

Miami-Dade County Public Schools

Westland Hialeah Senior High School



2016-17 Schoolwide Improvement Plan

Westland Hialeah Senior High School

4000 W 18TH AVE, Hialeah, FL 33012

<http://westland.dadeschools.net>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School 9-12 | Yes | 91% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

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

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.

b. 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.

2. School Environment

a. 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 welcomed by the diverse teachers and staff to ensure they are aware of the various services, club offerings and opportunities at the school. Westland offers an array of cultural based clubs and events to build strong relationships between teachers and students. To meet the needs of the diverse backgrounds, Westland has a diverse offering of clubs such as the Italian Club, Rainbow Club, Women of Tomorrow, Hispanic Honor Society and the New Student Wildcat Club; in addition Westland hosts various teacher and student celebrations during Black History Month, Hispanic Heritage month through various events such as a contest led by teachers through homeroom, food tastings, the art exhibits and other displays featuring music and drama presentations that encompass a variety of cultures.

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

The leadership team of Westland presents to students at grade level orientations twice a year to ensure that all students are aware of school policies and procedures to keep them safe. Students are given the opportunity to speak to counselors and student services staff on an as needed basis. Security monitors continuously conduct hall sweeps and bathroom checks to ensure student safety; the SRO conducts classroom presentations at every grade level promoting school safety and compliance. With the addition of new self locking front doors the school is more secure along the front of the school eliminating intruders from entering the school at will.

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.

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. Students and parents are made aware

of the progressive discipline plan through parent and student orientations; students are held accountable for infractions occur and the appropriate sanction is given. There is a zero tolerance policy for altercations; the referral system is utilized for student documentation. Students are referred to the District Success Centers when the need arises. Westland incorporates parents into the behavior plan for each student by keeping them aware of options and alternatives regarding sacntions.

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 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.

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.

The school's early warning system includes interventions, analyzing results of the MYA, Topic, Unit and Mini Assessment data to ensure students are progressing academically; in addition to watching overall student absenteeism. The administrative staff along with Student Services meet to review failures and absences of students who are not meeting academic expectations. Individual conferences are held with students and parents to assist struggling students by placing them on attendance and academic contracts. Students are also encouraged to attend Saturday Academy and use online remedial programs to increase their skills and knowledge. 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, and or the School Social Worker for home visits when necessary.

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 | 37 | 66 | 76 | 72 | 251 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 200 | 88 | 65 | 494 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 | 175 | 151 | 110 | 558 |

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 | 0 | 5 | 146 | 84 | 262 |

c. 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; analyzing results of the MYA, Topic, Unit and Mini Assessment data to ensure students are progressing academically. Administration and Student Services Department host grade level meetings with students and parents who are performing below grade level, in addition, to those who have 1 or more course failures and GPA's below 2.0. These students receive phone calls to parents and a letter is sent home. Students who continue to perform poorly are placed on academic contract, and may be subject to having grade level activities withheld. Students who fail one or more courses are encouraged to attend Saturday Academy; strategically placed in the content area of need. Adult Education is also an option to recover failed courses. Students who have performed at the Level 1 or 2 on statewide assessments are enrolled in remedial courses that address deficiencies. Free tutoring is provided by Miami Dade College (MDC) Hialeah Campus, the students from Mu Alpha Theta Club provides Math tutoring and general subject free tutoring is offered through the Saturday Academy. Counselors meet on an on-going basis with students individually who have failed courses to discuss progress and recovery efforts to ensure students are making strides toward getting on track for graduation.

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 available at the school site.

2. Description

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.

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 2017.

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 |
|------------------|-----------|
| Handal, Giovanna | Principal |

b. Duties

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

The Administrative Team and Curriculum Council which referred to as the Leadership Team will meet (quarterly) to review infrastructure, and implementation of building level MTSS. All members of the MTSS Leadership Team will be active participants in the problem solving process.

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade by collaborating and analyzing data to ensure interventions are implemented with fidelity; in addition, selected teachers will be involved when needed to provide updated on-going information regarding academic progress and to assist with revision as necessary.

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 MTSS Leadership Team use a Problem Solving process to set goals, and monitor 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 if students have made expected levels of progress towards proficiency- by evaluating and monitoring academic progress via results on Topic, Unit and MYA assessments; in addition to monitoring the progress of those students who have been homogenously grouped based on Algebra 1 EOC performance, advanced students in grades 9 and 10; level 1 & 2 students in grades 11 and 12
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response by implementing intervention plans, utilizing Miami Dade College- Hialeah Campus as a resource of providing free tutoring; strategically offering content area Saturday tutoring for those students who are not progressing.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment and incentives through EESAC.
6. Gather and analyze data at all 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 interventions. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the problem solving process after each OPM.

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.

1. Review OPM data for intervention groups(those groups who have been homogenously grouped) to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response by strategically targeting specific content areas through tutoring.

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

to implement the SIP strategies are closely examined, planned, and monitored three times per year. 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.

Additionally, supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year 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.

Title I, Part A

At Westland Hialeah Senior services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after school and Saturday Academy tutoring). Support services are provided to the students, and families; Westland has a Title I funded Community Involvement Specialists (CIS), that serves as a 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. Parents participate in the design of the school's Parent Involvement Plan (PIP – which is provided in three languages), 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.

Westland Administrative Team encourages families to complete the annual M-DCPS Title I Parent/Family Involvement Survey intended to be used toward the end of the school year. The survey will 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.

Westland informs parents of the importance of this survey via CIS. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents in the Main Office 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 (after school tutoring and Saturday Academy) by the Title I, Part C, Migrant Education Program.

Title II

Westland uses District supported 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:

Afterschool tutorial program through the Cultural Academy for New Americans (CANA) is in place at Westland; teachers attend on-going professional development opportunities on best practices for ESOL and content area teachers, in addition to the support of supplemental hardware and software provided to through the ELL department.

Title X- Homeless

Westland adheres to the 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 ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.ists schools with the identification, enrollment, attendance, and transportation of homeless students. Westland students once identified as eligible to receive services are provided with support from the Homeless Education Program.

- Westland participates in the Homeless Education Program provides annual training to: for 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) the School Homeless Liaison.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program which addresses violence and drug prevention is implemented through curriculum by counselors.

- Westland Student Services Team also focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. In addition, the SRO visits classes to further talk about violence and drug prevention.

District Policy Against Bullying and Harassment

- Westland adheres to the 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 receive training on an annual basis and implemented 5 curriculum lessons on Bullying and Violence Prevention per grade level. The School's SRO plays a vital role in ensuring students safe from Bullying and Harassment by visiting classes.

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, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

- 4) Westland participates in all of the contest sponsored by the Department of Food and Nutrition and promote healthy food choices and healthy eating through the Health Science Magnet in addition to Physical Education.

Adult Adult Education

Westland actively participates in the District's Adult Education program in an effort to complete courses in the evening for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

Westland promotes Career Pathways and Programs of Study through the Magnet program; Industry Certification 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.

Through articulation agreements, Westland students are able to earn college and postsecondary technical credits in high school which provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Westland students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications; they will gain a readiness for postsecondary opportunities with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Myrna Fiallo | Teacher |
| Giovanna Blanco | Principal |
| Pura Labrada | Teacher |
| Segundo Perez | Teacher |
| Vivian Vinas | Education Support Employee |
| Mayrelis Chavez | Parent |
| Alberto Almunia | Teacher |
| Lucilla Pia | Teacher |
| Sheba Thorbs-Medina | Teacher |
| Luis Rodriguez | Business/Community |
| Karolyn Ranero | Student |
| Lauren Hernandez | Student |
| Arianna SanJuan | Student |
| Dapne Cordero | Parent |
| Jesse Cosme | Business/Community |
| Melanie Martinez | Student |
| Nelson Magura | Business/Community |

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

Review of plan and student data was discussed at the September 2016 EESAC Meeting.

b. 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. The School Improvement Plan (SIP) is placed on each agenda of the EESAC for active discussion among attendees.

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

The annual budget was discussed and reviewed at the October 2016 EESAC meeting.

2. 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; Westland students received incentives for academic success on the Algebra 1 EOC, FSA and US History EOC statewide assessment. A budget of \$2,999.99 has been allocated to facilitate incentive purchases.

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 |
|---------------------|---------------------|
| Handal, Giovanna | Principal |
| Fiallo, Myrna | Instructional Coach |
| Gooden, Robin | Assistant Principal |
| Fernandez, Jose | Teacher, K-12 |
| Diaz-Rubio, Ivette | Assistant Principal |
| Concepcion, Alberto | Assistant Principal |
| Donates, Jennifer | Teacher, K-12 |
| Almuina, Alberto | Teacher, ESE |

b. Duties

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

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 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.

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

2. 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, collaborative planning and Data-Driven Instruction in-service opportunities provided by Myrna Fiallo, PD Liaison and Instructional 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.

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

Westland participates in the MINT Program, Mint mentees and mentors meet to share best practices on an on-going monthly basis.

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.

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

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.

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 and after school throughout the school year. Professional development is conducted for all teachers at least monthly and collaborative planning occurs on a weekly basis.

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: 0

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 Collaborative Planning.

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

Handal, Giovanna, pr7049@dadeschools.net

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

Mid Year Assessment ((MYA), Mini, Unit and Topic Assessment data will be retrieved to show 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 and in-school interventions.

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.

Westland Hialeah Senior High conducts orientations, parent nights, and articulation assemblies for incoming students from middle schools and students new to the school. Westland continues to support cohorts of students who did not receive their high school diploma by proving them with information on continuing educational opportunities through the Adult Education Program, SAT/ACT information and sign-up, and other alternative options to obtain the standard diploma.

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 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. Partnerships have been established with Miami Dade Hialeah Campus, the South Florida Educational Federal Credit Union and the Susana Wesley Nursing home to provide our students with hands on practical experience that will further enhance their knowledge in their respective career path. 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.

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

Westland Hialeah Senior 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 able to secure Industry Certifications as Digital Media Production, Digital Media Systems, Nursing Assisting, Home Health Aide, Health Unit Coordinator, Emergency Medical Responder, and Electrocardiograph Aide. Students also have an opportunity to receive an Associate of Arts Degree as apart of the College Pathway program. 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.

3. 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. Course such as : Digital Media Production, Digital Media Systems, Nursing Assisting, Home Health Aide, Health Unit Coordinator, Introduction to Education, Emergency Medical Responder, and Electrocardiograph Aide.

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 strategies used for improving student readiness for the public postsecondary level include:

- Promoting the Dual Enrollment Program with Miami Dade Community College and Florida International University (FIU). 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased, then student achievement will improve.

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 increased, then student achievement will improve. 1a

G088116

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 71.0 |
| U.S. History EOC Pass | 60.0 |
| Bio I EOC Level 3 | 64.0 |
| Algebra I EOC Level 3 | 66.0 |

Targeted Barriers to Achieving the Goal 3

- Limited evidence of proficiency in writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Monitoring will be done by classroom walk-throughs, lesson plan reviews, teacher modeling and implementation.

Person Responsible

Giovanna Handal

Schedule

Weekly, from 10/12/2016 to 6/2/2017

Evidence of Completion

Student artifacts, teacher grades, and assessments

Plan to Monitor Progress Toward G1. 8

Monitoring will be done by classroom walk-throughs, lesson plan reviews, teacher modeling and implementation.

Person Responsible

Giovanna Handal

Schedule

Weekly, from 10/12/2016 to 6/2/2017

Evidence of Completion

Student artifacts, teacher grades, and assessments

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

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased, then student achievement will improve. 1

 G088116

G1.B1 Limited evidence of proficiency in writing. 2

 B234310

G1.B1.S1 Establish clear writing norms and effectively target student's needs by utilizing data for progress monitoring 4

 S247068

Strategy Rationale

Based on the FSA data and teacher writing assignments; a need was determined to improve student writing specifically in the areas of evidence and elaboration.

Action Step 1 5

Professional Development -Incorporating Writing across the core content curriculum

Person Responsible

Myrna Fiallo

Schedule

On 10/3/2016

Evidence of Completion

Agenda, Sign-In Sheet

Action Step 2 5

Utilize writing samples (data) from students to assess needs.

Person Responsible

Giovanna Blanco

Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Classroom writing samples with corrective feedback

Action Step 3 5

Utilizing data to guide instruction

Person Responsible

Giovanna Blanco

Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom walk-throughs, whole group instruction, student activities

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

Classroom walk-throughs

Person Responsible

Giovanna Handal

Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Lesson plan reviews, evidence of student writing in folders, instructional delivery

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

Data Chats with Teachers

Person Responsible

Giovanna Handal








Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Student performance data

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  A321414 | Professional Development - Incorporating Writing across the core content curriculum | Fiallo, Myrna | 10/3/2016 | Agenda, Sign-In Sheet | 10/3/2016 one-time |
| G1.MA1  M334543 | Monitoring will be done by classroom walk-throughs, lesson plan reviews, teacher modeling and... | Handal, Giovanna | 10/12/2016 | Student artifacts, teacher grades, and assessments | 6/2/2017 weekly |
| G1.MA2  M334544 | Monitoring will be done by classroom walk-throughs, lesson plan reviews, teacher modeling and... | Handal, Giovanna | 10/12/2016 | Student artifacts, teacher grades, and assessments | 6/2/2017 weekly |
| G1.B1.S1.MA1  M334541 | Data Chats with Teachers | Handal, Giovanna | 10/31/2016 | Student performance data | 6/2/2017 quarterly |
| G1.B1.S1.MA1  M334542 | Classroom walk-throughs | Handal, Giovanna | 10/31/2016 | Lesson plan reviews, evidence of student writing in folders, instructional delivery | 6/2/2017 quarterly |
| G1.B1.S1.A2  A321415 | Utilize writing samples (data) from students to assess needs. | Blanco, Giovanna | 10/31/2016 | Classroom writing samples with corrective feedback | 6/2/2017 quarterly |
| G1.B1.S1.A3  A321416 | Utilizing data to guide instruction | Blanco, Giovanna | 10/31/2016 | Lesson plans, classroom walk-throughs, whole group instruction, student activities | 6/2/2017 quarterly |

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 increased, then student achievement will improve.

G1.B1 Limited evidence of proficiency in writing.

G1.B1.S1 Establish clear writing norms and effectively target student's needs by utilizing data for progress monitoring

PD Opportunity 1

Professional Development -Incorporating Writing across the core content curriculum

Facilitator

Myrna Fiallo

Participants

Faculty

Schedule

On 10/3/2016

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 | Professional Development -Incorporating Writing across the core content curriculum | \$0.00 |
| 2 | G1.B1.S1.A2 | Utilize writing samples (data) from students to assess needs. | \$0.00 |
| 3 | G1.B1.S1.A3 | Utilizing data to guide instruction | \$0.00 |
| Total: | | | \$0.00 |