

Southwest Miami Senior High



2014-15 School Improvement Plan

Southwest Miami Senior High

8855 SW 50TH TER, Miami, FL 33165

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

95%

School Grades History

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

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

We serve all stakeholders by building the intellect and ethics of our students so they may be productive members of society.

Provide the school's vision statement

We challenge, empower, and prepare all for success.

School Environment

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

The faculty of Southwest Miami High School strives to gain an understanding of the diverse student cultures which make up the student body of the school. Students are able to engage in a variety of activities by participating in the following school clubs: Bible Studies Club, Spanish Club, GLAD, Women-of Tomorrow and a variety of other clubs sponsored by school personnel.

Teachers are also trained in the use of ELL strategies which are consistently used during instruction to ensure students understand the content being taught. Also part of the training involves developing an awareness of different cultures so students feel welcomed and comfortable in classrooms.

In general the school observes Hispanic Heritage Month, African-American History/Heritage Month and National Women's History Month to name a few. These events include a wide spectrum of activities which allows the school community to learn about student's cultures and ultimately builds relationships between teachers and students.

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

Security staff is posted throughout the building before, during and after school to ensure a safe learning environment. A school resource officer is assigned to the Southwest Miami High School to assist students and staff. Grade level orientations are held throughout the year focusing on issues such as respect, citizenship and bullying in order to apprise students of the importance of school safety. The guidance department shares information with students regarding the proper channels of communication to follow when issues arise.

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 Southwest Miami High School Progressive Discipline Plan (PDP) is disseminated to the entire school community via the parent student handbook, teacher handbook and student grade level orientations. The PDP focuses on incentives for appropriate behavior while affording students the opportunity to accommodate to school rules prior to committing more serious infractions.

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

The Student Services Department meets with each student for academic advisement each year. In addition to dealing with academic issues, counselors screen students to ensure their socio-emotional needs are being met. In the event a student is in need of further assistance beyond the realm of academic guidance, students are referred to other professionals such as the school social worker, TRUST counselor, CAP advisor and any applicable outside agencies.

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

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	55	84	106	110	355
One or more suspensions	144	137	134	89	504
Course failure in ELA or Math	100	59	68	10	237
Level 1 on statewide assessment	154	145	0	0	299

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	91	123	174	60	448

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

Students who exhibit two or more early warning indicators receive a multi-tiered approach to address each declining performance area. The Assistant Principals of Southwest Miami High School participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

The Instructional Reading Coach at Southwest Miami High School develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Student Services Personnel at Southwest Miami High School provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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/187265>.

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

At Southwest Miami High School we reach out to our Dade Partners and invite them to participate at a variety of events throughout the year in order to tap into their expertise and provide them with a view into our school. The partners provide support and leadership at every event. In addition, the community is invited monthly to our Parental Academy Involvement meetings which cover multiple topics throughout the year.

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
Diaz, Carlos	Principal
Roll, Ana	Assistant Principal
Luis, Madeleine	Assistant Principal
Moreno, Marcel	Assistant Principal
Baeza, Joe	Other
Diaz, Jorge	Other
Fleri, Patty	Guidance Counselor
Iglesias, Patricia	Other
Scott, Toi	Instructional Coach
Sotorrio, Jessica	Teacher, K-12
Victores, Betty	Other
Palma, Gloria	Assistant Principal

Duties

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

The Principal of Southwest Miami High School provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. The Assistant Principals of Southwest Miami High School participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

A Select Group of General Education Teachers at Southwest Miami High School provide information about core instruction and participates in student data collection. Exceptional Student Education (ESE) Teachers at Southwest Miami High School participate in student data collection and integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The Instructional Reading Coach at Southwest Miami High School develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Student Services Personnel at Southwest Miami High School provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, as well as evaluate new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A

Southwest Miami High School provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Southwest Curriculum Leaders Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data

collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Southwest Miami High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school) by the Title 1, Part C, Migrant Education Program.

Title I, Part D

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

Title II

n/a

Title III

n/a

Title VI, Part B - NA

Title X- Homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Southwest Miami High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

Southwest Miami High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Housing Programs -

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools. Each school is provided a video and curriculum manual a contest is sponsored by the homeless trust, a community organization.

Head Start

n/a

Adult Education

High school completion courses are available to all eligible Southwest Miami High 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.

Job Training

n/a

Other

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers 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
Stevel Rummel	Principal
Gabriel Edmond	Teacher
Kathryn Riley	Teacher
Doristine Williams	Teacher
Carlos Diaz	Principal
John Maine	Teacher
Joyce Matthews	Teacher
Helena Rosa	Education Support Employee
Kerrie Hass	Teacher
Joe Baeza	Teacher
Maria E. Rodriguez	Education Support Employee
Carlton Tarpley	Parent
Jackie Dixon	Parent
Barbara Casas	Business/Community
Emily Hewitt	Business/Community
Patricia Choy	Parent
Patty Rabelo	Parent
Gleyder Gonzalez	Student
Maurice Colon	Student
Jocelyn Wagner	Student
Virginia Perdomo	Student
Jonathan Perez	Student
Kateryn Delgado	Student
Ana Gomez	Student
John Navarro	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

The SAC will review the SIP from the 2013-2014 school year in order to determine what areas of the SIP will need to be addressed and updated to meet the needs of the school community throughout the 2014-2015 school year.

Development of this school improvement plan

The SAC will review and approve the School Improvement Plan. The SAC will also review interim and midyear data and determine if changes need to be made to the goals outlined in the Action Plan and the SIP.

Preparation of the school's annual budget and plan

The SAC will monitor the preparation of the school's annual budget and plan as presented at the monthly SAC meetings.

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

The 2014-02015 SAC supports funding for implementing student incentives to prepare students for high stakes testing. In addition, SAC funds support various student events that promote graduation rate, Advanced Academics, and attendance. The SAC will contribute to the following:

\$5,000--College Road Trip;

\$5,000--Tutoring

\$2,999--FCAT Incentives

\$2,000--Faculty proposals for Reading and Math Achievement will be submitted to the SAC. The SAC will vote to determine how the funds will be used.

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
Roll, Ana	Assistant Principal
Diaz, Carlos	Principal
Scott, Toi	Instructional Coach
Amor, Maria	Teacher, K-12
Rosa, Helena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to align the school's reading initiatives to the District's K-12 Comprehensive Research-based Reading Plan. The LLT will also focus on ensuring our English/ Language Arts curriculum will implement Common Core standards.

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

Each instructional department has established Professional Learning Communities (PLC) based on the professional development needs identified by teachers. In addition to the PLC, each department meets monthly to share best practices and other relevant information.

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

The school will offer internship opportunities with community colleges/universities, as well as job shadowing experiences with innovative teachers. Regarding new hires, novice teachers will be partnered with veteran teachers. Teachers who are new to the building will be “buddied” up with another teacher in their departments. The administrative staff will meet with new teachers on a regular basis.

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

Teachers new to the profession will be paired with a MINT teacher who has experience with a similar teaching assignment. The mentor teacher will have an opportunity to plan and observe the beginning teacher. The beginning teacher will also have an opportunity to shadow and observe the mentor teacher.

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 employs the use of State Adopted Instructional resources as well as research based programs aligned to the Florida 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

Southwest Miami High School uses a data-driven approach to differentiate instruction in order to meet the diverse needs of our students. During the second and third weeks of school, all students enrolled in a reading class are given the FAIR assessment. Within the first nine week grading period all students are given interim assessments. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specifically developed to their needs throughout the year. These students will be progress monitored weekly to bi-weekly basis, and groups will be fluid based on student needs.

The leadership team and content area teachers will meet weekly to bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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

Strategy: Extended School Day

Minutes added to school year: 8,000

Southwest Miami High offers extended learning opportunities in the core areas of Language Arts and Mathematics four times per week, one hour after school. Certified instructors plan and implement the tutoring program which centers around student needs.

Strategy Rationale

Assessment data as well as early warning indicators are used to target at-risk students who will benefit from additional learning opportunities beyond the regular school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roll, Ana , anamroll@dadeschools.net

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

Districts Interim Assessments, the Florida Assessment in Reading Assessment, as well as teacher-created assessments are used to determine effectiveness of this strategy. Thinkgate and Pearson Online are both used to collect data in the core areas.

Strategy: Weekend Program

Minutes added to school year: 2,000

Students participate in weekend tutoring services up to 4 hours, each Saturday. Students can participate in Math, Reading, or Both types of tutoring on Saturdays.

Strategy Rationale

The Saturday Learning Academy caters to those learners who do not have transportation during the week to attend before/after school tutoring session. Moreover, students in advanced academic programs also attend tutoring to enrich academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roll, Ana , anamroll@dadeschools.net

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

Student lists are kept and analyzed when FCAT/EOC scores are reported.

Strategy: Extended School Day

Minutes added to school year: 1,800

The Honor Societies will provide peer tutoring for all students in advanced academic courses, as well as those other courses. Students will receive training in PSAT, SAT, ACT Test Taking skills.

Strategy Rationale

Students who are struggling in core courses require enrichment activities that contribute to a well-rounded education and drive their success across the curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Palma, Gloria, gpalma@dadeschools.net

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

Student Services is provided with data regarding all student who participate in College Placement Testing. This information is shared with students and family.

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

Ninth grade students are housed in one building and cafeteria in order to support students transferring into a large school setting. Ninth grade students receive instruction on personal/social issues including: drug prevention, peer pressure, and bullying/violence prevention through a ninth grade PE course. In addition, counselors provide individual academic advisement. Twelfth grade students are supported in their transition to post-secondary life through CAP presentations, Financial Aid workshops, College Prep courses, as well as individual academic advisement.

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 school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and/or lead to industry certification. Every year, after FCAT testing, students and parents participate in a curriculum showcase and articulation assemblies that exposes them to next year's curriculum to inform their course selection. After the articulation assemblies, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

After analyzing the 2012 High School Feedback Report, Southwest Miami High School will implement several strategies that will improve post-secondary readiness. First, the school has partnered with Florida International University to add three faculty members as Adjunct professors to FIU's faculty. In doing so, Southwest Miami High will offer, on campus, Foundations of Fitness and Intermediate Spanish. These course will assist students to become responsible college students, and it will also train them for the rigor of collegiate course work.

Also, in order to decrease the number of students who take remedial courses in college, the school will be offering Math for College Readiness and English 4: College Prep to selected seniors who are at risk of not obtaining a College Ready score independently. These courses are designed to prepare selected seniors who have not yet earned a college ready score to be successful on the Post Education Readiness Test (PERT).

In addition, the student services department along with the CAP advisor will be visiting upper-classmen to have discussions regarding post-secondary education. Our students with disabilities will also be given the opportunity to meet with a transition specialist to review the choices for post-secondary education for students with disabilities.

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

After analyzing the 2012 High School Feedback Report, Southwest Miami High School will implement several strategies that will improve post-secondary readiness. First, the school has partnered with Florida International University to add three faculty members as Adjunct professors to FIU's faculty. In doing so, Southwest Miami High will offer, on campus, Foundations of Fitness and Intermediate Spanish. These course will assist students to become responsible college students, and it will also train them for the rigor of collegiate course work.

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In addition, the student services department along with the CAP advisor will be visiting upperclassmen to have discussions regarding post-secondary education. Our students with disabilities will also be given the opportunity to meet with a transition specialist to review the choices for post secondary education for students with disabilities.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction across all content areas.
- G2.** Providing interventions and strategies in order to address specific elements in the areas of: student attendance, academic performance, and behavior that will lead to greater student success.
- G3.** Provide STEM related experiences and course enrichment for students to achieve proficiency on EOC and advanced placement assessments.
- G4.** Build strong family and community involvement in all aspects of school programs and activities in support of measurable student achievement.

Strategic Goals Detail

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

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

G046766

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Reading - Asian	82.0
AMO Reading - African American	63.0
AMO Reading - Hispanic	69.0
AMO Reading - White	66.0
AMO Reading - ED	66.0
AMO Reading - ELL	49.0
AMO Reading - SWD	52.0
AMO Math - All Students	55.0
AMO Math - African American	53.0
AMO Math - Hispanic	55.0
AMO Math - White	58.0
AMO Math - ED	53.0
AMO Math - ELL	52.0
AMO Math - SWD	45.0
Bio I EOC Pass	71.0

Resources Available to Support the Goal 2

- Promethean Boards, professional development, tutoring services, teacher websites, Remind 101, reading coach, curriculum leaders, curriculum support specialist, professional learning communitites, computer labs with a variety of programs (Achieve 3000, Imagine Learning, Reading Plus), district provided programs (Read 180), FAIR assessment, interim assesments, HLAP, district provided tablets, BYOD, edmodo, Remind 101

Targeted Barriers to Achieving the Goal 3

- The level of rigor and higher order thinking skills is not at the indepth level necessary for tranference of knowledge across the content areas.

Plan to Monitor Progress Toward G1. 8

Interim data are gleaned from the district Data System (Thinkgate), the Florida Assessment for Instruction in Reading (FAIR), the Florida Standard State Assessments. Progress monitoring data may be collected through classroom observation, attendance and disciplinary data, report cards, screenings, behavior logs, student work samples, and Reading PLUS.

Person Responsible

Toi Scott

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers will keep record in a digital grade book system as well as data binders/lesson plan books. Each item will be updated weekly, reviewed during the weekly PLC/common planning time. The leadership team and grade levels will meet weekly or bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students data

G2. Providing interventions and strategies in order to address specific elements in the areas of: student attendance, academic performance, and behavior that will lead to greater student success. 1a

G047804

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0
2+ Behavior Referrals	12.0
Students in tenth grade exhibiting two or more EWS indicators	2.0

Resources Available to Support the Goal 2

- Implement the Check & Connect Model of Student Engagement and provide a structured mentoring intervention to promote student success and engagement at school. Student identification will be gathered through the use of “Student Assistance Profile” that identifies students with 2 or more early warning indicators. The leadership team will meet to review screening results; to identify students who are already receiving intervention such as detention, indoor suspension, and Saturday school. The team will also review effectiveness and appropriateness of current interventions. For students not currently receiving services the team will determine the most appropriate level of intervention and specific services. .

Targeted Barriers to Achieving the Goal 3

- Students who exhibit 2 or more early warning indicators may not respond to early intervention.

Plan to Monitor Progress Toward G2. 8

Data from the Early Warning Systems (EWS) Dashboard will be reviewed.

Person Responsible

Marcel Moreno

Schedule

Monthly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Pertinent data from those students who have two or more indicators will be reviewed on a monthly basis.

G3. Provide STEM related experiences and course enrichment for students to achieve proficiency on EOC and advanced placement assessments. 1a

G047822

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	71.0
Geometry EOC Pass Rate	62.0

Resources Available to Support the Goal 2

- Biology textbook, Gizmos, Insight 360 clickers, CPS clickers, Edusoft, and other online resources.

Targeted Barriers to Achieving the Goal 3

- Increase participation in advanced mathematics and science courses.

Plan to Monitor Progress Toward G3. 8

Student proficiency on assessments will be monitored throughout the year to determine whether or not progress toward the goal has been met.

Person Responsible

Jessica Sotorrio

Schedule

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

Evidence of Completion

Site based Assessments, Advanced Placement scores of three or higher and a passing score on the EOC assessments.

G4. Build strong family and community involvement in all aspects of school programs and activities in support of measurable student achievement. 1a

G047829

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	49.0
AMO Reading - Hispanic	69.0

Resources Available to Support the Goal 2

- Southwest Miami will utilize the 2014-2015 Parental Involvement Plan to address this goal.

Targeted Barriers to Achieving the Goal 3

- Southwest Miami High School's parents do not attend functions/events on a regular basis.

Plan to Monitor Progress Toward G4. 8

Attendance logs and meeting agendas

Person Responsible

Marcel Moreno

Schedule

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

Evidence of Completion

PIP checklist, attendance logs, and meeting agendas

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction across all content areas. **1**

 G046766

G1.B1 The level of rigor and higher order thinking skills is not at the indepth level necessary for tranference of knowledge across the content areas. **2**

 B116141

G1.B1.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 S129814

Strategy Rationale

Utilizing questions which stimulate thinking will assist students to become more active learners.

Action Step 1 **5**

Provide professional development that will focus on rigor as it relates to questioning strategies that addresses varied levels of student academic ability. These questioning strategies will include but not be limited to the following: analyze, synthesize, evaluate and interpret topics while reading.

Person Responsible

Toi Scott

Schedule

Daily, from 9/18/2014 to 9/18/2014

Evidence of Completion

Professional Development Agenda , Sign in roster, Exit/reflections on overcoming barriers

Action Step 2 5

Instruction will reflect increased rigor by incorporating open-ended questions and utilizing higher order question stems that demonstrate awareness of depth of knowledge.

Person Responsible

Carlos Diaz

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans, student work, analytical writing samples, student reflections, student collaboration

Action Step 3 5

Support instructional personnel in need of additional assistance with the implementation of instruction that includes rigor and higher order thinking skills.

Person Responsible

Toi Scott

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

"Coaching log Debriefing notes/reflections "

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

The Literacy Team including district curriculum support specialists will conduct observations, walk-throughs, and debriefing sessions that will focus on analyzing the level of rigor in each classroom.

Person Responsible

Ana Roll

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Professional Development Agendas, Sign in rosters, Exit/reflections on overcoming barriers ,Lesson plans, student work, analytical writing samples, student reflections, student collaboration, Coaching log, Debriefing notes/reflections, Observation notes, Walk-throughs, Student work folders, Analytical writing samples, Literacy team meeting minutes

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

The Literacy Team including district curriculum support specialists will conduct observations, walk-throughs, and debriefing sessions that will focus on analyzing the level of rigor in each classroom.

Person Responsible

Carlos Diaz


Schedule

Biweekly, from 9/9/2014 to 11/26/2014


Evidence of Completion

Professional Development Agendas, Sign in rosters, Exit/reflections on overcoming barriers ,Lesson plans, student work, analytical writing samples, student reflections, student collaboration, Coaching log, Debriefing notes/reflections, Observation notes, Walk-throughs Student work folders, Analytical writing samples, Literacy team meeting minutes

G2. Providing interventions and strategies in order to address specific elements in the areas of: student attendance, academic performance, and behavior that will lead to greater student success. 1

 G047804

G2.B1 Students who exhibit 2 or more early warning indicators may not respond to early intervention. 2

 B119157

G2.B1.S1 Review effectiveness and appropriateness of current interventions. For students not currently receiving services determine the most appropriate level of intervention and specific services. 4

 S131972

Strategy Rationale

Mentors plan for and schedule progress monitoring meetings at least once a month to build and foster a relationship with students.

Action Step 1 5

Identify students with two or more early warning indicators.

Person Responsible

Gloria Palma

Schedule

Monthly, from 9/29/2014 to 11/14/2014

Evidence of Completion

Referrals, SCS, Saturday School, and detentions

Action Step 2 5

Develop the opportunity for students to receive after-school and Saturday morning.

Person Responsible

Toi Scott

Schedule

Weekly, from 10/27/2014 to 3/13/2015

Evidence of Completion

Student work and site-generated assessments; tutoring logs

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

Data will be reviewed and adjusted as needed.

Person Responsible

Marcel Moreno

Schedule

Biweekly, from 9/29/2014 to 11/14/2014

Evidence of Completion

Improvement in student attendance and academic performance.

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

Data will be reviewed and adjusted as needed.

Person Responsible

Marcel Moreno

Schedule

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

Evidence of Completion

Improvement of graduation rate.

G3. Provide STEM related experiences and course enrichment for students to achieve proficiency on EOC and advanced placement assessments. 1

G047822

G3.B1 Increase participation in advanced mathematics and science courses. 2

B120221

G3.B1.S1 Student will be identified for higher level STEM related course work as early as ninth/tenth grade. 4

S133249

Strategy Rationale

This process will help students reach higher level math and science courses.

Action Step 1 5

Use the AP data to identify students who may excel in STEM related course work and recruit them into higher level math and science courses.

Person Responsible

Jessica Sotorrio

Schedule

On 12/19/2014

Evidence of Completion

Subject selection data and enrollment increase in STEM related courses.

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

Monitoring of grade book in order to determine the level of success in STEM courses.

Person Responsible

Jessica Sotorrio

Schedule

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

Evidence of Completion

Student work and site generated assessments that meets advanced placement coursework requirements.

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

Successful completion as demonstrated in Advanced Placement assessment proficiency and EOC assessments.

Person Responsible

Jessica Sotorrio

Schedule

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

Evidence of Completion

Advanced Placement scores of three of higher and a passing score on the EOC assessments.

G4. Build strong family and community involvement in all aspects of school programs and activities in support of measurable student achievement. 1

G047829

G4.B1 Southwest Miami High School's parents do not attend functions/events on a regular basis. 2

B119149

G4.B1.S1 Our community involvement specialist will plan monthly events that promote parent interest. These meetings will be held in the evenings in order to accommodate parent work schedules. 4

S133277

Strategy Rationale

Scheduling meetings that parents may attend after their work schedule will increase parental involvement.

Action Step 1 5

The community involvement specialist will reach out to the parental community and identify activities in which parents will be interested in attending.

Person Responsible

Marcel Moreno

Schedule

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

Evidence of Completion

Meeting sign-in sheets, promotional flyers, and meeting agendas

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

Through the use of the PIP (Parental Involvement Plan) parental involvement will be monitored.

Person Responsible

Marcel Moreno

Schedule

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

Evidence of Completion

Attendance logs

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

The CIS and point person will review the data from the monthly parent meetings in order to determine the effectiveness of the strategy.

Person Responsible

Marcel Moreno

Schedule

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

Evidence of Completion

PIP checklist

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	Provide professional development that will focus on rigor as it relates to questioning strategies that addresses varied levels of student academic ability. These questioning strategies will include but not be limited to the following: analyze, synthesize, evaluate and interpret topics while reading.	Scott, Toi	9/18/2014	Professional Development Agenda , Sign in roster, Exit/reflections on overcoming barriers	9/18/2014 daily
G2.B1.S1.A1	Identify students with two or more early warning indicators.	Palma, Gloria	9/29/2014	Referrals, SCSI, Saturday School, and detentions	11/14/2014 monthly
G3.B1.S1.A1	Use the AP data to identify students who may excel in STEM related course work and recruit them into higher level math and science courses.	Sotorrio, Jessica	9/29/2014	Subject selection data and enrollment increase in STEM related courses.	12/19/2014 one-time
G4.B1.S1.A1	The community involvement specialist will reach out to the parental community	Moreno, Marcel	9/30/2014	Meeting sign-in sheets, promotional flyers, and meeting agendas	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and identify activities in which parents will be interested in attending.				
G1.B1.S1.A2	Instruction will reflect increased rigor by incorporating open-ended questions and utilizing higher order question stems that demonstrate awareness of depth of knowledge.	Diaz, Carlos	9/18/2014	Lesson plans, student work, analytical writing samples, student reflections, student collaboration	11/26/2014 daily
G2.B1.S1.A2	Develop the opportunity for students to receive after-school and Saturday morning.	Scott, Toi	10/27/2014	Student work and site-generated assessments; tutoring logs	3/13/2015 weekly
G1.B1.S1.A3	Support instructional personnel in need of additional assistance with the implementation of instruction that includes rigor and higher order thinking skills.	Scott, Toi	9/18/2014	"Coaching log Debriefing notes/ reflections "	11/26/2014 biweekly
G1.MA1	Interim data are gleaned from the district Data System (Thinkgate), the Florida Assessment for Instruction in Reading (FAIR), the Florida Standard State Assessments. Progress monitoring data may be collected through classroom observation, attendance and disciplinary data, report cards, screenings, behavior logs, student work samples, and Reading PLUS.	Scott, Toi	8/18/2014	Teachers will keep record in a digital grade book system as well as data binders/lesson plan books. Each item will be updated weekly, reviewed during the weekly PLC/common planning time. The leadership team and grade levels will meet weekly or bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students data	6/4/2015 biweekly
G1.B1.S1.MA1	The Literacy Team including district curriculum support specialists will conduct observations, walk-throughs, and debriefing sessions that will focus on analyzing the level of rigor in each classroom.	Diaz, Carlos	9/9/2014	Professional Development Agendas, Sign in rosters, Exit/reflections on overcoming barriers ,Lesson plans, student work, analytical writing samples, student reflections, student collaboration, Coaching log, Debriefing notes/reflections, Observation notes, Walk-throughs Student work folders, Analytical writing samples, Literacy team meeting minutes	11/26/2014 biweekly
G1.B1.S1.MA1	The Literacy Team including district curriculum support specialists will conduct observations, walk-throughs, and debriefing sessions that will focus on analyzing the level of rigor in each classroom.	Roll, Ana	9/18/2014	Professional Development Agendas, Sign in rosters, Exit/reflections on overcoming barriers ,Lesson plans, student work, analytical writing samples, student reflections, student collaboration, Coaching log, Debriefing notes/reflections, Observation notes, Walk-throughs, Student work folders, Analytical writing samples, Literacy team meeting minutes	11/26/2014 daily
G2.MA1	Data from the Early Warning Systems (EWS) Dashboard will be reviewed.	Moreno, Marcel	9/12/2014	Pertinent data from those students who have two or more indicators will be reviewed on a monthly basis.	6/4/2015 monthly
G2.B1.S1.MA1	Data will be reviewed and adjusted as needed.	Moreno, Marcel	9/29/2014	Improvement of graduation rate.	6/4/2015 quarterly
G2.B1.S1.MA1	Data will be reviewed and adjusted as needed.	Moreno, Marcel	9/29/2014	Improvement in student attendance and academic performance.	11/14/2014 biweekly
G3.MA1	Student proficiency on assessments will be monitored throughout the year to determine whether or not progress toward the goal has been met.	Sotorrio, Jessica	9/29/2014	Site based Assessments, Advanced Placement scores of three of higher and a passing score on the EOC assessments.	6/4/2015 monthly
G3.B1.S1.MA1	Successful completion as demonstrated in Advanced Placement assessment proficiency and EOC assessments.	Sotorrio, Jessica	9/29/2014	Advanced Placement scores of three of higher and a passing score on the EOC assessments.	6/4/2015 semiannually
G3.B1.S1.MA1	Monitoring of grade book in order to determine the level of success in STEM courses.	Sotorrio, Jessica	9/29/2014	Student work and site generated assessments that meets advanced placement coursework requirements.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Attendance logs and meeting agendas	Moreno, Marcel	9/30/2014	PIP checklist, attendance logs, and meeting agendas	6/4/2015 monthly
G4.B1.S1.MA1	The CIS and point person will review the data from the monthly parent meetings in order to determine the effectiveness of the strategy.	Moreno, Marcel	9/30/2014	PIP checklist	6/4/2015 monthly
G4.B1.S1.MA1	Through the use of the PIP (Parental Involvement Plan) parental involvement will be monitored.	Moreno, Marcel	9/30/2014	Attendance logs	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 The level of rigor and higher order thinking skills is not at the indepth level necessary for tranference of knowledge across the content areas.

G1.B1.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Provide professional development that will focus on rigor as it relates to questioning strategies that addresses varied levels of student academic ability. These questioning strategies will include but not be limited to the following: analyze, synthesize, evaluate and interpret topics while reading.

Facilitator

Kerrie Hass, Professional Development Liaison; Ana Roll, Assistant Principal of Curriculum

Participants

Southwest Miami High School Instructional Staff.

Schedule

Daily, from 9/18/2014 to 9/18/2014

PD Opportunity 2

Instruction will reflect increased rigor by incorporating open-ended questions and utilizing higher order question stems that demonstrate awareness of depth of knowledge.

Facilitator

Kerry Hass, Professional Development Liaison; Ana Roll, Assistant Principal of Curriculum

Participants

Southwest Miami High School Instructional Staff.

Schedule

Daily, from 9/18/2014 to 11/26/2014

PD Opportunity 3

Support instructional personnel in need of additional assistance with the implementation of instruction that includes rigor and higher order thinking skills.

Facilitator

Kerry Hass, Professional Development Liaison; Ana Roll, Assistant Principal of Curriculum

Participants

Southwest Miami High School Instructional Staff.

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Providing interventions and strategies in order to address specific elements in the areas of: student attendance, academic performance, and behavior that will lead to greater student success.	25,000
Grand Total	25,000

Goal 2: Providing interventions and strategies in order to address specific elements in the areas of: student attendance, academic performance, and behavior that will lead to greater student success.		
Description	Source	Total
B1.S1.A2 - 2014-2015 ESSAC Funding	Other	5,000
B1.S1.A2 - Title I	Title I Part A	20,000
Total Goal 2		25,000