

Miami-Dade County Public Schools

Hialeah Gardens Senior High School



2017-18 Schoolwide Improvement Plan

Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD, Hialeah Gardens, FL 33018

<http://hghs.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)
High School 9-12	Yes	87%
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	B	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Gardens Senior High 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 Hialeah Gardens High School is to provide all students the opportunity, in small learning communities, to receive a high quality, international education that will equip them to compete in our ever-changing, high-tech, global society. In a safe and healthy environment, and through collaboration among disciplines, project-based assignments, and business and community partnerships, we will prepare students to become productive and socially conscious members of society by providing them with the knowledge and skills necessary to succeed in post-secondary education and the workforce.

b. Provide the school's vision statement.

A collaborative learning community achieving excellence daily.

2. School Environment

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

Hialeah Gardens High School receives students from around the world each year. Whether it be from Europe, Asia, Caribbean, Latin America or Central America, all students are taken in with open arms. From there, the cultural adventure begins and the uniqueness of each and every students' cultural experiences transcend into every lesson learned. Throughout the educational process, teachers continuously make cultural connections in relation to the content presented, which allows for a teacher-student relationship to take place. The many heritages are also celebrated, while making mention of the many contributions each culture has offered the United States throughout history. Through student projects, display boards, cultural dances, folklore, traditions and foods, teachers and students obtain a first-hand experience of the cultural melting pot that makes Hialeah Gardens High School.

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

Student and employee safety is a primary concern of Hialeah Gardens High School. Personnel are trained on the skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in the school/community. Some of the protective action procedures include the evacuation of students/staff from the building(s), evacuation of the disabled and if necessary the relocation of students/staff from the school campus, lockdown procedures and holding/dismissing students during school and community emergencies, and a strict uniform policy. With the help of the administrative team, teachers monitoring the halls at the changing of the bells, and security monitors continuously circling the campus and closely monitoring the cameras, students are ensured a safe and respectable environment before, during, and after 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.

An orderly, friendly atmosphere in the classroom and in the school is essential if students are to learn to the maximum of their ability. Subject to law and School Board Policies, each teacher or other member of the staff shall keep good order in the classroom and in other areas of the school. When school rules are broken, the following procedures will be followed (the order may be changed, depending on the circumstances):

1. Verbal warnings will be given to the student.
2. A pupil-teacher conference will be held.
3. The teacher will contact the parent concerning the misbehavior.
4. If the student's behavior does not improve, the Principal or Assistant Principal will be notified and other disciplinary measures will be considered.
5. Other disciplinary measures may include, but are not limited to work assignment, after school detention, alternative to suspension, placement at the Student Success Center, or recommendation for expulsion.
6. The possession and/or use of weapons by students on school grounds will result in suspension and an automatic recommendation for expulsion.

All students are expected to abide by the Code of Student Conduct at all times. The use of abusive or profane language in school and /or at school activities is prohibited. Any student involved in a fight, including food fights, before school, after school, or when participating in a school-sponsored activity on or off campus will be administratively disciplined.

The authority set forth in Florida Statutes vest school administrators with the power to establish rules for discipline, develop understandings for the enforcement of obedience, and to enforce classroom regulations. Teacher's and administrators have the right to use such means including the moderate use of physical contact as may be necessary to maintain discipline and to enforce school order and rules.

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.

Hialeah Gardens High School ensures the social-emotional needs of all students by promoting positive relationships among students and adults. HGHS fosters a multicultural environment free of bullying. The students have access to counseling sessions, where they receive mental health support and youth-development. Teachers also reinforce school rules, classroom routines, schedules, and make sure students are receiving the guidance and aid each student requires. In addition, the school creates projects for students to work together using coaching and support from other peers and adults. Teachers monitor the students' progress and offer opportunities to work as a collaborative team. Special need students receive access to related services that offer the tools they may need to perform as regular peers. Social-emotional needs of students are also met by developing Individualized Educational Plans (IEP) aimed to develop students skills and to teach them how to manage their emotions, resolve conflicts and become independent, self-sufficient and responsible individuals. Teachers then provide accommodations based on the unique needs and characteristics indicated on the IEP. All students are encourage to participate in extracurricular activities, tutoring, and sports. HGHS is a fully inclusive school with high standards and expectations of all students. Students are trained to enhance their skills and be ready to face the challenges of higher education.

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.

In determining our at-risk student population, all early warning indicators are taken into consideration. After careful analysis, students are then categorized by the indicators placing them in the "at risk" profile. Careful attention is placed in the following areas:

1. Attendance below 90 percent, regardless of whether absences are excused or a result of assignment(s) to The Success Center.
2. One or more suspensions, whether in school or as a result of assignment to The Success Center.
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	0	0	0	0	0	0	0	0	0	7	135	102	95	339	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	196	236	265	240	937	

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	180	80	209	111	580

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

The school provides all students identified by the early warning system with the opportunity to attend and/or participate in the following:

1. Through Miami Springs Adult/Community Education a Credit Recovery Program which allows student to complete course hours in order to compensate for lost instructional days
2. Morning and evening intervention meetings
3. After school tutoring
4. Saturday academic camps
5. Pullout/Push-in small group content-specific interventions
6. Participation in the Student Success Centers and Pathways to enhance the academic performance and behavior of at-risk students.

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

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.

In securing a strong partnership and relationship with the local community, Hialeah Gardens High School ensure to establish and maintain rapport with parents, community members, and our neighboring businesses. In doing so, we continuously strive to include and keep all parties informed and welcome them to take part in our SAC meetings. In working together, we ensure that all parties are involved in making decisions to enhance student achievement. Whether it be to motivate students, assist them with resources, provide services and/or work opportunities, and take part in community events as a team; parents, community members, and our neighboring businesses work as a communal team.

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
Jimenez, Maritza	Principal
Granados, Andy	Assistant Principal
	Assistant Principal
Cainas, Eric	Assistant Principal
Krueger, Lee	Assistant Principal
Parra, Anabel	Instructional Media
Law, Tammy	Teacher, K-12
Pino, Yvette	School Counselor
Valle, Vanessa	Instructional Coach
Rodriguez, Christine	Teacher, K-12
Napoles, Rafael	Teacher, K-12
Morales, Meiky	Teacher, ESE
Nehme, Zachery	Teacher, K-12
Bryant, James	Teacher, K-12
Belfield, Kristan	Administrative Support
Aguila, Elizabeth	Teacher, K-12
Garrido, Alex	Teacher, K-12
Espinosa, Jack	Teacher, K-12
Nehme, Adam	Teacher, K-12
Somoza, Nicole	Teacher, ESE
Howell, Monica	Teacher, K-12
Jorge, Nicolasa	Teacher, K-12
Giler, Marisela	Teacher, K-12

b. Duties

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

1. Principal - provide oversight and facilitate the school's plan for school-wide improvements based on data.
2. Assistant Principal (Lesa Slocum) - provide oversight and facilitate the school's plan for school-wide improvements based on data.
3. Assistant Principals (Edith Cimino; Andy Granados, Lee Krueger, Lesa Slocum) - provide oversight and facilitate the school's plan for school-wide improvements based on data; provide levels of support and interventions based on data
4. Media Specialist (Anabelle Parra)- serve as a member of the LLT; provide school-wide literacy initiatives
5. Academy of Biomedical Science Lead Teacher (Tammy Law) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

6. Student Services Department Chairperson (Yvette Pino) - maintain effective communication with students, parents and teachers
7. Language Arts Department Chairperson (Christine Rodriguez) - conduct data chats; schedule district assessments; provide resources and support to teachers.
9. ELL/ESOL Department Chairperson (Nicolasa Jorge; Marisela Giler)- conduct data chats; schedule district assessments; provide resources and support to teachers.
10. Activities Director/EESAC Chairperson (Rafael Napoles) - communicate effectively with stakeholders; update SIP as necessary
11. Mathematics Department Chairperson (Adam Nehme) - conduct data chats; schedule district assessments; provide resources and support to teachers.
12. SPED/ESE Department Chairperson (Nicole Metelow-Somoza) -conduct data chats; schedule district assessments; provide resources and support to teachers.
13. Science Department Chairperson (Zachary Nehme) - conduct data chats; schedule district assessments; provide resources and support to teachers.
14. Social Studies Department Chairperson (Monica Howell) - conduct data chats; schedule district assessments; provide resources and support to teachers.
15. Fine Arts/Vocational/Electives Department Chairperson (Rafael Napoles) -conduct data chats; schedule district assessments; provide resources and support to teachers.
16. Test Chairperson (Kristan Belfield)- analyze and disseminate data as it becomes available; facilitate state and local exams
17. Academy Coordinator (Christine Rodriguez) - align Common Core curriculum with academy curriculum; facilitate certification exams
18. SPED/ESE Teacher (Nicole Metelow Somoza) - implement appropriate accommodations; conduct IEP meetings; maintain effective communication with students, teachers, and parents.
19. Academy of Hospitality and Tourism Lead Teacher (James Bryant) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
20. Academy of Arts and Entertainment Lead Teacher (Haydee Fernandez) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
21. Academy of Law Studies Lead Teacher (Vanessa Valle) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
22. Academy of Education Lead Teacher (Elizabeth Aguila) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
23. Academy of International Finance Lead Teacher (Monica Gonzalez) -align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

24. Academy of Engineering Lead Teacher (Alex Garrido) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

25. Academy of Finance Lead Teacher (Monica Gonzalez) - align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

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 Leadership Team will:

1. monitor and adjust the school's academic and behavioral goals through data gathering and analysis.
2. monitor the fidelity of the instructional delivery intervention.
3. provide levels of support and interventions to students based on data.

The school-based Leadership Team is involved in proposing practices and developing a plan for implementing school-wide improvements in all specified goal areas of the SIP. The Leadership Team uses the data gathered to identify goals for the SIP. These goals will be used to create action steps and strategies. The team will help set and implement clear expectations that align with state, district and the school's instructional focus.

Hialeah Gardens High School provides intervention to ensure students requiring additional remediation are assisted through after-school programs or summer school. Administration at Hialeah Gardens High School coordinate with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title I CHEADS (as appropriate); and special support services to special needs populations such as homeless, migrant, and neglected delinquent students.

Hialeah Gardens High School provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

TITLE II: Miami-Dade County is a Title II District. The District uses supplemental funds for improving basic education as follows:

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

Study Group implementation and protocols

TITLE III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant English Language Learners. In addition, Hialeah Gardens Senior High provides students and parents with home language assistance by providing pull-out sessions during the school day. As funds become available, after school and Saturday tutoring is offered to assist any student identified under the NCLB requirements. Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K – 12)
- Parent outreach activities (K – 12)
- 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)

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 (K – 12), RFP process.

TITLE X: Hialeah Gardens High School will provide:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools 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 schools with the identification, enrollment, attendance, and transportation of homeless students.
- 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 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.
- 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)

Hialeah Gardens High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Hialeah Gardens High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, guest speakers, on campus activities, and counseling.

Nutrition Programs

Hialeah Gardens High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.
- Hialeah Gardens High School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Miami-Dade County Schools District's Wellness Policy.

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study, the students will become academy program certified and develop a better understanding and appreciation of available post-secondary opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Hialeah Gardens High School students have the opportunity to earn Industry Certification through the following exams: Adobe Illustrator, Adobe Photoshop, Adobe Design, Adobe InDesign CS6, Certified Agricultural Technician, Veterinarian Assistant, Certified Electrocardiogram Technician (CET), First Responder, Phlebotomy Certified Clinical Medical Assistant (CCMA) and Certified Medical Administrative Assistant (CMAA), Department of Children and Families (DCF), Early Childhood Professional Certificate (ECPC), Child Development Associate (CDA), Automotive Service Student (ASE), Inventor User Professional, Engineering Course Certification, QuickBooks, Microsoft Office Specialist (MOS), ServPro, Prostart, Microsoft Office User Specialist (MOUS), and National Association for Legal Secretaries (NALS).

Job Training

A partnership through the National Academy Foundation provides Hialeah Gardens High School students with summer internship and job training opportunities. Additionally, through academy related field trips, students also learn how to create a resume, dress for success, and perform well during a job interview.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Louis Algaze	Principal
Afhtab Mohammed	Parent
Rafael Napoles	Education Support Employee
Connie Laguna	Business/Community
Monica Howell	Teacher
Tacoma Foster	Teacher
Trina Cabrisas	Teacher
Clark Leander	Teacher
Felicia Brooks	Teacher
Hugo Cabrera	Education Support Employee
Maribel Tejeda-Valle	Parent
Altagracia Mendez	Parent
Mariela Estupinan	Parent
Giannina Galvez	Parent
Ovidio Aguillar	Parent
Liz Aguilar	Parent
Alejandro Gonzalez	Business/Community
Levi Aguilar	Business/Community

b. Duties

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

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 2016-2017 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. Additionally, the budget and allocations used were assessed to determine effectiveness of resources offered.

b. Development of this school improvement plan

During quarterly and special meeting sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. The committee analyzed suggestions made by each academic department in the SIP End of Year Review form for 2016-2017. Strategies, data, and instructional resources were all discussed and considered before making final recommendations. All recommendations or decisions made by the SAC were consistent with the Florida Continuous Improvement Model, the Florida Standards, the State vocational/business standards, and pertinent Academy curricula to ensure continuity, alignment, and achievement.

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 presented in the SIP, it was agreed that the budget should include teacher professional development, technology integration and training, the purchase of content specific supplemental materials used to support the needs of each academic area, and student motivational incentives for

excellent academic performance; other issues such as enhancements for student services and school safety were considered. From there, the group, including the principal, discuss the funds available and determine how funds should be allocated to ensure all areas are accounted for and that allocation will indeed serve the purpose of enhancing student achievement.

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

During the 2016-2017 academic year, the EESAC and the administration worked cooperatively in the funding of requested items, which included technology resources, evidence-based programs, and personnel. The sums allocated for each area as follows:

\$10,000 Technology- Turnitin.com
\$7,000 Evidence- Based Program- Saturday Camp
\$5,000 Personnel- Teachers for after school tutoring

Total: \$22,000

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Jimenez, Maritza	Principal
	Assistant Principal
Krueger, Lee	Assistant Principal
Cainas, Eric	Assistant Principal
Ochoa, Carlos	Teacher, K-12
Rodriguez, Christine	Teacher, K-12
Parra, Anabel	Teacher, K-12
Valle, Vanessa	Teacher, K-12
Nehme, Zachery	Teacher, PreK
Pino, Yvette	Teacher, K-12
Bryant, James	Teacher, K-12
Belfield, Kristan	Teacher, K-12
Law, Tammy	Teacher, K-12
Aguila, Elizabeth	Teacher, K-12
Garrido, Alex	Teacher, K-12
Nehme, Adam	Teacher, K-12
Espinosa, Jack	Teacher, K-12
Napoles, Rafael	Administrative Support
Somoza, Nicole	Teacher, ESE
Granados, Andy	Assistant Principal
Howell, Monica	Teacher, K-12
Allen, Kia	Teacher, K-12
Dehghani, Michelle	Teacher, K-12
Fernandez, Haydee	Teacher, K-12
Cabrisas, Trina	Teacher, K-12
Law, Tammy	Teacher, K-12

b. Duties

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

Monthly meetings are conducted during the school-wide planning time. A professional development (PD) plan offering Master Plan Points (MPP) is scheduled for 2017-2018, including sessions on incorporating literacy across the curriculum. The Literacy Leadership Team will help implement the Word of the Day practice and Florida Standards curriculum across content areas. Additionally, the team will create and implement literacy partnerships among students, parents and teachers, and implement classroom libraries effectively as a tool to increase school wide literacy.

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.

To encourage positive working relationships, Hialeah Gardens High School offers all teachers a daily 20 minute common planning time slot. Within this time slot, teachers of all disciplines are encouraged to work together and develop meaningful unit and lesson plans to ensure that quality instruction is taking place in the classroom. Teachers are also provided continuous professional development to support their professional needs. Additionally, once a week teachers meet with their assigned academy so that proactive school-wide initiatives (i.e. school-wide research paper and school-wide novel) can be discussed as well as cross-curricular planning. Furthermore, teachers meet with their respective departments once a week for grade level/subject collaborative planning to better develop their lesson planning and delivery models.

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

1. Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead Responsible: Academy Teachers, Principal, Assistant Principal, Department Chair, Lead Academy Teacher

2. Partnering new teachers with veteran teachers.
Responsible: Assistant Principal

3. Soliciting referrals from current employees.
Responsible: Assistant Principal

4. Offer teachers leadership opportunities.
Responsible: Principal

5. Monthly collaborative meetings with new teachers new to the building and beginning teachers.
Responsible: Assistant Principal

6. Develop relationships with local universities (FIU, MDC, BC) to recruit interns and develop beginning teachers.
Responsible: Assistant Principal

7. Continually monitor and update academy and advanced academics course offerings to attract highly qualified staff members.
Responsible: Principal

8. When appropriate, attend district recruitment event.
Responsible: Principal

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

1. Patricia Lopez is a new teacher with less than one year of teaching experience. She is paired with Ms. Aguila, a Highly Qualified Language Arts Teacher and Nationally Board Certified Teacher (NBCT). The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

2. Nelson Molina is a teacher with less than one year of teaching experience. He is paired with Ms. Jack Espinosa, a Highly Qualified Biology Teacher. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

3. Andy Barbosa is a teacher with less than one year of teaching experience. He is paired with Ms. Haydee Fernandez, a Highly Qualified Fine Arts teacher. The mentor will meet with the mentee on a

biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

4. Edan Morales is a teacher with less than one year of teaching experience. He is paired with Dr. C. Rodriguez, a Highly Qualified Language Arts Teacher and Nationally Board Certified Teacher (NBCT). The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

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 that all materials are aligned to the Florida Standards, teachers are asked to follow the district pacing guides and attend common planning sessions, where department chairs will assist members of their respective department to unpack the standards effectively. In doing so, teachers will not only become more proficient using the standards, but will also make certain that the standards are embedded in all lessons delivered. ELA teachers also utilize the Collections series, Science and Social Studies teachers use Pearson, and Math teachers are using the Houghton Mifflin Harcourt (HMH) series which are all district adoptions that align to the Florida Standards.

b. Instructional Strategies

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

Assessment data such as District Assessments in ELA, FAIR in Reading, Topic assessments in Math, Science, and U.S. History courses is continually aggregated on school level, class level, and individual levels to determine student needs in regards to attaining proficiency. Data chats are also conducted by administration with content area department chairs, as well as individual teachers to ensure that all core instructors understand student performance. Teachers next steps include grouping and/or regrouping students based on weakest benchmarks/standards. At this point teachers align resources and/or create Differentiated Instruction lessons with the goal of increasing student proficiency.

Each content area utilizes a variety of materials to further enhance and remediate instruction as indicated below:

ALL content areas: Push-in intervention, textbook supplemental materials, Learning Village materials, Power BI (data analysis), Gateway to Data (G2D), Nearpod, Edmodo, Kahoot

ELA: Intensive Reading Classes, EssaySmart, Reading Plus, Discovery Education, after school tutoring, Saturday tutoring, textbook supplemental materials

Science: District Review EOC Packets, Gizmos, Edgenuity, after school tutoring, textbook supplemental materials

Math: Intensive Math classes, District Review EOC Packets, Algebra Nation, after school tutoring, Saturday Camp, textbook supplemental materials

Social Science: Released exam materials, after school tutoring, textbook supplemental materials

ELL Students: Reading pull out intervention, Achieve 3000 (Level II-IV), Imagine Learning (Level I), iWorld (ELL Levels I-IV), HLAP (Home Language Assistance Program), after school tutoring, Saturday Camps

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 4,800

Saturday camps are enrichment opportunities extended to all students to provide additional instruction in the Florida standards in the area of Reading, Argumentative and Informative Writing, Algebra I, Geometry, U.S. History and Biology. This effort provides students with small group settings where they can gain a deeper understanding of instruction given during the regular school day. This strategy provides students with small group settings where teachers enhance explicit instruction using a variety of methods including Nearpod, Edmodo, Socrative and Kahoot to provide students with deeper understandings of the Florida standards. Lesson plans are created by instructional coaches and department chairpersons who also create instructional focus calendars aligned to the weakest standards/benchmarks as indicated by assessment data. The goal of this opportunity is to provide students additional instruction time within a small group setting to remediate skills outlined within the weakest standards/benchmarks.

Strategy Rationale

This enrichment opportunity will best prepare students to obtain a passing score on the state assessments, which will in turn increase our school-wide proficiency rate.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Krueger, Lee, lkrueger@dadeschools.net

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

Students complete formative assessments at the conclusion of each camp session. Data results are compiled, dis-aggregated and shared with core teachers, who then use the results to adjust instructional practices. An attendance policy has been implemented to encourage students to engage in a minimum amount of additional instructional time. Results from the FSA, Algebra I, Geometry, US History, and Biology EOC exams are used to determine the effectiveness of the program.

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.

In an effort to best support incoming cohorts, the administration at Hialeah Gardens Senior High School engages in collaborative meetings with the administration of all feeder pattern elementary and middle schools to identify possible students and their interests. The administration then hosts Articulation events at all feeder pattern middle schools. During each Articulation event, students are introduced to the 8 College and Career Readiness Academies at Hialeah Gardens High School, as well as the advanced course offerings such as Advanced Placement and Cambridge AICE. Students are also provided subject selection forms and website information to further assist them in determining which academic program(s) to participate in once they matriculate to high school.

As a result of the number of academy and course offerings, Hialeah Gardens Senior is often invited to Articulation events outside of the established feeder patterns in which the same opportunities and activities are extended for additional groups of students.

Parent/student orientations are held to review academy and academic offerings at various times throughout the school year.

Hialeah Gardens Senior is a testing site for the ACT, SAT, and PERT Assessments and offers year round testing.

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.

Students are also provided counseling to assist with choosing appropriate courses and tutors to prepare to prepare for the PERT, ACT, and SAT assessments. Guidance counselors and some core content teachers also provide students guidance and continued support throughout the year.

Hialeah Gardens hosts multiple college and career fairs with representatives from various local and regional colleges. Most invited schools visit the school on an annual basis to speak to students regarding admissions, scholarship opportunities, athletics, and other topics of interest about college life.

Hialeah Gardens Senior's Academy of Engineering has partnership with the Florida Department of Transportation in which students are working to develop solutions to alleviate traffic concerns around the school.

Hialeah Gardens Senior's Academy of Information Technology has a partnership with Lenovo in which students are paired with employees to form a mentorship that leads to industry internships.

Hialeah Gardens Senior's Academy of Information Technology has a partnership with IT Palooza in which students participated as volunteers during the conference which brought together the South Florida IT community in a conference setting.

Hialeah Gardens Senior's Academy of Finance is working to develop a partnership with South Florida Federal Education Credit Union to teach students banking and finance skills by establishing a location on the school campus. The future location will be managed by students and members will have the ability to make deposits and small withdrawals.

Hialeah Gardens Senior's Academy of Finance has a partnership with Miami-Dade College, School of Business' Center for Financial Training in which students worked directly with bank presidents as part of the Future Bankers Camp. Selected students who effectively completed the camp were offered internships and full time jobs.

Hialeah Gardens Senior has a partnership with the National Academy Foundation which provides students with summer internships and job training opportunities. Students also learn how to create resumes, dress for success, and how to develop job interviews skills through academy related fieldtrips.

Hialeah Gardens Senior has a partnership with Nearpod which supports technology enhancements including the use of a 360 degrees tool during the college fair where students will take virtual college tours.

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

The academy offerings at Hialeah Gardens High School include eight full service academies which provide a guide for students to engage in hands on experiences in an area of choice, an internship opportunity, and opportunities for industry certification.

Academy of Arts and Entertainment: Adobe Illustrator, Adobe Photoshop, Adobe Design, Adobe InDesign CS6

Academy of Biomedical Sciences: Certified Agricultural Technician, Veterinarian Assistant, Certified Electrocardiogram Technician (CET), First Responder, Phlebotomy Certified Clinical Medical Assistant (CCMA) and Certified Medical Administrative Assistant (CMAA).

Academy of Education: Department of Children and Families (DCF), Early Childhood Professional Certificate (ECPC), and Child Development Associate (CDA). *Certifications may be used towards the daycare certification and for becoming a teacher's assistant. If students complete Early Childhood I-IV which covers Introduction to Education, Childhood Diversity, and Introduction to Technology, students will be eligible for the first 9 credit hours toward becoming an Education Major.

Academy of Engineering: Automotive Service Student (ASE), Inventor user Professional, Engineering Course Certification

Academy of Finance: QuickBooks and Microsoft Office Specialist (MOS)

Academy of Hospitality and Tourism: ServPro, Prostart

Academy of Information Technology: Microsoft office User Specialist (MOUS) the certification includes Microsoft: Word, Excel, PowerPoint, OneNote, Access and Outlook. Students must pass 4 out of 6 courses to obtain the certification which include: Fundamentals of Networks, Fundamentals of Security, Fundamentals of Server 2008, Adobe Dreamweaver, and Adobe Flash.

Academy of Law Studies: National Association for Legal Secretaries (NALS)

Students may also elect to enroll in a variety of Advanced Placement and Cambridge courses, as well as, Dual Enrollment with Miami-Dade College and Florida International University. Dual Enrollment courses are offered on campus.

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

During the Summer of 2017 five teachers attended a MOUS Certification training facilitated by the District CTE Supervisor. The rationale for attending the training is that all students take an elective course which will infuse Microsoft Office skills as they guide students through the research process to

complete the school-wide research paper.

The Microsoft office User Specialist (MOUS) Certification is offered to every student at Hialeah Gardens Senior High School regardless of academy focus.

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 an effort to promote College Readiness, Hialeah Gardens High School continually updates course offerings based on student request, ability, and needs. A critical part of the course offerings include the Cambridge Advanced Placement and Dual Enrollment courses that are offered in most disciplines. Students enrolled in these programs are exposed to a rigorous level of academic instruction and are expected to maintain a rigorous level of academic achievement parallel to that of post-secondary education requirements. Additionally, our college and career readiness classes prepare students for the PERT Assessment and allow students to fulfill the exam 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

 = 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

G097090

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	74.0

Targeted Barriers to Achieving the Goal 3

- Teachers are accessing only their content area data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Pacing guides, supplemental materials, Florida Standards, Discovery Education, cPalms, Learning Village, after school tutoring, Saturday Camps, Common Planning, Instructional Coaches, Curriculum Support Specialists, content area leaders, Home Language Assistance Program (HLAP), Reading pull out intervention, Achieve 3000 (ELL Levels II-IV), Imagine Learning (ELL Level I), iWorld (ELL Levels I-IV), and various technology resources including NearPod, Socrative, Edmodo, Remind101, Kahoot, etc. Available Data: FAIR data, Florida Standards Assessment (FSA), SAT, ACT, and PERT Assessment results.

Plan to Monitor Progress Toward G1. 8

District Interim Assessment data will indicate whether or not barriers have been reduced or eliminated.

Person Responsible

Maritza Jimenez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Interim Assessment Data

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G097090

G1.B1 Teachers are accessing only their content area data. 2

 B261177

G1.B1.S1 PLCs: Differentiated professional development (PD) focused on students' and teachers' needs. PDs will include effective planning, differentiated instruction, and other research-based practices.

4

 S276528

Strategy Rationale

Supporting teachers in interpreting the data from all content areas. Include in department meetings professional development that shows how to implement information gained from the data to enhance student learning.

Action Step 1 5

PLCs and PDs on Differentiation Instruction that include Webb's DOK, Universal Design for Learning, and 21st Century Skills will be provided.

Person Responsible

Maritza Jimenez

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom visits, data chats, and student work samples

Action Step 2 5

District Pacing Guides used in all content areas

Person Responsible

Andy Granados

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Department and Academy Meeting Agendas

Action Step 3 5

Use PowerBI and G2D data to adjust instruction for re-teaching, remediation, and enrichment.

Person Responsible

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Data Chat agendas, Walk-through observations

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

Monitor PDs and PLCs for accurate delivery and participation.

Person Responsible

Maritza Jimenez

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom visits, data chats, and student work samples

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

Monitor classroom instruction and effective implementation of differentiated instruction to support student needs.

Person Responsible

Maritza Jimenez







Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Notes from classroom visits and observations, student work samples, lesson plans indicating/describing Differentiated Instruction.

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  M400773	District Interim Assessment data will indicate whether or not barriers have been reduced or...	Jimenez, Maritza	8/21/2017	Interim Assessment Data	6/7/2018 quarterly
G1.B1.S1.MA1  M400771	Monitor classroom instruction and effective implementation of differentiated instruction to support...	Jimenez, Maritza	8/21/2017	Notes from classroom visits and observations, student work samples, lesson plans indicating/describing Differentiated Instruction.	6/7/2018 weekly
G1.B1.S1.MA1  M400772	Monitor PDs and PLCs for accurate delivery and participation.	Jimenez, Maritza	8/21/2017	Classroom visits, data chats, and student work samples	6/7/2018 weekly
G1.B1.S1.A1  A372632	PLCs and PDs on Differentiation Instruction that include Webb's DOK, Universal Design for Learning,...	Jimenez, Maritza	8/21/2017	Classroom visits, data chats, and student work samples	6/7/2018 weekly
G1.B1.S1.A2  A372633	District Pacing Guides used in all content areas	Granados, Andy	8/28/2017	Lesson Plans, Department and Academy Meeting Agendas	6/7/2018 monthly
G1.B1.S1.A3  A372634	Use PowerBI and G2D data to adjust instruction for re-teaching, remediation, and enrichment.		8/28/2017	Lesson Plans, Data Chat agendas, Walk-through observations	6/7/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Teachers are accessing only their content area data.

G1.B1.S1 PLCs: Differentiated professional development (PD) focused on students' and teachers' needs. PDs will include effective planning, differentiated instruction, and other research-based practices.

PD Opportunity 1

PLCs and PDs on Differentiation Instruction that include Webb's DOK, Universal Design for Learning, and 21st Century Skills will be provided.

Facilitator

Model Teachers; Instructional Coaches

Participants

All teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	PLCs and PDs on Differentiation Instruction that include Webb's DOK, Universal Design for Learning, and 21st Century Skills will be provided.	\$0.00
2	G1.B1.S1.A2	District Pacing Guides used in all content areas	\$0.00
3	G1.B1.S1.A3	Use PowerBI and G2D data to adjust instruction for re-teaching, remediation, and enrichment.	\$0.00
Total:			\$0.00