

Miami-Dade County Public Schools

# Hialeah Gardens Senior High School



2015-16 School Improvement Plan

## Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD, Hialeah Gardens, FL 33018

<http://hghs.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	83%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	99%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	I*	B	A	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>.

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## 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 Gardens High School is to provide all students the opportunity, in small learning communities, to receive a high quality, international education that will equip them to compete in our ever-changing, high-tech, global society. In a safe and healthy environment, and through collaboration among disciplines, project-based assignments, and business and community partnerships, we will prepare students to become productive and socially conscious members of society by providing them with the knowledge and skills necessary to succeed in post-secondary education and the workforce.

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

A collaborative learning community achieving excellence daily.

#### School Environment

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

Hialeah Gardens High School receives students from around the world each year. Whether it be from Europe, Asia, Latin America, Central America, or the Caribbean, all students are taken in with open arms. From there, the cultural adventure begins and the uniqueness of each and every students' cultural experiences transcend into every lesson learned. Throughout the educational process, teachers continuously make cultural connections in relation to the content presented, which allows for a teacher-student relationship to take place. The many heritages are also celebrated, while making mention of the many contributions each culture has offered the United States throughout history. Through student projects, display boards, cultural dances, folklore, traditions and foods, teachers and students obtain a first-hand experience of the cultural melting pot that makes Hialeah Gardens High School.

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

Student and employee safety is a primary concern of Hialeah Gardens High School. Personnel is trained on the skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in the school/community. Some of the protective action procedures include the evacuation of students/staff from the building(s), evacuation of the disabled and if necessary the relocation of students/staff from the school campus, lockdown procedures and holding/dismissing students during school and community emergencies, and a strict uniform policy. With the help of the administrative team, teachers monitoring the halls at the changing of the bells, and security monitors continuously circling the campus and closely monitoring the cameras, students are ensured a safe and respectable environment before, during, and after school.

##### 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



An orderly, friendly atmosphere in the classroom and in the school is essential if students are to learn to the maximum of their ability. Subject to law and School Board Rules, each teacher or other member of the staff shall keep good order in the classroom and in other areas of the school. When school rules are broken, the following procedures will be followed (the order may be changed, depending on the circumstances):

1. Verbal warnings will be given to the student.
2. A pupil-teacher conference will be held.
3. The teacher will contact the parent concerning the misbehavior.
4. If the student's behavior does not improve, the Principal or Assistant Principal will be notified and other disciplinary measures will be considered.
5. Other disciplinary measures may include, but are not limited to work assignment, after school detention, indoor suspension, suspension from school or recommendation for expulsion.
6. The possession and/or use of weapons by students on school grounds will result in suspension and an automatic recommendation for expulsion.

All students are expected to abide by the Code of Student Conduct at all times. The use of abusive or profane language in school and /or at school activities is prohibited. Any student involved in a fight, including food fights, before school, after school, or when participating in a school-sponsored activity on or off campus will be suspended.

The authority set forth in Florida Statutes vest school administrators with the power to establish rules for discipline, develop understandings for the enforcement of obedience, and to enforce classroom regulations. Teacher's and administrators have the right to use such means including the moderate use of physical contact as may be necessary to maintain discipline and to enforce school order and rules.

**ASSERTIVE DISCIPLINE** – Hialeah Gardens High School will follow a school wide assertive discipline plan. It will establish a classroom structure and routine that will provide the optimal learning environment. Appropriate behavior will be required so that the needs of all children will be met. The success of the program will depend on help from parents, teachers, students and principal.

**SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI)** – S.C.S.I. is for students who are repeatedly referred to the assistant principals for unacceptable classroom behavior. Assignments to the Center may be made as an alternative to suspension. Students will be assigned to this classroom for no more than ten (10) consecutive days.

School administrators may elect to assign students to SCSI as an alternative to suspension from school. The center is designed to provide tutorial and guidance services. When misconduct in a class results in an assignment to SCSI, the student should be removed from only the class in which the misconduct occurred. Continued misconduct can result in removal from all classes.

**SUSPENSION AND EXPULSION** – Only the Miami-Dade County School Board, by law, has the right to expel a student from school. Suspensions and/or expulsions may be issued when a student has possessed, used, handled or transmitted a substance capable of modifying mood and/or behavior; possessed, used, handled, or transmitted a weapon, including but not limited to, a gun, knife, razor, ice pick or club; used any article as a weapon or in a manner reasonably calculated to threaten any person, conduct of the school or school activity; engaged in less serious but continuing misconduct, including, but not limited to, the use of profane, obscene or abusive language or other acts that are detrimental to the educational function of the school.

#### **CELL PHONES**

Possession of a cellular telephone is not a violation of the Code of Student Conduct (COSC). However, the possession of a cellular telephone which disrupts the educational process; the use of the cellular telephone for personal use during school hours; and the possession or use of a cellular telephone which disrupts or interferes with the safety-to-life issue for students being transported on a M-DCPS school bus, would be a violation of the Code of Student Conduct.

**INTERNET USE POLICY** – see Board Rule 6Gx13- 6A-1.112

Access and use of the internet is a privilege, not a right, and its use must support the educational objectives of the District. Students must always get permission from their teachers prior to using the internet. In addition, the District prohibits the transmission of materials such as copyright material,

threatening or obscene material or material protected by trade secret, which violate local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation.

**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**

Hialeah Gardens High School ensures the social-emotional needs of all students by promoting positive relationships among students and adults. HGSH fosters a multicultural environment free of bullying. The students have access to counseling sessions, where they receive mental health support and youth-development. Teachers also reinforce school rules, classroom routines, schedules, and make sure students are receiving the guidance and aid each student requires. In addition, the school creates projects for students to work together using coaching and support from other peers and adults. Teachers monitor the students' progress and offer them opportunities to work as a collaborative team. Special need students receive access to related services that offer them the tools they need to perform as regular peers. Social-emotional needs of students are also met by developing Individualized Educational Plans (IEP) aimed to develop the students skills and to teach them how to manage their emotions, resolve conflicts and become independent, self-sufficient and responsible individuals. Teachers then provide accommodations based on the unique needs and characteristics indicated on the IEP. All students are encourage to participate in extracurricular activities, tutoring, and sports. HGSH is a fully inclusive school with high standards and expectations of all students. Students are trained to enhance their skills and be ready to face the challenges of higher education.

**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**

In determining our at-risk student population, all early warning indicators are taken into consideration. When carefully analyzed, students are then categorized by the indicators placing them in the "at risk" profile. Careful attention is placed in the following areas:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	98	109	84	165	456
One or more suspensions	31	31	23	10	95
Course failure in ELA or Math	237	197	77	7	518
Level 1 on statewide assessment	158	165	309	4	636

*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	117	242	311	153	823

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

The school provides all students identified by the early warning system with the opportunity to attend the following:

1. Yes Institute, sponsored by the 21st Century Grant, which allows student to complete course hours in order to compensate for lost instructional days
2. Morning and evening intervention meetings
3. After school tutoring
4. Saturday academic camps
5. Pullout/Push-in small group content-specific interventions
6. Participation in the Student Success Centers and Pathways to enhance the academic performance and behavior of at-risk students.

**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/49354>.

**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**

In securing a strong partnership and relationship with the local community, Hialeah Gardens High School makes sure to establish and maintain a rapport with parents, community members, and our neighboring businesses. In doing so, we continuously include all parties informed and welcome them to take part in our SAC meetings. In working together, we can ensure that all parties are involved in making decisions to enhance student achievement. Whether it be to motivate students, assist them with resources, provide services and/or work opportunities, and take part in community events as a team; parents, community members, and our neighboring businesses work as a communal team.

**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
Algaze, Louis	Principal
Granados, Andy	Assistant Principal
Slocum, Lesa	Assistant Principal
Cimino, Edith	Assistant Principal
Krueger, Lee	Assistant Principal
Parra, Anabel	Instructional Media
Law, Tammy	Teacher, K-12
Pino, Yvette	Guidance Counselor
Valle, Vanessa	Instructional Coach
Rodriguez, Christine	Teacher, K-12
Estrada, Claudia	Instructional Coach
Napoles, Rafael	SAC Member
Hernandez, Danette	Teacher, K-12
Morales, Meiky	Teacher, ESE
Nehme, Zachery	Teacher, K-12
Bryant, James	Teacher, K-12
Belfield, Kristan	Administrative Support
Donohue, Maria	Teacher, K-12
Aguila, Elizabeth	Teacher, K-12
Nino, Claudia	Teacher, K-12
Garrido, Alex	Teacher, K-12
Espinosa, Jack	Teacher, K-12
Nehme, Adam	Teacher, K-12
Somoza, Nicole	Teacher, ESE

## Duties

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

1. Principal - provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data.
2. Assistant Principal - provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data.
3. Assistant Principal & Rtl Coordinator- provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data; provide levels of support and interventions based on data
4. Media Specialist - serve as a member of the LLT; provide school-wide literacy initiatives
5. Academy of Biomedical Science Lead Teacher- align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
6. Student Services Department Chairperson - maintain effective communication with students, parents and teachers
7. Reading Coaches - provide resources and support for teachers; schedule district assessments; conduct data chats;
8. Language Arts Department Chairperson- conduct data chats; schedule district assessments;

provide resources and support to teachers.

9. ELL/ESOL Department Chairperson- conduct data chats; schedule district assessments; provide resources and support to teachers.

10. Activities Director/EESAC Chairperson- communicate effectively with stakeholders; update SIP as necessary

11. Mathematics Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.

12. SPED/ESE Department Chairperson -conduct data chats; schedule district assessments; provide resources and support to teachers.

13. Science Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.

14. Social Studies Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.

15. Fine Arts/Vocational/Electives Department Chairperson -conduct data chats; schedule district assessments; provide resources and support to teachers.

16. Test Chairperson - analyze and disseminate data as it becomes available; facilitate state and local exams

17. Academy Coordinator- align Common Core curriculum with academy curriculum; facilitate certification exams

18. SPED/ESE Teacher - implement appropriate accommodations; conduct IEP meetings; maintain effective communication with students, teachers, and parents.

19. Academy of Hospitality and Tourism Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

20. Academy of Arts and Entertainment Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

21. Academy of Law Studies Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

22. Academy of Education Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

23. Academy of International Finance Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

24. Academy of Engineering Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

25. Academy of Finance Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

***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***

The Leadership Team will:

1. monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. monitor the fidelity of the delivery of instruction and intervention.

3. provide levels of support and interventions to students based on data.

4. consider data the end of year Tier 1 problem solving.

The school-based RtI Leadership Team is involved in proposing practices and developing a plan for implementing school-wide improvements in all specified goal areas of the SIP. The RtI Leadership Team uses the data gathered to identify goals for the SIP. These goals will be used to create action steps or strategies. The team will help set and implement clear expectations that align with state, district and school's instructional focus.

Hialeah Gardens High School provides intervention to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-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; Title I CHES (as appropriate); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Hialeah Gardens High School 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. District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

TITLE II: Miami-Dade County is a Title II District. 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: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant English Language Learners. In addition, Hialeah Gardens Senior High provides students and parents with home language assistance by providing pull-out sessions during the school day. As funds become available, after school and Saturday tutoring is offered to assist any student identified under the NCLB requirements. 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 (K – 12)
- Parent outreach activities (K – 12)
- Professional Development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers (K – 12)
- Reading and supplementary instructional materials (K – 12)

Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K – 12), RFP process.

TITLE X: Hialeah Gardens High School will provide:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each

school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Hialeah Gardens High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

Hialeah Gardens High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, guest speakers, on campus activities, and counseling.

#### Nutrition Programs

Hialeah Gardens High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.
- Hialeah Gardens High School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Miami-Dade County Schools District's Wellness Policy.

#### Adult Education

High school completion courses are available to all eligible Hialeah Gardens High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, 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 post-secondary 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 post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

A partnership through the National Academy Foundation provides students with summer internship and job training opportunities. Additionally, through academy related field trips, students also learn how to create a resume, dress for success, and perform well during a job interview.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Louis Algaze	Principal
Lesa Slocum	Parent
Maria Donohue	Teacher
Michael Benitez	Teacher
Freddie Robinson	Teacher
Claudia Estrada	Education Support Employee
Afhtab Mohammed	Parent
Rafael Napoles	Education Support Employee
Chelsea Perez	Student
Connie Laguna	Business/Community
Nicole Somoza	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*

As a team, the School Advisory Council (SAC), met and reviewed the 2014-2015 School Improvement Plan (SIP). The committee analyzed the data to determine the elimination or reduction of barriers, along with the development of goals for the 2015-2016 year. Additionally, the budget and allocations used were assessed to determine effectiveness of resources offered.

*Development of this school improvement plan*

During quarterly and special meeting sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. The committee analyzed suggestions made by each academic department in the SIP End of Year Review form for 2015-2016. Strategies, data, and instructional resources were all discussed and considered before making final recommendations. All recommendations or decisions made by the SAC were consistent with the Florida Continuous Improvement Model, the Florida Standards, the State vocational/business standards, and pertinent Academy curricula to ensure continuity, alignment, and achievement.

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

In ensuring that all teachers and students are trained and ready to strategically reduce or eliminate the barriers presented in the SIP, it was agreed that the budget should include teacher professional development, technology integration and training, the purchase of content specific supplemental materials used to support the needs of each academic area, and student motivational incentives for excellent academic performance; other issues such as enhancements for student services and school safety are considered. From there, the group, including the principal, discuss the funds available and determine how it should be allocated to ensure all areas are accounted for and that allocation will indeed serve the purpose of enhancing student achievement.

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

During the 2013-2014 academic year, the EESAC and the administration worked cooperatively in the funding of requested items, which technology resources, evidence-based programs, and personnel. The sums allocated for each area were:



\$10,000 Technology- Turnitin.com  
 \$7,000 Evidence- Based Program- Saturday Camp  
 \$5,000 Personnel- Teachers for after school tutoring  
 Total: \$22,000

**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
Algaze, Louis	Principal
Slocum, Lesa	Assistant Principal
Krueger, Lee	Assistant Principal
Cimino, Edith	Assistant Principal
Ochoa, Carlos	Teacher, K-12
Estrada, Claudia	Instructional Coach
Rodriguez, Christine	Teacher, K-12
Hernandez, Danette	Teacher, K-12
Parra, Anabel	Teacher, K-12
Valle, Vanessa	Teacher, K-12
Nehme, Zachery	Teacher, PreK
Pino, Yvette	Teacher, K-12
Bryant, James	Teacher, K-12
Belfield, Kristan	Teacher, K-12
Law, Tammy	Teacher, K-12
Aguila, Elizabeth	Teacher, K-12
Garrido, Alex	Teacher, K-12
Nino, Claudia	Teacher, K-12
Nehme, Adam	Teacher, K-12
Espinosa, Jack	Teacher, K-12
Napoles, Rafael	Administrative Support
Donohue, Maria	Teacher, K-12
Somoza, Nicole	Teacher, ESE

**Duties**

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

Monthly meetings are conducted during the school-wide planning time. A professional development (PD) plan, offering Master Plan Points (MPP) is scheduled for 2015-2016, including sessions on

incorporating literacy across the curriculum. The Literacy Leadership Team will help implement the Word of the Day practice and Florida Standards curriculum across content areas. Additionally, the team will create and implement a literacy partnerships among students, parents and teachers, and implement classroom libraries effectively as a tool to increase school wide literacy.

## 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**

In encouraging positive working relationships, collaborative planning, and instruction among teachers; Hialeah Gardens High School offers all teachers a daily 20 minute common planning time slot. Within this time slot, teachers of all disciplines are encouraged to work together and develop meaningful unit and lesson plans to ensure that quality instruction is taking place in the classroom. Teachers are also provided continuous professional development to support their professional needs. Additionally, once a week teachers meet with their assigned academy so that proactive school-wide initiatives (i.e. school-wide research paper and school-wide novel) can be discussed as well as cross-curricular planning. Furthermore, teachers meet with their respective departments once a week for grade level/subject collaborative planning to better develop their lesson planning and delivery models.

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

- 1.Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead Responsible: Academy Teachers, Principal, Assistant Principal, Department Chair, Lead Academy Teacher
- 2.Partnering new teachers with veteran teachers.  
Responsible: Assistant Principal
- 3.Soliciting referrals from current employees  
Responsible: Assistant Principal
- 4.Offer teachers leadership opportunities  
Responsible: Principal
5. Monthly collaborative meetings with new teachers new to the building and beginning teachers  
Responsible: Assistant Principal

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

1. Ms. Eden Costa will be paired with mentor Elizabeth Aguila.  
Ms. Costa is a teacher with less than one year of teaching experience. She is paired with Ms. Aguila, a Highly Qualified Language Arts Teacher and NBCT. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
2. Ms. Jesenia Marcellini will be paired with mentor Claudia Estrada.  
Ms. Marcellini is a teacher with less than one year of teaching experience. She is paired with Ms. Estrada, a Highly Qualified ESOL Teacher and reading teacher. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

## 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***

In ensuring that all materials are aligned to the Florida Standards, teachers are asked to follow the district pacing guides, and attend common planning sessions, where department chairs will assist members of their department to unpack the standards effectively. In doing so, teachers will not only become more proficient using the standards, but will also make certain that the standards are embedded in all lessons delivered.

**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***

Interim assessment and state assessment data is continuously monitored and analyzed to properly differentiate instruction and ensure that all students' needs are met. In order to ensure that our diverse student population is properly receiving instruction based individual needs, students of different levels and educational backgrounds are offered the following interventions and/or supplemental materials to enhance classroom instruction:

Level I & II Students: Pull-out and push-in intervention, textbook supplemental materials, EssaySmart, Reading Plus, Discovery Education, Learning Village materials, Intensive Reading and Math classes, FCAT Explorer, Carnegie Learning Cognitive Tutor, District Review EOC Packets

Level III-IV Students: Textbook supplemental materials, EssaySmart, Discovery Education, Learning Village materials, after school tutoring, Saturday camps, supplemental online programs, Gizmos, Discovery Learning, Technology resources - computers, tablets for 9th grade students, calculators, manipulatives, etc.

ELL Students: Reading pull out intervention, Achieve 3000 (Level II-IV), Imagine Learning (Level I), iWorld (ELL Levels I-IV), HLAP (Home Language Assistance Program), after school tutoring, Saturday Camps

***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:** 480

Saturday camps are held to enrich student learning in reading and writing, math, social studies and science. This is an effort to provide students with small group settings where they can gain a deeper understanding of instruction given during the regular school day.

**Strategy Rationale**

This enrichment opportunity will best prepare students to obtain a passing score on the state assessments, which will in turn increasing our school-wide proficiency rate.

**Strategy Purpose(s)**

- Enrichment

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

Slocum, Lesa, lslocum@dadschools.net

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

Formative assessments are given each Saturday and data is shared with core teachers. The data is disaggregated and strategies are enhanced or modified on a weekly basis. Accurate attendance records are taken to insure that students engage in a minimum amount of hours in order to demonstrate progress towards proficiency. FCAT 2.0, FSA, and Algebra, Geometry, Algebra 2, US History, and Biology EOC exams results are used to determine the effectiveness of the program.

**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**

In best supporting the incoming cohorts, Hialeah Gardens High School hosts annual articulation meetings with academic leaders from both elementary and middle school feeder patterns. At those meetings, all instructional leaders work in lining up the curriculum to ensure an ongoing learning process takes place.

**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**

Hialeah Gardens High School offers eight academies (Academy of Arts and Entertainment, Academy of Biomedical Sciences, Academy of Education, Academy of Engineering, Academy of Finance, Academy of Hospitality and Tourism, Academy of Information Technology, and Academy of Law Studies) for students to select an area of study during high school. The academy offerings provide a guide for students to have hands on experiences in an area of choice, an internship opportunity, and industry certifications. Students may also elect to enroll in a variety of Advanced Placement courses, Cambridge courses, and Dual Enrollment with Miami-Dade College and Florida International University.

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

- Applied and integrated mathematics and science courses are offered to accommodate the diverse student needs.
- Varied instructional methodologies are used to engage students in the process of a higher level problem solving and critical thinking.
- Assessment data via state, district, and school site is used for student course recommendations to meet educational needs.
- The school encourages and highly recommends students who have completed the state requirements for mathematics and science courses to enroll in additional courses.
- Teachers meet within their department to discuss student progress and to plan for supplementary courses for the following school year.

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

- Review of student final grades and teacher recommendation for potential students who may benefit from advanced level courses.
- Use of the data from the results of the PSAT in AP Potential to provide additional information on students who may not have been exposed to advanced level courses.
- Advanced course informational sessions are provided for the current course teachers to outline the curriculum for future courses.
- Parent/student orientations are held to review academy and academic offerings at various times throughout the school year.
- Academic advisement from school counselors ensures the appropriate enrollment of students to make students aware of the availability of advanced level courses. Advisement is also extended to students who are currently experiencing difficulties their current courses.
- Summer preparation materials are provided for students to prepare for the upcoming school year.
- Various post-secondary institutions send representatives to speak regarding student admissions, scholarship opportunities, athletics, and other topics of interest about college life.

**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**

In best preparing students for the public post-secondary level, Cambridge (AICE), dual enrollment, and AP courses are offered in most disciplines. Students are expected to maintain a rigorous level of academic achievement parallel to that of post-secondary education. In addition, our college and career readiness classes prepare students for the PERT and allow them to fulfill the exam requirement, while in high school. Students are continuously offered SAT and ACT tutoring prior to all administrations of the SAT and ACT exams, which are all conveniently offered at the school site.

## 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.

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## 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.** To increase student achievement by improving core instruction in all content areas.
- G2.** In monitoring the Early Warning signs, 10% of our students missed 8% or more of available instructional time. Our goal for 2016 is to decrease this number of students by 1 percentage point.
- G3.** In order to emphasize student engagement in the problem solving process, we need to increase the number of students that will participate in Project Based Learning in STEM. Moreover, Hialeah Gardens Senior High School will increase both the numbers of students enrolled in career technical education (CTE) and in advanced courses.
- G4.** During the 2014-2015 school year, data revealed that parent participation in school-wide activities was 15%. Our goal for 2015-2016 school year is to increase parental involvement by 10%.

## 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. To increase student achievement by improving core instruction in all content areas. 1a**

G070637

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	66.0
Bio I EOC Pass	68.0
FAA Writing Proficiency	50.0

**Resources Available to Support the Goal 2**

- District Pacing guides, supplemental materials, Florida Standards, Discovery Education, cPalms, Learning Village, after school tutoring, Saturday camps, common planning, instructional coaches, curriculum support specialist, content area leaders, HLAP (Home Language Assistance Program), Reading pull out intervention, Achieve 3000 (Level II-IV), Imagine Learning (Level I), iWorld (ELL Levels I-IV), technology resources. Available Data: FAIR data, FCAT or alternative state-wide assessment data from previous years, SAT or ACT scores

**Targeted Barriers to Achieving the Goal 3**

- Limited differentiated instruction to target students' needs.
- Student come with lack of pre-requisite skills and need remediation to close knowledge gaps.

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

District Interim Assessment data will indicate whether or not barriers have been reduced or eliminated.

**Person Responsible**

Louis Algaze

**Schedule**

Quarterly, from 9/11/2015 to 10/9/2016

**Evidence of Completion**

Interim Assessment Data



**G2.** In monitoring the Early Warning signs, 10% of our students missed 8% or more of available instructional time. Our goal for 2016 is to decrease this number of students by 1 percentage point. 1a

 G070638

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	82.0

**Resources Available to Support the Goal** 2

- N/A

**Targeted Barriers to Achieving the Goal** 3

- Students that are homeless and of low socio-economic status lack proper means to attend school on a daily basis (i.e. transportation, need to work, parental absence, etc.)

**Plan to Monitor Progress Toward G2.** 8

Review of attendance summary report

**Person Responsible**

Andy Granados


**Schedule**

Weekly, from 9/7/2015 to 6/9/2016

**Evidence of Completion**

Attendance record summary

**G3.** In order to emphasize student engagement in the problem solving process, we need to increase the number of students that will participate in Project Based Learning in STEM. Moreover, Hialeah Gardens Senior High School will increase both the numbers of students enrolled in career technical education (CTE) and in advanced courses. **1a**

 G070639

**Targets Supported** **1b**

Indicator	Annual Target
Postsecondary Enrollments	5.0

**Resources Available to Support the Goal** **2**

- Pearson-Prentice Hall
- Graphic Designs Element
- Diversify Health Occupation
- Journalism Today
- Mechanical Drawing
- Architectural Residential Drafting and Design
- Business and Personal Finance
- Hospitality and Tourism

**Targeted Barriers to Achieving the Goal** **3**

- Limited evidence of completed student projects in STEM- i.e. Miami-Dade Expo (Science Fair SECME). Additionally, students enrolled in CTE courses need further integration of the Common Core reading standards for literacy in Science and technical subjects.

**Plan to Monitor Progress Toward G3.** **8**

Student progress will be monitored through district data of reading targets and CTE students.

**Person Responsible**

**Schedule**

Weekly, from 9/21/2015 to 6/9/2016

**Evidence of Completion**

STEM Expo, reading data of CTE students

**G4.** During the 2014-2015 school year, data revealed that parent participation in school-wide activities was 15%. Our goal for 2015-2016 school year is to increase parental involvement by 10%. 1a

G070640

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

**Resources Available to Support the Goal** 2

- N/A

**Targeted Barriers to Achieving the Goal** 3

- Parental involvement declines at the high school level due to the transition of responsibility from parent to child.

**Plan to Monitor Progress Toward G4.** 8

Connect Ed messages to inform parents about upcoming events

**Person Responsible**

**Schedule**

Weekly, from 9/26/2014 to 6/3/2015

**Evidence of Completion**

Sign in rosters of events

## 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.** To increase student achievement by improving core instruction in all content areas. **1**

 G070637

**G1.B1** Limited differentiated instruction to target students' needs. **2**

 B184054

**G1.B1.S1** PLCs: Differentiated professional development (PD) focused on students' and teachers' needs. PDs will include effective planning, differentiated instruction, and other research-based practices.

**4**

 S195638

### Strategy Rationale

By sharing teacher tools, research-based techniques, and best practices, teachers will plan for and create differentiated curriculum and instruction that reaches all students, challenges them, and enhances student learning.

### Action Step 1 **5**

PLCs and PDs on differentiation that include Webb's DOK and 21st century skills will be provided.

#### Person Responsible

Vanessa Valle

#### Schedule

Weekly, from 9/12/2015 to 6/8/2016

#### Evidence of Completion

Classroom visits, data chats, and student work samples

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

Monitor PDs and PLCs for accurate delivery and participation.

**Person Responsible**

Lesa Slocum

**Schedule**

Weekly, from 9/11/2015 to 6/8/2016

***Evidence of Completion***

Classroom visits, data chats, and student work samples

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

Monitor PDs and PLCs for accurate delivery and participation.

**Person Responsible**

Lesa Slocum

**Schedule**

Weekly, from 9/11/2015 to 6/8/2016

***Evidence of Completion***

Classroom Visits, data chats, student work samples

**G1.B5** Student come with lack of pre-requisite skills and need remediation to close knowledge gaps. 2

B184058

**G1.B5.S1** Pull-outs of lower level students and differentiated instruction in the classroom including implantation of Edgenuity Virtual Tutor and Academic Support online program. 4

S195640

### Strategy Rationale

Individualized attention to meet the needs of each student and use differentiated instruction in small groups.

### Action Step 1 5

Identify lower level students lacking prerequisite skills by administering a Diagnostic Pretest. Students' Progress will be monitored through the school year.

#### Person Responsible

Danette Hernandez

#### Schedule

Semiannually, from 9/21/2015 to 3/1/2016

#### Evidence of Completion

Edgenuity data reports, Performance Matters reports, and district G2D reports

### Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Data monitoring

#### Person Responsible

Lesa Slocum

#### Schedule

Semiannually, from 9/21/2015 to 3/1/2016

#### Evidence of Completion

Edgenuity data reports, Performance Matters reports, and district G2D reports

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Data monitoring

**Person Responsible**

Louis Algaze

**Schedule**

Semiannually, from 9/21/2015 to 3/1/2016

**Evidence of Completion**

Edgenuity data reports, Performance Matters reports, and district G2D reports

**G2.** In monitoring the Early Warning signs, 10% of our students missed 8% or more of available instructional time. Our goal for 2016 is to decrease this number of students by 1 percentage point. 1

 G070638

**G2.B1** Students that are homeless and of low socio-economic status lack proper means to attend school on a daily basis (i.e. transportation, need to work, parental absence, etc.) 2

 B184060

**G2.B1.S1** Students and parents will analyze the Student Handbook and review the importance of daily attendance. 4

 S195641

**Strategy Rationale**

Students need to be cognizant of attendance policy in order to meet graduation requirement.

**Action Step 1 5**

Students who are deemed as developing a pattern of non-attendance will be referred to MTSS/RTI Team.

**Person Responsible**

Andy Granados

**Schedule**

Weekly, from 9/7/2015 to 6/9/2016

**Evidence of Completion**

Attendance record summary

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review of attendance summary report

**Person Responsible**

Andy Granados

**Schedule**

Weekly, from 9/7/2015 to 6/10/2016

***Evidence of Completion***

Attendance record summary

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review of attendance summary report

**Person Responsible**

Andy Granados

**Schedule**

Weekly, from 9/7/2015 to 6/9/2016

***Evidence of Completion***

Attendance record summary



**G3.** In order to emphasize student engagement in the problem solving process, we need to increase the number of students that will participate in Project Based Learning in STEM. Moreover, Hialeah Gardens Senior High School will increase both the numbers of students enrolled in career technical education (CTE) and in advanced courses. 1

G070639

**G3.B1** Limited evidence of completed student projects in STEM- i.e. Miami-Dade Expo (Science Fair SECME). Additionally, students enrolled in CTE courses need further integration of the Common Core reading standards for literacy in Science and technical subjects. 2

B184061

**G3.B1.S1** We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions. 4

S195642

### Strategy Rationale

Students need rigorous interaction with text in order to increase the ability to think critically and independently.

### Action Step 1 5

Common core and the use of hand held interactive devices

#### Person Responsible

Lesa Slocum

#### Schedule

Weekly, from 9/21/2015 to 6/9/2016

#### Evidence of Completion

STEM Expo and student progress will be monitored through district data of CTE students.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student progress will be monitored through district data of reading targets and CTE students.

#### Person Responsible

Lesa Slocum

#### Schedule

Weekly, from 9/21/2015 to 6/9/2016

#### Evidence of Completion

STEM Expo, reading data of CTE students

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Student progress will be monitored through district data of reading targets and CTE students.

**Person Responsible**

Lesa Slocum

**Schedule**

Weekly, from 9/21/2015 to 6/9/2016


**Evidence of Completion**

STEM Expo, reading data of CTE students

**G4.** During the 2014-2015 school year, data revealed that parent participation in school-wide activities was 15%. Our goal for 2015-2016 school year is to increase parental involvement by 10%. 1

 G070640

**G4.B1** Parental involvement declines at the high school level due to the transition of responsibility from parent to child. 2

 B184063

**G4.B1.S1** Provide parents advance notification of school events and activities via Connect Ed messages. 4

 S195643

**Strategy Rationale**

Parental involvement directly contributes to student achievement.

**Action Step 1 5**

Connect Ed messages to inform parents about upcoming events

**Person Responsible**

Rafael Napoles

**Schedule**

Biweekly, from 9/8/2015 to 6/9/2016

**Evidence of Completion**

Sign in roster of events

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Connect Ed messages to inform parents about upcoming events

**Person Responsible**

Rafael Napoles

**Schedule**

Biweekly, from 9/8/2015 to 6/9/2016

**Evidence of Completion**

Sign in rosters of events

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Connect Ed messages to inform parents about upcoming events

**Person Responsible**

Rafael Napoles

**Schedule**

Biweekly, from 9/8/2015 to 6/9/2016

**Evidence of Completion**

Sign in rosters of events

**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	PLCs and PDs on differentiation that include Webb's DOK and 21st century skills will be provided.	Valle, Vanessa	9/12/2015	Classroom visits, data chats, and student work samples	6/8/2016 weekly
G1.B5.S1.A1	Identify lower level students lacking prerequisite skills by administering a Diagnostic Pretest. Students' Progress will be monitored through the school year.	Hernandez, Danette	9/21/2015	Edgenuity data reports, Performance Matters reports, and district G2D reports	3/1/2016 semiannually
G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to MTSS/RTI Team.	Granados, Andy	9/7/2015	Attendance record summary	6/9/2016 weekly
G3.B1.S1.A1	Common core and the use of hand held interactive devices	Slocum, Lesa	9/21/2015	STEM Expo and student progress will be monitored through district data of CTE students.	6/9/2016 weekly
G4.B1.S1.A1	Connect Ed messages to inform parents about upcoming events	Napoles, Rafael	9/8/2015	Sign in roster of events	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	District Interim Assessment data will indicate whether or not barriers have been reduced or eliminated.	Algaze, Louis	9/11/2015	Interim Assessment Data	10/9/2016 quarterly
G1.B1.S1.MA1	Monitor PDs and PLCs for accurate delivery and participation.	Slocum, Lesa	9/11/2015	Classroom Visits, data chats, student work samples	6/8/2016 weekly
G1.B1.S1.MA1	Monitor PDs and PLCs for accurate delivery and participation.	Slocum, Lesa	9/11/2015	Classroom visits, data chats, and student work samples	6/8/2016 weekly
G1.B5.S1.MA1	Data monitoring	Algaze, Louis	9/21/2015	Edgenuity data reports, Performance Matters reports, and district G2D reports	3/1/2016 semiannually
G1.B5.S1.MA1	Data monitoring	Slocum, Lesa	9/21/2015	Edgenuity data reports, Performance Matters reports, and district G2D reports	3/1/2016 semiannually
G2.MA1	Review of attendance summary report	Granados, Andy	9/7/2015	Attendance record summary	6/9/2016 weekly
G2.B1.S1.MA1	Review of attendance summary report	Granados, Andy	9/7/2015	Attendance record summary	6/9/2016 weekly
G2.B1.S1.MA1	Review of attendance summary report	Granados, Andy	9/7/2015	Attendance record summary	6/10/2016 weekly
G3.MA1	Student progress will be monitored through district data of reading targets and CTE students.		9/21/2015	STEM Expo, reading data of CTE students	6/9/2016 weekly
G3.B1.S1.MA1	Student progress will be monitored through district data of reading targets and CTE students.	Slocum, Lesa	9/21/2015	STEM Expo, reading data of CTE students	6/9/2016 weekly
G3.B1.S1.MA1	Student progress will be monitored through district data of reading targets and CTE students.	Slocum, Lesa	9/21/2015	STEM Expo, reading data of CTE students	6/9/2016 weekly
G4.MA1	Connect Ed messages to inform parents about upcoming events		9/26/2014	Sign in rosters of events	6/3/2015 weekly
G4.B1.S1.MA1	Connect Ed messages to inform parents about upcoming events	Napoles, Rafael	9/8/2015	Sign in rosters of events	6/9/2016 biweekly
G4.B1.S1.MA1	Connect Ed messages to inform parents about upcoming events	Napoles, Rafael	9/8/2015	Sign in rosters of events	6/9/2016 biweekly

## 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.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited differentiated instruction to target students' needs.

**G1.B1.S1** PLCs: Differentiated professional development (PD) focused on students' and teachers' needs. PDs will include effective planning, differentiated instruction, and other research-based practices.

### PD Opportunity 1

PLCs and PDs on differentiation that include Webb's DOK and 21st century skills will be provided.

#### Facilitator

Model Teachers; coaches

#### Participants

All members of ELA Department

#### Schedule

Weekly, from 9/12/2015 to 6/8/2016

**G1.B5** Student come with lack of pre-requisite skills and need remediation to close knowledge gaps.

**G1.B5.S1** Pull-outs of lower level students and differentiated instruction in the classroom including implantation of Edgenuity Virtual Tutor and Academic Support online program.

### PD Opportunity 1

Identify lower level students lacking prerequisite skills by administering a Diagnostic Pretest. Students' Progress will be monitored through the school year.

#### Facilitator

Danette Hernandez, Edgenuity, Performance matters

#### Participants

Algebra 1 Teachers, Intensive Math Teachers, Geometry Teachers, Algebra 2 Teachers, Liberal Arts Teacher

#### Schedule

Semiannually, from 9/21/2015 to 3/1/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	PLCs and PDs on differentiation that include Webb's DOK and 21st century skills will be provided.	\$0.00
2	G1.B5.S1.A1	Identify lower level students lacking prerequisite skills by administering a Diagnostic Pretest. Students' Progress will be monitored through the school year.	\$0.00
3	G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to MTSS/RTI Team.	\$0.00
4	G3.B1.S1.A1	Common core and the use of hand held interactive devices	\$0.00
5	G4.B1.S1.A1	Connect Ed messages to inform parents about upcoming events	\$0.00
			<b>Total: \$0.00</b>