

Miami-Dade County Public Schools

South Hialeah Elementary School



2017-18 Schoolwide Improvement Plan

South Hialeah Elementary School

265 E 5TH ST, Hialeah, FL 33010

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for South Hialeah Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 South Hialeah Elementary School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community.

b. Provide the school's vision statement.

The parents, students, teachers, and community are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering our students and the community.

2. School Environment

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

South Hialeah Elementary School continuously looks to have parents and local community members participate in functions to promote and motivate academic success in students, as well as teachers. The (EESAC) advisory board first looks to meet the needs of parents and students in the community. During Title 1 Advisory Meetings, as well as personal parent conferences, the needs of the students and families are identified. The Community Involvement Specialist (CIS), the After school Care Program, and the (PTA) Parent Teacher Association, offer parents and students access and support with homework assistance, technology resources, and intervention opportunities. They also provide connections between the school and home in multi-languages. Furthermore, the school's Meet and Greet, Open House, and Parent workshops are organized by the Leadership Team and the CIS to make connections and build relationships between the school and home.

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

South Hialeah Elementary strives to promote a safe and respectful environment by embracing a team concept. The school provides students free use of technology before and after school. Free breakfast is served for all students every school day. The Music Department offers interested students chorus, strings, and drama. The art department enters student projects in local, state, and national competitions throughout the school year. The music and art department work together to put on a yearly production for the holidays. The After School Care program provides enrichment and extra curricular programs such as piano, dance, and basketball.

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.

South Hialeah Elementary School follows a progressive discipline approach where discipline interventions and support begins at the least intrusive and lowest level, then works up to more restrictive and punitive levels if students continue to repeat poor choices and behaviors. Appropriate language, dress code, and attendance help to minimize discipline issues. The first level of action is that teachers and staff are responsible for discipline in the classroom and school grounds. Teachers

set discipline procedures by modeling respect and desired behavior. Teachers set clear and visible rules and consequences. If negative behavior persists, the second level is implemented with a referral to the school counselor. The school counselor will then use a behavior log so that the student and parent can monitor progress on desired behavior. Level three is a referral to the Assistant Principal when teacher, staff members, and counselor have exhausted all methods with no success. At this time, a consequence from The District Code of Conduct will be issued.

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.

South Hialeah Elementary has a partnership with The Institute of Children and Family Health, PsychSolutions, Inc., and numerous outside agencies. These organizations provide us with on-site therapists who work with individual students and their families to meet the students' specific social-emotional needs. The counselors also share lessons on Core Value over closed circuit television monthly. The announcements utilize a specific theme for students that emphasizes personal responsibility for behavior and its impact on creating a safe school environment. Embedded in each announcement are behavior examples and expectations for students that should be demonstrated each day at school. Classroom teachers follow up with classroom lessons and nominate a student of the month based on the district selected value of the month.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The dominant early warning signs at South Hialeah Elementary School are attendance below 90% and receiving a score of a level 1 or 2 on the statewide, standardized assessments in English Language Arts or Math. Attendance below 90% is an Early Warning Indicator because students miss quality instruction when they are not in class. South Hialeah Elementary has an attendance initiative plan where student attendance is monitored daily through attendance reports, student case management, and attendance review committee conferences. During Attendance Review Committee meetings parents receive resources and counseling to maximize attendance.

Course failure, as well as failing to demonstrate proficiency on statewide assessments, is closely monitored at the school site to provide students with strategic and viable interventions that will enhance their proficiency in the core subject areas. As a data-driven school site, administrators and instructional staff are provided with a comprehensive overview of the students overall performance. Intervention strategies are implemented based on the students' individual needs and monitored. Students failing to demonstrate improvement may be referred to the schools RtI/SST team for diagnostic testing and an individual student growth monitoring plan.

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	9	16	23	8	2	0	0	0	0	0	0	0	64
Level 1 on statewide assessment	4	9	19	44	41	55	0	0	0	0	0	0	0	172

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	4	10	25	19	54	42	0	0	0	0	0	0	0	154

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

McGraw Hill Reading Wonders: Wonder Works, i-Ready, Imagine Learning, Interventionist, ELL After school CANA tutoring, and America Read tutoring.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school builds positive relationships with families through the PTA, school volunteers, and 2nd Cup of Coffee (monthly informational meetings).

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 partnerships with various businesses such as McDonald's, Milam's, Subways, Domino's Pizza, Chuck E Cheese's, Publix, Donor's Choose, and City of Hialeah to support our school and student achievement with donations that include school supplies and educational materials for the students and staff.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Williams, Dillon	Principal
Lezcano, Zulay	Teacher, K-12
Loriga, Barbara	Teacher, K-12
Parra-Quevedo, Giselle	Teacher, K-12
Quintana, Ashley	Instructional Media
Vega-Garcia, Mercedes	Teacher, K-12
Zacca Miyar, Shirley	Teacher, K-12
Puebla, Jennifer	Teacher, K-12
MacDougall, Susanne	
Feliciano, Shelly	Teacher, K-12
Elvin, Neddrow	SAC Member
Huante, Mercedes	
Martinez, Deborah	Teacher, ESE
Vasallo, Olga	Teacher, K-12
Montano, Kadie	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.

Linette Tellez, Principal
Gladys Faraldo (Reading Coach), Neddrow H. Elvin (EESAC Chairperson), Kadie Montano (Mathematics), and Barbara Loriga (Science)
Shelly Feliciano, Mercedes Vega, Jennifer Puebla (Primary Chairpersons) and Giselle Parra-Quevedo, Zulay Lezcano, Shirley Zacca-Miyar, (Intermediate Chairpersons)
Deborah Martinez, SPED Department Chairperson
Olga Vasallo, ELL Department Chairperson
Mercedes Huante, Counselor (Primary)
Susanne Macdougall, Counselor (Intermediate)
Ashley Quintana, (Instructional Media)

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 South Hialeah Elementary MTSS/RtI Leadership Team holds monthly meetings using the eight step problem solving process as the basis for goal setting, planning, and program evaluation with the focus on increasing student achievement and/or success. The team will analyze resources that will facilitate the implementation of intervention strategies in the classroom to address each students' needs. Finally, data will be gathered and analyzed at all tiers to determine professional development needs for the faculty as indicated by group and individual student needs.

Title I Part A:

South Hialeah provides District services to ensure students requiring additional remediation are

assisted

through extended learning opportunities after-school programs, or summer school. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), who 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 to encourage parents to support their child's education, provide materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP—which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out extensive effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I Part C Migrant:

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct 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 and summer school) by the Title I, Part C, Migrant Education Program.

Title I Part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II:

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focuses on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III:

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons are purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists South Hialeah with the identification, enrollment, attendance, and transportation of homeless students. South Hialeah is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney-Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to South Hialeah and also provides a video and curriculum manual, and a contest is sponsored by the Homeless Trust a Community Organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. South Hialeah will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

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

the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Additionally,
South
Hialeah Elementary participates in the Alliance for a Healthier Generation program that provides
increasing
opportunities for students to exercise and play. It provides healthy foods and beverages in our
school's
cafeteria and offers resources for teachers and staff to become healthy role models on a quarterly
basis.

Housing Programs (N/A)

Head Start

The Head Start program is located at South Hialeah Elementary. Joint activities, including
professional
development and transition processes are shared. South Hialeah Elementary fosters this program to
develop
a continuum of care, education and services to support the families and children of its surrounding
community.

Adult Ed (N/A)

Career and Technical Education (N/A)

Job Training (N/A)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Neddro Elvin	Teacher
Gladys Faraldo	Teacher
Anita Martin	Parent
Mercedes Vega-Garcia	Teacher
Jeimy Solis	Teacher
Shirley Zacca-Miyar	Teacher
Mario Medina	Parent
Susan Macdougall	Education Support Employee
Brett Rayon	Parent
Anita Martin	Parent
Ciro Santana	Parent
Deborah Martinez	Teacher
Ashley Quintana	Education Support Employee
Shelly Feliciano	Teacher
Linette Tellez	Principal
Jennifer Puebla	Teacher
Giselle Parra-Quevedo	Teacher
Zulay Lezcano	Teacher
Kadie Montano	Teacher
Mercedes Huante	Education Support Employee
Eloise Owens	Parent
Sindy Franco	Parent
Alejandro Diaz	Parent
Chloe Abrams	Student
Maria Musa	Student
Ray Hicks	Business/Community
Daniel Hernandez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC met at the end of the 2016-17 school year to provide input on the strategies utilized toward school improvement goals.

b. Development of this school improvement plan

The EESAC met at the end of the 2016-17 school year to provide input on the strategies utilized toward school improvement goals. The Committee met in October to develop part B.

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

The EESAC Committee has voted to use funds to purchase student incentives and technology.

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

The EESAC funds allocated for the 2016-2017 school year were \$4,674.00. The EESAC funds were used for student incentives such as; trophies, certificates for attendance and academic performance and science supplies.

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
Williams, Dillon	Principal
Penedo, Chris	Assistant Principal
Williams, Tamme	Assistant Principal
Elvin, Neddre	SAC Member
DelToro, Sinthia	Teacher, ESE
Lezcano, Zulay	Teacher, K-12
Parra-Quevedo, Giselle	Teacher, K-12
Quintana, Ashley	Instructional Media
Bermudez, Ingrid	Teacher, K-12
Rodriguez, Jackelyn	Teacher, K-12
Valdes, Teresita	Teacher, K-12

b. Duties

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

The Literacy Leadership Team's initiatives for the 2017-18 school year is to focus on the use of the District Pacing Guides and its alignment to the Language Arts Florida Standards (LAFS) with the district adopted Wonders Reading series, Wonderworks Intervention program, as well as, the implementation and usage of the Accelerated Reader, iReady and MyOn programs.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers work collaboratively in planning and analyzing data for instruction. Grade level chairs serve as mentors to assist teachers in the implementation of the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS).

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

South Hialeah Elementary collaborates with universities to provide internship programs in order to recruit teachers. The school Administration solicits referrals for possible recruits from current employees to inquire about the qualifications of new teachers. The school Administration, grade level chairpersons, and instructional coaches, conduct regular meetings with novice teachers. Finally, all novice teachers are assigned a mentor to provide support through MINT and the New Teacher Center.

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

Assign novice teachers a designated mentor (MINT) within their teaching assignment and provide them with additional support through the New Teacher Center.

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 District provides Pacing Guides for all core subjects aligned to the Florida Standards. The Administration and Instructional Coaches ensure that the core instructional programs and materials are aligned with the Florida Standards through monitoring lesson plans and classroom observations.

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 uses formal and informal assessments to determine how to assign specific differentiated practices to remediate students. Teachers use explicit, teacher led and small group instruction to assist students. Interventionists and before/after-school tutoring are also used to reinforce skills.

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: After School Program

Minutes added to school year: 1,350

The school offers before and after school tutorial classes in reading and mathematics for struggling students through Title III funding from November to April.

Strategy Rationale

To provide students with additional intervention to support the core academic needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Dillon, pr5201@dadeschools.net

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

The tutoring programs effectiveness is measured and monitored using I-Ready Pre and Post results in core subjects.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Assessment tools utilized for students in this transition include:

- Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two sub-scales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor Body Movement and Object Movement).
- Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness, segmenting, concept of print, alliteration, and blending.
- Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and behavioral concerns.
- FLKRS-The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy.

During the month of May, South Hialeah opens registration for all incoming Kindergarten students. The school offers tours of the campus to new families as well as Kindergarten Orientation in August for all students and parents to inform them of expectations, curriculum, and programs. The Friday before school begins, we host a "Meet and Greet" in order to give students and parents an opportunity to familiarize themselves with their classroom and teacher.

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.

N/A

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

N/A

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

N/A

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 the Administrative Team and Instructional Coaches provide specific feedback and targeted support to teachers, then teachers will improve their instructional delivery.

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 the Administrative Team and Instructional Coaches provide specific feedback and targeted support to teachers, then teachers will improve their instructional delivery. 1a

G096821

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Teachers received limited feedback from the administrative team.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Framework for observations
- IPEGS
- Teacher Debriefing Protocol
- Quarterly Data Chats

Plan to Monitor Progress Toward G1. 8

Classroom Walkthroughs and Teacher Observation

Person Responsible

Dillon Williams

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Informal Observation Notes, Debriefing Notes, Lesson Plans, Reading Response Journals, Writing Notebooks,

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 the Administrative Team and Instructional Coaches provide specific feedback and targeted support to teachers, then teachers will improve their instructional delivery. 1

 G096821

G1.B4 Teachers received limited feedback from the administrative team. 2

 B260446

G1.B4.S1 The administrative team will conduct targeted weekly walkthroughs and conduct quarterly data chats where they will provide feedback on improving student achievement. 4

 S275850

Strategy Rationale

The purpose of the targeted walkthroughs and data chats is to support individual teacher needs.

Action Step 1 5

During weekly administrative team meetings, the team will determine a component of the Framework of Effective Instruction that will be targeted the following week.

Person Responsible

Dillon Williams

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Walkthrough notes

Action Step 2 5

After each i-Ready Diagnostic Assessment, the administrative team and Instructional Coaches will meet with the teachers to determine the next steps for effective instruction.

Person Responsible

Dillon Williams

Schedule

Triannually, from 8/21/2017 to 6/1/2018

Evidence of Completion

Student profiles and protocols

Action Step 3 5

Teachers and instructional coaches meet weekly to share best practices and plan for instruction.

Person Responsible

Dillon Williams

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Weekly subject area meeting minutes.

Action Step 4 5

Job-embedded professional development opportunities will be provided to support the core instructional program.

Person Responsible

Dillon Williams

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas and Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walkthroughs and Data Chats will be conducted to monitor for fidelity of implementation towards the goal.

Person Responsible

Dillon Williams

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Notes on Profile Sheets, Data Chats schedule and Walkthrough notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effective implementation will be monitored by administrative observations and the i-Ready assessment data.

Person Responsible

Dillon Williams








Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Walk through notes, Student Profiles, Data Tracker Protocols, Grade level minutes, Sign in Sheets, Agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399170	Classroom Walkthroughs and Teacher Observation	Williams, Dillon	8/21/2017	Informal Observation Notes, Debriefing Notes, Lesson Plans, Reading Response Journals, Writing Notebooks,	6/1/2018 weekly
G1.B4.S1.MA1  M399168	Effective implementation will be monitored by administrative observations and the i-Ready...	Williams, Dillon	8/21/2017	Walk through notes, Student Profiles, Data Tracker Protocols, Grade level minutes, Sign in Sheets, Agendas	6/1/2018 weekly
G1.B4.S1.MA1  M399169	Walkthroughs and Data Chats will be conducted to monitor for fidelity of implementation towards the...	Williams, Dillon	8/21/2017	Notes on Profile Sheets, Data Chats schedule and Walkthrough notes.	6/1/2018 weekly
G1.B4.S1.A1  A370838	During weekly administrative team meetings, the team will determine a component of the Framework of...	Williams, Dillon	9/18/2017	Walkthrough notes	6/1/2018 weekly
G1.B4.S1.A2  A370839	After each i-Ready Diagnostic Assessment, the administrative team and Instructional Coaches will...	Williams, Dillon	8/21/2017	Student profiles and protocols	6/1/2018 triannually
G1.B4.S1.A3  A370840	Teachers and instructional coaches meet weekly to share best practices and plan for instruction.	Williams, Dillon	8/21/2017	Weekly subject area meeting minutes.	6/1/2018 weekly
G1.B4.S1.A4  A370841	Job-embedded professional development opportunities will be provided to support the core...	Williams, Dillon	8/14/2017	Agendas and Sign-in sheets.	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If the Administrative Team and Instructional Coaches provide specific feedback and targeted support to teachers, then teachers will improve their instructional delivery.

G1.B4 Teachers received limited feedback from the administrative team.

G1.B4.S1 The administrative team will conduct targeted weekly walkthroughs and conduct quarterly data chats where they will provide feedback on improving student achievement.

PD Opportunity 1

Job-embedded professional development opportunities will be provided to support the core instructional program.

Facilitator

Kadie Montano and Gladys Faraldo

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	During weekly administrative team meetings, the team will determine a component of the Framework of Effective Instruction that will be targeted the following week.	\$0.00
2	G1.B4.S1.A2	After each i-Ready Diagnostic Assessment, the administrative team and Instructional Coaches will meet with the teachers to determine the next steps for effective instruction.	\$0.00
3	G1.B4.S1.A3	Teachers and instructional coaches meet weekly to share best practices and plan for instruction.	\$0.00
4	G1.B4.S1.A4	Job-embedded professional development opportunities will be provided to support the core instructional program.	\$0.00
Total:			\$0.00