Hialeah Senior High School

2014-15 School Improvement Plan

Hialeah Senior High School

251 E 47TH ST, Hialeah, FL 33013

http://hhs.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	88%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

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

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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 High School is to provide an academically and technologically challenging environment that will enable students to become confident, self-directed, lifelong learners in a rapidly changing world.

Provide the school's vision statement

The vision of Hialeah High School is to provide a safe, clean, and well equipped technological environment that is conducive to learning and universal student achievement. The vision of Hialeah High School is inherent in our school motto: To Seek, To Find, and To Share. We are located in an urban setting and populated by students from many cultures whose parents entrust us with the education of their maturing children. We, the members of the faculty, staff and administration, in a spirit of collegiality, commit our energies and expertise to the creation of a learning environment that appeals to the eye, inspires the mind, and provides a source of stability and safety in the life of every student. Our staff is professional, creative, innovative, and supportive of each other and our students as well. Our most paramount priority is to facilitate student learning in the classroom by being consistent, setting high expectations, utilizing data driven assessment and instruction, aligning our goals and objectives, utilizing research- based initiatives and continually striving for measurable academic excellence. Hialeah High offers thirteen various academies and numerous advanced placement / dual enrollment courses that provide students with high expectations and an opportunity to achieve academic excellence and testing proficiency.
Hialeah High is a learning community that teaches and affirms valuable life lessons. Students can expect that focused study and effort will be rewarded in the present and in the future. Students can develop their civic voices by participation in student elections, community service projects, mentoring programs, and voter registration. As valued members of the school community, they discover that trust and respect flow naturally from responsible behavior. Upon graduation, students will truthfully say that members of the faculty, staff, and administration of Hialeah High School encouraged them to seek their own personal vision, to find the inner strength to pursue their goals, and to share their knowledge, talents, and skills for the betterment of their communities. The academic, athletic, and activity programs at Hialeah High enable all students to seek, achieve, and share their loftiest aspirations.

School Environment

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

The process by which the school learns about students' cultures and builds relationship between teachers and students is based on the belief that all students can and will learn. This is belief realized by a system where high academic expectations and learning goals are routinely monitored by all stakeholders. The school systematically develops and executes a plan with goals, measurable strategies, and ongoing progress monitoring that promotes academic excellence and fosters a culture in which students are able to clearly articulate their diverse personal academic goals in an effort to build rapport between teachers and students.

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

The school creates an environment where students feel safe and respected at all times by promoting and maintaining a learning environment conducive to successful teaching and learning for all. The school provides a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities that fosters academic growth. The school environment is one where stakeholders encourage students to express their needs and concerns, programs support student progress, and policies, procedures, and practices are designed to address student needs.

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

The school's behavioral system includes a variety of strategies and protocols that increase student engagement and minimize disciplinary incidents. Such protocols include in-school counseling, skill building activities, peer mediation, and the loss of extra-curricular activities. Training for school personnel occurs on a regular basis to ensure the effectiveness of the school's behavioral system. Professional development topics include, but are not limited to, corrective strategies for disruptive behaviors, classroom management strategies, mentoring programs, and alternatives to suspension.

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 school ensures that the social-emotional needs of all students are met by implementing effective counseling services and safe school programs. Counselors are tasked with assisting students in the developmental acquisition of knowledge and skills that will help them reach their academic, personal/social, health and career/community potential. School counselors provide counseling services to individual students and groups of students. They also provide professional support to teachers, parents and administrators through consultation and collaboration. Ultimately, the school's goal is to build the necessary skills students need to become self-motivated and responsible contributors to the global society.

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

-Attendance: Students who in grade 9 miss any days in the first 20 days of school.
-Performance: Students who fail to progress to Grade 10 on time.
-Performance: Students in high school with a grade point average less than 2.0

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	154	165	138	266	723
One or more suspensions	300	345	185	198	1028
Course failure in ELA or Math	95	134	61	28	318
Level 1 on statewide assessment	196	206	0	0	402
Grade 9 Students who missed any days in the first 20 days of school	87	0	0	0	87
Fail to progress to Grade 10 on time	4	0	0	0	4
Grade point average less than 2.0	180	154	60	3	397

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

At the school site there are designed interventions for individual students from evaluating information from day-to-day status reports in grade books, attendance, and other school records/reports. A school level team which include the school principal, assistant principals, counselors, data coach, content area, special education and English language learner teachers consistently review reports at the individual student and school levels to determine needs for interventions, assign students to those interventions, allocate school resources and examine school-level patterns. In addition, assistant principals and counselors meet to communicate academic progress to parents and students in a variety of ways. This includes mailing progress reports home to parents, notifying parents and students by mail at given times during the semester if a student is failing a class, has excessive absences, disciplinary issues or needs remediation, and encouraging parents to register through their parent portal to monitor the student's online grade book and attendance.

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/193415.

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

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
Sanchez, Heriberto	Principal
Rodriguez, Aileen	Assistant Principal
Sarmiento, Roberto	Assistant Principal
Santoyo, Alexander	Assistant Principal
Williams, Kenneth	Assistant Principal
Trillas, Lucy	Instructional Coach
Bielski, Richard	Instructional Coach
Serio, Francisco	Instructional Coach
Kisich, Lourdes	Instructional Coach

Duties

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS / RtI process to enhance data collection, data analysis problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:
- Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will the student learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• Who will we respond when the students have not learned? (response to intervention problem solving process and monitoring process of interventions)
• How will we respond when students have learned? (enrichment opportunities)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

MTSS / RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

MTSS / RtI are a general education initiative in which the levels of support or resources are allocated in direct proportion to student needs. MTSS / RtI uses increasingly more intense instruction and interventions.

• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions that are 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.

• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

An ongoing evaluation method will be established for services at each tier in order to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS / RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I, Part A

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday School or summer school through our adult education program. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-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, Supplemental Educational Services, and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Hialeah High 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 (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Hialeah High utilizes District-supplied funds to support the Educational Alternative Outreach programs to provide assistance to student and youth who are at-risk of dropping out of school. Services are coordinated with district Drop-out Prevention programs.

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school

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

Title III

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

• Parent outreach activities

• Professional development on best practices for ESOL and content area teachers

• Coaching and mentoring for ESOL and content area teachers

• Reading and supplementary instructional materials

• Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics, and science to be used by ELL and immigrant students

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community.

• Project Upstart/Homeless Children & Youth Program assists with the identification, enrollment, attendance, and transportation of homeless students.

• The school's Homeless Liaison provides training for the school's registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring that homeless children are not to be stigmatized, separated, segregated or isolated on their status as homeless and are provided with all entitlements.

• The school's Project Upstart Program provides a homeless sensitivity and awareness campaign throughout the school. The school receives a video and a curriculum manual and a contest is sponsored by the homeless trust which is a community organization.

• Our District Homeless Student Liaison continues to participate in community organization meetings and task forces as it related to homeless children and youth.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

• Hialeah High addresses violence, drug prevention and intervention servicesfor students through curriculum implemented by classroom teachers, counselors, and TRUST specialist.

• As a component of this program, the school also receives training and technical assistance for administrators, counselors, and teachers.

• The school's TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) Hialeah High adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities

available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and careerand technical education components and a coherent sequence of courses.

Job Training

Not Applicable

Other

Hialeah High will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. The school will also increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. The school will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents. This impacts our goal to empower parent and build capacity for involvement.

Hialeah High also has partnerships through the Health Connect in Our Schools (HCiOS) with The Children's Trust, Miami-Dade Health Department, and local health service providers to provide the following:

• Offer a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds

• Reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services

• Deliver coordinated social work and mental/behavioral health interventions in a timely manner

• Enhance the educational activities provided by the school and by the health department

• Offer a trained health team that is qualified to perform the assigned duties related to a quality school health care program

School Advisory Council (SAC)

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

Name	Stakeholder Group
Heriberto Sanchez	Principal
Alfredo Granado	Teacher
Bianca Fernandez	Student
Ivette Fernandez	Parent
Silvio Parodi	Business/Community

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

During the SAC meetings, the committee will examine last year's school improvement plan for identifying areas of weakness and strength in order to focus on the necessary shifts and practices

needed to strengthen teaching and academic success. SAC will discuss the 2014 FCAT results and review the High School Grading Matrix data to determine the target areas for the upcoming school year along with determining the necessary resources and strategies to improve effective instruction and increase academic achievement for the upcoming school year.

Development of this school improvement plan

SAC will be examining all aspects of the school when developing the School Improvement Plan (SIP). It will prioritize the needs of the school and develop strategies for improving those areas, as well as develop a plan for measuring the results of the SIP. It will have the authority, as well as the responsibility, to be able to make recommendations on how the school operates and improves overall student achievement. SAC will also make decisions in the expenditure of its funds to meet its SIP goals.

Preparation of the school's annual budget and plan

EESAC plans to utilize funds to improve academic performance by offering incentives ($1000), attendance intervention personnel ($8000), after-school detention program ($4000), and educational materials ($1000).

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

EESAC plans to utilize funds to improve academic performance by offering incentives to the lowest 25% group ($1000), attendance intervention personnel ($8000), after-school detention program ($4000), and educational materials ($1000).

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
Trillas, Lucy	Instructional Coach
Serio, Francisco	Instructional Coach
Sanchez, Heriberto	Principal
Rodriguez, Aileen	Assistant Principal
Santoyo, Alexander	Assistant Principal
Sarmiento, Roberto	Assistant Principal
Williams, Kenneth	Assistant Principal
Bielski, Richard	Instructional Coach
Holden, Julia	Teacher, K-12
Kisich, Lourdes	Instructional Coach
Mir, Mabel	Teacher, K-12
Moraga, Hugo	Teacher, K-12
Ondar, Jaqueline	Teacher, K-12
Soto, Ana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT for the 2013-2014 school year include:
- Literacy Fair
-The return of our School-wide bookmark contest, which was extremely successful during the 2012-2013 school year
-Involving students from the Hialeah High Book Club to participate in LLT events/meetings and offer student insight
-Increasing parental awareness on the importance of literacy in the home
-Organizing one major literacy-centered school event during Literacy Week
-Conducting professional development activities to address school-wide reading concerns and prioritize effective reading instruction and student outcomes
-Lead efforts to infuse literacy initiatives throughout the curriculum

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

The school has established 12 professional learning committees that engage in common planning sessions on a bi-weekly basis. The collaborative structures in place discuss goals, strategies, and best practices within their content / curriculum that reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these common planning initiatives where the PLCs priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions and participation in both the planning and goal-setting process.

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

- Partnering with local universities' teacher education programs (FIU and Miami Dade College) to provide intern opportunities and recruitment pool at school site, while supporting veteran teachers to become Clinical Education qualified. Principal
- Teacher search committee: three department chairs and one administrator to locate, interview, and hire. - Assistant Principal
- Beginning teacher program: ongoing mentoring by veteran teachers of new and recently hired teachers. Monthly group meetings and individual collaboration to provide information and support. - Assistant Principal
Ongoing in-house professional development opportunities focusing on best practices for all teachers. Principal

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

The school's mentoring program/plan includes opportunities to help new teachers continue to improve and develop their instructional skills through various activities such as monthly group mentoring sessions, classroom observations, individual mentoring sessions where best practices are modeled, coaching techniques, and pairings of teachers with either experience or related areas of expertise to help establish a relationship that encourages reflection on the practice of teaching.

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

The school ensures its core instructional program and materials are aligned to the Florida State Standards by following the pacing guides developed by the District of Miami Dade County Public Schools. Additionally, materials implemented in all core classrooms are state approved and adopted. Instructional programs and routines follow research- based strategies and practices such as The Gradual Release of Responsibility Model. In order to ensure the programs and materials align to the Florida State Standards and are being implemented with fidelity, the leadership team closely monitors instructional practices and routines via classroom walk-through. Furthermore, through coaching cycles, instructional coaches assist teachers with planning, lesson execution, and assessments that are all aligned to the Florida State Standards.

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

The school ensures every content area teacher contributes to academic improvement of every student by conducting bi-weekly instructional focus meetings to make decisions about the curriculum and instruction where student and class data is analyzed. Lesson plans, instructional focus calendars, mini-assessments are discussed and aligned with their respective standards for each grade level. Teacher-students data chats are conducted

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:

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through Saturday School programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sanchez, Heriberto, hsanchez@dadeschools.net

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

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-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.

Strategy: Extended School Day

Minutes added to school year:

Florida National University 21st CCLC Project Success is designed to increase the academic skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education. Florida National University strives to provide the educational facilities and resources that support intensive sessions of study in small classes, in order to foster in the student the attainment of a quality university education according to the student's personal goals, and the advancement of modern technology.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Aileen , arodriguez33@dadeschools.net

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

The Florida National University 21st CCLC Project Success along with their site coordinators and school leadership team monitors data aimed at increasing civic engagement and community service through the provision of academic and social assistance to at-risk students who attend high-poverty and low-performing schools. The program help students meet state and local student standards in core academic subjects such as reading and math, offer students a broad array of enrichment activities that can complement their regular academic programs, and offers literacy and other educational services to the families of participating children. that allows children to reach their full potential and become full-fledged participatory adults who positively contribute to their communities and to society at large.

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

Articulation presentation are held for the incoming ninth graders form the various feeder pattern middle school where information is shared and presented about our school, academies, advanced academics program, Conservatory of the Arts, activities, clubs, athletics, courses, vocational programs, etc.
Senior parent night to inform parents of Senior Students about their requirements and obligations, in order to graduate on time.
Grade Level assemblies / orientation are conducted to receive information about the grade level curriculum, expectations, requirements, policies, and procedures.
The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

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

The current model of instruction through our academies is based on a career academy configuration linking content with a career. Coursework selections by students at Hialeah High reflect their major area of interest. As guidance counselors assist students in selecting their courses throughout their high school experience, students are encouraged to utilize online course planners--- ePEP, FACTS.org, and AP Potential--- as planning tools for their academic and career goals.

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

Hialeah High continues to implement the teaming of academies concept which allows students to see relationships between discreet subjects and their relevance to the real world. The academies require student participants to complete experiential learning components with cooperating community businesses and organizations. The academies offered at Hialeah High include: Transportation, Medicine and Health, Culinary Arts, Small Business and Entrepreneurship, Business and Technology, Education, Communications and Digital Technology, Visual and Performing Arts, Global Studies, Legal and Public Services, Business and Information Technology, and Engineering, Science, and Math.

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

Hialeah High incorporates the use of the Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. A ninth-grade orientation course is offered at Hialeah High consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and community awareness, and health and wellness, which support student success. College Access Partnership allows for open dialogue among partners and stakeholders to: leverage and coordinate resources, collect and use data as a means to assess strengths and bridge gaps, and support long-term change and sustainability for college access and success. Partners include: College Summit, ConnectEdu, Educate Tomorrow, ENLACE, FAFSA Completion Project, Gates/National Student Clearinghouse, NFTE, Women of Tomorrow Mentor and Scholarship Program, Post-Secondary Institutions, and others. Hialeah High also offers a College Resource Center coordinated by the school's CAP advisor and a teacher to help students do research in programs, majors careers and colleges. The center also assists students in applying for colleges, universities, financial aid, scholarships, as well as register for the SAT, ACT, college fairs, Clearinghouse and NCAA. After-school assistance is also offered to students three times a week and parents are welcome to attend.
The ACT Online Prep Program, funded by the Title I Program, will be made available to all students at Hialeah High. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school.

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 2012 High School Feedback Report indicates that 49.3% of our 2012 graduates were enrolled at a community college in Florida in the Fall of 2012. Hialeah High has a larger percentage of students attending community colleges in Florida than the District at 41.1% and the State at 32.8%. However, the percentages of students attending a state university in Florida during the Fall of 2012 were 8.05%

showing to be lower than the District's rate at 17.4% and the State's at 18.7%. The school continues to encourage all high performing tenth-grade students (high Grade Point Average, FCAT 2.0 Level 3 and higher in Reading and Mathematics) to register for the Scholastic Aptitude Test (SAT), American College Testing (ACT) and/or College Placement Test (CPT) in order for them to determine how well prepared they are for higher education. All students are encouraged to take Advanced Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having students speak with guidance counselors regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures. Counselors will review data tracking graduation requirements and Bright Future requirements and direct students accordingly. Partnership collaborations with Miami Dade College (MDC), Florida International University (FIU) and St. Thomas University have been planned to increase dual enrollment and offer students the opportunity to take college level courses at the Hialeah High school campus.
The school continues to provide activities with students (several which involve parents) to assist them in their transition from one grade to the next such as freshmen orientation parent night, articulation, grade-level assemblies, and Senior Parent Night. The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

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.   Increase student achievement by improving core instruction in all content areas.

G2.   Address early warning systems by decreasing truancy issues and dropout rates and increasing graduation rate in an effort to increase overall student academic performance.

G3.   All stakeholders involved will take an active role in increasing the passing rate of students taking CTE industry certification exams by effectively aligning instruction to CTE frameworks by career clusters and standards.

G4.   See Title I PIP

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. Increase student achievement by improving core instruction in all content areas. `1a`

🔍 G047320

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Reading - Hispanic	63.0
AMO Reading - ELL	43.0
AMO Reading - SWD	52.0
AMO Reading - ED	61.0
AMO Math - ELL	51.0
AMO Math - SWD	55.0

Resources Available to Support the Goal `2`

- SpringBoard(SB) English Language Arts (ELA) curriculum; McDougal Littell Literature; Edge; Scholastic System 44 and Read 180; Achieve 3000; Imagine Learning; AP Instructional Planning Reports (2014)

- Prentice Hall Algebra 1 & 2 Gold Series; Discovering Geometry; McGraw Hill Education, Algebra I & II Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra 1 & 2 Gold Series; Edgenuity NGSSS & MAFS Digital Resources; District developed Topic Assessment uploaded in ThinkGate found under District Assessments (Alg. I & II, Geo); District Pacing Guides; Item Specifications

- District Pacing Guides, Biology Learning Goals and Item Specifications, 5-E Learning Cycle Lesson Plan Template, Gradual Release of Responsibility Model; Edgenuity, Edusmart, and Penda online resources; Learning Village (content specific attachments, Extended Learning Modules, online textbook resources)

- Core- McGraw-Hill Social Sciences Text, Grade 9: World History and Geography; Grade 11: United States History & Geography: Modern Times; Grade 12: U.S. Government: Democracy in Action/Florida Economics Principles and Practices Digital-U.S. History Module 1 available at socialsciences.dadeschools.net

Targeted Barriers to Achieving the Goal `3`

- Limited evidence and inconsistency in the effective implementation of the Gradual Release of Responsibility Model(GRRM) of Instruction

Plan to Monitor Progress Toward G1. `8`

Following the FCIM model, maintain and monitor a solid and effective data system to track student progress through data disaggregation, Interim Assessments data, Florida Standards Assessment or EOC (FCAT 2.0 for science) data analysis.

Person Responsible

Heriberto Sanchez

Schedule

Evidence of Completion

Data disaggregation, Interim Assessments, Florida Standards Assessment or EOC (FCAT 2.0 for science)

G2. Address early warning systems by decreasing truancy issues and dropout rates and increasing graduation rate in an effort to increase overall student academic performance. 1a

🔍 G050390

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Counselors, Attendance Clerk, In-house detention program, Community Involvement Specialist, and Parent Academy Workshops.

Targeted Barriers to Achieving the Goal 3

- Students, specifically in 9th and 10th, are exhibiting truant behavior resulting in loss of instructional time and an increase of course failure, which is affecting overall student performance.

- Large student population in proportion to guidance counselors represents an increase in incidents of behavior referrals and behavior referrals that lead to suspension, resulting in a decline of student academic progress.

- Graduation rates are being affected because students are unable to meet graduation requirements, specifically achieving a passing score on state-wide assessments, due to a lack of intervention resources and funding.

Plan to Monitor Progress Toward G2. 8

MTSS team will monitor school-wide date to ensure that EWS intervention strategies are implemented and monitored with fidelity in an effort to increase overall student performance.

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Attendance, behavior, and academic progress reports.

G3. All stakeholders involved will take an active role in increasing the passing rate of students taking CTE industry certification exams by effectively aligning instruction to CTE frameworks by career clusters and standards. 1a

Targets Supported 1b

🔍 G050394

Indicator	Annual Target

Resources Available to Support the Goal 2

- CTE Programs Aligned to STEM Career Cluster

- CTE Professional Development

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective lesson planning aligned to CTE frameworks by career clusters and standards.

Plan to Monitor Progress Toward G3. 8

Progress will be monitored through completion of ACA tutorials, assignments, and practice tests conducted via CertiPort.

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

CertiPort student reports.

G4. See Title I PIP 1a

Targets Supported 1b

🔍 G050395

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. Increase student achievement by improving core instruction in all content areas. `1`

🔑 G047320

G1.B1 Limited evidence and inconsistency in the effective implementation of the Gradual Release of Responsibility Model(GRRM) of Instruction `2`

🔑 B117812

G1.B1.S1 Gradual Release of Responsibility `4`

🔑 S129576

Strategy Rationale

Plan for the delivery of instruction that is based on the Gradual Release of Responsibility instructional framework.Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks

Action Step 1 `5`

Conduct coaching cycle as needed with identified teachers to assist with the implementation of the GRM in ELA and ESOL classes.

Person Responsible

Lucy Trillas

Schedule

Evidence of Completion

Lesson plans, student work folders, classroom observations, coaching logs are reflective of the GRRM

Action Step 2 `5`

Plan with ELA and ESOL teachers and reading coaches to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction.

Person Responsible

Francisco Serio

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of the GRRM

Action Step 3 `5`

Conduct weekly classroom walkthroughs to monitor the effective implementation of the GRRM.

Person Responsible

Aileen Rodriguez

Schedule

Weekly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of the GRRM

Action Step 4 `5`

Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources during DI to support effective classroom instruction.

Person Responsible

Lucy Trillas

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Classroom observations, Student work folders

Action Step 5 `5`

Assist ELA and ESOL teachers in implementing lessons reflective of the Gradual Release Model of Instruction.

Person Responsible

Francisco Serio

Schedule

Biweekly, from 10/26/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of the GRM

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

Conduct professional development, coaching cycles, lesson planning on the Gradual Release of Responsibility Model to develop bell- to- bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

Person Responsible

Lucy Trillas

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Professional Development / IFC Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs Formative: District Interim Assessments, Monthly Benchmark Assessments, & Spring Board Embedded Assessments

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of
the coaching cycle with the implementation of the GRRM for teachers who received coaching cycles.

Person Responsible

Lucy Trillas

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Walk-throughs, lesson plans

G1.B1.S2 Accountable Talk & Questioning Strategies `4`

`S136156`

Strategy Rationale

Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections

Action Step 1 `5`

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Person Responsible

Alexander Santoyo

Schedule

Biweekly, from 10/7/2014 to 6/4/2015

Evidence of Completion

Professional Development sign in sheet, Professional Development agenda/reflection (handouts/power point/ materials)

Action Step 2 `5`

Conduct a weekly collaborative planning sessions on how to develop learning experiences that engage students in critical thinking and accountable talk.

Person Responsible

Richard Bielski

Schedule

Weekly, from 9/16/2014 to 6/4/2015

Evidence of Completion

Planning session sign in sheet, Planning development materials (handouts/power point/ materials)

Action Step 3 `5`

Conduct coaching cycles with identified teachers to help with the implementation of higher order questioning strategies.Prepare lessons that incorporate higher order questioning strategies on a weekly basis.

Person Responsible

Richard Bielski

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

agenda/reflection, Planning development materials(handouts/power point/ materials), Detailed lesson plans

Action Step 4 `5`

Effectively implement high order questioning strategies during lesson delivery on a continual basis.

Person Responsible

Alexander Santoyo

Schedule

Biweekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Detailed lesson plans, Classroom walkthroughs/observations, Student journals/notebooks, Student sample work

Action Step 5 5

Continually, utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas.

Person Responsible

Alexander Santoyo

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs/observations, Students journal reflections, Student sample work

Action Step 6 5

Conduct walk-throughs on a weekly basis to monitor the use of high order questioning strategies and that students are engaged in accountable talk during lesson delivery.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Evidence of use of probing questions during lesson delivery, Student journal reflection

Action Step 7 5

Incorporate high order thinking items in classroom and school assessments. Use district developed Topic Assessments as applicable.

Person Responsible

Richard Bielski

Schedule

Biweekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Formative and summative assessments, Interim assessments, Topic Assessments

Action Step 8 `5`

Disaggregate data from different assessment reports and discuss results in order to adjust instruction.

Person Responsible

Alexander Santoyo

Schedule

Quarterly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Data reports and Implementation of FCIM,Data debriefing agendas, signing sheets, Instructional action plan

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Conduct professional development, coaching cycles, lesson planning on student accountable talk and higher-order questioning strategies. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

Person Responsible

Richard Bielski

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Professional Development Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Maintain and monitor a solid and effective data system to track student progress and effectiveness of
the coaching cycle with the implementation student accountable talk and higher-order questioning
for teachers who received coaching cycles.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark
Assessments

G1.B1.S3 5E Learning Cycle Model and Gradual Release `4`

`S136157`

Strategy Rationale

Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore
scientific phenomena, make real-world connections, provide explicit instruction, and allow students
to become independent learners in science instruction through gradual release.

Action Step 1 `5`

Mini PD sessions on the use of the 5E Learning Cycle, the Gradual Release of Responsibility
Model, and integration of CER with Florida Standards

Person Responsible

Lourdes Kisich

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Lesson plans that incorporate the 5E learning cycle and the gradual release of responsibility
model

Action Step 2 `5`

Review and assist with the implementation of the Continuous Coaching Cycle.

Person Responsible

Lourdes Kisich

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Coaching plans, coaching logs, schedule of coaching support

Action Step 3 `5`

Incorporate the 5E learning cycle in Lesson Plans to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through the Gradual Release of Responsibility Model.

Person Responsible

Lourdes Kisich

Schedule

Biweekly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Lesson plans that incorporate the 5E learning cycle and the gradual release of responsibility model

Action Step 4 `5`

Conduct weekly classroom walkthroughs to ensure that rigorous instruction aligned to the Pacing Guides, Item Specifications, and Learning Goals is being implemented in all grade levels.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Classroom walkthrough log

Action Step 5 5

Plan collaboratively in order to create lessons that implement a routine of inquiry based hands-on activities aligned to the District Pacing Guides, Learning Goals, and Course Descriptions in order to facilitate the use of Claim Evidence Reasoning (CER) and the integration of the Florida Standards.

Person Responsible

Lourdes Kisich

Schedule

Biweekly, from 10/14/2014 to 6/4/2015

Evidence of Completion

Lessons and student work reflecting the use of CER and incorporation of LAFS and MAFS in Science

Action Step 6 5

Use data from assessments (diagnostic, formative, summative) to differentiate instruction, monitor student progress, and plan for enrichment and remediation activities.

Person Responsible

Lourdes Kisich

Schedule

Biweekly, from 10/14/2014 to 6/4/2015

Evidence of Completion

Lessons and student work reflecting the use of CER and incorporation of LAFS and MAFS in Science

Action Step 7 `5`

Participate in professional development for technology integration through Edgenuity, Gizmos, and Discovery Education resources. Participate in Content and Pacing professional development sessions by content area (Physical Science, Biology, Chemistry, Physics).

Person Responsible

Lourdes Kisich

Schedule

Monthly, from 10/24/2014 to 6/4/2015

Evidence of Completion

PD logs are signed and best practices learned are shared with other teachers at school site

Action Step 8 `5`

Develop higher-order questioning strategies using Explicit-Reflective instruction to enhance lesson rigor, deepen content knowledge, and increase students' high-order thinking skills.

Person Responsible

Alexander Santoyo

Schedule

Weekly, from 10/28/2014 to 6/4/2015

Evidence of Completion

Classroom visits and student accountable talk

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Conduct professional development, coaching cycles, lesson planning on the Gradual Release of Responsibility and 5E Learning Cycle Model to develop bell- to- bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

Person Responsible

Lourdes Kisich

Schedule

Biweekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Professional Development Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Maintain and monitor a solid and effective data system to track student progress and effectiveness of
the coaching cycle with the implementation of the GRRM and the 5E Learning Cycle Model for
teachers who received coaching cycles.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Walkthrough, Coaching Logs / Calendars

G1.B1.S4 Academic Writing `4`

S136162

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of
coherent writing about text through the use of the writing process, by explicitly teaching various modalities and
genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant
evidence and incorporate problem solving into writing.

Action Step 1 `5`

Assist teachers with the implementation of effective instructional strategies to gather
textual evidence, such as note-taking, highlighting/underlining, paraphrasing to improve
academic writing.

Person Responsible

Lucy Trillas

Schedule

Biweekly, from 11/14/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of academic
writing

Action Step 2 5

Provide professional development for the reading coaches and ELA Department Chairs in the area of analytical writing.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of academic writing

Action Step 3 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of effective academic writing instruction.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of academic writing

Action Step 4 5

Use data from formal and informal assessments including the District Writing Pre-test for targeted whole and small group instruction in ELA and ESOL classes.

Person Responsible

Francisco Serio

Schedule

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of academic writing

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their
assessment results. Common planning sessions to develop essential questions and lessons incorporation rigorous writing skills and activities.

Person Responsible

Lucy Trillas

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Common Plannig Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Maintain and monitor a solid and effective data system to track student progress and effectiveness of
the coaching cycle.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Walkthrough, Coaching Logs / Calendars, Lesson Plan, Student Work

G1.B1.S5 Effective Planning and Instructional Delivery 4

S137951

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide training on U.S. History Module 1 for lesson planning and delivery

Person Responsible

Aileen Rodriguez

Schedule

Evidence of Completion

Lesson Plans, Bell-to-Bell Instruction and Student Folders

Action Step 2 5

Attend the U.S. History Academy to gain additional resources for effective utilization of District recommended Pacing Guide, Item Specifications, technology integration and incorporation of student data from mini-assessments to plan instruction. Teachers will attend all sessions (September 17, October 15 and November 19) and share resources with other 11th grade history teachers to plan collaboratively.

Person Responsible

Aileen Rodriguez

Schedule

Monthly, from 9/17/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student Folders and Data Chats

Action Step 3 5

Provide professional development using stimuli-driven instructional strategies (e.g., analysis of political cartoons, graphic representation of information, charts, maps, etc.) to achieve mastery of Florida Standards for Literacy and EOC related Next Generation Sunshine State Standards for Social Sciences.

Person Responsible

Aileen Rodriguez

Schedule

Evidence of Completion

Lesson plans, Student Folders.

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective planning and rigorous instruction is being implemented that is aligned to the District's Social Sciences Pacing Guides and adherence to the U.S. History Item Specifications.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student Folders

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Conduct professional development, coaching cycles, lesson planning and delivery to develop bell-to- bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

Person Responsible

Aileen Rodriguez

Schedule

Weekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Bell-to-Bell Instruction and Student Folders

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their
assessment results. Common planning sessions to develop essential questions and lessons
incorporation rigorous writing skills and activities

Person Responsible

Heriberto Sanchez

Schedule

Evidence of Completion

Walkthrough, Coaching Logs / Calendars, Lesson Plans, Bell-to-Bell Instruction and Student
Folders

G2. Address early warning systems by decreasing truancy issues and dropout rates and increasing graduation rate in an effort to increase overall student academic performance. 1

G050390

G2.B1 Students, specifically in 9th and 10th, are exhibiting truant behavior resulting in loss of instructional time and an increase of course failure, which is affecting overall student performance. 2

B126240

G2.B1.S1 Attendance 4

S138717

Strategy Rationale

Identify students with frequent absences and refer them to grade level administrator, guidance counselor, and community involvement specialist to diagnose the program and recommend solutions to address the circumstances regarding truancy.

Action Step 1 5

Monitor student attendance and grade point averages through attendance rosters and academic verification reports.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Truancy Child Study Team logs, attendance rosters, and academic verification reports.

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

Monitor student reports

Person Responsible

Aileen Rodriguez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Attendance bulletin and academic grade monitoring reports

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

Maintain and monitor a solid and effective data system to track student progress.

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Attendance and academic grade monitoring reports

G2.B2 Large student population in proportion to guidance counselors represents an increase in incidents of behavior referrals and behavior referrals that lead to suspension, resulting in a decline of student academic progress. `2`

🔑 B126251

G2.B2.S1 Behavior `4`

🔑 S138729

Strategy Rationale

Maintain consistent communication with parents regarding repeat behavior issues. Using the counselors, community involvement specialist to make parent contact and conduct regular home visits to identify any issues that may promote behavior issues.

Action Step 1 `5`

Monitor student progress through suspension reports.

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Indoor/outdoor suspension and detention reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Maintain and monitor parent contact log for evidence of communication with parents of students who have been placed on indoor/outdoor suspension.

Person Responsible

Heriberto Sanchez

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Parent contact and home visit logs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Maintain and monitor a solid and effective data system to track student progress.

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Parent contact and home visit logs.

G2.B3 Graduation rates are being affected because students are unable to meet graduation requirements, specifically achieving a passing score on state-wide assessments, due to a lack of intervention resources and funding. 2

B126252

G2.B3.S1 Progress 4

S138732

Strategy Rationale

Monitor academic performance and daily attendance of at-risk students and conduct individual and small group meetings where counselors and grade level administrators recommend credit recovery initiatives to students and and review academic needs for graduation with parents.

Action Step 1 5

Credit histories will be pulled for at-risk students. Courses to be completed will be identified in order to promote students to the appropriate grade level according to the Student Progression Plan.

Person Responsible

Alexander Santoyo

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Senior check list meetings and conference logs.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor academic performance and daily attendance of at-risk students.

Person Responsible

Alexander Santoyo

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Counselor and administrator logs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Maintain and monitor a solid and effective data system to track student progress.

Person Responsible

Heriberto Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Senior check lists and counselor and administrator logs.

G3. All stakeholders involved will take an active role in increasing the passing rate of students taking CTE industry certification exams by effectively aligning instruction to CTE frameworks by career clusters and standards. `1`

🔍 G050394

G3.B1 Limited evidence of effective lesson planning aligned to CTE frameworks by career clusters and standards. `2`

🔍 B126265

G3.B1.S1 CTE curriculum objectives `4`

🔍 S138756

Strategy Rationale

Provide professional development opportunities and common planning sessions to ensure that CTE teachers are effectively planning lessons aligned to CTE frameworks by career clusters and standards.

Action Step 1 `5`

Collaborative planning in order to create lessons that implement CTE frameworks by career clusters and standards.

Person Responsible

Roberto Sarmiento

Schedule

On 6/4/2015

Evidence of Completion

Lessons plans and student work samples.

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

Monitor the implementation of lessons and timely instruction in the CTE classrooms.

Person Responsible

Roberto Sarmiento

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans, log of classroom walkthroughs, and data chats.

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

Monitor reports generated from CertiPort to track student progress.

Person Responsible

Roberto Sarmiento

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

CertiPort student reports.

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.B1.S1.A1	Conduct coaching cycle as needed with identified teachers to assist with the implementation of the GRM in ELA and ESOL classes.	Trillas, Lucy	9/29/2014	Lesson plans, student work folders, classroom observations, coaching logs are reflective of the GRRM	one-time
G1.B1.S4.A1	Assist teachers with the implementation of effective instructional strategies to gather textual evidence, such as note-taking, highlighting/underlining, paraphrasing to improve academic writing.	Trillas, Lucy	11/14/2014	Lesson plans, student work folders, classroom observations are reflective of academic writing	6/4/2015 biweekly
G1.B1.S2.A1	Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.	Santoyo, Alexander	10/7/2014	Professional Development sign in sheet, Professional Development agenda/ reflection (handouts/power point/ materials)	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Mini PD sessions on the use of the 5E Learning Cycle, the Gradual Release of Responsibility Model, and integration of CER with Florida Standards	Kisich, Lourdes	9/23/2014	Lesson plans that incorporate the 5E learning cycle and the gradual release of responsibility model	6/4/2015 biweekly
G1.B1.S5.A1	Provide training on U.S. History Module 1 for lesson planning and delivery	Rodriguez, Aileen	10/8/2014	Lesson Plans, Bell-to-Bell Instruction and Student Folders	one-time
G2.B1.S1.A1	Monitor student attendance and grade point averages through attendance rosters and academic verification reports.	Sanchez, Heriberto	9/1/2014	Truancy Child Study Team logs, attendance rosters, and academic verification reports.	6/4/2015 weekly
G2.B2.S1.A1	Monitor student progress through suspension reports.	Sanchez, Heriberto	9/1/2014	Indoor/outdoor suspension and detention reports.	6/4/2015 monthly
G2.B3.S1.A1	Credit histories will be pulled for at-risk students. Courses to be completed will be identified in order to promote students to the appropriate grade level according to the Student Progression Plan.	Santoyo, Alexander	9/1/2014	Senior check list meetings and conference logs.	6/4/2015 quarterly
G3.B1.S1.A1	Collaborative planning in order to create lessons that implement CTE frameworks by career clusters and standards.	Sarmiento, Roberto	9/1/2014	Lessons plans and student work samples.	6/4/2015 one-time
G1.B1.S1.A2	Plan with ELA and ESOL teachers and reading coaches to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction.	Serio, Francisco	10/8/2014	Lesson plans, student work folders, classroom observations are reflective of the GRRM	6/4/2015 weekly
G1.B1.S4.A2	Provide professional development for the reading coaches and ELA Department Chairs in the area of analytical writing.		10/15/2014	Lesson plans, student work folders, classroom observations are reflective of academic writing	one-time
G1.B1.S2.A2	Conduct a weekly collaborative planning sessions on how to develop learning experiences that engage students in critical thinking and accountable talk.	Bielski, Richard	9/16/2014	Planning session sign in sheet, Planning development materials (handouts/power point/ materials)	6/4/2015 weekly
G1.B1.S3.A2	Review and assist with the implementation of the Continuous Coaching Cycle.	Kisich, Lourdes	9/23/2014	Coaching plans, coaching logs, schedule of coaching support	6/4/2015 biweekly
G1.B1.S5.A2	Attend the U.S. History Academy to gain additional resources for effective utilization of District recommended Pacing Guide, Item Specifications, technology integration and incorporation of student data from mini-assessments to plan instruction. Teachers will attend all sessions (September 17, October 15 and November 19) and share resources with other 11th grade history teachers to plan collaboratively.	Rodriguez, Aileen	9/17/2014	Lesson Plans, Student Folders and Data Chats	6/4/2015 monthly
G1.B1.S1.A3	Conduct weekly classroom walkthroughs to monitor the effective implementation of the GRRM.	Rodriguez, Aileen	10/15/2014	Lesson plans, student work folders, classroom observations are reflective of the GRRM	6/4/2015 weekly
G1.B1.S4.A3	Conduct weekly classroom walkthroughs to monitor the effective implementation of effective academic writing instruction.	Sanchez, Heriberto	10/15/2014	Lesson plans, student work folders, classroom observations are reflective of academic writing	6/4/2015 weekly
G1.B1.S2.A3	Conduct coaching cycles with identified teachers to help with the implementation of higher order questioning strategies.Prepare lessons that incorporate higher order questioning strategies on a weekly basis.	Bielski, Richard	10/8/2014	agenda/reflection, Planning development materials(handouts/power point/ materials), Detailed lesson plans	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A3	Incorporate the 5E learning cycle in Lesson Plans to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through the Gradual Release of Responsibility Model.	Kisich, Lourdes	9/30/2014	Lesson plans that incorporate the 5E learning cycle and the gradual release of responsibility model	6/4/2015 biweekly
G1.B1.S5.A3	Provide professional development using stimuli-driven instructional strategies (e.g., analysis of political cartoons, graphic representation of information, charts, maps, etc.) to achieve mastery of Florida Standards for Literacy and EOC related Next Generation Sunshine State Standards for Social Sciences.	Rodriguez, Aileen	9/25/2014	Lesson plans, Student Folders.	one-time
G1.B1.S1.A4	Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources during DI to support effective classroom instruction.	Trillas, Lucy	10/1/2014	Classroom observations, Student work folders	6/4/2015 weekly
G1.B1.S4.A4	Use data from formal and informal assessments including the District Writing Pre-test for targeted whole and small group instruction in ELA and ESOL classes.	Serio, Francisco	11/1/2014	Lesson plans, student work folders, classroom observations are reflective of academic writing	one-time
G1.B1.S2.A4	Effectively implement high order questioning strategies during lesson delivery on a continual basis.	Santoyo, Alexander	10/8/2014	Detailed lesson plans, Classroom walkthroughs/observations, Student journals/notebooks, Student sample work	6/4/2015 biweekly
G1.B1.S3.A4	Conduct weekly classroom walkthroughs to ensure that rigorous instruction aligned to the Pacing Guides, Item Specifications, and Learning Goals is being implemented in all grade levels.	Sanchez, Heriberto	10/3/2014	Classroom walkthrough log	6/4/2015 weekly
G1.B1.S5.A4	Conduct weekly classroom walkthroughs to ensure effective planning and rigorous instruction is being implemented that is aligned to the District's Social Sciences Pacing Guides and adherence to the U.S. History Item Specifications.	Sanchez, Heriberto	9/25/2014	Lesson Plans, Student Folders	6/4/2015 weekly
G1.B1.S1.A5	Assist ELA and ESOL teachers in implementing lessons reflective of the Gradual Release Model of Instruction.	Serio, Francisco	10/26/2014	Lesson plans, student work folders, classroom observations are reflective of the GRM	6/4/2015 biweekly
G1.B1.S2.A5	Continually, utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas.	Santoyo, Alexander	10/8/2014	Classroom walkthroughs/observations, Students journal reflections, Student sample work	6/4/2015 weekly
G1.B1.S3.A5	Plan collaboratively in order to create lessons that implement a routine of inquiry based hands-on activities aligned to the District Pacing Guides, Learning Goals, and Course Descriptions in order to facilitate the use of Claim Evidence Reasoning (CER) and the integration of the Florida Standards.	Kisich, Lourdes	10/14/2014	Lessons and student work reflecting the use of CER and incorporation of LAFS and MAFS in Science	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A6	Conduct walk-throughs on a weekly basis to monitor the use of high order questioning strategies and that students are engaged in accountable talk during lesson delivery.	Sanchez, Heriberto	10/8/2014	Lesson plans, Evidence of use of probing questions during lesson delivery, Student journal reflection	6/4/2015 weekly
G1.B1.S3.A6	Use data from assessments (diagnostic, formative, summative) to differentiate instruction, monitor student progress, and plan for enrichment and remediation activities.	Kisich, Lourdes	10/14/2014	Lessons and student work reflecting the use of CER and incorporation of LAFS and MAFS in Science	6/4/2015 biweekly
G1.B1.S2.A7	Incorporate high order thinking items in classroom and school assessments. Use district developed Topic Assessments as applicable.	Bielski, Richard	10/8/2014	Formative and summative assessments, Interim assessments, Topic Assessments	6/4/2015 biweekly
G1.B1.S3.A7	Participate in professional development for technology integration through Edgenuity, Gizmos, and Discovery Education resources. Participate in Content and Pacing professional development sessions by content area (Physical Science, Biology, Chemistry, Physics).	Kisich, Lourdes	10/24/2014	PD logs are signed and best practices learned are shared with other teachers at school site	6/4/2015 monthly
G1.B1.S2.A8	Disaggregate data from different assessment reports and discuss results in order to adjust instruction.	Santoyo, Alexander	11/26/2014	Data reports and Implementation of FCIM,Data debriefing agendas, signing sheets, Instructional action plan	6/4/2015 quarterly
G1.B1.S3.A8	Develop higher-order questioning strategies using Explicit-Reflective instruction to enhance lesson rigor, deepen content knowledge, and increase students' high-order thinking skills.	Santoyo, Alexander	10/28/2014	Classroom visits and student accountable talk	6/4/2015 weekly
G1.MA1	Following the FCIM model, maintain and monitor a solid and effective data system to track student progress through data disaggregation, Interim Assessments data, Florida Standards Assessment or EOC (FCAT 2.0 for science) data analysis.	Sanchez, Heriberto	10/3/2014	Data disaggregation, Interim Assessments, Florida Standards Assessment or EOC (FCAT 2.0 for science)	monthly
G1.B1.S1.MA1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the GRRM for teachers who received coaching cycles.	Trillas, Lucy	9/29/2014	Walk-throughs, lesson plans	6/4/2015 weekly
G1.B1.S1.MA1	Conduct professional development, coaching cycles, lesson planning on the Gradual Release of Responsibility Model to develop bell- to- bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.	Trillas, Lucy	9/29/2014	Professional Development / IFC Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs Formative: District Interim Assessments, Monthly Benchmark Assessments, & Spring Board Embedded Assessments	6/4/2015 weekly
G1.B1.S2.MA1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation student accountable talk and higher-order questioning for teachers who received coaching cycles.	Sanchez, Heriberto	10/8/2014	Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments	6/4/2015 weekly
G1.B1.S2.MA1	Conduct professional development, coaching cycles, lesson planning on student accountable talk and higher-	Bielski, Richard	10/8/2014	Professional Development Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	order questioning strategies. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.				
G1.B1.S3.MA1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the GRRM and the 5E Learning Cycle Model for teachers who received coaching cycles.	Sanchez, Heriberto	10/8/2014	Walkthrough, Coaching Logs / Calendars	6/4/2015 weekly
G1.B1.S3.MA1	Conduct professional development, coaching cycles, lesson planning on the Gradual Release of Responsibility and 5E Learning Cycle Model to develop bell- to- bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.	Kisich, Lourdes	10/8/2014	Professional Development Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs	6/4/2015 biweekly
G1.B1.S4.MA1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.	Sanchez, Heriberto	10/13/2014	Walkthrough, Coaching Logs / Calendars, Lesson Plan, Student Work	6/4/2015 weekly
G1.B1.S4.MA1	Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results. Common planning sessions to develop essential questions and lessons incorporation rigorous writing skills and activities.	Trillas, Lucy	10/8/2014	Common Plannig Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs	6/4/2015 weekly
G1.B1.S5.MA1	Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results. Common planning sessions to develop essential questions and lessons incorporation rigorous writing skills and activities	Sanchez, Heriberto	10/3/2014	Walkthrough, Coaching Logs / Calendars, Lesson Plans, Bell-to-Bell Instruction and Student Folders	weekly
G1.B1.S5.MA1	Conduct professional development, coaching cycles, lesson planning and delivery to develop bell- to- bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.	Rodriguez, Aileen	10/3/2014	Lesson Plans, Bell-to-Bell Instruction and Student Folders	6/4/2015 weekly
G2.MA1	MTSS team will monitor school-wide date to ensure that EWS intervention strategies are implemented and monitored with fidelity in an effort to increase overall student performance.	Sanchez, Heriberto	9/1/2014	Attendance, behavior, and academic progress reports.	6/4/2015 monthly
G2.B1.S1.MA1	Maintain and monitor a solid and effective data system to track student progress.	Sanchez, Heriberto	9/1/2014	Attendance and academic grade monitoring reports	6/4/2015 monthly
G2.B1.S1.MA1	Monitor student reports	Rodriguez, Aileen	9/1/2014	Attendance bulletin and academic grade monitoring reports	6/4/2015 monthly
G2.B2.S1.MA1	Maintain and monitor a solid and effective data system to track student progress.	Sanchez, Heriberto	9/1/2014	Parent contact and home visit logs.	6/4/2015 monthly
G2.B2.S1.MA1	Maintain and monitor parent contact log for evidence of communication with parents of students who have been placed on indoor/outdoor suspension.	Sanchez, Heriberto	9/1/2014	Parent contact and home visit logs.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Maintain and monitor a solid and effective data system to track student progress.	Sanchez, Heriberto	9/1/2014	Senior check lists and counselor and administrator logs.	6/4/2015 monthly
G2.B3.S1.MA1	Monitor academic performance and daily attendance of at-risk students.	Santoyo, Alexander	9/1/2014	Counselor and administrator logs.	6/4/2015 monthly
G3.MA1	Progress will be monitored through completion of ACA tutorials, assignments, and practice tests conducted via CertiPort.	Sanchez, Heriberto	9/1/2014	CertiPort student reports.	6/4/2015 monthly
G3.B1.S1.MA1	Monitor reports generated from CertiPort to track student progress.	Sarmiento, Roberto	9/1/2014	CertiPort student reports.	6/4/2015 monthly
G3.B1.S1.MA1	Monitor the implementation of lessons and timely instruction in the CTE classrooms.	Sarmiento, Roberto	9/1/2014	Lesson plans, log of classroom walkthroughs, and data chats.	6/4/2015 biweekly

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 Opportuntities

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

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

G1.B1 Limited evidence and inconsistency in the effective implementation of the Gradual Release of Responsibility Model(GRRM) of Instruction

G1.B1.S1 Gradual Release of Responsibility

PD Opportunity 1

Plan with ELA and ESOL teachers and reading coaches to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction.

Facilitator

Jodie Jove & Mercedes Abascal

Participants

Literacy Department

Schedule

Weekly, from 10/8/2014 to 6/4/2015

G1.B1.S2 Accountable Talk & Questioning Strategies

PD Opportunity 1

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Facilitator

Richard Bielski / Giselle Martinez

Participants

Mathematics Department

Schedule

Biweekly, from 10/7/2014 to 6/4/2015

G1.B1.S3 5E Learning Cycle Model and Gradual Release

PD Opportunity 1

Mini PD sessions on the use of the 5E Learning Cycle, the Gradual Release of Responsibility Model, and integration of CER with Florida Standards

Facilitator

Ana Fenton

Participants

Science department

Schedule

Biweekly, from 9/23/2014 to 6/4/2015

PD Opportunity 2

Participate in professional development for technology integration through Edgenuity, Gizmos, and Discovery Education resources. Participate in Content and Pacing professional development sessions by content area (Physical Science, Biology, Chemistry, Physics).

Facilitator

Lourdes Kisich

Participants

Science Teachers

Schedule

Monthly, from 10/24/2014 to 6/4/2015

G1.B1.S4 Academic Writing

PD Opportunity 1

Assist teachers with the implementation of effective instructional strategies to gather textual evidence, such as note-taking, highlighting/underlining, paraphrasing to improve academic writing.

Facilitator

Jodie Jove & Mercedes Abascal

Participants

Writing Teachers

Schedule

Biweekly, from 11/14/2014 to 6/4/2015

PD Opportunity 2

Provide professional development for the reading coaches and ELA Department Chairs in the area of analytical writing.

Facilitator

Dr. Sharon Scruggs- Williams

Participants

Reading Coaches

Schedule

G1.B1.S5 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide training on U.S. History Module 1 for lesson planning and delivery

Facilitator

Jackie Viana

Participants

Social Studies Department (US History)

Schedule

PD Opportunity 2

Provide professional development using stimuli-driven instructional strategies (e.g., analysis of political cartoons, graphic representation of information, charts, maps, etc.) to achieve mastery of Florida Standards for Literacy and EOC related Next Generation Sunshine State Standards for Social Sciences.

Facilitator

Jackie Viana

Participants

Social Studies Department (US History)

Schedule

G3. All stakeholders involved will take an active role in increasing the passing rate of students taking CTE industry certification exams by effectively aligning instruction to CTE frameworks by career clusters and standards.

G3.B1 Limited evidence of effective lesson planning aligned to CTE frameworks by career clusters and standards.

G3.B1.S1 CTE curriculum objectives

PD Opportunity 1

Collaborative planning in order to create lessons that implement CTE frameworks by career clusters and standards.

Facilitator

Roberto Sarmiento, Assistant Principal

Participants

CTE teachers

Schedule

On 6/4/2015

Budget Rollup

Summary	
Description	**Total**
Goal 2: Address early warning systems by decreasing truancy issues and dropout rates and increasing graduation rate in an effort to increase overall student academic performance.	12,000
Grand Total	**12,000**

Goal 2: Address early warning systems by decreasing truancy issues and dropout rates and increasing graduation rate in an effort to increase overall student academic performance.		
Description	**Source**	**Total**
B1.S1.A1 - Hourly Attendance Clerk and After-school Detention Program	Other	12,000
Total Goal 2		**12,000**