

Miami-Dade County Public Schools

Westland Hialeah Senior High School



2017-18 Schoolwide Improvement Plan

Westland Hialeah Senior High School

4000 W 18TH AVE, Hialeah, FL 33012

<http://westland.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">93%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	17
Ambitious Instruction and Learning	18
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 Westland Hialeah 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.

Westland Hialeah Senior High School is entrusted with creating independent learners and responsible citizens for an increasingly competitive, diverse and global community. Westland Hialeah Senior High School will enable and facilitate the academic and personal growth of youngsters by fostering a high quality, nurturing, and safe environment that meets the individual, as well as collective needs of all students.

b. Provide the school's vision statement.

Westland Hialeah Senior High School will be a dynamic, engaging learning environment committed to high academic standards and expectations, as well as strong ethical principles. Westland Hialeah Senior High School will stress academic achievement in a multi-cultural, multi-ethnic setting, emphasizing collaboration and involvement of all affected stakeholders.

2. School Environment

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

Upon entering Westland Hialeah Senior High, students are welcomed by faculty and staff that engage students in multiculturalism by sharing their own global experience and expertise. At Westland, we offers an array of cultural-based clubs and events to build strong relationships between all stakeholders. We strive to fulfill the needs of our diverse school community through our extraordinary clubs, which include our Hispanic Honor Society, Italian Club, Women of Tomorrow, Rainbow Club, and Sign Language Club. These club empowers students to partake in a positive and welcoming environment that explores the unique differences of all people regardless of race, gender, language or creed. Our school also partakes in vibrant celebrations of culture and history. Students explore various cultures through artistic analysis of history and folklore through contemporary expression. We invite students to expand their cultural awareness through the visual and performing arts by celebrating America's rich cultural traditions and customs.

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

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

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

Westland Hialeah Senior High implements a school-wide progressive discipline plan that is utilized for all behavioral incidents by the leadership team. Using the district's 9 Core Value System, as outlined in the Code of Student Conduct, these values are shared to the students throughout the year to ensure students exhibit acceptable behaviour. However, teachers and staff are trained on the use of the discipline plan to ensure a fair and consistent implementation. Students and parents are made aware of the progressive discipline plan through parent and student orientations; students are held accountable for infractions occur and the appropriate sanction is given. There is a zero tolerance policy for altercations; the referral system is utilized for student documentation. Students are referred to the District Success Centers when the need arises. Westland incorporates parents into the behavior plan for each student by keeping them aware of options and alternatives regarding sanctions.

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

The Student Services staff at Westland Hialeah Senior High has implemented an appointment system to ensure that all students have available resources at their disposal. In addition, the student services staff conducts developmental group counseling, mentoring opportunities and referrals to outside agencies as appropriate. Moreover, Westland Hialeah Senior High Anonymous Incident Reporting Google Form located on the school website assists the students in reporting any concerns they may have. Additionally, using the district's 9 Core Value System which helps ensure students acceptable behavior.

3. Early Warning Systems

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

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

The school's early warning system includes interventions, analyzing results of the MYA, Topic, and Unit Assessment data to ensure students are progressing academically; in addition to watching overall student absenteeism. The administrative staff along with Student Services meet to review failures and absences of students who are not meeting academic expectations. Individual conferences are held with students and parents to assist struggling students by placing them on attendance and academic contracts. Students are also encouraged to attend Saturday Academy and use online remedial programs to increase their skills and knowledge. Staff monitors the daily attendance bulletin for students with excessive absences. After accumulating 5 unexcused absences, students are referred to an administrator for follow up with the respective counselor, and or the School Social Worker for home visits when necessary.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	23	103	116	92	334
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	198	186	267	234	885

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	193	83	196	98	570

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

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

B. Family and Community Engagement

The school's response to this section may 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

Westland Hialeah Senior High School provides services to the community at large to ensure our students that are in need of additional remediation are assisted through extended learning opportunities (after school and Saturday Academy tutoring). Support services are provided to the students, and families through our Title I funded Community Involvement Specialists (CIS), that serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Student Services Department provides smaller setting parental meetings to accommodate the individual needs. We welcome and encourage our parents to participate in our monthly EESAC Meetings.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Maintaining communication with the local community, business and members of the Educational Excellence School Advisory Committee (EESAC), is the vehicle for building and sustaining great partnership. On-going collaborative meetings with Miami Dade College has developed into a viable relationship. MDC-Hialeah Campus has been very supportive and flexible with Dual Enrollment students; providing various course offerings and continuous support.

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
Handal, Giovanna	Principal
Concepcion, Alberto	Assistant Principal
Diaz-Rubio, Ivette	Assistant Principal
Lowe-Smith, Regina	Assistant Principal
Cohen, Solmaria	School Counselor
Fiallo, Myrna	Teacher, K-12
Handelsman, Kenneth	Teacher, K-12
Jimenez, Andres	Teacher, K-12
Acevedo-Brako, Lillian	Teacher, K-12
Alvarez, Jose	Teacher, K-12
Beyra, Josefina	Teacher, K-12
Marcelin, Tiffany	Teacher, K-12
Thorbs-Medina, Sheba	Teacher, K-12
Gonzalez, Arelys	Teacher, K-12
Gross, Joseph	Teacher, K-12
Carrasco, Margarita	Teacher, K-12
Samuel, Lolita	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.

Blanco, Giovanna - Principal: Responsible for all curricular and operational components of the school. Collaborates with all stakeholders.

Concepcion, Alberto - Assistant Principal: Works closely with Fine Arts, Mathematics, Physical Education, and World Languages Departments. Assists the Principal with collaboration efforts with teachers, students, parents and the community at large.

Diaz-Rubio, Ivette - Assistant Principal: Curriculum Administrator. Works closely with ELA, ESOL, and ESE Departments. Assists the Principal with collaboration efforts with teachers, students, parents and the community at large.

Lowe-Smith, Regina - Assistant Principal: Works closely with the Science, Social Studies, Vocational Departments. Assists the Principal with collaboration efforts with teachers, students, parents and the community at large.

Acevedo-Brako, Lillian - Teacher, K-12: ESOL Department Chair. Responsible for ESOL curriculum, data dissemination, making sure that Achieve 3000 and Imagine Learning are implemented correctly, providing after school tutoring and also assists administration with state and district compliance.

Alvarez, Jose - Teacher, K-12: Physical Education Department Chair. Responsible for the District Fitness Gram test, assisting teachers with development of strategies to improve instruction as well as monitoring all physical education facilities.

Beyra, Josefina - Teacher, K-12: Fine Arts Department Chair. Responsible for the Sign Language Club and Art Club, Visual Arts and Inclusion Teacher, Sponsor for autism awareness events for students and the community.

Carrasco, Margarita - Teacher, K-12: Vocational Department Chair. Responsible for HIP (Health Information Project) training, Health Science Academy, Allied Health. HOSA (Health Occupation Students of America). Assist teacher in the department with district guidelines.

Cohen, Solmaria - Guidance Counselor: Student Department Chair. Responsible for students meeting state and district requirements for graduation. Support and assists parents and the community with scheduling concerns.

Fiallo, Myrna - Teacher, K-12: Reading Department Chair. Responsible for students in the Dual Enrollment and AP English Language Program, PD Liaison, EESAC Chair, Composition Instructor, and Book Club Sponsor.

Gonzalez, Arellys - World Language Department Chair. Responsible for monitoring the curriculum for students in Advance Placement and Dual Enrollment.

Joseph Gross - Teacher, K-12: ESE Department Chair. Responsible for ensuring that all students with exceptionalities and/or health related complications receive the services and educational support and resources necessary and appropriate for their success.

Handelsman, Kenneth - Teacher, K-12: Mathematics Department Chair. Responsible Dual Enrollment, Advanced Placement, gateway to Data and G2D Testing Platform. Mu Alpha Theta Sponsor.

Jimenez, Andres - Teacher, K-12: Science Department Chair. Responsible for the coordination of effective teaching and learning. Established professional learning communities (PLC), instructional practices, and maintain collaborative discourse among members of the science department. Monitor district and state guidelines to support teachers and to enhance instruction in the classroom.

Mercelin, Tiffany - Teacher, K-12: Test Coordinator. Responsible for the administration and implementation of numerous district, state, national and international assessment programs.

Samuel, Lolita - Teacher, K-12: Social Science Department Chair. Responsible to assists teachers with the implementation of state assessments and development of lessons and instructional strategies. Sponsor of the Silver Knight.

Thorbs-Medina, Sheba - Teacher, K-12: English Department Chair. Responsible for ELA curriculum, assisting teachers with development of strategies to improve instruction as well as monitoring data to

help facilitate student academic achievement.

The Administrative Team and Curriculum Council which referred to as the Leadership Team will meet (monthly) to review infrastructure, and implementation on building levels of Multi-Tiered System of Supports (MTSS). All members of the MTSS Leadership Team will be active participants in the problem solving process.

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team use a Problem Solving process to set goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining if students have made expected levels of progress towards proficiency- by evaluating and monitoring academic progress via results on Topic, Unit and MYA assessments; in addition to monitoring the progress of those students who have been homogeneously grouped based with intensive Algebra 1 and Intensive Math electives performance, advanced students in grades 9 and 10; level 1 & 2 students in grades 11 and 12.
- Responding when grades, subject areas, classes, or individual students have not shown a positive response by implementing intervention plans; strategically offering content area Saturday tutoring for those students who are not progressing.
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment and incentives through EESAC.
- Gather and analyze data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensure that students in need of intervention are actually receiving appropriate interventions. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the problem solving process after each OPM.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- Review OPM data for intervention groups (those groups who have been homogeneously grouped)

to evaluate group and individual student response.

- Support interventions where there is not an overall positive group response by strategically targeting specific content areas through tutoring.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need.

Additionally, supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title I, Part A

At Westland Hialeah Senior High School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after school and Saturday Academy tutoring). Support services are provided to the students, and families; Westland has a Title I funded Community Involvement Specialists (CIS), that serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Parents participate in the design of the school's Parent Involvement Plan (PIP) which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year.

Westland Administrative Team encourages families to complete the annual M-DCPS Title I Parent/Family Involvement Survey intended to be used toward the end of the school year. The survey will measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year.

The school informs parents of the importance of this survey via CIS. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents in the Main Office to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. These components that are integrated into the school-wide program include an extensive Parental Program and Supplemental Educational Services.

Title I, Part C- Migrant

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

Title II

Westland uses District supported supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program.

- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

Westland Senior High School implements Title III by utilizing supplemental funds for services such as educational materials and resources as well as tutorials for our ELL students in an effort to provide them a quality education and help them be successful during their high school career. Our afterschool tutorials services starting November 13th, 2017 until April 22, 2018, will be held twice a week to assist our ESOL students enhance their academic learning. Additionally, tutorial program through the Cultural Academy for New Americans (CANANA) is in place at Westland; teachers attend on-going professional development opportunities on best practices for ESOL and content area teachers.

Title X- Homeless

Westland adheres to the School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. This ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community schools with the identification, enrollment, attendance, and transportation of homeless students. Once identified as eligible to receive services, students are provided with support from the Homeless Education Program.

- Westland participates in the Homeless Education Program, which provides annual training to: for 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) the School Homeless Liaison.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program which addresses violence and drug prevention is implemented through curriculum by counselors.
- Westland Student Services Team also focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. In addition, the SRO visits classes to further talk about violence and drug prevention. Counselors also provides peer mediation, and closely works with the community to ensure the social-emotional needs of our students are met.

District Policy Against Bullying and Harassment

- Westland adheres to the Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board

employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers receive training on an annual basis and implemented 5 curriculum lessons on Bullying and Violence Prevention per grade level. The School's SRO plays a vital role in ensuring students safe from Bullying and Harassment by visiting classes.

Nutrition Programs

- The 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.
- The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Westland participates in all of the contest sponsored by the Department of Food and Nutrition and promote healthy food choices and healthy eating through the Health Science Magnet in addition to Physical Education.

Adult Adult Education

Westland actively participates and encourage students who are in need of additional classes to the District's Adult Education program held in the evening in an effort to complete courses for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

Westland promotes Career Pathways and Programs of Study through the Magnet program; Industry Certification completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Additionally, we offer vocational opportunities through partnership with Lindsey Hopkins Technical Education Center and George T. Baker Aviation Technical College.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Myrna Fiallo	Teacher
Giovanna Blanco	Principal
Segundo Perez	Teacher
Vivian Vinas	Education Support Employee
Mayrelis Chavez	Parent
Lucilla Pia	Teacher
Sheba Thorbs-Medina	Teacher
Luis Rodriguez	Business/Community
Karolyn Ranero	Student
Dapne Cordero	Parent
Melanie Martinez	Student
Alejandro Rodriguez	Teacher
Lisa Espinosa	Teacher
Curtis Edwards	Teacher
Iris Gonzalez	Education Support Employee
Anthony Velez	Parent
Eylen Vidal	Student
Gabriela DelSol	Student
Sandra Portal-Andrew	Business/Community
Regina Lowe-Smith	Student
Nelson Magana	Business/Community
Marislevy Duarte	Student

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

During the EESAC meetings, the committee examines the previous year's School Improvement Plan (SIP) and identify strengths and areas in need of improvement in an effort to focus on the necessary modification that will help strengthen teaching and improve student achievement. The EESAC members also discuss current action plan and student data at the September 17, 2017 Meeting, to determine the target areas for SIP..

b. Development of this school improvement plan

The EESAC members shared input with SIP writing team for developing and writing implementation during the last EESAC meeting. It prioritizes the needs of the school and develop strategies for improving areas of deficiency. Members received electronic copies of the documents the team used to draft SIP. The School Improvement Plan (SIP) is placed on each agenda of the EESAC for active discussion among attendees.

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

At Westland Hialeah Senior High annual budget meeting decisions were discussed and reviewed on September 17th, 2017. EESAC team assisted in the expenditure of its funds to meet the SIP goals and the needs of the school and students. This school year, EESAC plans to utilize funds for attendance and academic incentives as well as instructional materials and resources.

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

Provide incentives for students making significant progress toward set learning goals; Westland students received incentives for academic success on the Algebra 1 EOC, FSA and US History EOC statewide assessment. A budget of \$2,999.99 has been allocated to facilitate incentive purchases. Additionally;

- Music (Music Stands \$ Sheets) - 1,350.00
- Science (Robotic Equipments) -1,628.00
- Science (Manipulatives) - 547.82
- Reading (Manipulatives) - 638.00
- Vocational (HOSA) - 200.00
- Social Studies (Manipulatives) - 710.00
- General Supplies (Batteries for AED) - 269.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Handal, Giovanna	Principal
Fiallo, Myrna	Instructional Coach
Fernandez, Jose	Teacher, K-12
Diaz-Rubio, Ivette	Assistant Principal
Concepcion, Alberto	Assistant Principal
Lowe-Smith, Regina	Assistant Principal
Cohen, Solmaria	School Counselor
Marcelin, Tiffany	Teacher, K-12

b. Duties

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

Blanco, Giovanna - Principal: Responsible for all curricular and operational components of the school. Collaborates with all stakeholders.

Concepcion, Alberto - Assistant Principal: Works closely with Fine Arts, Mathematics, Physical Education, and World Languages Departments. Assists the Principal with collaboration efforts with teachers, students, parents and the community at large.

Diaz-Rubio, Ivette - Assistant Principal: Curriculum Administrator. Works closely with ELA, ESOL, and SPED Departments. Assists the Principal with collaboration efforts with teachers, students, parents and the community at large.

Lowe-Smith, Regina - Assistant Principal: Works closely with the Science, Social Studies, Vocational Departments. Assists the Principal with collaboration efforts with teachers, students, parents and the community at large.

Cohen, Solmaria - Guidance Counselor: Student Department Chair. Responsible for students meeting state and district requirements for graduation. Support and assists parents and the community with scheduling concerns.

Fiallo, Myrna - Teacher, K-12: Reading Department Chair. Responsible for students in the Dual Enrollment and AP English Language Program, PD Liaison, EESAC Chair, Composition Instructor, and Book Club Sponsor.

Mercelin, Tiffany - Teacher, K-12: Testing Coordinator. Responsible for the administration and implementation of numerous district, state, national, and international assessment programs.

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the curriculum.

D. Public and Collaborative Teaching

The school's 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 an effort to encourage positive working relationships between teachers and encourage collaborative planning and instruction, Westland Hialeah Senior High offers several opportunities, including, but not limited to, faculty meetings, early release days, teacher planning days, weekly and monthly department meetings and professional development opportunities. Every department has an established team of teachers dedicated to share best practices and planning collaboratively to enhance instructional practices. The ELA teachers have collaborative planning once a week embedded into their schedules. Additionally, Algebra, Biology, Geometry, and U. S. History teachers meet after school.

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

Teachers will be supported through quality professional development opportunities, collaborative planning and Data-Driven Instruction in-service opportunities provided by Myrna Fiallo, PD Liaison and Instructional Coach. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year. Westland Hialeah Senior High uses Teacher Match to recruit highly qualified teacher.

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

Westland Hialeah participates in the MINT Program, Mint mentees and mentors meet to share best practices on an on-going monthly basis. At the school, two teachers that were trained in the MINT Program through the district, assigned buddy/mentors to our beginning and new teachers in the building.

These teachers co-teach and collaborate weekly. All mentor-Mentee interactions and recommendations are kept on file as the hours of completion.

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.

Westland Hialeah Senior High School ensures that core instructional programs and materials are aligned to Florida's standards by following the district pacing guides, state approved and adopted materials that are aligned to the Florida State Standards. Additionally, through district support, instructional coaches assist teachers with planning, lesson execution, and assessments that are aligned to the Florida State Standards. Administrators closely monitor instructional programs and materials by conducting daily classroom walkthroughs by evidence of lesson plans and state adopted textbook and providing timely feedback to teachers throughout the school year in an effort to build capacity and ensure that students are receiving quality instructions.

b. Instructional Strategies

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

Westland Hialeah Senior High uses data and ensures that every teacher is trained on data analysis, using Gateway 2 Data (G2D) and other data source, to drive differentiated instructions. Teachers contribute to the academic improvement of their students by attending, and being active participants, in weekly collaborative planning sessions where instructional decisions, based on curriculum and instructional delivery, are shared and discussed in detail. Data chats, with teacher and students, play an important role in meeting the academic needs of the students. Teachers Results from formal and informal assessments are discussed and instruction is modified as a result of the discussions. Tutoring is provided in the core instructional areas on Saturdays and after school throughout the school year. Professional development is conducted for all teachers at least monthly and collaborative planning occurs on a weekly basis.

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

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday Academy will provide opportunities for instruction in core academic subjects and enrichment activities that contribute to a well-rounded education. Tutoring interventions will use research-based strategies and offer opportunities for students to experience incremental success and to reinforce skills and concepts. Teachers will collaborate, plan, and engage in quality professional development through the implementation of grade-level and content-area Collaborative Planning.

Strategy Rationale

Students require additional assistance in meeting grade level and course standards in order to ensure academic achievement on end of year assessments.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Handal, Giovanna, pr7049@dadeschools.net

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

Mid Year Assessment ((MYA), Unit and Topic Assessment data will be retrieved to show the progress of each grade and subgroup. Using the school site data protocol, instructional coaches and teachers will review the assessments with students and hold Data Conferences. Students showing deficiencies will be offered Saturday tutorial opportunities and in-school interventions. Administrative walkthroughs will serve as a measure of data collection to determine the effectiveness of teaching and learning as evidenced by lesson plans, content delivery, classroom environment, and student engagement.

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.

Westland Hialeah Senior High conducts orientations as a transitional process during parent nights, and articulation assemblies for incoming students from middle schools and students new to the school. During these meetings, parents and students are informed about graduation requirements and obligations as well as school-wide academic, attendance, and behavioral policies and procedures. Additionally, students are assign a counselor according to their last name that closely monitors their progress towards meeting graduation requirements. The counselors advise those students who are falling behind to utilize resources such as night school and Florida Virtual school to recover lost credits. Westland continues to support cohorts of students who did not receive their high school diploma by providing them with information on continuing educational opportunities through

the Adult Education Program, SAT/ACT information and sign-up, and other alternative options to obtain the standard diploma.

b. College and Career Readiness

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

Every year, during Open House, students and parents participate in a Parent Fair that exposes them to curricula, academies, various academic organizations and extracurricular activities. Once students receive their subject selection sheets, and have had time to review them with their parents, counselors then meet with students on a one-to-one basis to review grade -level requirements and offer insight and input on classes students should select. These courses are geared for their academic improvement, advancement or remediation.

Several elective courses are offered in the fine arts, foreign languages, law and business administration and STEM. There are four Academies where students' aptitudes as well as their career interests are taken into consideration. Partnerships have been established with Miami Dade Hialeah Campus, the South Florida Educational Federal Credit Union and the Susana Wesley Nursing home to provide our students with hands on practical experience that will further enhance their knowledge in their respective career path. Additionally, students are required to declare a major interest of study in their freshmen year. Students meet with their counselor to discuss the course selection, and the final selection is sent home for parental consent.

The CAP adviser organizes a college fair and take students on field trips to college fairs and campuses. Recruiters from various colleges and universities talk to students about programs of interest that are offered at their sites. The CAP adviser has office hours to discuss plans for students post-secondary education.

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

Westland Hialeah Senior prepares students for the rigors of high school, while providing them with the skills necessary for academic success. Also, several academies allow students to explore the careers for which they have an interest in. Those academies include Early College Pathways, Health Science, Digital Media, and International Business; students are able to secure Industry Certifications in Digital Media Production, Digital Media Systems, Nursing Assisting, Home Health Aide, Health Unit Coordinator, Emergency Medical Responder, and Electrocardiograph Aide. Students also have an opportunity to receive an Associate of Arts Degree as part of the College Pathway program. Students are encouraged to take Advanced Placement courses so that they may become familiar with the commitment necessary for college work. Other courses which allow students the possibility of expanding students' academic exposure, include Critical Thinking Skills, World Literature, and Writing. Also, ninth grade students that have met proficiency in the PERT will have the opportunity to begin dual enrollment in their tenth grade year.

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

In an effort to support student achievement, Westland Hialeah Senior High School offers a variety of career and technical education courses that lead to industry certifications. Course such as : Digital Media Production, Digital Media Systems, Nursing Assisting, Home Health Aide, Health Unit Coordinator, Introduction to Education, Emergency Medical Responder, and Electrocardiograph Aide. With an array of media and medical courses, all of which support post-secondary careers and technical studies help prepare students to be active participants in our global economy.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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

- Promoting the Dual Enrollment Program with Miami Dade Community College and Florida International University (FIU). Allows students to earn college and postsecondary credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Promoting enrollment in Advanced Placement courses. Westland Hialeah Senior High offers 16 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.
- Promoting the Magnet School Academies. Students will gain an understanding of business and industry workforce requirements by acquiring industry certifications.

Sponsoring articulation, college fair, freshman orientation, Open-house, parent resource fair, senior parent night are a few activities that are held with parents and students to assist in their transition from one grade level to the next.

These strategies allow students to have a better understanding and appreciation of the postsecondary opportunities available and to plan for how to acquire the skills necessary to take advantage of those opportunities.

II. Needs Assessment

The school's completion of this 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 in all content areas, 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 in all content areas, then student achievement will increase. 1a

G097094

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	71.0
U.S. History EOC Pass	60.0
Bio I EOC Level 3	64.0
Algebra I EOC Level 3	66.0

Targeted Barriers to Achieving the Goal 3

- There is limited use of literacy strategies to target specific needs of the lowest 25%.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Giovanna Handal

Schedule

Weekly, from 10/9/2017 to 6/1/2018

Evidence of Completion

Student artifacts, teacher grades, formal and informal assessments

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. 1

G097094

G1.B3 There is limited use of literacy strategies to target specific needs of the lowest 25%. 2

B261185

G1.B3.S1 Establish clear literacy comprehension norms and effectively target students' needs by utilizing data for progress monitoring. 4

S276535

Strategy Rationale

Based on the FSA data a need was determined to improve student learning gains in reading specifically with the lowest 25% of the student population.

Action Step 1 5

Administration and Curriculum Council will review 2017 FSA data to identify specific needs of students in the lowest 25% to enhance learning.

Person Responsible

Giovanna Handal

Schedule

On 8/14/2017

Evidence of Completion

Sign in sheet, agenda and Powerpoint presentation

Action Step 2 5

Collaborative planning will take place with 9th and 10th grade Reading and English teachers to identify best strategies and target specific needs of the lowest of the lowest 25%.

Person Responsible

Giovanna Handal

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

lesson plans, backward design blueprint

Action Step 3 5

Tutoring for all ESOL students will take place through Title III funding .

Person Responsible

Giovanna Handal

Schedule

Weekly, from 11/13/2017 to 4/13/2018

Evidence of Completion

student sign in sheets, lesson plans

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

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

Person Responsible

Giovanna Handal

Schedule

Weekly, from 10/9/2017 to 6/1/2018

Evidence of Completion

Student artifacts, teacher grades, formal and informal assessments

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

An increase in student achievement as measured by an increase in student proficiency and learning gains in the 2018 FSA.

Person Responsible

Solmaria Cohen







Schedule

On 6/8/2018

Evidence of Completion

Data results from the 2018 FSA.

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.B3.S1.A1  A372653	Administration and Curriculum Council will review 2017 FSA data to identify specific needs of...	Handal, Giovanna	8/14/2017	Sign in sheet, agenda and Powerpoint presentation	8/14/2017 one-time
G1.B3.S1.A3  A372655	Tutoring for all ESOL students will take place through Title III funding .	Handal, Giovanna	11/13/2017	student sign in sheets, lesson plans	4/13/2018 weekly
G1.MA1  M400785	Monitoring will be done by classroom walk-throughs, lesson plan reviews, teacher modeling and...	Handal, Giovanna	10/9/2017	Student artifacts, teacher grades, formal and informal assessments	6/1/2018 weekly
G1.B3.S1.MA1  M400784	Monitoring will be done by classroom walk-throughs, lesson plan reviews, teacher modeling and...	Handal, Giovanna	10/9/2017	Student artifacts, teacher grades, formal and informal assessments	6/1/2018 weekly
G1.B3.S1.A2  A372654	Collaborative planning will take place with 9th and 10th grade Reading and English teachers to...	Handal, Giovanna	8/28/2017	lesson plans, backward design blueprint	6/1/2018 weekly
G1.B3.S1.MA1  M400783	An increase in student achievement as measured by an increase in student proficiency and learning...	Cohen, Solmaria	10/9/2017	Data results from the 2018 FSA.	6/8/2018 one-time

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 in all content areas, then student achievement will increase.

G1.B3 There is limited use of literacy strategies to target specific needs of the lowest 25%.

G1.B3.S1 Establish clear literacy comprehension norms and effectively target students' needs by utilizing data for progress monitoring.

PD Opportunity 1

Collaborative planning will take place with 9th and 10th grade Reading and English teachers to identify best strategies and target specific needs of the lowest of the lowest 25%.

Facilitator

English, ESOL and Reading Department Chairs

Participants

English, ESOL and Reading Teachers

Schedule

Weekly, from 8/28/2017 to 6/1/2018

PD Opportunity 2

Tutoring for all ESOL students will take place through Title III funding .

Facilitator

ESOL Curriculum Support Specialist

Participants

ESOL Teachers/Tutors

Schedule

Weekly, from 11/13/2017 to 4/13/2018

VI. Technical Assistance Items

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B3 There is limited use of literacy strategies to target specific needs of the lowest 25%.

G1.B3.S1 Establish clear literacy comprehension norms and effectively target students' needs by utilizing data for progress monitoring.

TA Opportunity 1

Administration and Curriculum Council will review 2017 FSA data to identify specific needs of students in the lowest 25% to enhance learning.

Facilitator

Teachers, district personnel

Participants

Students

Schedule

On 8/14/2017

VII. Budget

1	G1.B3.S1.A1	Administration and Curriculum Council will review 2017 FSA data to identify specific needs of students in the lowest 25% to enhance learning.	\$0.00
2	G1.B3.S1.A2	Collaborative planning will take place with 9th and 10th grade Reading and English teachers to identify best strategies and target specific needs of the lowest of the lowest 25%.	\$0.00
3	G1.B3.S1.A3	Tutoring for all ESOL students will take place through Title III funding .	\$0.00
Total:			\$0.00