

Miami-Dade County Public Schools

Hialeah Senior High School



2016-17 Schoolwide Improvement Plan

Hialeah Senior High School

251 E 47TH ST, Hialeah, FL 33013

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2015-16 Title I School Yes	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 88%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hialeah Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

The vision of Hialeah High School is to provide a safe, clean, and well equipped technological environment that is conducive to learning and universal student achievement.

- The vision of Hialeah High School is inherent in our school motto: To Seek, To Find, and To Share.

We are located in an urban setting and populated by students from many cultures whose parents entrust us with the education of their maturing children. We, the members of the faculty, staff and administration, in a spirit of collegiality, commit our energies and expertise to the creation of a learning environment that appeals to the eye, inspires the mind, and provides a source of stability and safety in the life of every student.

- The high school of our vision is a place where high expectations for academic excellence and testing proficiency are intrinsic to our school culture. Students can expect their curricula to be based on best practices, data-driven instruction, and research-based initiatives delivered through the academies. Students are encouraged to extend and enrich their personal interests and talents through participation in student activities, athletics, and the arts.

- The high school of our vision is a learning community that teaches and affirms valuable life lessons. Students can expect that focused study and effort will be rewarded in the present and in the future. Students can develop their civic voices by participation in student elections, community service projects, mentoring programs, and voter registration. As valued members of the school community, they discover that trust and respect flow naturally from responsible behavior.

- Upon graduation, students will truthfully say that members of the faculty, staff, and administration of Hialeah High School encouraged them to seek their own personal vision, to find the inner strength to pursue their goals, and to share their knowledge, talents, and skills for the betterment of their communities.

2. School Environment

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

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

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

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

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

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

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

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

3. Early Warning Systems

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

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

Early Warning Indicator- Attendance: Students who in grades 9-12 currently have 18 or more absences.

Early Warning Indicator- Performance: Students who have one or more suspensions indoor and/or outdoor.

Early Warning Indicator- Performance: Students who failed a course in English Language Arts or Mathematics

Early Warning Indicator- Performance: Student who scored a Level 1 score on the ELA or Mathematics statewide standardized assessment.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	14	9	14	25	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	100	97	109	93	399
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	582	332	368	248	1530

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	276	77	181	120	654

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315813>.

2. Description

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

2. 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.

The school builds and sustains partnerships with the local community by organizing and offering Parent Academy monthly meetings and trainings in the Parent Resource Center held by our Community Involvement Specialist offering community members and parents alike the opportunity to register and gain access to resources that support the school and student achievement. Additional ways in which the school maintains community partnerships with the local community is through connect-ed messages, flyers, school's website, and marquee to promote school related activities and events. With the help of our school's Dade Partners Liaison the school also build partnerships with various community organizations and businesses that provide opportunities for incentives, internships, and mentor/mentee relationships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sanchez, Heriberto	Principal
Rodriguez, Aileen	Assistant Principal
Sarmiento, Roberto	Assistant Principal
Trillas, Lucy	Instructional Coach
Santoyo, Alexander	Assistant Principal
Williams, Kenneth	Assistant Principal
Kisich, Lourdes	Instructional Coach
Hurtado, Diana	Instructional Coach
Treto, Karen	Instructional Coach

b. Duties

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

The following steps will be considered by the school's Leadership Team to address how we can enhance data collection, data analysis problem solving, differentiated assistance, and progress monitoring. The Leadership Team which include Heriberto Sanchez- Principal, Aileen Rodriguez- Assistant Principal (9th Grade & English Language Arts), Alexander Santoyo- Assistant Principal (10th Grade & Mathematics), Roberto Sarmiento- Assistant Principal (11th Grade & Social Studies), and Kenneth Williams- Assistant Principal (12th Grade & Science) will monitor academic and behavior data for their respective academic and grade levels evaluating progress by addressing the following important questions:

- What will the student learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments & data analysis)
- How will we respond when the students have not learned? (response to intervention problem solving process and monitoring process of interventions)
- How will we respond when students have learned? (enrichment opportunities)

The Instructional Leadership Team which includes our coaches - Lucy Trillas (English Language Arts/ Reading), Diana Hurtado (English Language Arts / Reading), Karen Alepuz (Mathematics), and Lourdes Kisich (Science) assist with gathering and analyzing data to determine professional

development for faculty as indicated by student intervention and achievement needs along with facilitating regular common planning / team meetings. In addition our Instructional Coaches consistently:

- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

2. 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 school's Leadership Team, consults weekly implementing a process of problem solving as school issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I,

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

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

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

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

Title II

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

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

Title III

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

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

Other

Hialeah High will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights, and other referral services. The school will also increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. The school will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents. This impacts our goal to empower parent and build capacity for involvement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Heriberto Sanchez	Principal
Alfredo Granado	Teacher
Diana Hurtado	Teacher
Richard Lapore	Business/Community
Jaquelin Muni	Business/Community
Charosalyn Ludden	Parent
Birgith Phillips	Teacher
Eva Quiala	Student
Maidelys Gonzalez	Student
Tara Brock	Business/Community
Gary Graff	Teacher
Carlos Draschner	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

During the SAC meetings, the committee will examine last year's school improvement plan for identifying areas of weakness and strength in order to focus on the necessary shifts and practices needed to strengthen teaching and academic success. SAC will discuss the 2016 assessment results

and review the High School Grading Matrix data to determine the target areas for the upcoming school year along with determining the necessary resources and strategies to improve effective instruction and increase academic achievement for the upcoming school year.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

EESAC plans to utilize funds to improve academic performance by hiring attendance intervention personnel (\$8000) and (\$2999) for special purpose / academic incentives.

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

EESAC plans to utilize funds to improve academic performance attendance intervention personnel (\$8000) and after school detention program (\$4,000).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Trillas, Lucy	Instructional Coach
Sanchez, Heriberto	Principal
Rodriguez, Aileen	Assistant Principal
Sarmiento, Roberto	Assistant Principal
Santoyo, Alexander	Assistant Principal
Williams, Kenneth	Assistant Principal
Holden, Julia	Teacher, K-12
Kisich, Lourdes	Instructional Coach
Reyes, Griselis	Teacher, K-12
Farno, Maria	School Counselor
Graff, Gary	Teacher, K-12
Ondar, Jaqueline	Teacher, K-12
Hurtado, Diana	Instructional Coach
Treto, Karen	Instructional Coach
Nunez, Ada	Teacher, K-12
Draschner, Carlos	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team works to support learning and teaching for the entire school community to include students, teachers, and administration to help enhance the literacy environment and help build a literacy culture through collegiality and collaboration. Together the LLT meets to discuss ways to implement school-wide change and develop a school-based literacy plan of action. Some of the major initiatives of the LLT for the 2016-2017 school year include:

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

2. 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: 1,680

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

Strategy Rationale

The Saturday School weekend program is an effective extended learning opportunity for students to enrich their learning by complementing rather than duplicating providing academic instruction that contribute to their development. Student-centered planning, effective teaching strategies and targeted curricula designed to engage can provided valuable opportunities for remediation and test preparation for students to improve their performance on statewide assessments. Students that are targeted after data analysis in the lowest 25-35% and bubble/regressed can take advantage of the extended learning opportunity to improve their academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Heriberto, hsanchez@dadeschools.net

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

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

Strategy: After School Program

Minutes added to school year:

At Hialeah High School, services are provided to ensure students requiring additional remediation or enrichment opportunities cross all content areas are assisted through After School Tutoring programs. Support services are provided to all students.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Heriberto, hsanchez@dadeschools.net

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

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze data to determine targeted student population in need of remediation or enrichment opportunities. They identify student needs while working with district personnel to identify appropriate, evidenced-based intervention strategies and curriculum; 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

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

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

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

b. College and Career Readiness

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

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

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

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

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

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

4. 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 High School Feedback Report indicates that Hialeah High has a larger percentage of students attending community colleges in Florida than the District at 43.5% and the State at 34%. However, the percentages of students attending a state university in Florida during the Fall were showing to be lower than the District's rate at 15.1% and the State's at 17.2%. The school continues to encourage all high performing tenth-grade students (high Grade Point Average, FSA Level 3 and higher in Reading and Mathematics) to register for the Scholastic Aptitude Test (SAT), American College Testing (ACT) and/or Postsecondary Education Readiness Test (PERT) in order for them to determine how well prepared they are for higher education. All students are encouraged to take Advanced Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having students speak with guidance counselors regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures.

Counselors will review data tracking graduation requirements and Bright Future requirements and direct students accordingly. Partnership collaborations with Miami Dade College (MDC), Florida International University (FIU) and St. Thomas University have been planned to increase dual enrollment and offer students the opportunity to take college level courses at the Hialeah High school campus.

The school continues to provide activities with students (several which involve parents) to assist them in their transition from one grade to the next such as freshmen orientation parent night, articulation, grade-level assemblies, and Senior Parent Night. The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is improved then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved then student achievement will increase. 1a

G087934

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
Algebra I EOC Pass Rate	25.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	55.0

Targeted Barriers to Achieving the Goal 3

- Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses.
- Limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- English Language Arts (ELA) curriculum; McDougal Littell Literature; Edge; Vocabulary for Success, Scholastic System 44 and Read 180; Achieve 3000; Imagine Learning; AP Instructional Planning Reports (2014); Collections; Supplemental Instructional Guide (SIG); iSPECS Planning Tool; Collaborative Planning Document; LAFS Standards, Probing Question/Conversation-Starter Stems, Evidence and Elaboration Portion of the Writing Rubric, Close-Reading Organizers, Collaborative Discussion Protocols, Promethean Boards and ClassNotebooks on Student Tablets (Housed in Collections eBook), Saturday School and After School Interventions, Reading Plus, HMH Textbooks (Algebra1, Geometry, Algebra2), Gizmo, Edgenuity, NGSSS & MAFS Digital Resources; District developed Topic Assessment (Alg. I & II, Geo), District Pacing Guides; Item Specifications; Algebra Nation, Biology Learning Goals and Item Specifications, 5-E Learning Cycle Lesson Plan Template, Edusmart, Digital-U.S. History Module 1 available at socialsciences.dadeschools.net, Social Studies Unpacking-Planning Guide, Social Studies Instructional Framework, Lesson Plan Template, History Labs, District and Textbook Lesson Plans, Word Sorts, Vocabulary Replay

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Data disaggregation, Interim / Topic Assessments, Florida Standards Assessment or EOC

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. If core instruction is improved then student achievement will increase. 1

G087934

G1.B1 Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses. 2

B233800

G1.B1.S1 Teachers will engage students in a variety of activity structures that promote student accountable talk. They will additionally use multiple levels of questioning to engender student understanding comprehension and analytical interpretations. 4

S246636

Strategy Rationale

In an effort to eliminate the specified barrier, teachers will work together to develop strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery across all content areas.

Action Step 1 5

Introduce the action plan to faculty, EESAC, and Literacy Department

Person Responsible

Heriberto Sanchez

Schedule

On 9/28/2016

Evidence of Completion

Agenda, MInutes, Sign-in Sheets, Power Point Presentation

Action Step 2 5

During common planning, teachers will work together to develop strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery.

Person Responsible

Lucy Trillas

Schedule

Biweekly, from 9/30/2016 to 9/30/2016

Evidence of Completion

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

Action Step 3 5

Teachers will participate in a department-wide professional development opportunity whose aim will be to gather a bank of probing question stems and close-reading organizers for the literacy department to infuse consistently throughout the year.

Person Responsible

Lucy Trillas

Schedule

On 11/8/2016

Evidence of Completion

Agenda, Minutes, Sign-In Sheets, Presentation, Handouts

Action Step 4 5

Consistently share best practices related to noted barriers during common planning and department meetings

Person Responsible

Aileen Rodriguez

Schedule

Biweekly, from 9/26/2016 to 12/30/2016

Evidence of Completion

Agenda, Minutes, Sign-In Sheets, Presentation, Handouts, Shared Folder on School Network

Action Step 5 5

Identify teachers in need of coaching support in the area of probing for student understanding; provide opportunities to observe model classrooms that effectively scaffold the reading process and promote student-accountable talk.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/26/2016 to 12/30/2016

Evidence of Completion

Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar

Action Step 6 5

Monitor the implementation of lessons that probe for student understanding and scaffold the reading process.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)

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

Conduct professional development, coaching cycles, common planning sessions on the development of strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

Person Responsible

Lucy Trillas

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

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

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of lessons that probe for student understanding and scaffold the reading process for the teachers who received coaching cycles.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar

G1.B3 Limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content. 2

B233802

G1.B3.S1 Utilize effective common planning protocols to adjust instructional pacing and plan for probing techniques that promote student understanding and maximize instructional time. 4

S246638

Strategy Rationale

In an effort to eliminate the specified barrier, teachers will work together to develop strategies to integrate higher-order thinking strategies and elicit student discourse using probing questions that will help assess student content mastery across all content areas.

Action Step 1 5

Introduce action plan to faculty, EESAC, and mathematics department

Person Responsible

Heriberto Sanchez

Schedule

On 9/28/2016

Evidence of Completion

Sign-in sheets and PowerPoint Presentation

Action Step 2 5

Conduct bi-weekly collaborative planning sessions that align to Florida standards and infuse HOT questions and probing techniques.

Person Responsible

Karen Treto

Schedule

Biweekly, from 9/26/2016 to 12/30/2016

Evidence of Completion

Sign-in sheets, presentation, lesson plans and classroom observations.

Action Step 3 5

Provide professional development on how to integrate higher-order thinking strategies and elicit student discourse.

Person Responsible

Karen Treto

Schedule

On 11/8/2016

Evidence of Completion

Sign in sheets, presentation and lesson plans and classroom observations.

Action Step 4 5

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

Person Responsible

Alexander Santoyo

Schedule

Weekly, from 9/26/2016 to 12/30/2016

Evidence of Completion

Walkthroughs and classroom observations

Action Step 5 5

Provide follow-up support to identified teachers through coaching cycles

Person Responsible

Karen Treto

Schedule

Weekly, from 9/26/2016 to 12/30/2016

Evidence of Completion

Coaching Logs & Calendars, classroom observations.

Action Step 6 5

Monitor implementation of questioning techniques

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/26/2016 to 12/30/2016

Evidence of Completion

The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct professional development, coaching cycles, common planning sessions on the development of strategies to implement strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

Person Responsible

Karen Treto

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of lessons that probe for student understanding for the teachers who received coaching cycles.

Person Responsible

Heriberto Sanchez

















Schedule

Weekly, from 9/26/2016 to 6/2/2017


Evidence of Completion

Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G1.B1.S1.A1 A320221	Introduce the action plan to faculty, EESAC, and Literacy Department	Sanchez, Heriberto	9/28/2016	Agenda, Mlnutes, Sign-in Sheets, Power Point Presentation	9/28/2016 one-time
 G1.B3.S1.A1 A320233	Introduce action plan to faculty, EESAC, and mathematics department	Sanchez, Heriberto	9/28/2016	Sign-in sheets and PowerPoint Presentation	9/28/2016 one-time
 G1.B1.S1.A2 A320222	During common planning, teachers will work together to develop strategies to promote student...	Trillas, Lucy	9/30/2016	Agenda, Sign-in Sheets, IFC Minutes, Lesson Plans	9/30/2016 biweekly
 G1.B1.S1.A3 A320223	Teachers will participate in a department-wide professional development opportunity whose aim will...	Trillas, Lucy	11/8/2016	Agenda, Minutes, Sign-In Sheets, Presentation, Handouts	11/8/2016 one-time
 G1.B3.S1.A3 A320235	Provide professional development on how to integrate higher-order thinking strategies and elicit...	Treto, Karen	11/8/2016	Sign in sheets, presentation and lesson plans and classroom observations.	11/8/2016 one-time
 G1.B1.S1.A4 A320224	Consistently share best practices related to noted barriers during common planning and department...	Rodriguez, Aileen	9/26/2016	Agenda, Minutes, Sign-In Sheets, Presentation, Handouts, Shared Folder on School Network	12/30/2016 biweekly
 G1.B1.S1.A5 A320225	Identify teachers in need of coaching support in the area of probing for student understanding;...	Sanchez, Heriberto	9/26/2016	Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar	12/30/2016 weekly
 G1.B3.S1.A2 A320234	Conduct bi-weekly collaborative planning sessions that align to Florida standards and infuse HOT...	Treto, Karen	9/26/2016	Sign-in sheets, presentation, lesson plans and classroom observations.	12/30/2016 biweekly
 G1.B3.S1.A4 A320236	Effective implementation of HOT questioning strategies during lesson delivery on a continual...	Santoyo, Alexander	9/26/2016	Walkthroughs and classroom observations	12/30/2016 weekly
 G1.B3.S1.A5 A320237	Provide follow-up support to identified teachers through coaching cycles	Treto, Karen	9/26/2016	Coaching Logs & Calendars, classroom observations.	12/30/2016 weekly
 G1.B3.S1.A6 A320238	Monitor implementation of questioning techniques	Sanchez, Heriberto	9/26/2016	The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)	12/30/2016 weekly
 G1.MA1 M333520	Following the FCIM model, maintain and monitor a solid and effective data system to track student...	Sanchez, Heriberto	9/26/2016	Data disaggregation, Interim / Topic Assessments, Florida Standards Assessment or EOC	6/2/2017 monthly
 G1.B1.S1.MA1 M333514	Maintain and monitor a solid and effective data system to track student progress and effectiveness...	Sanchez, Heriberto	9/26/2016	Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar	6/2/2017 weekly
 G1.B1.S1.MA1 M333515	Conduct professional development, coaching cycles, common planning sessions on the development of...	Trillas, Lucy	9/26/2016	Professional Development Agenda / Roster / IFC Agenda Coaching Calendar / Logs Formative: District Interim Assessments	6/2/2017 weekly
 G1.B1.S1.A6 A320226	Monitor the implementation of lessons that probe for student understanding and scaffold the reading...	Sanchez, Heriberto	9/26/2016	The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)	6/2/2017 weekly
 G1.B3.S1.MA1 M333518	Maintain and monitor a solid and effective data system to track student progress and effectiveness...	Sanchez, Heriberto	9/26/2016	Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar	6/2/2017 weekly

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Hialeah Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M333519	Conduct professional development, coaching cycles, common planning sessions on the development of...	Treto, Karen	9/26/2016	Professional Development Agenda / Roster / IFC Agenda Coaching Calendar / Logs Formative: District Interim / Topic Assessments	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is improved then student achievement will increase.

G1.B1 Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses.

G1.B1.S1 Teachers will engage students in a variety of activity structures that promote student accountable talk. They will additionally use multiple levels of questioning to engender student understanding comprehension and analytical interpretations.

PD Opportunity 1

Teachers will participate in a department-wide professional development opportunity whose aim will be to gather a bank of probing question stems and close-reading organizers for the literacy department to infuse consistently throughout the year.

Facilitator

Lucy Trillas and Diana Hurtado

Participants

ELA Department / HHS Faculty

Schedule

On 11/8/2016

G1.B3 Limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content.

G1.B3.S1 Utilize effective common planning protocols to adjust instructional pacing and plan for probing techniques that promote student understanding and maximize instructional time.

PD Opportunity 1

Provide professional development on how to integrate higher-order thinking strategies and elicit student discourse.

Facilitator

Karen Alepuz / Lucy Trillas

Participants

Mathematics Department / HHS Faculty

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introduce the action plan to faculty, EESAC, and Literacy Department				\$10,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	7111 - Hialeah Senior High School	Other		\$2,999.00
			<i>Notes: Special Purpose / Academic Incentives</i>			
	5100	510-Supplies	7111 - Hialeah Senior High School	Other		\$8,000.00
			<i>Notes: Truancy Part-time Clerk / Attendance Intervention Personnel</i>			
2	G1.B1.S1.A2	During common planning, teachers will work together to develop strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery.				\$0.00
3	G1.B1.S1.A3	Teachers will participate in a department-wide professional development opportunity whose aim will be to gather a bank of probing question stems and close-reading organizers for the literacy department to infuse consistently throughout the year.				\$0.00
4	G1.B1.S1.A4	Consistently share best practices related to noted barriers during common planning and department meetings				\$0.00
5	G1.B1.S1.A5	Identify teachers in need of coaching support in the area of probing for student understanding; provide opportunities to observe model classrooms that effectively scaffold the reading process and promote student-accountable talk.				\$0.00
6	G1.B1.S1.A6	Monitor the implementation of lessons that probe for student understanding and scaffold the reading process.				\$0.00
7	G1.B3.S1.A1	Introduce action plan to faculty, EESAC, and mathematics department				\$0.00
8	G1.B3.S1.A2	Conduct bi-weekly collaborative planning sessions that align to Florida standards and infuse HOT questions and probing techniques.				\$0.00
9	G1.B3.S1.A3	Provide professional development on how to integrate higher-order thinking strategies and elicit student discourse.				\$0.00
10	G1.B3.S1.A4	Effective implementation of HOT questioning strategies during lesson delivery on a continual basis.				\$0.00
11	G1.B3.S1.A5	Provide follow-up support to identified teachers through coaching cycles				\$0.00
12	G1.B3.S1.A6	Monitor implementation of questioning techniques				\$0.00
					Total:	\$10,999.00