

Hialeah Gardens Senior High School



2014-15 School Improvement Plan

Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD, Hialeah Gardens, FL 33018

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

A collaborative learning community achieving excellence daily.

School Environment

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, Latin America, Central America, or the Caribbean, 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.

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 is 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.

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 Rules, 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, indoor suspension, suspension from school 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 suspended.

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.

ASSERTIVE DISCIPLINE – Hialeah Gardens High School will follow a school wide assertive discipline plan. It will establish a classroom structure and routine that will provide the optimal learning environment. Appropriate behavior will be required so that the needs of all children will be met. The success of the program will depend on help from parents, teachers, students and principal.

SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI) – S.C.S.I. is for students who are repeatedly referred to the assistant principals for unacceptable classroom behavior. Assignments to the Center may be made as an alternative to suspension. Students will be assigned to this classroom for no more than ten (10) consecutive days.

School administrators may elect to assign students to SCSI as an alternative to suspension from school. The center is designed to provide tutorial and guidance services. When misconduct in a class results in an assignment to SCSI, the student should be removed from only the class in which the misconduct occurred. Continued misconduct can result in removal from all classes.

SUSPENSION AND EXPULSION – Only the Miami-Dade County School Board, by law, has the right to expel a student from school. Suspensions and/or expulsions may be issued when a student has possessed, used, handled or transmitted a substance capable of modifying mood and/or behavior; possessed, used, handled, or transmitted a weapon, including but not limited to, a gun, knife, razor, ice pick or club; used any article as a weapon or in a manner reasonably calculated to threaten any person, conduct of the school or school activity; engaged in less serious but continuing misconduct, including, but not limited to, the use of profane, obscene or abusive language or other acts that are detrimental to the educational function of the school.

CELL PHONES

Possession of a cellular telephone is not a violation of the Code of Student Conduct (COSC). However, the possession of a cellular telephone which disrupts the educational process; the use of the cellular telephone for personal use during school hours; and the possession or use of a cellular telephone which disrupts or interferes with the safety-to-life issue for students being transported on a M-DCPS school bus, would be a violation of the Code of Student Conduct.

INTERNET USE POLICY – see Board Rule 6Gx13- 6A-1.112

Access and use of the internet is a privilege, not a right, and its use must support the educational objectives of the District. Students must always get permission from their teachers prior to using the internet. In addition, the District prohibits the transmission of materials such as copyright material,

threatening or obscene material or material protected by trade secret, which violate local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation.

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. HGSH 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 them opportunities to work as a collaborative team. Special need students receive access to related services that offer them the tools they need to perform as regular peers. Social-emotional needs of students are also met by developing Individualized Educational Plans (IEP) aimed to develop the 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. HGSH 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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. When carefully analyzed, 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 absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	98	109	84	165	456
One or more suspensions	31	31	23	10	95
Course failure in ELA or Math	237	197	77	7	518
Level 1 on statewide assessment	158	165	309	4	636

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	117	242	311	153	823

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 the following:

1. Yes Institute, sponsored by the 21st Century Grant, 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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49354>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 makes sure to establish and maintain a rapport with parents, community members, and our neighboring businesses. In doing so, we continuously include all parties informed and welcome them to take part in our SAC meetings. In working together, we can 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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Algaze, Louis	Principal
Granados, Andy	Assistant Principal
Slocum, Lesa	Assistant Principal
Cimino, Edith	Assistant Principal
Krueger, Lee	Assistant Principal
Parra, Anabel	Instructional Media
Law, Tammy	Teacher, K-12
Pino, Yvette	Guidance Counselor
Valle, Vanessa	Instructional Coach
Rodriguez, Christine	Teacher, K-12
Estrada, Claudia	Instructional Coach
Napoles, Rafael	SAC Member
Hernandez, Danette	Teacher, K-12
Morales, Meiky	Teacher, ESE
Nehme, Zachery	Teacher, K-12
Burgos, Florentino	Teacher, K-12
Bryant, James	Teacher, K-12
Belfield, Kristan	Administrative Support
Donohue, Maria	Teacher, K-12
Backs, Stephen	Teacher, K-12
Brooks, Steven	Teacher, K-12
Aguila, Elizabeth	Teacher, K-12
Nino, Claudia	Teacher, K-12
Garrido, Alex	Teacher, K-12
Mendez, Jose	Teacher, K-12
Espinosa, Jack	Teacher, K-12
Nehme, Adam	Teacher, K-12

Duties

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 MTSS plan for school-wide improvements based on data.
2. Assistant Principal - provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data.
3. Assistant Principal & Rtl Coordinator- provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data; provide levels of support and interventions based on data
4. Media Specialist - serve as a member of the LLT; provide school-wide literacy initiatives
5. Academy of Biomedical Science Lead Teacher- align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
6. Student Services Department Chairperson - maintain effective communication with students,

parents and teachers

7. Reading Coaches - provide resources and support for teachers; schedule district assessments; conduct data chats;
8. Language Arts Department Chairperson- conduct data chats; schedule district assessments; provide resources and support to teachers.
9. ELL/ESOL Department Chairperson- conduct data chats; schedule district assessments; provide resources and support to teachers.
10. Activities Director/EESAC Chairperson- communicate effectively with stakeholders; update SIP as necessary
11. Mathematics Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.
12. SPED/ESE Department Chairperson -conduct data chats; schedule district assessments; provide resources and support to teachers.
13. Science Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.
14. Social Studies Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.
15. Fine Arts/Vocational/Electives Department Chairperson -conduct data chats; schedule district assessments; provide resources and support to teachers.
16. Test Chairperson - analyze and disseminate data as it becomes available; facilitate state and local exams
17. Academy Coordinator- align Common Core curriculum with academy curriculum; facilitate certification exams
18. SPED/ESE Teacher - implement appropriate accommodations; conduct IEP meetings; maintain effective communication with students, teachers, and parents.
19. Academy of Hospitality and Tourism Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
20. Academy of Arts and Entertainment Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
21. Academy of Law Studies Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
22. Academy of Education Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
23. Academy of International Finance Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
24. Academy of Engineering Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
25. Academy of Finance Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

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 data analysis.
2. monitor the fidelity of the delivery of instruction and intervention.
3. provide levels of support and interventions to students based on data.
4. consider data the end of year Tier 1 problem solving.

The school-based RtI 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 RtI Leadership Team uses the data gathered to identify goals for the SIP. These goals will be used to create action steps or strategies. The team will help set and implement clear expectations that align with state, district and 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. The district coordinates 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 CHES (as appropriate); and special support services to special needs populations such as homeless, migrant, and neglected and 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.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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 students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will 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.

Job Training

A partnership through the National Academy Foundation provides 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Louis Algaze	Principal
Lesla Slocum	Parent
Maria Donohue	Teacher
Michael Benitez	Teacher
Freddie Robinson	Teacher
Claudia Estrada	Education Support Employee
Afhtab Mohammed	Parent
Rafael Napoles	Education Support Employee
Cynthia Garcia	Student

Duties

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

Evaluation of last year's school improvement plan

As a team, the School Advisory Council (SAC), met and reviewed the 2014-2015 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 2014-2015 year. Additionally, the budget and allocations used were assessed to determine effectiveness of resources offered.

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 2013-2014. 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.

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 are considered. From there, the group, including the principal, discuss the funds available and determine how it should be allocated to ensure all areas are accounted for and that allocation will indeed serve the purpose of enhancing student achievement.

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

During the 2013-2014 academic year, the EESAC and the administration worked cooperatively in the funding of requested items, which technology resources, evidence-based programs, and personnel.

The sums allocated for each area were:

\$12,000 Technology- Achieve 3000

\$7,000 Evidence- Based Program- Saturday Camp

\$5,000 Personnel- Teachers for after school tutoring
 Total: \$24,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Algaze, Louis	Principal
Slocum, Lesa	Assistant Principal
Krueger, Lee	Assistant Principal
Cimino, Edith	Assistant Principal
Ochoa, Carlos	Teacher, K-12
Estrada, Claudia	Instructional Coach
Rodriguez, Christine	Teacher, K-12
Hernandez, Danette	Teacher, K-12
Parra, Anabel	Teacher, K-12
Valle, Vanessa	Teacher, K-12
Nehme, Zachery	Teacher, PreK
Morales, Meiky	Teacher, K-12
Burgos, Florentino	Teacher, K-12
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
Bacs, Stephen	Teacher, K-12
Mendez, Jose	Teacher, K-12
Nino, Claudia	Teacher, K-12
Brooks, Steven	Teacher, K-12
Nehme, Adam	Teacher, K-12
Espinosa, Jack	Teacher, K-12
Napolos, Rafael	Administrative Support
Donohue, Maria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Monthly meetings are conducted during the school-wide planning time. A professional development (PD) plan, offering Master Plan Points (MPP) is scheduled for 2014-2015, 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 a literacy partnerships among students, parents and teachers, and implement classroom libraries effectively as a tool to increase school wide literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

In encouraging positive working relationships, collaborative planning, and instruction among teachers; Hialeah 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. In addition, teachers are also provided continuous professional development to support their professional needs.

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

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

1. Ms. Eden Costa will be paired with mentor Christine Rodriguez.
Ms. Costa is a teacher with less than one year of teaching experience. She is paired with Ms. Rodriguez, a Highly Qualified Language Arts Teacher, Department Chairperson, and 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. Mr. Kenneth Dalton will be paired with mentor Christine Rodriguez.
Mr. Dalton is a teacher with less than one year of teaching experience. He is paired with Ms. Rodriguez, a Highly Qualified Language Arts Teacher, Department Chairperson, and NBCT. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
3. Ms. Yusel Carballo will be paired with mentor Elizabeth Aguila.
Ms. Carballo is a teacher with less than one year of teaching experience. She is paired with Ms. Aguila, a Highly Qualified Language Arts Teacher and NBCT. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
4. Ms. Michelle Deghani will be paired with mentor Elizabeth Aguila.
Ms. Deghani is a teacher with less than one year of teaching experience. She is paired with Ms. Aguila, a Highly Qualified Language Arts Teacher and NBCT. The mentor will meet with the mentee on a

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 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.

Instructional Strategies

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

Interim assessment and state assessment data is continuously monitored and analyzed to properly differentiate instruction and ensure that all students' needs are met. In order to ensure that our diverse student population is properly receiving instruction based individual needs, students of different levels and educational backgrounds are offered the following interventions and/or supplemental materials to enhance classroom instruction:

Level I & II Students: Pull-out and push-in intervention, textbook supplemental materials, EssaySmart, Reading Plus, Discovery Education, Learning Village materials, Intensive Reading and Math classes, FCAT Explorer, Carnegie Learning Cognitive Tutor, District Review EOC Packets

Level III-IV Students: Textbook supplemental materials, EssaySmart, Discovery Education, Learning Village materials, after school tutoring, Saturday camps, supplemental online programs, Gizmos, Discovery Learning, Technology resources - computers, tablets for 9th grade students, calculators, manipulatives, etc.

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

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: 480

Saturday camps are held to enrich student learning in reading, math, and science. This is an effort to provide students with small group settings where they can gain a deeper understanding of instruction given during the regular school day.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Slocum, Lesa, lslocum@dadschools.net

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

Formative assessments are given each Saturday and data is shared with core teachers. The data is disaggregated and strategies are enhanced or modified on a weekly basis. Accurate attendance records are taken to insure that students engage in a minimum amount of hours in order to demonstrate progress towards proficiency. FCAT 2.0 and Algebra, Geometry and Biology EOC exams results are used to determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In best supporting the incoming cohorts, Hialeah Gardens High School hosts annual articulation meetings with academic leaders from both elementary and middle school feeder patterns. At those meetings, all instructional leaders work in lining up the curriculum to ensure an ongoing learning process takes place.

College and Career Readiness

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

Hialeah Gardens High School offers eight academies (Academy of Arts and Entertainment, Academy of Biomedical Sciences, Academy of Education, Academy of Engineering, Academy of Finance, Academy of Hospitality and Tourism, Academy of Information Technology, and Academy of Law Studies) for students to select an area of study during high school. The academy offerings provide a guide for students to have hands on experiences in an area of choice, an internship opportunity, and industry certifications. Students may also elect to enroll in a variety of Advanced Placement courses, Cambridge courses, and Dual Enrollment with Miami-Dade College and Florida International University.

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

- Applied and integrated mathematics and science courses are offered to accommodate the diverse student needs.
- Varied instructional methodologies are used to engage students in the process of a higher level problem solving and critical thinking.
- Assessment data via state, district, and school site is used for student course recommendations to meet educational needs.
- The school encourages and highly recommends students who have completed the state requirements for mathematics and science courses to enroll in additional courses.
- Teachers meet within their department to discuss student progress and to plan for supplementary courses for the following school year.

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

- Review of student final grades and teacher recommendation for potential students who may benefit from advanced level courses.
- Use of the data from the results of the PSAT in AP Potential to provide additional information on students who may not have been exposed to advanced level courses.
- Advanced course informational sessions are provided for the current course teachers to outline the curriculum for future courses.
- Parent/student orientations are held to review academy and academic offerings at various times throughout the school year.
- Academic advisement from school counselors ensures the appropriate enrollment of students to make students aware of the availability of advanced level courses. Advisement is also extended to students who are currently experiencing difficulties their current courses.
- Summer preparation materials are provided for students to prepare for the upcoming school year.
- Various post-secondary institutions send representatives to speak regarding student admissions, scholarship opportunities, athletics, and other topics of interest about college life.

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

In best preparing students for the public post-secondary level, Cambridge (AICE), dual enrollment, and AP courses are offered in most disciplines. Students are expected to maintain a rigorous level of academic achievement parallel to that of post-secondary education. In addition, our college and career readiness classes prepare students for the PERT and allow them to fulfill the exam requirement, while in high school. Students are continuously offered SAT and ACT tutoring prior to all administrations of the SAT and ACT exams, which are all conveniently offered at the school site.

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.** To increase student achievement by improving core instruction in all content areas.
- G2.** In monitoring the Early Warning signs, 14% of our students missed 10% or more of available instructional time. Our goal for 2015 is to decrease this number of students by 1 percentage point.
- G3.** In order to emphasize student engagement in the problem solving process, we need to increase the number of students that will participate in Project Based Learning in STEM. Moreover, Hialeah Gardens Senior High School will increase both the numbers of students enrolled in career technical education (CTE) and in advanced courses.
- G4.** During the 2013-2014 school year, data revealed that parent participation in school-wide activities was 15%. Our goal for 2014-2015 school year is to increase parental involvement by 10%.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G049577

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	61.0
Bio I EOC Pass	68.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- District Pacing guides, supplemental materials, Florida Standards, Discovery Education, cPalms, Learning Village, after school tutoring, Saturday camps, common planning, instructional coaches, curriculum support specialist, content area leaders, HLAP (Home Language Assistance Program), Reading pull out intervention, Achieve 3000 (Level II-IV), Imagine Learning (Level I), iWorld (ELL Levels I-IV), technology resources. Available Data: FAIR data, FCAT or alternative state-wide assessment data from previous years, SAT or ACT scores

Targeted Barriers to Achieving the Goal 3

- Limited evidence of implementing gradual release of responsibility model (GRRM) to increase student engagement

Plan to Monitor Progress Toward G1. 8

District Interim Assessment data will indicate whether or not barriers have been reduced or eliminated, using the gradual release of responsibility model (GRRM).

Person Responsible

Louis Algaze

Schedule

Quarterly, from 10/7/2014 to 11/26/2014

Evidence of Completion

Interim Assessment Data

G2. In monitoring the Early Warning signs, 14% of our students missed 10% or more of available instructional time. Our goal for 2015 is to decrease this number of students by 1 percentage point. 1a

 G050566

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	82.0

Resources Available to Support the Goal 2

- N/A

Targeted Barriers to Achieving the Goal 3

- Students that are homeless and of low socio-economic status lack proper means to attend school on a daily basis (i.e. transportation, need to work, parental absence, etc.)

Plan to Monitor Progress Toward G2. 8

Review of attendance summary report

Person Responsible

Andy Granados

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Attendance record summary

G3. In order to emphasize student engagement in the problem solving process, we need to increase the number of students that will participate in Project Based Learning in STEM. Moreover, Hialeah Gardens Senior High School will increase both the numbers of students enrolled in career technical education (CTE) and in advanced courses. **1a**

 G050567

Targets Supported **1b**

Indicator	Annual Target
Postsecondary Enrollments	5.0

Resources Available to Support the Goal **2**

- Pearson-Prentice Hall
- Graphic Designs Element
- Diversify Health Occupation
- Journalism Today
- Mechanical Drawing
- Architectural Residential Drafting and Design
- Business and Personal Finance
- Hospitality and Tourism

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of completed student projects in STEM- i.e. Miami-Dade Expo (Science Fair SECME). Additionally, students enrolled in CTE courses need further integration of the Common Core reading standards for literacy in Science and technical subjects.

Plan to Monitor Progress Toward G3. **8**

Student progress will be monitored through district data of reading targets and CTE students.

Person Responsible

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

STEM Expo, reading data of CTE students

G4. During the 2013-2014 school year, data revealed that parent participation in school-wide activities was 15%. Our goal for 2014-2015 school year is to increase parental involvement by 10%. 1a

G050568

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

Resources Available to Support the Goal 2

- N/A

Targeted Barriers to Achieving the Goal 3

- Parental involvement declines at the high school level due to the transition of responsibility from parent to child.

Plan to Monitor Progress Toward G4. 8

Connect Ed messages to inform parents about upcoming events

Person Responsible

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Sign in rosters of events

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. To increase student achievement by improving core instruction in all content areas. **1**

 G049577

G1.B4 Limited evidence of implementing gradual release of responsibility model (GRRM) to increase student engagement **2**

 B124100

G1.B4.S1 Gradual Release of Responsibility Model (GRRM) All content areas will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

4

 S135964

Strategy Rationale

By implementing the Gradual Release of Responsibility Model (GRRM), four other identified barriers will either be reduced or eliminated.

Action Step 1 **5**

Professional development on implementing the gradual release model will be offered to the entire faculty.

Person Responsible

Louis Algaze

Schedule

On 10/7/2014

Evidence of Completion

Meeting agendas and sign-in sheets, materials specific to GRRM

Action Step 2 5

Teachers will use data and technological resources to collaboratively produce plans that will effectively implement the Gradual Release of Responsibility Model (GRRM).

Person Responsible

Louis Algaze

Schedule

Daily, from 10/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans

Action Step 3 5

Using the GRRM, teachers will deliver planned lessons with emphasis on the following: student collaborative learning structures with corrective feedback, probing techniques, and opportunities for students to demonstrate learning.

Person Responsible

Louis Algaze

Schedule

Daily, from 10/13/2014 to 11/26/2014

Evidence of Completion

Lesson plans, student work samples, walk-through instrument

Action Step 4 5

Conduct coaching cycle components for the implementation of GRRM based on teacher need. In addition, teachers will be provided opportunities to observe colleagues implementing the strategy effectively.

Person Responsible

Louis Algaze

Schedule

Weekly, from 10/7/2014 to 11/26/2014

Evidence of Completion

Walk-through instrument, Data chats, student portfolios

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

Administrative team will monitor meetings, review attendance, and ensure necessary support.

Person Responsible

Louis Algaze

Schedule

Daily, from 10/7/2014 to 11/26/2014

Evidence of Completion

Meeting agendas and sign-in sheets, materials specific to GRRM

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

Lessons taught will encompass the gradual release of responsibility model.

Person Responsible

Louis Algaze

Schedule

Daily, from 10/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans

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

Teacher observations, data analysis, review of student work will ensure proper implementation.

Person Responsible

Schedule

Weekly, from 10/13/2014 to 11/26/2014

Evidence of Completion

Lesson plans, student work samples, walk-through instrument

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

Teacher observations, data analysis, review of student work will ensure proper implementation.

Person Responsible

Schedule

Weekly, from 10/7/2014 to 11/26/2014

Evidence of Completion

Walk-through instrument, Data chats, student portfolios

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

The administrative team will monitor professional development sessions and common planning meetings to support active participation. Additionally, administrators will determine to what extent the strategy is being implemented in order to provide support more efficiently. For instance, administrators will debrief with teachers involved in the coaching cycle components and peer observations.

Person Responsible

Louis Algaze

Schedule

Daily, from 10/7/2014 to 11/27/2014

Evidence of Completion

Meeting agendas and sign-in sheets, materials specific to GRRM, lesson plans, walk-through instruments, data chats, student portfolios

G2. In monitoring the Early Warning signs, 14% of our students missed 10% or more of available instructional time. Our goal for 2015 is to decrease this number of students by 1 percentage point. **1**

G050566

G2.B1 Students that are homeless and of low socio-economic status lack proper means to attend school on a daily basis (i.e. transportation, need to work, parental absence, etc.) **2**

B126679

G2.B1.S1 Students and parents will analyze the Student Handbook and review the importance of daily attendance. **4**

S138686

Strategy Rationale

Students need to be cognizant of attendance policy in order to meet graduation requirement.

Action Step 1 **5**

Students who are deemed as developing a pattern of non-attendance will be referred to MTSS/RTI Team.

Person Responsible

Andy Granados

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Attendance record summary

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Review of attendance summary report

Person Responsible

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Attendance record summary

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review of attendance summary report

Person Responsible

Andy Granados

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Attendance record summary

G3. In order to emphasize student engagement in the problem solving process, we need to increase the number of students that will participate in Project Based Learning in STEM. Moreover, Hialeah Gardens Senior High School will increase both the numbers of students enrolled in career technical education (CTE) and in advanced courses. 1

 G050567

G3.B1 Limited evidence of completed student projects in STEM- i.e. Miami-Dade Expo (Science Fair SECME). Additionally, students enrolled in CTE courses need further integration of the Common Core reading standards for literacy in Science and technical subjects. 2

 B126636

G3.B1.S1 We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions. 4

 S138576

Strategy Rationale

Students need rigorous interaction with text in order to increase the ability to think critically and independently.

Action Step 1 5

Common core and the use of hand held interactive devices

Person Responsible

Lesa Slocum

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

STEM Expo and student progress will be monitored through district data of CTE students.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student progress will be monitored through district data of reading targets and CTE students.

Person Responsible

Lesa Slocum

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

STEM Expo, reading data of CTE students

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student progress will be monitored through district data of reading targets and CTE students.

Person Responsible

Lesa Slocum

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

STEM Expo, reading data of CTE students

G4. During the 2013-2014 school year, data revealed that parent participation in school-wide activities was 15%. Our goal for 2014-2015 school year is to increase parental involvement by 10%. 1

G050568

G4.B1 Parental involvement declines at the high school level due to the transition of responsibility from parent to child. 2

B126684

G4.B1.S1 Provide parents advance notification of school events and activities via Connect Ed messages. 4

S138617

Strategy Rationale

Parental involvement directly contributes to student achievement.

Action Step 1 5

Connect Ed messages to inform parents about upcoming events

Person Responsible

Rafael Napoles

Schedule

Monthly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Sign in roster of events

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Connect Ed messages to inform parents about upcoming events

Person Responsible

Rafael Napoles

Schedule

Monthly, from 9/9/2014 to 6/3/2015

Evidence of Completion

Sign in rosters of events

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Connect Ed messages to inform parents about upcoming events

Person Responsible

Rafael Napoles

Schedule

Weekly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Sign in rosters of events

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Professional development on implementing the gradual release model will be offered to the entire faculty.	Algaze, Louis	10/7/2014	Meeting agendas and sign-in sheets, materials specific to GRRM	10/7/2014 one-time
G3.B1.S1.A1	Common core and the use of hand held interactive devices	Slocum, Lesa	9/26/2014	STEM Expo and student progress will be monitored through district data of CTE students.	6/3/2015 weekly
G4.B1.S1.A1	Connect Ed messages to inform parents about upcoming events	Napoles, Rafael	9/26/2014	Sign in roster of events	6/3/2015 monthly
G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to MTSS/RTI Team.	Granados, Andy	9/26/2014	Attendance record summary	6/3/2015 weekly
G1.B4.S1.A2	Teachers will use data and technological resources to collaboratively produce plans that will effectively implement the Gradual Release of Responsibility Model (GRRM).	Algaze, Louis	10/9/2014	Lesson plans	11/26/2014 daily
G1.B4.S1.A3	Using the GRRM, teachers will deliver planned lessons with emphasis on the following: student collaborative learning structures with corrective feedback, probing techniques, and opportunities for students to demonstrate learning.	Algaze, Louis	10/13/2014	Lesson plans, student work samples, walk-through instrument	11/26/2014 daily
G1.B4.S1.A4	Conduct coaching cycle components for the implementation of GRRM based on teacher need. In addition, teachers will be provided opportunities to observe colleagues implementing the strategy effectively.	Algaze, Louis	10/7/2014	Walk-through instrument, Data chats, student portfolios	11/26/2014 weekly
G1.MA1	District Interim Assessment data will indicate whether or not barriers have been reduced or eliminated, using the gradual release of responsibility model (GRRM).	Algaze, Louis	10/7/2014	Interim Assessment Data	11/26/2014 quarterly
G1.B4.S1.MA1	The administrative team will monitor professional development sessions and common planning meetings to support	Algaze, Louis	10/7/2014	Meeting agendas and sign-in sheets, materials specific to GRRM, lesson	11/27/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	active participation. Additionally, administrators will determine to what extent the strategy is being implemented in order to provide support more efficiently. For instance, administrators will debrief with teachers involved in the coaching cycle components and peer observations.			plans, walk-through instruments, data chats, student portfolios	
G1.B4.S1.MA1	Administrative team will monitor meetings, review attendance, and ensure necessary support.	Algaze, Louis	10/7/2014	Meeting agendas and sign-in sheets, materials specific to GRRM	11/26/2014 daily
G1.B4.S1.MA3	Lessons taught will encompass the gradual release of responsibility model.	Algaze, Louis	10/9/2014	Lesson plans	11/26/2014 daily
G1.B4.S1.MA4	Teacher observations, data analysis, review of student work will ensure proper implementation.		10/13/2014	Lesson plans, student work samples, walk-through instrument	11/26/2014 weekly
G1.B4.S1.MA5	Teacher observations, data analysis, review of student work will ensure proper implementation.		10/7/2014	Walk-through instrument, Data chats, student portfolios	11/26/2014 weekly
G2.MA1	Review of attendance summary report	Granados, Andy	9/26/2014	Attendance record summary	6/3/2015 weekly
G2.B1.S1.MA1	Review of attendance summary report	Granados, Andy	9/26/2014	Attendance record summary	6/3/2015 weekly
G2.B1.S1.MA1	Review of attendance summary report		9/26/2014	Attendance record summary	6/3/2015 weekly
G3.MA1	Student progress will be monitored through district data of reading targets and CTE students.		9/26/2014	STEM Expo, reading data of CTE students	6/3/2015 weekly
G3.B1.S1.MA1	Student progress will be monitored through district data of reading targets and CTE students.	Slocum, Lesa	9/26/2014	STEM Expo, reading data of CTE students	6/3/2015 weekly
G3.B1.S1.MA1	Student progress will be monitored through district data of reading targets and CTE students.	Slocum, Lesa	9/26/2014	STEM Expo, reading data of CTE students	6/3/2015 weekly
G4.MA1	Connect Ed messages to inform parents about upcoming events		9/26/2014	Sign in rosters of events	6/3/2015 weekly
G4.B1.S1.MA1	Connect Ed messages to inform parents about upcoming events	Napoles, Rafael	9/26/2014	Sign in rosters of events	6/3/2015 weekly
G4.B1.S1.MA1	Connect Ed messages to inform parents about upcoming events	Napoles, Rafael	9/9/2014	Sign in rosters of events	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B4 Limited evidence of implementing gradual release of responsibility model (GRRM) to increase student engagement

G1.B4.S1 Gradual Release of Responsibility Model (GRRM) All content areas will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Professional development on implementing the gradual release model will be offered to the entire faculty.

Facilitator

Yamilka Galue

Participants

Entire Faculty

Schedule

On 10/7/2014

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B4 Limited evidence of implementing gradual release of responsibility model (GRRM) to increase student engagement

G1.B4.S1 Gradual Release of Responsibility Model (GRRM) All content areas will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Teachers will use data and technological resources to collaboratively produce plans that will effectively implement the Gradual Release of Responsibility Model (GRRM).

Facilitator

Louis Algaze

Participants

Entire Faculty

Schedule

Daily, from 10/9/2014 to 11/26/2014

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	105,100
Grand Total	105,100

Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B4.S1.A1 - Chart Paper, markers, colored paper	Title I Part A	100
B4.S1.A2 - After school tutoring and Saturday instructional camps	Title I Part A	45,000
B4.S1.A2 - Reading and Math intervention programs	Title I Part A	60,000
Total Goal 1		105,100