

Miami-Dade County Public Schools

Hialeah Miami Lakes Senior High



2017-18 Schoolwide Improvement Plan

Hialeah Miami Lakes Senior High

7977 W 12TH AVE, Hialeah, FL 33014

<http://schoolsites.schoolworld.com/schools/hialeah/>

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)
High School 9-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 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>.

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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 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 Hialeah Miami Lakes Senior High

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.

We are committed to building a community of creative and analytical thinkers through rigorous and relevant academic choices and diverse educational opportunities designed to prepare our students to meet the demands of our ever-changing world.

b. Provide the school's vision statement.

We will empower our students to become confident, self-directed, life-long learners, and proactive members of society.

2. School Environment

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

The leadership team at Hialeah-Miami Lakes has brought a vision of high academic standards and academic excellence to the school and community. As a school, we are committed to building a community of creative and analytical thinkers through relevant academic choices and diverse educational opportunities designed to prepare our students to meet the demands of our ever-changing world. In the past four years, the school has experienced a significant increase in the number of students participating in advanced academics. We have made it a personal mission to increase the number of AP and Dual Enrollment courses offered at Hialeah-Miami Lakes. In the last four years Hialeah-Miami Lakes, increased the number of Dual Enrollment classes through Florida International University from three to fifteen. Our goal is to expose our students to as many college level opportunities as possible, helping to prepare our students for post-secondary success. Dynamic instruction throughout the curriculum focuses on both leadership and problem-solving abilities. With access to the latest technology and individualized educational plans students build confidence and simultaneously foster a desire to be life-long learners. Students learning in a myriad of ways with exposure to a variety of instructional approaches allot opportunities for students to construct meaningful context to support their learning. A student's learning potential is enhanced by positive relationships and mutual respect among and between students and staff. Opportunities for college tours and field trips continue to perpetuate student curiosity and their thirst for knowledge. Additionally, Hialeah-Miami Lakes is home to three magnet programs and AP Capstone. The rigor and expectations of the magnet programs augment the student's experience and ultimately prepares them to be competitive in a 21st century workforce. iPrep at Hialeah-Miami Lakes is an innovative program designed to integrate technology into every area of the learning environment, including curriculum delivery and collaboration. The implementation of the iPrep magnet included a complete renovation of our third floor, which transformed the area into a state-of-the-art technological, educational facility equipped with smart boards and Mac-book Airs for every student. The program was awarded a magnet school of distinction for two consecutive years in 2015-2016 and 2016-2017 award by Magnet schools of America. Augmenting the school environment our Digital Media and Entrepreneurship magnet also saw massive renovations in our former Culinary Arts room to include up-to-date technology, furniture and collaborative rooms for student work and exploration.

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

Hialeah-Miami Lakes creates and maintains a safe and respected environment by implementing The Code of Student Conduct and Promoting and Maintaining a Safe Learning Environment School Board Policy 6Gx13-5D-108. Hialeah-Miami Lakes builds upon each student's potential for learning and fosters positive interpersonal relationships through personal, academic, civic, and occupational adequacies in order to become effective and productive citizens. Hialeah-Miami Lakes personnel are trained and equipped with the skill sets and knowledge needed to respond to critical incidents or other related emergencies that may arise in the school or community by implementing the Critical Incident Response Plan developed for the school.

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.

Hialeah-Miami Lakes aligns its school-wide behavioral system with the Multi-tiered System of Support and procedures using corrective strategies outlined in the Code of Student Conduct shared with staff during the Opening of Schools and students on the first day of school . Hialeah-Miami Lakes established a progressive discipline protocol to deal with disciplinary incidents that arise in order to set forth clear behavioral expectations among teachers, students, and parents. Hialeah-Miami Lakes Administrative Progressive Discipline Plan is available on the school's website and is provided to teachers to ensure fairness and equity among disciplinary incidents.

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 emotional safety of students at Hialeah-Miami Lakes will be addressed by array of personnel and programs. All students are able to seek the services of the TRUST Specialist upon request as well as schedule an appointment with their Student Service Guidance Counselor during school hours. Providing additional support through the Health/Driver Education classes are Switchboard of Miami/ Project Wise and Abriendo Puertas. A working relationship is also maintained with community agencies such as MC USA that serve the emotional needs of our students through the TRUST Program in Student Services. Student with IEP's in the ESE program are supported by the EBD Clinician and Art Therapist.

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.

Hialeah-Miami Lakes Senior High uses Early Warning Systems when determining our at-risk student population by addressing attendance, suspensions, course failure and standardized assessments. Student Services progress monitors students using Student Pupil Progression 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	56	34	33	21	144
One or more suspensions	0	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	12	32	43	5	92
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	184	145	148	91	568

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	190	25	157	62	434

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

Hialeah-Miami Lakes Senior High School provides students identified by the early warning system with the following intervention classes and strategies to improve academic performance.

- Intensive Reading
- IR Retake Classes (11th/12th)
- Intensive Reading Classes (IR L2): Edge
- Intensive Reading Plus (IR+ L1): Read 180/Systems 44
- Developmental Reading Classes through ESOL
- Edgenuity
- Khan Academy
- Technology Programs
- Read 180 Software/System 44
- Reading Plus
- Imagine Learning
- Achieve 3000
- Intensive Math
- L1 (Algebra A/B non-passers)
- L2 (Algebra A/B non-passers)
- After-School ELL Tutoring
- Saturday School
- HLAP

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

Hialeah-Miami Lakes Senior High School will build positive relationships with families through the use of Open House, Pathway Meetings, and Community Involvement Specialist.

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.

Hialeah-Miami Lakes Senior High School builds and sustains partnerships with local community agencies through Dade Partners in order to establish a cooperative agreement between the school and business professionals, civic groups, and government agencies to bring resources together to improve student achievement and enhance educational programs within our school. Through the Educational Excellence School Advisory Council (EESAC), Dade Partners, such as Florida International University, Sherilyn Lukas, Dual Enrollment Advisor and Miami Dade College, Sophie Pisoneros, Pre College Advisor are encouraged to participate in monthly meetings to ensure all stakeholders are involved with the decisions making process that impacts student achievement.

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
Garcia, Lisa	Principal
Vinas, Barbara	Assistant Principal
Robinson, Felicia	Assistant Principal
Ramirez, Juan	Assistant Principal

b. Duties

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

Lisa Garcia, Principal; Juan Ramirez, Assistant Principal, Felicia Robinson, Assistant Principal, and Barbara Viñas, Assistant Principal will schedule and facilitate regular Instructional Leadership meetings to follow up on action steps and allocate resources for intervention. In addition to the school administrators and the school Leadership Team will include the following members will carry out the planning of the school improvement and strategic planning for student achievement.

- Sandra Ortiz , Students with Disability Chair
- Odalys Acosta, Student Services Department Chair
- Monica Hurter, Art Therapist
- Odalys Acosta, TRUST Counselor
- Erika Baltar, Social Worker
- Victor Astacio, Psychologist
- Marissa Machado, iPrep Lead Teacher
- Elena Sanchez, ELA Department Chair
- Anne Knight, Reading Coach

- Tosha Daniels, Mathematics Coach
- Robert Mayrovitz, Science Department Chair
- Shenita Hunt, Fine Arts Department Chair
- Richard Silberman, Activities Director
- Michael Phillips, IT Administrator
- Yenelin Cabañas, ELL Department Chair
- Michelle Simon, Social Studies Department Chair
- David Ruiz, CTE Department Chair

Selected members of the Instructional Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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 Instructional Leadership Team is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating systems of support into the culture of each school.

1. Leadership Team leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s), Department Chairs and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

The Instructional Leadership Team will use data and Early Warning Systems to identify the school's needs and resources that will impact student achievement and Early Warning Systems. Using state and district assessments, strategic planning and monitoring will take place in order to evaluate the core instructional practices and behavioral methodologies embedded within the instructional framework. Differentiated Instruction and interventions will be provided to any student not showing adequate gains in state and/or district assessments through a push-in/push-out model, after-school tutoring, and Saturday School. Intensive instructional and/or behavioral interventions will be provided with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Title I, Part A

At Hialeah-Miami Lakes Senior High School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as: after-school programs, Saturday Academy, or summer school provided through our adult education program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Instructional Coaches in the areas of Reading and Mathematics provide support to the instructional staff by utilizing push-in and parallel teaching strategies. They develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The Migrant Liaison, Trust Counselor at Hialeah-Miami Lakes Senior High, provides services and support to students and parents. The District 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.

Title I, Part D

Hialeah-Miami Lakes Senior High School utilizes District-supplied funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II

Hialeah-Miami Lakes Senior High School is a Title II district that uses supplemental funds for improving basic education as follows:

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

Title III

Hialeah-Miami Lakes Senior High School provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. At Hialeah-Miami Lakes Senior High School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to

implement and/or provide:

- tutorial programs (9-12)
- parent outreach activities (9-12)
- behavioral/mental counseling services (9-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (9-12)
- reading and supplementary instructional materials (9-12)
- hardware and software for the development of language and literacy skills in Reading, Mathematics and Science, is purchased for selected schools to be used by ELL and immigrant students (9-12, RFP Process)

Title VI, Part B - NA

Title X- Homeless

Hialeah-Miami Lakes Senior High School:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Students at Hialeah-Miami Lakes are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists Hialeah-Miami Lakes with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison, Trust Counselor provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2017 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Hialeah-Miami Lakes Senior High School offers non-violence and anti-drug programs to students that incorporate field trips, community service, drug tests, and counseling. Moreover, all these programs are coordinated by the TRUST counselor:

- TATU (Teens Against Tobacco Use program through the American Lung Association)
- Peer Mediation

SSHSMFACT

Nutrition Programs

- Hialeah-Miami Lakes Senior High School adheres to and implements the nutritional requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program that provides school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

Adult Education

High school completion courses are available to all eligible students at Hialeah-Miami Lakes Senior High School through adult education program, based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

Hialeah-Miami Lakes Senior High School promotes Career Pathways and Programs of Study, students at Hialeah-Miami Lakes Senior High School will be academy program completers, and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school, thus providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 9-12.

Job Training-N/A

Other

Health Connect in Our Schools

- Health Connect at Hialeah-Miami Lakes Senior High (HCiOS) offers a coordinated level of school based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sydnia Machado-Fonseca	Teacher
Lisa Garcia	Principal
Alexis Cazañas	Principal
Barbara Viñas	Education Support Employee
Daniel Francia	Teacher
Mariaelena Vicedo	Teacher
Maria Parra	Education Support Employee
Dawn Remick	Parent
Sara Orozco	Parent
Michelle Simon	Teacher
Madeline Domenech	Teacher
Ismary Gondar	Teacher
Bernard Quinn	Teacher
Ashwan Lawson	Education Support Employee
Leticia Delgado	Parent
Miriam Basallo	Parent
Melissa Cruz	Student
Vanessa Hernandez	Student
Jeanette Hernandez	Student
Heather Tabares	Student
Maria Lopez	Student
Eddie Sedeño	Business/Community
Sophie Pisonero	Business/Community
Manny Ruiz	Education Support Employee

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

As a team, the School Advisory Council (SAC), met and reviewed the 2017-2018 School Improvement Plan (SIP). The committee analyzed the data to determine the elimination or reduction of barriers, along with the development of goals for the 2017-2018 year.

b. Development of this school improvement plan

The School Advisory Council:

- Schedule and conduct meetings on a regular basis;
- Review all applicable student performance data;
- Determine the students' needs and prioritize them;
- Recommend strategies to improve areas of need;
- Decide how to measure results;
- Assist in the preparation and evaluation of the School Improvement Plan

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

In ensuring that all teachers and students are trained and ready to strategically reduce or eliminate the barriers on the School Improvement Plan (SIP), it was agreed that the budget should include content specific supplemental materials to support the needs of each academic area and student motivational incentives for academic achievement.

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

\$2,999.00 were allotted to student incentives during the 2016-2017 school year.

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.

In collaboration with the principal, an action plan has been developed to recruit and retain parents to the School Advisory Committee (SAC) during PTSA meeting and school activities.

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
Knight, Anne	Instructional Coach
Vinas, Barbara	Assistant Principal
Daniels, Tosha	Instructional Coach
Williams, Gwendolyn	Teacher, K-12
Medina, Michelle	Teacher, K-12
Ochoa, Miriam	Teacher, K-12
Simon, Michelle	Teacher, K-12

b. Duties

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

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

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.

In encouraging positive working relationships, collaborative planning, and instruction among teachers; Hialeah-Miami Lakes provides common planning to core academic classes. During this time, teachers are encouraged to work together in order to develop relevant and rigorous lessons that will yield quality instruction in the classroom.

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

The Leadership Team is responsible for recruiting and retaining highly qualified teachers.

The school's strategies to recruit and retain highly qualified teachers include:

1. Conduct regular meetings with new teachers (Principal/AP)
2. Partnering new teachers with veteran staff for mentoring opportunities (Assistant Principal)
3. Soliciting referrals from current employees (Principal/AP)
4. Review applicant resumes for appropriate certifications for open positions (Principal/AP)
5. Offer teachers leadership opportunities (Principal)

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

Mentoring and induction for New Teachers (MINT) Program: Pairing of novice teachers with mentor teachers.

The school's teacher mentoring program includes pairing a mentor who is highly qualified with successful teaching experience and certified in the mentee's subject area to ensure the success of the mentee. Activities between mentor and mentee include Bi-Weekly meetings, Informal observation with feedback, classroom modeling, and participation in the District's MINT program.

The following MINT Teachers have been identified to support novice teachers to the profession: The teachers selected have demonstrated Highly Effective Ratings and embed in their instruction the Framework of Effective Instruction.

1. Ms. Shenita Hunt, 25 years of teaching experience in the field of Music (K-12) is paired with Mr. Kevin Segura who teaches Band.
2. Ms. Michelle Simon, 21 years of teaching experience in the field of Social Science (5-12) is paired with Mr. Johnny Garcia, who teaches English.
3. Ms. Miriam Ochoa, 17 years of teaching experience in the field of Physical Education and Reading Endorsement is paired with Mr. Jose Nolan, who teaches ESOL Developmental and Mr. Yuan Chong who teaches Biology.

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.

In ensuring core instructional programs and materials are aligned to the Florida Standards, Hialeah-Miami Lakes supports the implementation of District Pacing Guides among the core academic classes and coaching support. Instructional Coaches are used during common planning to unpack the Florida Standards effectively and build capacity among teachers through systematic coaching cycles.

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.

In order to meet the diverse needs of students, state and district assessment data is used to differentiate instruction and progress monitor students based on their academic needs. Through Common Planning, data is used to differentiate instruction in order to increase, remediate, and enrich student performance.

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: Extended School Day

Minutes added to school year: 1,920

Students will have the opportunity to participate in the following:

After-School Tutoring: Students will receive additional instruction in Math, to assist them in passing state required assessments

ELL Tutoring: Students will receive additional instruction in core subjects as Reading, Math, to assist them in passing state required assessments.

Saturday School-Tutoring Academy Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, U.S History, and SAT/ACT practice to assist them in passing state required assessments.

Strategy Rationale

Provide students will opportunities for students to attain proficiency on State Assessments

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Lisa, lisagarcia@dadeschools.net

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

Data is collected through Mid-Year assessments, curriculum based assessments, and Topic Assessments to monitor and ensure students are making progress on targeted and tested item specifications on each assessment.

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.

Hialeah Miami Lakes Senior High School supports the incoming cohorts by hosting an annual Feeder Pattern Showcase and articulation meetings. This allows for all instructional leaders to align the student's needs to the Pupil Progression Plan. Post Secondary Education is promoted among all grade levels through grade-level meetings presented by the CAP Advisor. Additionally, College Tours and College Fairs are supported to bring awareness on requirements needed to attend such institutions.

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.

Hialeah-Miami Lakes Senior High School by way of Smaller Learning Communities (SLC) program awards discretionary grants to local educational agencies (LEAs) to support the implementation of SLCs and activities to improve student academic achievement in large public high schools with enrollments of 1,000 or more students. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, "houses" in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs.

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

Hialeah-Miami Lakes Senior High School set the foundation of all efforts to improve high school students' transition to postsecondary education and/or careers with an applied and integrated curriculum that connects academic and vocational learning. The Smaller Learning Communities at Hialeah-Miami Lakes Senior High are the following: Visual and Performing Arts Academy (Art, Band, Choir, and Piano); Business Academy (Business Management & Law, Entrepreneurship, Computer Skills, and Web Design); Communications Academy (Newspaper, TV Production, and Yearbook). Students select their academy through the assistance of the student services department and begin to take coursework in the area of interest. Moreover, this curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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

Career and Technical Courses are offered to our students through our Digital Media Technology and Entrepreneurship classes. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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.

In best preparing students for the public post-secondary level, Dual Enrollment and AP courses are offered in most disciplines. Students are challenged and expected to maintain a rigorous level of academic achievement parallel to that of a post secondary education. In addition, our college and

career readiness classes prepare students for the PERT and allow them to fulfill the examination requirement, while in high school.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096849

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	42.0
ELA Achievement District Assessment	46.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- Limited opportunities for Data-Driven Instruction- Teachers will use both formative and summative assessments in order to design differentiated lesson that meets the developmental needs of learners and provide students with the opportunity for re-teaching, remediation, and enrichment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Pacing Guide, Florida Standards Item Specs, CPALMS, Collections, ELL Imaging Learning, Achieve 3000, Read 180/Systems 44
- Houghton Mifflin Harcourt (HMH), Personal Tutor (HMH) Digital, Pacing Guides, Mathematics Item Specs
- District Pacing Guides, Biology Learning Goals and Item Specifications, 5-E Learning Cycle Lesson Plan Template, Gradual Release of Responsibility Model; Edgenuity, Learning Village (content specific attachments, Extended Learning Modules, online textbook resources) HOT Labs, DOK Wheel, Common Planning, Edgenuity, Kahoot, and BioBlitz
- Instructional strategies SS includes SS Unpacking-Planning Guide, SS Instructional Framework, Suggested Lesson Plan Template, FLDOE US History Test Item Specifications, US History Task Cards, History Labs, District Pacing Guides, Word Sorts, Vocabulary Replay.

Plan to Monitor Progress Toward G1. 8

Instructional Walkthroughs using FEI Framework by the administrative team and district support team.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Grade level instructional plans, instructional delivery and tasks consistent with District Pacing Guides, lesson plans, Coaching log, student work folders

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

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

G096849

G1.B1 Limited opportunities for Data-Driven Instruction- Teachers will use both formative and summative assessments in order to design differentiated lesson that meets the developmental needs of learners and provide students with the opportunity for re-teaching, remediation, and enrichment. 2

B260535

G1.B1.S1 By using PowerBi, identify and plan for the instructional developmental needs of all learners through the common planning process opportunities to implement higher-order questions, differentiated instruction and active reading strategies that promote student engagement. 4

S275930

Strategy Rationale

Improve core instruction within accountability areas.

Action Step 1 5

In common planning, develop plans that are clear, logical, sequential, and aligned to the standard-based learning to include Differentiated Instruction for re-teaching, remediation, and enrichment.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 2 5

Teachers will implement strategies to engage students in higher-order learning tasks.

Person Responsible

Anne Knight

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 3 5

Conduct coaching cycles for teachers in need of additional support by instructional coach.

Person Responsible

Anne Knight

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Coaching Logs

Action Step 4 5

Use PowerBI and G2D to adjust instruction fo re-teaching, remediation, and enrichment throug the use of a variety of strategies to engage students in higher-order thinking and reinforce learning targets in mathematics.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 5 5

During collaborative planning, PowerBI will be used to develop appropriate lessons that are aligned to the developmental needs of all learners for remediation, enrichment, and re-teaching in both Algebra and Geometry.

Person Responsible

Tosha Daniels

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 6 5

Teachers will use a variety of strategies such as Task Cards during RTI days and Differentiated Instruction within their instructional framework in order to engage students in diverse activity structures.

Person Responsible

Tosha Daniels

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 7 5

Use PowerBI and G2D to Differentiate Instruction for re-teaching, remediation, and enrichment in order to develop lessons aligned to the developmental needs of students' in Biology.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 8 5

In common planning, provide opportunities within the lesson(s) for the CER strategy in order to reinforce targeted benchmarks.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

Action Step 9 5

Monitor fidelity and effectiveness of the action through instructional walk-throughs. and debriefing session with instructional coach, department head, and support specialist, and Accountability Council Meeting.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Instructional Walk-through's using FEI Framework by the administrative team and district support team.

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

Instructional Walk-through's using FEI Framework by the administrative team and district support team.

Person Responsible

Lisa Garcia

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

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

Instructional Walk-through's using FEI Framework by the administrative team and district support team.

Person Responsible

Lisa Garcia

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation

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 M399347	Instructional Walkthroughs using FEI Framework by the administrative team and district support...	Garcia, Lisa	10/2/2017	Grade level instructional plans, instructional delivery and tasks consistent with District Pacing Guides, lesson plans, Coaching log, student work folders	6/8/2018 biweekly
G1.B1.S1.MA1 M399345	Instructional Walk-though's using FEI Framework by the administrative team and district support...	Garcia, Lisa	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.MA1 M399346	Instructional Walk-though's using FEI Framework by the administrative team and district support...	Garcia, Lisa	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 weekly
G1.B1.S1.A1 A371075	In common planning, develop plans that are clear, logical, sequential, and aligned to the...	Garcia, Lisa	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A2 A371076	Teachers will implement strategies to engage students in higher-order learning tasks.	Knight, Anne	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A3 A371077	Conduct coaching cycles for teachers in need of additional support by instructional coach.	Knight, Anne	10/2/2017	Coaching Logs	6/8/2018 weekly
G1.B1.S1.A4 A371078	Use PowerBI and G2D to adjust instruction fo re-teaching, remediation, and enrichment thorough the...	Garcia, Lisa	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A5 A371079	During collaborative planning, PowerBI will be used to develop appropriate lessons that are...	Daniels, Tosha	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A6 A371080	Teachers will use a variety of strategies such as Task Cards during RTI days and Differentiated...	Daniels, Tosha	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A7 A371081	Use PowerBI and G2D to Differentiate Instruction for re-teaching, remediation, and enrichment in...	Garcia, Lisa	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A8 A371082	In common planning, provide opportunities within the lesson(s) for the CER strategy in order to...	Garcia, Lisa	10/2/2017	Lesson Plans, Artifacts, Agenda, Sign-In, walk-through observation	6/8/2018 biweekly
G1.B1.S1.A9 A371083	Monitor fidelity and effectiveness of the action through instructional walk-throughs. and...	Garcia, Lisa	10/2/2017	Instructional Walk-though's using FEI Framework by the administrative team and district support team.	6/8/2018 biweekly

V. Professional Development Opportunities

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

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	In common planning, develop plans that are clear, logical, sequential, and aligned to the standard-based learning to include Differentiated Instruction for re-teaching, remediation, and enrichment.	\$0.00
2	G1.B1.S1.A2	Teachers will implement strategies to engage students in higher-order learning tasks.	\$0.00
3	G1.B1.S1.A3	Conduct coaching cycles for teachers in need of additional support by instructional coach.	\$0.00
4	G1.B1.S1.A4	Use PowerBI and G2D to adjust instruction fo re-teaching, remediation, and enrichment thorough the use of a variety of strategies to engage students in higher-order thinking and reinforce learning targets in mathematics.	\$0.00
5	G1.B1.S1.A5	During collaborative planning, PowerBI will be used to develop appropriate lessons that are aligned to the developmental needs of all learners for remediation, enrichment, and re-teaching in both Algebra and Geometry.	\$0.00
6	G1.B1.S1.A6	Teachers will use a variety of strategies such as Task Cards during RTI days and Differentiated Instruction within their instructional framework in order to engage students in diverse activity structures.	\$0.00
7	G1.B1.S1.A7	Use PowerBI and G2D to Differentiate Instruction for re-teaching, remediation, and enrichment in order to develop lessons aligned to the developmental needs of students' in Biology.	\$0.00
8	G1.B1.S1.A8	In common planning, provide oppourtunities within the lesson(s) for the CER strategy in order to reinforce targeted benchmarks.	\$0.00
9	G1.B1.S1.A9	Monitor fidelity and effectiveness of the action through instructional walk-throughs. and debriefing session with instructional coach, department head, and support specialist, and Accountability Council Meeting.	\$0.00
Total:			\$0.00