduce the backwards planning model to teachers through Professional Development	\$0.00
3	G1.B1.S1.A3	Implement the Collaborative Planning Framework during Common Planning Session.	\$0.00
4	G1.B1.S1.A4	Follow-up by identifying teachers for Coaching Support in the area of backwards planning that reflects higher-level questioning and high yield strategies/activities that align to the performance task.	\$0.00
5	G1.B1.S1.A5	Identify a model/observational classroom that has successfully implemented the backwards planning model.	\$0.00
6	G1.B1.S1.A6	Monitor the implementation of the backwards planning model which reflects higher-level questioning and high yield strategies/activities that align to the performance task within the all departments.	\$0.00
7	G1.B2.S1.A1	Introduce the action plan to faculty, EESAC, and All Departments	\$0.00
8	G1.B2.S1.A2	Provide Professional Development on how to integrate higher order thinking strategies into lessons to elicit accountable talk for deeper student understanding of the subject.	\$0.00
9	G1.B2.S1.A3	Conduct bi-weekly collaborative planning sessions that align with the rigor of the Florida Content standards and infuses critical thinking and student accountable talk.	\$0.00
10	G1.B2.S1.A4	Effective implementation of high order questioning strategies during lesson delivery on a continual basis.	\$0.00
11	G1.B2.S1.A5	Provide follow up support through the use of coaching cycles for identified teachers	\$0.00
12	G1.B2.S1.A6	Monitor for fidelity and effectiveness via instructional walkthroughs and administrative meetings with Instructional Coaches and Curriculum Support Specialists	\$0.00
<b>Total:</b>			<b>\$0.00</b>