Westland Hialeah Senior High School

2015-16 School Improvement Plan

Westland Hialeah Senior High School

4000 W 18TH AVE, Hialeah, FL 33012

http://westland.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	87%

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

School Grades History

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

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	[Gayle Sitter](#)

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Westland Hialeah Senior High School is entrusted with creating independent learners and responsible citizens for an increasingly competitive, diverse and global community. Westland Hialeah Senior High School will enable and facilitate the academic and personal growth of youngsters by fostering a high quality, nurturing, and safe environment that meets the individual, as well as collective needs of all students.

Provide the school's vision statement

Westland Hialeah Senior High School will be a dynamic, engaging learning environment committed to high academic standards and expectations, as well as strong ethical principles. Westland Hialeah Senior High School will stress academic achievement in a multi-cultural, multi-ethnic setting, emphasizing collaboration and involvement of all affected stakeholders.

School Environment

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

Upon entering Westland Hialeah Senior High, students are assisted by their respective counselor and complete a new student orientation to ensure that they are aware of the services and assistance that is available. In addition, grade level orientations are conducted twice a year to confirm that their needs are being met.

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

The leadership team of Westland Hialeah Senior present at grade level orientations twice a year to ensure that all students are aware of school policies to keep them safe. Students are given the opportunity to speak to counselors and student services staff on an as needed basis.

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

Westland Hialeah Senior High implements a school-wide progressive discipline plan that is utilized for all behavioral incidents by the leadership team. All teachers and staff are trained on the use of the discipline plan to ensure a fair and consistent implementation.

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 student services staff at Westland Hialeah Senior High has implemented an appointment system to ensure that all students have available resources at their disposal. In addition, the student services staff conducts developmental group counseling, mentoring opportunities and referrals to outside agencies as appropriate.

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

The school's early warning system includes interventions to ensure that students are progressing academically, including reducing absenteeism. On a monthly basis, the administrative staff and the Student Services Department meet to review cases that concern students who are not meeting academic expectations. Quarterly, staff download reports from the grade book that identify students who are unsuccessful in classes. Counselors and grade-level administrators meet with students and parents to place academically struggling students on attendance and academic contracts. Students are also encouraged to attend Saturday Academy and use online support software, such as Reading Plus and other remedial programs to increase their skills and knowledge. Counselors place students on Weekly Progress Reports that they must return to their counselor after parental review and signatures. Staff monitors the daily attendance bulletin for students with excessive absences. After accumulating 5 unexcused absences, students are referred to an administrator for follow up with the respective counselor, TRUST counselor, and in ongoing cases, the School Social Worker for home visits.

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	74	100	64	134	372
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	154	316	149	14	633
Level 1 on statewide assessment	226	258	35	3	522

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following intervention strategies are employed by the school to improve the academic performance of students identified by the early warning system. The Student Services Department and administrative staff review Attendance Bulletin daily to identify students who exhibit a pattern of absenteeism. These students receive phone calls to parents and a letter is sent home. Students who continue to accumulate absences are placed on an attendance contract and referred to the school's social worker for further assistance. Students who fail one or more courses are encouraged to attend Saturday Academy and enroll in Adult Education school to recover the failed course. Students who receive a Level 1 or 2 on statewide reading assessments are enrolled in remedial courses that address reading deficiencies and these students are encouraged to attend Saturday Academy. Counselors meet with students who have failed a course to discuss an intervention plan. Counselors conduct teacher-parent conferences to discuss academic progress. Students with failing grades are placed on a Weekly Progress Report by their respective counselor.

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/50184.

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

On going collaborative meetings with Miami Dade College Administration has developed into a viable relationship, MDC-Hialeah Campus has been very supportive and flexible with Dual Enrollment students; providing various course offerings and continuous support. In addition, through this partnership the 12th grade students who have not passed the Algebra 1 EOC will receive free PERT (math) remediation/ tutoring starting Oct.2016 until May 2016.

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
Blanco, Giovanna	Principal
Diaz-Rubio, Ivette	Assistant Principal
Smith, William	Assistant Principal
Boclair, Robin	Assistant Principal
Fiallo, Myrna	Teacher, K-12
Jimenez, Andres	Teacher, K-12
Mesa, Zaida	Guidance Counselor
Handelsman, Kenneth	Teacher, K-12
Almuina, Alberto	Teacher, ESE
Socorro, Arlene	Teacher, K-12
Fernandez, Jose	Teacher, K-12

Duties

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

Tier 1 (Leadership Team)
Giovanna Blanco, Principal, Robin Boclair, Assistant Principal, Ivette-Diaz-Rubio, Assistant Principal and William Smith, Assistant Principal, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
The school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Principal: Giovanna Blanco
Assistant Principals: Robin Boclair, Ivetter Diaz-Rubio, William Smith
Language Arts: Myrna Fiallo
ESOL: Jose Fernandez
Mathematics: Dr. Kenneth Handelsman
Reading: Myrna Fiallo
Science: Andres Jimenez
Social Studies: Arlene Socorro
SPED: Alberto Almunia
Student Services: Zaida Mesa
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (quarterly) to review consensus, infrastructure, and implementation of building level MTSS. All members of the MTSS Leadership Team will be active participants in the Tier 1 Problem Solving process.
Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2

The second level of support consists of supplemental instruction and interventions 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. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

At Westland Hialeah Senior services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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; assist 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. 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, and neglected and delinquent students.

Title I, Part C- Migrant

Westland Hialeah Senior 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

District receives funds to support the Educational Alternative Outreach program. 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• 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)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.

• The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
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
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school 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 Adult Education
High School Only
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
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools),

a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Myrna Fiallo	Teacher
Giovanna Blanco	Principal
Maria De La Campa	Teacher
Dr. Ana Tejada	Teacher
Pura Labrada	Teacher
Katherine Ranero	Student
Segundo Perez	Teacher
Alexia De Carlo	Teacher
Kim Tupy	Business/Community
Vivian Vinas	Education Support Employee
Mayrelis Chavez	Parent
Maribel De Paz	Parent
Josie Fernandez	Parent
Rosa Almeida	Parent

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

Review of plan and student data was discussed at the September 2015 EESAC Meeting.

Development of this school improvement plan

The SAC members shared input with SIP writing team for developing and writing the SIP during the last EESAC meeting. Members received electronic copies of the documents the team used to draft SIP.

Preparation of the school's annual budget and plan

The annual budget was discussed and reviewed at the September 2015 EESAC meeting.

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

Provide incentives for students making significant progress toward set learning goals - $1,000.00
Truancy Prevention- Provide incentives for students with improved attendance -$1,000.00

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
Blanco, Giovanna	Principal
Fiallo, Myrna	Instructional Coach
Boclair, Robin	Assistant Principal
Fernandez, Jose	Teacher, K-12
Diaz-Rubio, Ivette	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

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

Collaborative planning and instruction is facilitated weekly and monthly through monthly department meetings and professional development opportunities on Early Release and Planning days.

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

Teachers will be supported through quality professional development opportunities such as Professional Learning Communities and Data-Driven Instruction inservices provided by Myrna Fiallo, PD Liaison and Reading Coach. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year.

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

New-to-the-profession teachers will be paired with veteran teachers to share in best practices through Professional Learning Communities.

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

Core instructional programs at Westland Hialeah Senior High use the state adopted textbooks, standards, item specifications, and district pacing guides to ensure alignments to Florida Standards and district requirements.

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

Westland Hialeah Senior High conducts teacher and student data conferences on a quarterly basis. Results from formal and informal assessments are discussed and instruction is modified as a result of the discussions. Tutoring is provided in the core instructional areas on Saturdays throughout the school year. Professional development is conducted for all teachers at least monthly and collaborative planning occurs during department meetings.

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: 360

Saturday Academy will provide opportunities for instruction in core academic subjects and enrichment activities that contribute to a well-rounded education. Tutoring interventions will use research-based strategies and offer opportunities for students to experience incremental success and to reinforce skills and concepts. Teachers will collaborate, plan, and engage in quality professional development through the implementation of grade-level and content-area Professional Learning Communities and Vertical Teams.

Strategy Rationale

Students require additional assistance in meeting grade level and course standards in order to ensure academic achievement on end of year assessments.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Blanco, Giovanna, pr7049@dadeschools.net

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

Following Baseline, Mini and Topic Assessment, teachers will download G2D reports showing the progress of each grade and subgroup. Using the school site data protocol, instructional coaches and teachers will review the assessments with students and hold Data Conferences. Students showing deficiencies will be offered Saturday tutorial opportunities available using the Differentiated Instruction groups.

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

Westland Hialeah Senior High conducts orientations, parent nights, and articulation assemblies for incoming students from middle schools.

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 articulation process is paved by student requests for the upcoming school year. Hence, students are offered a series of courses that are geared for their academic improvement, advancement or remediation. Several elective courses are offered. There are four Academies where students' aptitudes as well as their career interests are taken into consideration. Additionally, students are

required to declare a major interest of study in their freshmen year. Students meet with their counselor to discuss the course selection, and the final selection is sent home for parental signature.

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

Westland Hialeah Senior has a mandatory freshman orientation class that prepares students for the rigors of high school, as well as, providing them with the skills necessary for academic success. Also, several academies allow students to explore the careers for which they have an interest in. Those academies include Early College Pathways, Health Science, Digital Media, and International Business. Students are encouraged to take Advanced Placement courses so that they may become familiar with the commitment necessary for college work. Other courses which allow students the possibility of expanding students' academic exposure, include Critical Thinking Skills, World Literature, and Writing. Also, ninth grade students that have met proficiency in the PERT will have the opportunity to begin dual enrollment in their tenth grade year.

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

Westland Hialeah Senior High offers a variety of career and technical education courses that lead to industry certifications. These courses include academic opportunities that support academic achievement.

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 strategies used for improving student readiness for the public postsecondary level include:
• Promoting the Dual Enrollment Program with Miami Dade Community College. Allows students to earn college and postsecondary credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
• Promoting enrollment in Advanced Placement courses. Westland Hialeah Senior High offers 16 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.
• Promoting the Magnet School Academies. Students will gain an understanding of business and industry workforce requirements by acquiring industry certifications.
These strategies allow students to have a better understanding and appreciation of the postsecondary opportunities available and to plan for how to acquire the skills necessary to take advantage of those opportunities.

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.

G2.　Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

G3.　In preparation for post secondary education, increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM.

G4.　Increase parental involvement. See Title I PIP.

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]

🔍 G070725

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - African American	
AMO Math - SWD	

Resources Available to Support the Goal [2]

- Core textbooks, School created Collaborative Unit Guides, Curriculum Leaders, district pacing guides, item specifications, informal and formal assessments, Edmodo, Imagine Learning, Empower 3000, IXL, Discovery Education, Carnegie Learning, Gizmos, Community Involvement Specialist, Nooks, Tablets, SMART Boards and projectors, classroom computers, 6 computer labs, laptop carts, iPad carts, Title III Tutoring program, 100 computers in the Media Center

Targeted Barriers to Achieving the Goal [3]

- Limited evidence of effective planning and instructional focus that includes the Gradual Release of Responsibility Model (GRRM) across curriculum areas.

Plan to Monitor Progress Toward G1. [8]

Data from Interim Assessments, Topic Assessments and Florida State Assessments along with teacher created assessments will be used to monitor progress.

Person Responsible

Giovanna Blanco

Schedule

Biweekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Grades from teacher created assessments, Gateway to Data (G2D) Reports and the results of the interim assessments, Topic and the FSA results.

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement.
`1a`

Targets Supported `1b`   🔍 G070726

Indicator	Annual Target
Truancy rate	13.0
2+ Behavior Referrals	
GPA below 2.0 - H.S.	

Resources Available to Support the Goal `2`

- Home visits, Student Service referrals, TRUST counselor referrals, outside agency referrals, monthly attendance meetings, mentoring program, small group counseling, individual counseling, parent outreach, parent nights, School Social Worker visits

Targeted Barriers to Achieving the Goal `3`

- Limited concern by students about student attendance and its relationship to academic success.

Plan to Monitor Progress Toward G2. `8`

Attendance will be monitored on a daily, weekly, and monthly basis.

Person Responsible
Ivette Diaz-Rubio

Schedule
Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Sign in sheets, conference notes, parent letters, truancy packets

G3. In preparation for post secondary education, increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM. 1a

🔑 G070727

Targets Supported 1b

Indicator	Annual Target
5-Year Grad Rate	71.0
4-Year Grad Rate (At-Risk)	55.0
4-Year Grad Rate (Standard Diploma)	72.0

Resources Available to Support the Goal 2

- Freshman Orientation curriculum, Student Service referrals, College Advisement programs, mentoring program, parent outreach, parent nights, College Trips, articulation assemblies, College Fair, informational sessions for college visits

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of post secondary opportunities and systems.

Plan to Monitor Progress Toward G3. 8

Monitor monthly reports at leadership meetings.

Person Responsible
Giovanna Blanco

Schedule
Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Excel spreadsheets, graduation review reports, student histories

G4. Increase parental involvement. See Title I PIP. 1a

🔑 G070728

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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]

🔑 G070725

G1.B5 Limited evidence of effective planning and instructional focus that includes the Gradual Release of Responsibility Model (GRRM) across curriculum areas. [2]

🔑 B184311

G1.B5.S1 Continue with the implementation of the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. [4]

🔑 S195853

Strategy Rationale

Limited teacher knowledge in the area of releasing responsibility to increase student achievement and to support new career teachers and those new to the school.

Action Step 1 [5]

Present professional development on the GRRM of classroom instruction to include effective planning and an instructional focus.

Person Responsible

Giovanna Blanco

Schedule

On 9/16/2015

Evidence of Completion

Agenda, Sign-in sheet, Deliverables

Action Step 2 `5`

Provide professional development on the writing instructional framework and routines.

Person Responsible

Giovanna Blanco

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Agenda, Sign-in Sheets, Deliverables

Action Step 3 `5`

Instructional staff will collaboratively develop lesson plans that include the GRRM of classroom instruction and writing instructional framework.

Person Responsible

Giovanna Blanco

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Lesson Plans, Agenda, Sign-in Sheets, Sample Work, Reflection Journals

Action Step 4 `5`

Continue with the implementation of lessons that include the GRRM of classroom instruction and writing framework.

Person Responsible

Giovanna Blanco

Schedule

Daily, from 9/22/2015 to 10/30/2015

Evidence of Completion

Action Step 5 5

Provide on-going support on the GRRM of classroom instruction to include effective planning and writing instructional framework and an instructional focus.

Person Responsible

Giovanna Blanco

Schedule

On 10/23/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walk-through Logs, Debriefing Notes, Reflection Journals

Action Step 6 5

Continuous monitoring on the GRRM of classroom instruction to include effective planning and writing instructional framework and an instructional focus.

Person Responsible

Giovanna Blanco

Schedule

Daily, from 9/22/2015 to 11/23/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walk-through Logs, Debriefing Notes, Reflection Journals

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

Classroom visits and walk-throughs will be conducted to monitor the fidelity and the Curriculum Support Specialists will provide support on a weekly bases.

Person Responsible

Giovanna Blanco

Schedule

Weekly, from 9/25/2014 to 6/1/2015

Evidence of Completion

Classroom Walk-through logs, debriefing notes, reflection journals, lesson plans, and student work samples

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

Classroom walkthroughs will be conducted to monitor the effectiveness and support will be provided by the Curriculum Support Specialist.

Person Responsible

Giovanna Blanco

Schedule

On 6/1/2015

Evidence of Completion

Classroom Walk-through Logs, Debriefing Notes, Reflection journals, Lesson Plans and Sample student work.

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement. `1`

🔑 G070726

G2.B4 Limited concern by students about student attendance and its relationship to academic success. `2`

🔑 B184315

G2.B4.S1 Review attendance bulletin, SCMS, and student academic progress to monitor performance. `4`

🔑 S195859

Strategy Rationale

Action Step 1 `5`

Data collected and reviewed throughout the year to determine progress toward the goal include the student attendance percentage, review of SCMS to monitor reduction of suspensions, and the number of students who pass their courses.

Person Responsible

Giovanna Blanco

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Attendance bulletins, progress reports, report cards, SCMS

G3. In preparation for post secondary education, increase opportunities to engage students in the problem solving process and increase the number of students participating in Project Based Learning in STEM. 1

G070727

G3.B3 Limited knowledge of post secondary opportunities and systems. 2

B184318

G3.B3.S1 Conduct information meetings to educate parents and students on available opportunities. 4

S195860

Strategy Rationale

Parents are unaware of available services and how to access them.

Action Step 1 5

Conduct needs assessment survey during Open House to determine opportunities for improvement.

Person Responsible

Giovanna Blanco

Schedule

On 9/30/2015

Evidence of Completion

Sign in logs, Survey results

Action Step 2 5

Conduct parent informational meeting to discuss graduation requirements and post secondary expectations.

Person Responsible

Giovanna Blanco

Schedule

Quarterly, from 9/21/2015 to 5/6/2016

Evidence of Completion

Sign in logs, presentation materials

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Monitor graduation status.

Person Responsible

Giovanna Blanco

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Excel spreadsheets, graduation review reports, student histories

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Monitor monthly reports at leadership meetings.

Person Responsible

Giovanna Blanco

Schedule

Evidence of Completion

Excel spreadsheets, graduation review reports, student histories

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.B5.S1.A1	Present professional development on the GRRM of classroom instruction to include effective planning and an instructional focus.	Blanco, Giovanna	9/16/2015	Agenda, Sign-in sheet, Deliverables	9/16/2015 one-time
G2.B4.S1.A1	Data collected and reviewed throughout the year to determine progress toward the goal include the student attendance percentage, review of SCMS to monitor reduction of suspensions, and the number of students who pass their courses.	Blanco, Giovanna	9/21/2015	Attendance bulletins, progress reports, report cards, SCMS	6/3/2016 quarterly
G3.B3.S1.A1	Conduct needs assessment survey during Open House to determine opportunities for improvement.	Blanco, Giovanna	8/24/2015	Sign in logs, Survey results	9/30/2015 one-time
G1.B5.S1.A2	Provide professional development on the writing instructional framework and routines.	Blanco, Giovanna	9/8/2015	Agenda, Sign-in Sheets, Deliverables	4/29/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A2	Conduct parent informational meeting to discuss graduation requirements and post secondary expectations.	Blanco, Giovanna	9/21/2015	Sign in logs, presentation materials	5/6/2016 quarterly
G1.B5.S1.A3	Instructional staff will collaboratively develop lesson plans that include the GRRM of classroom instruction and writing instructional framework.	Blanco, Giovanna	9/8/2015	Lesson Plans, Agenda, Sign-in Sheets, Sample Work, Reflection Journals	4/29/2016 monthly
G1.B5.S1.A4	Continue with the implementation of lessons that include the GRRM of classroom instruction and writing framework.	Blanco, Giovanna	9/22/2015		10/30/2015 daily
G1.B5.S1.A5	Provide on-going support on the GRRM of classroom instruction to include effective planning and writing instructional framework and an instructional focus.	Blanco, Giovanna	9/22/2015	Lesson Plans, Student Work Samples, Classroom Walk-through Logs, Debriefing Notes, Reflection Journals	10/23/2015 one-time
G1.B5.S1.A6	Continuous monitoring on the GRRM of classroom instruction to include effective planning and writing instructional framework and an instructional focus.	Blanco, Giovanna	9/22/2015	Lesson Plans, Student Work Samples, Classroom Walk-through Logs, Debriefing Notes, Reflection Journals	11/23/2015 daily
G1.MA1	Data from Interim Assessments, Topic Assessments and Florida State Assessments along with teacher created assessments will be used to monitor progress.	Blanco, Giovanna	9/21/2015	Grades from teacher created assessments, Gateway to Data (G2D) Reports and the results of the interim assessments, Topic and the FSA results.	6/3/2016 biweekly
G1.B5.S1.MA1	Classroom walkthroughs will be conducted to monitor the effectiveness and support will be provided by the Curriculum Support Specialist.	Blanco, Giovanna	9/25/2014	Classroom Walk-through Logs, Debriefing Notes, Reflection journals, Lesson Plans and Sample student work.	6/1/2015 one-time
G1.B5.S1.MA1	Classroom visits and walk-throughs will be conducted to monitor the fidelity and the Curriculum Support Specialists will provide support on a weekly bases.	Blanco, Giovanna	9/25/2014	Classroom Walk-through logs, debriefing notes, reflection journals, lesson plans, and student work samples	6/1/2015 weekly
G2.MA1	Attendance will be monitored on a daily, weekly, and monthly basis.	Diaz-Rubio, Ivette	8/24/2015	Sign in sheets, conference notes, parent letters, truancy packets	6/3/2016 weekly
G3.MA1	Monitor monthly reports at leadership meetings.	Blanco, Giovanna	8/24/2015	Excel spreadsheets, graduation review reports, student histories	6/3/2016 monthly
G3.B3.S1.MA1	Monitor monthly reports at leadership meetings.	Blanco, Giovanna	Excel spreadsheets, graduation review reports, student histories	one-time	
G3.B3.S1.MA1	Monitor graduation status.	Blanco, Giovanna	8/18/2014	Excel spreadsheets, graduation review reports, student histories	6/4/2015 monthly

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.B5 Limited evidence of effective planning and instructional focus that includes the Gradual Release of Responsibility Model (GRRM) across curriculum areas.

G1.B5.S1 Continue with the implementation of the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Present professional development on the GRRM of classroom instruction to include effective planning and an instructional focus.

Facilitator

Geneva Green and Romulo Espinosa

Participants

Selected Teachers

Schedule

On 9/16/2015

PD Opportunity 2

Provide professional development on the writing instructional framework and routines.

Facilitator

Myrna Fiallo

Participants

All instructional personnel

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	Present professional development on the GRRM of classroom instruction to include effective planning and an instructional focus.	$0.00
2	G1.B5.S1.A2	Provide professional development on the writing instructional framework and routines.	$0.00
3	G1.B5.S1.A3	Instructional staff will collaboratively develop lesson plans that include the GRRM of classroom instruction and writing instructional framework.	$0.00
4	G1.B5.S1.A4	Continue with the implementation of lessons that include the GRRM of classroom instruction and writing framework.	$0.00
5	G1.B5.S1.A5	Provide on-going support on the GRRM of classroom instruction to include effective planning and writing instructional framework and an instructional focus.	$0.00
6	G1.B5.S1.A6	Continuous monitoring on the GRRM of classroom instruction to include effective planning and writing instructional framework and an instructional focus.	$0.00
7	G2.B4.S1.A1	Data collected and reviewed throughout the year to determine progress toward the goal include the student attendance percentage, review of SCMS to monitor reduction of suspensions, and the number of students who pass their courses.	$0.00
8	G3.B3.S1.A1	Conduct needs assessment survey during Open House to determine opportunities for improvement.	$0.00
9	G3.B3.S1.A2	Conduct parent informational meeting to discuss graduation requirements and post secondary expectations.	$0.00
		Total:	$0.00