

Miami Edison Senior High School



2014-15 School Improvement Plan

Miami Edison Senior High School

6161 NW 5TH CT, Miami, FL 33127

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

90%

Alternative/ESE Center

No

Charter School

No

Minority

100%

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

Miami Edison Senior High School seeks to be one safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement is embedded within our school culture to inspire lifelong learners to flourish in a global society.

Provide the school's vision statement

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse populations. Students will be empowered through engaging social educational relationships, real world experiences, community and business partnerships whereby students are equipped with the essential tools to enable them to achieve their highest potential in their post secondary endeavors and to become lifelong learners.

School Environment

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

Miami Edison Senior High School provides educational opportunities for students with diverse backgrounds. We serve a large immigrant community who mostly speak English as their second language. Teachers are charged with upholding the curriculum standards and teaching at a high level while still differentiating their instruction and scaffolding learning tasks to address students' needs. Through job embedded professional development, faculty meetings, and common planning, teachers are able to share best practices and discuss how best to serve our students.

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

Miami Edison Senior High School creates an environment where students feel safe and respected by providing a clean campus that is welcoming and inviting. The staff is comprised of a diverse group of individuals who are invested in the well being and academic achievement of students. Various activities, such as clubs, academic specific programs, and incentive based programs are available before, during, and after school in order to bolster student pride and provide a platform for students to express themselves. The City Year Program has also been instrumental in creating a positive atmosphere for all students before, during, and after school. They are an added layer of support that students have access to throughout the school day, after school for tutoring, and in the morning as they enter the building.

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

Miami Edison Senior High School is a Positive Behavior Support (PBS) school. There is a school-wide focus on empowering teachers to implement and maintain a progressive discipline plan that maintains a safe classroom environment, supports consistent instructional routines within the classroom, yet enables the teacher to redirect inappropriate behavior and escalate issues that need

administrative intervention. Teachers are equipped with and trained on a plan that references various levels of student interruptions, support personnel designated to assist, and options for resolutions to reinforce or redirect behaviors.

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

Miami Edison Senior High School ensures the social-emotional needs of all students are being met by providing counseling, mentoring, and other pupil services which include, but are not limited to, the following: Girl Power, Alternative to Suspension Programs, Peer Mediation, Mentoring, Youth Violence Prevention, Transgender Awareness, Grade-level meetings, and other like programs.

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	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	31	28	32	7	98
Level 1 on statewide assessment	119	98	10	1	228

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

It is the assertion of the leadership team at Miami Edison Senior High School that improving core instruction in all content areas will improve the academic performance of students. Additionally, the faculty and staff are now utilizing the 4th Tuesday of every month to meet in grade level meetings to discuss how to target the early warning signs that some students exhibit in order to intervene appropriately and collectively. Counselors, administrators, and the grade level team leaders plan the topics for the meetings and include pertinent data about the students in order to have a focus for what is needed.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parental

Miami Edison SHS involves parents in the planning and implementation of the Title I Program and extend an

open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title 1

School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the

Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with

dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to

empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the

Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration

as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in school in "homeless situations" as

applicable.

Additional academic and support services will be provided to students and families of the Migrant population

as applicable.

School Improve Grant Funds/School Improvement Grant Initiative

Miami Edison SHS receives funding under the School Improvement Grant Fund/School Improvement Grant

Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive,

ongoing data analysis, curriculum and instruction alignment and specific interventions such as extended day

remedial tutorial instruction, Differentiated Instruction/intervention, classroom libraries, and Project CRISS.

Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative

designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of access to high quality public school choice options for all parents in Miami-Dade County,

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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
Diggs, Trynegwa	Principal
Dominique, James	Assistant Principal
Lee, Vernatta	Assistant Principal
Campbell, Juan	Assistant Principal

Duties

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

The team meets at least monthly to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets. Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST).

The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. The team will collaborate with SAC, PBS team, and Literacy Leadership team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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

The MTSS/Rtl Leadership team will be comprised of the school administrative teams, department chairs, instructional coaches and counselors. Members were selected due to their status as leaders in the building

(administrative/teacher leader). Additionally, Subject Area experts will be invited to join the team based on the specific area or challenge being addressed. All team members will be chosen to build staff support, internal capacity and sustainability over time the team will collaborate with the School Advisory Council (SAC) utilizing data from the 2012-2013 and 2013-2014 school year. The Team will facilitate a discussion on how to increase academic rigor and student engagement in school. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- core instruction
- standards based instruction
- Strengthens and weaknesses of intensive academic/behavioral programs
- Mentoring, tutoring, and other services

Miami Edison Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist 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 and/or delinquent students. Title II Our professional development is ongoing and addresses the needs of teachers. There are supports in place to make sure the skills taught are being implemented and continuously improved. Our district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Technology in classrooms will continue to be utilized to support the instructional strategies provided to students. Our school hosted the 21st Century Summer Program this past summer.

Title III

Services are provided through the district's ESOL program specialist. Education materials and ELL district support services to improve the education of immigrant and English Language Learners is included in this support.

Title X- Homeless

Our district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. We also work with local agencies closely to provide constant support for our deserving families.

Supplemental Academic Instruction (SAI)

District SAI funds provide summer school services to level one and two students

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Virgina Ducksworth	Education Support Employee
Constance Robinson	Teacher
Wilfred Barry	Teacher
Mathew Cuomo	Teacher
Angela Harper	Teacher
Guirlande Ciceron	Teacher
Alvin T. Smith	Business/Community
Terry Smith	Parent

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

Development of this school improvement plan

The School Advisory Council (SAC) is a team of individuals representing the community, parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of the SAC is to assist in the developing and evaluating of the SIP and the annual school budget. It is the responsibility of the School Advisory Council to help enhance student success.

In the process of developing the school improvement plan, SAC conducts a needs assessment that identifies internal and external factors that affect student learning. Working with the information revealed by the needs analysis, the SAC assists in clarifying the vision for the school and establishing indicators for student success. The SAC focuses on the needs of students including what they need to know (curriculum content) and be able to do (performance application). SAC participated in the following process in the development of the school improvement plan:

- reviewed achievement data
- identified goals
- brainstormed resources and barriers
- developed strategies for prioritized barriers
- identified action steps to implement the strategies
- determined how the strategies will be monitored for fidelity of implementation
- determined how strategies will be monitored for effectiveness
- determined how progress toward each goal will be monitored

Preparation of the school's annual budget and plan

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

The SAC committee funds are projected to fund academic events, lectures, etc. that represent multiple departments or affect students of multiple departments in the hopes of fostering student achievement.

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

No

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

Miami Edison Senior High School held an Emergency Faculty Meeting on Monday, October 6, 2014. Twenty-one of sixty-six teachers were in attendance. At the next regular faculty meeting, October 14, 2014, another nomination ceremony will have to be facilitated.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Campbell, Juan	Assistant Principal
Diggs, Trynegwa	Principal
Dominique, James	Assistant Principal
Lee, Vernatta	Assistant Principal
Katter, Anna	Instructional Coach
Sosa, Lilibet	Instructional Coach
Olibrice, Monfort	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major goals for the LLT will be as follows:

- Implement school-wide literacy strategies,
- Partner with feeder schools to promote literacy,
- Organize parent and community literacy activities.

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

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

Miami Edison has developed a retention and recruitment program that will ensure teachers are oriented, coached, and supported throughout the school year. At the beginning of the year, the program includes Introduction of faculty and staff.

- Tour of the school facility and local community.
- Review of history, achievements and demographics of the school and community.
- Overview of the school and district induction opportunities and plans.
- Introduction of the district's teacher assessment system: explanation, copy of the instruments, and timeline.
- Packet of pertinent information and forms including student/parent handbook, school improvement plan, student progression plan, calendar, map of school, faculty/staff directory, code of student conduct, and copy of teacher master contract.
- Orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan and book expectations, district reporting system, room arrangements, etc. New Teacher

Support Group Meetings, led by a mentor, mentor liaison or administrator, for the purpose of addressing current issues and new teacher needs. This group can be in lieu of other school-based committee assignments.

-Opportunities for teachers to observe other teachers within the school who are implementing district and school curriculum, instruction and assessment concepts.

-Opportunities to reward and recognize the accomplishments of teachers throughout the year.

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

MINT (Mentoring And Induction for New Teachers)

MINT is based on current research confirming that successful new teacher retention practices involve mentoring, principal support, teacher collaboration, participation in learning communities, and guided reflection. To enhance the program's effectiveness in preparing new and early-career teachers, MINT is also modeled from effective induction programs that offer sustained support throughout the teacher's initial years as a classroom practitioner. Experienced, highly-effective school-site teachers serve as mentors for teachers who are in their first and second years in the profession. Prospective mentors will receive specialized training that will enable them to guide new teachers in reflecting on their practice, assessing their skills and setting goals to facilitate professional growth. MINT utilizes high-quality professional development activities to foster collaboration and collegiality among new teachers, mentor teachers and the school principal. The program also incorporates technology tools, including web logs, discussion forums and webinars, to enhance communication and, thereby, promote supportive learning communities.

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

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

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: 360

City Year has implemented after school programming which includes a homework power hour, push-in assistance to schools' existing programming, and student interest clubs and enrichment activities. The program fosters youth leadership and development and engages the "hard to reach" demographic of middle and high school youth by allowing them to participate in planning their own activities and programming as a way to keep them invested and committed to attending the City Year after school program. Polling took in September to determine student interest for the second hour of after school.

- Behavior Coaching Lunches: You will mentor focus behavior students during their lunch period.
- School Specific/PBIS School Initiatives: You will plug into school based behavior initiatives where the administration sees fit.
- VIP Lounge: A very special, invitation only, monthly lunch hosted by your team as a reward for students who exhibit good behavior.
- In Class Re-Direction/Re-Focusing: You will spend extra time in class to re-direct negative behavior from focus and all other students.
- Positive Contact Home: You will make at least one positive contact home emphasizing positive behavior choice made by focus students.
- One-on-One Mentoring: You will utilize any opportunity to informally or formally coach students' behavior in and out of the classroom.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lee, Vernatta, vernatta@dadeschools.net

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

Data is collected through the City Year tracker. The tracker triangulates multiple data points to guide intervention. Data includes FAIR, STAR, Interim Testing and ORF.

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

N/A

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

Students actively participate in the articulation process. Counselors meet with student and review student academic history. This coming school year, Seniors will be mentored through the CORE program

(Challenging

Our Raiders to Excellence). The mentor will meet with their students monthly to review checklist items such

as college applications, ACT and SAT testing, and scholarship possibilities.

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

Through the academy courses, students participate in various programs such as the First Responder and EMT

vocational programs; guest speakers are also brought to meet with students regarding career paths; and

students participate in job shadowing experiences throughout the school year.

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

The Act Online Prep Program, funded by Title 1 Program, will be made mandatory for all seniors. This will

allow students the opportunity to receive individualized feedback and instructions in preparations for the ACT

and post secondary academia. Additionally, the ACT Standards will be referenced in guiding development of

relevant courses to increase rigor of content. Every student will receive an individual password to access the

ACT Online Prep Program from home and or school. In addition, the College Summit program will be run

through the ACT Prep class in order to answer students' questions about college selection, campus life, et al.

Further, Miami Edison will continue to solidify the academy process for all students. Every student will choose

a career academy that will provide them real world experience, as well as internship opportunities throughout

their high school career.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If a plan is put in place to consistently follow up with truant students and a platform is devised to track their absences, then attendance for our at-risk students would improve.
- G2.** If we utilize the strategies from the Positive Behavior Support Program (PBS) and teach teachers how to infuse systems for behavior management, then we would reduce the behavioral actions that lead to suspension and extended time out of school.
- G3.** If students are supported and given academic assistance, then we would experience increased student involvement in STEM field competitions and technology will be utilized effectively in this process.
- G4.** If more informational, academic activities were provided for parents after hours to participate in, then we would see an increase in parental involvement.
- G5.** If Common Planning were consistently used to establish instructional routines and lessons that include learning targets tied to standards, Essential Questions, the before, during, and after instructional activities, collaborative discussions, home-learning, and the daily/weekly assessment as the framework for bell to bell instruction that is aligned, then instruction at Miami Edison Senior High School would increase student achievement by improving core instruction in all content areas.

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. If a plan is put in place to consistently follow up with truant students and a platform is devised to track their absences, then attendance for our at-risk students would improve. 1a

G050778

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	10.0

Resources Available to Support the Goal 2

- Communities in Schools, City Year, Counselors, School Psychologist, Administrative Team, teachers

Targeted Barriers to Achieving the Goal 3

- Plans are in place but they are either not consistently followed or adhered to.

Plan to Monitor Progress Toward G1. 8

Attendance reports will be reviewed monthly; Also, if students are put on attendance contracts, the effectiveness of their implementation will be monitored.

Person Responsible

James Dominique

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up;Attendance Reports

G2. If we utilize the strategies from the Positive Behavior Support Program (PBS) and teach teachers how to infuse systems for behavior management, then we would reduce the behavioral actions that lead to suspension and extended time out of school. **1a**

G050774

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	10.0

Resources Available to Support the Goal **2**

- PBS Dean, PBS Plan, Student Code of Conduct, Specific incentives tied to behavior by grade-level, Administrative Team, Grade-level orientations, Attendance Intervention Report, Counselors, Alternative to Suspension Program, Girl Power, Communities in Schools, Parental Involvement Plan

Targeted Barriers to Achieving the Goal **3**

- Teachers do not utilize the PBS Plan with fidelity or consistency.

Plan to Monitor Progress Toward G2. **8**

Data from the Attendance Intervention Report will be monitored to assess the monthly suspension rates.

Person Responsible

James Dominique

Schedule

Monthly, from 11/11/2014 to 5/29/2015

Evidence of Completion

Monthly data will be analyzed from the Attendance Intervention Report. Additionally, the administrative team will look at interim data by grade-level to compare the attendance report to and discuss the academic implications.

G3. If students are supported and given academic assistance, then we would experience increased student involvement in STEM field competitions and technology will be utilized effectively in this process. 1a

G050667

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	10.0

Resources Available to Support the Goal 2

- Biology and Research III teachers, literacy strategies in science classrooms, Science Coach, ETO Science CSS, AP over Science Department

Targeted Barriers to Achieving the Goal 3

- Teachers' limited knowledge and understanding of rigor, higher order thinking questioning (HOTs), and Collaborative Discussions.

Plan to Monitor Progress Toward G3. 8

Interim data (Fall/Winter) will be used to monitor progress toward meeting the overall goal.

Person Responsible

Juan Campbell

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Professional Development Resources/Sign-In Sheets/Agendas; student performance data; Instructional coach's logs/calendars; Administrative Walk through logs

G4. If more informational, academic activities were provided for parents after hours to participate in, then we would see an increase in parental involvement. 1a

G050527

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	10.0

Resources Available to Support the Goal 2

- Activities Director, Counselors, Title I Program, Parent Resource Center, CAP Adviser, Educational Excellence School Advisory Council (EESAC), Instructional Coaches, Test chairperson, Communities In Schools (CIS), Administrative Team/Faculty & Staff

Targeted Barriers to Achieving the Goal 3

- The school does not consistently host after hours, academic themed nights for parents to attend.

Plan to Monitor Progress Toward G4. 8

Informal parent surveys will be collected and reviewed throughout the year to determine progress toward the goal of increased parental involvement.

Person Responsible

James Dominique


Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Agendas/Sign-In Sheets from all pertinent meetings, parent surveys

G5. If Common Planning were consistently used to establish instructional routines and lessons that include learning targets tied to standards, Essential Questions, the before, during, and after instructional activities, collaborative discussions, home-learning, and the daily/weekly assessment as the framework for bell to bell instruction that is aligned, then instruction at Miami Edison Senior High School would increase student achievement by improving core instruction in all content areas. **1a**

 G048456

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	46.0
AMO Math - All Students	49.0
Bio I EOC Pass	40.0

Resources Available to Support the Goal **2**

- Social Sciences (Literacy): Collaborative planning in place for all social science teachers, coaching support (Literacy coach over Social Studies, CSS Support), school-wide, high-yield strategies, EOC Item Specs, Escambia School Website, stimulus-based resources, technology (tablets in 9th grade, computers), ICADS and US History Unpacking Benchmarks Document.
- Reading: Unpacking the Standard Protocol through the Common Planning, Pacing Guides, Learning Targets, progression of skills documents, instructors, instructional coaches, ICADS, ETO support staff and instructional frameworks.
- Math: Monfort Olibrice, Mathematics Coach; Anton Ragoonan, Mathematics Coach; Gabriel Cartagena, Curriculum Support Specialist (CSS); Chanell Madison, Instructional Supervisor (IS); Carnegie Cognitive Tutor; Graphing Calculators; Classroom Computers; Smartboards; Computer Labs; Mc-Graw Hill Supplement Materials; Individual Whiteboard; Clickers
- Science: Resources that are available start with the Science Instructional Coach. Coaching cycles for teachers will be conducted in order to develop teacher probing, higher order questioning strategies, etc. In addition, common planning will be used to determine different ways to teach, develop questions, and expected student behavior.

Targeted Barriers to Achieving the Goal **3**

- Teachers are not aligning learning targets to rigorous end products in common planning in order to promote aligned instruction, gradual release, and appropriate pacing that allows for the implementation of an instructional framework.

Plan to Monitor Progress Toward G5. 8

Data from Interim Assessments, unit assessments, and end products generated in class will be collected and reviewed throughout the year to determine progress toward improving core instruction in all content areas.

Person Responsible

Vernatta Lee

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

A consistent collaborative planning routine, including opportunities for professional development, that leads to bell-to-bell instruction, gradual release, active learning strategies, and benchmark targeted lessons will be established and monitored. Accommodations for ELL and SPED students will also be implemented in lesson planning to ensure that the needs for all students are met. The evidence that will show mastery or progress toward meeting the goal are the following: Common Planning Agenda, lesson plans, Administrative walk-through logs that feature student engagement and active learning as look-fors, Unpacking of Standards/Benchmark documents, teacher copies of IEP's and LEP plans, and a bank of active learning accommodations.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If a plan is put in place to consistently follow up with truant students and a platform is devised to track their absences, then attendance for our at-risk students would improve. **1**

 G050778

G1.B1 Plans are in place but they are either not consistently followed or adhered to. **2**

 B127306

G1.B1.S1 Implement grade-level meetings where teachers, counselors, and administrators could discuss the absenteeism of targeted students, flesh out a plan, and make decisions on how best to support these fragile students by grade level. **4**

 S139754

Strategy Rationale

As a staff, it is sometimes difficult to come together and discuss issues that are common among grade level peers. This meeting would provide the forum.

Action Step 1 **5**

Implement a grade-level meeting where truancy is discussed and followed up on via a specific action plan developed by the staff.

Person Responsible

James Dominique

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up

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

Administrators will participate in grade-level meetings to ensure that the targets are being met.

Person Responsible

James Dominique

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up; Administrative Meeting Agendas

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

Attendance reports will be pulled on a monthly basis, by grade level, to monitor the effectiveness of the intervention.

Person Responsible

James Dominique

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up; Attendance Reports by Grade-Level

G2. If we utilize the strategies from the Positive Behavior Support Program (PBS) and teach teachers how to infuse systems for behavior management, then we would reduce the behavioral actions that lead to suspension and extended time out of school. 1

G050774

G2.B1 Teachers do not utilize the PBS Plan with fidelity or consistency. 2

B127297

G2.B1.S1 Provide ongoing professional development opportunities for teachers on the PBS Plan and how best to facilitate classroom infractions versus other infractions that need to be escalated to administrative intervention. 4

S139355

Strategy Rationale

A school-wide behavior plan allows for all faculty and staff to support a cohesive plan which involves all stakeholders.

Action Step 1 5

Provide ongoing professional development on the PBS Program.

Person Responsible

James Dominique

Schedule

Monthly, from 11/11/2014 to 5/29/2015

Evidence of Completion

Agendas from faculty meetings; sign-in sheets from faculty meetings; PBS Plan, Attendance Intervention Report; Administrative Walk-through logs

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

The assigned administrator will be present in all faculty meetings to assess the effectiveness of the ongoing professional development and will monitor the Attendance Intervention Report to analyze suspensions monthly.

Person Responsible

James Dominique

Schedule

Monthly, from 11/11/2014 to 5/29/2015

Evidence of Completion

Attendance Intervention Reports; Faculty Meeting Agendas/Sign-In Sheets, PBS Plan, Administrative Walk-through logs

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

The Attendance Intervention Report will be monitored monthly to assess the monthly suspension rates.

Person Responsible

James Dominique

Schedule

Monthly, from 11/11/2014 to 5/29/2015


Evidence of Completion

The PBS Plan; Agendas/Sign-In Sheets from faculty meetings; professional development resources; Attendance Intervention Report

G3. If students are supported and given academic assistance, then we would experience increased student involvement in STEM field competitions and technology will be utilized effectively in this process. 1

 G050667

G3.B1 Teachers' limited knowledge and understanding of rigor, higher order thinking questioning (HOTs), and Collaborative Discussions. 2

 B126958

G3.B1.S1 Provide professional development for teachers on how to incorporate collaborative discussions and rigor through questioning in their lessons. 4

 S138959

Strategy Rationale

If there is a need across a department or a deficiency that is common in a specific subject area, then it is necessary to begin to remediate those deficiencies through professional development.

Action Step 1 5

Teachers will receive ongoing professional development on collaborative discussions, higher order questioning, and the implementation of technology in order to increase the rigor in their lessons and classrooms.

Person Responsible

Juan Campbell

Schedule

Every 2 Months, from 10/27/2014 to 5/29/2015

Evidence of Completion

Professional Development Agendas/Sign-In Sheets; Professional Development Documents; Coaches' logs/calendars; Administrative Walk-through Logs

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

The administrator over Science will attend all professional development sessions, guide the work of the instructional coach to ensure that teachers are supported in their classrooms through coaching cycles, and conduct focused walk throughs to look for the implementation of collaborative discussions, higher order questions, and use of technology.

Person Responsible

Juan Campbell

Schedule

Weekly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Professional Development Sign-In Sheets/Agendas; Administrative Walk through logs; Instructional Coach Logs/Calendars; Teacher Lesson Plans

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

Student performance data will be analyzed in order to ascertain the effectiveness of the implementation of the plan.

Person Responsible

Juan Campbell

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Professional Development Agendas/Sign-In Sheets; Professional Development Resources; Lesson Plans; Instructional Coach's Calendars/logs; Administrative Walk through Logs

G4. If more informational, academic activities were provided for parents after hours to participate in, then we would see an increase in parental involvement. 1

G050527

G4.B1 The school does not consistently host after hours, academic themed nights for parents to attend. 2

B126804

G4.B1.S1 Plan two (2) nights where parents may come out to support an area where there is a high need and/or talk to staff about academic issues/concerns/topics. 4

S138892

Strategy Rationale

Usually schools host Open House, and parents don't have another opportunity to visit teachers or come to the school. By adding additional events for parents to attend, we may increase parental participation for the school.

Action Step 1 5

Plan a report card night where parents have to pick up report cards and teachers, counselors, and administrators are available for conferences.

Person Responsible

Vernatta Lee

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Connect-Ed Message Details/Calendar, Sign-In Sheets, Counselor/Administrator Conference Records, Report-Card Pick Up/Sign-Off Sheet

Action Step 2 5

Plan a literacy night where activities and strategies are featured that will assist students with developing a love of reading.

Person Responsible

Anna Katter

Schedule

Annually, from 10/27/2014 to 5/29/2015

Evidence of Completion

Connect-Ed Message Details/Calendar, Sign-In Sheets, Materials/Resources from presentations/activities, pictures

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

After plans are made for both events, they will be discussed in administrative, instructional leadership, grade-level, and faculty meetings to ensure that all stakeholders know the plan and are available to assist. Administration, instructional coaches, and counselors will ultimately be responsible for monitoring the plan.

Person Responsible

James Dominique

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Agendas/Sign-In Sheets from meetings (Administrative, Instructional Leadership Team, Grade Level, and Faculty Meetings)

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

A survey will be given out to parents prior to leaving both events to ask for their feedback and recommendations. A survey will also be sent out to all other stakeholders to ascertain their opinions and feedback about the events.

Person Responsible

James Dominique


Schedule

Quarterly, from 10/27/2014 to 5/29/2015


Evidence of Completion

All agendas/sign-in sheets from meetings where the events were discussed, Survey results

G5. If Common Planning were consistently used to establish instructional routines and lessons that include learning targets tied to standards, Essential Questions, the before, during, and after instructional activities, collaborative discussions, home-learning, and the daily/weekly assessment as the framework for bell to bell instruction that is aligned, then instruction at Miami Edison Senior High School would increase student achievement by improving core instruction in all content areas. **1**

 G048456

G5.B1 Teachers are not aligning learning targets to rigorous end products in common planning in order to promote aligned instruction, gradual release, and appropriate pacing that allows for the implementation of an instructional framework. **2**

 B120845

G5.B1.S1 Utilize common planning time to promote effective planning that leads to targeted instructional delivery which will include appropriate pacing, gradual release throughout the instructional framework, and an alignment of learning targets to end products and instructional activities. **4**

 S138483

Strategy Rationale

The rationale is that if common planning time is used consistently to enhance and refine instructional practices, then it will lead to an improvement in core instruction in all content areas.

Action Step 1 **5**

Common planning will be utilized to unpack standards/benchmarks, develop comprehensive lesson plans that incorporate learning targets, align instructional activities and strategies, and analyze student work.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Common Planning Agendas/Sign-In Sheets, Administrative walk through documents, Instructional Coaches' Logs, & Lesson Plans.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

In order to monitor the fidelity of the implementation of effective common planning meetings, subject specific administrators will attend and assist with the facilitation of common planning sessions weekly.

Person Responsible

Trynegwa Diggs

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Common Planning Agendas/Sign-In Sheets, Administrative Walk through Logs, Coaches' Logs/Calendars

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

In order to monitor the effectiveness of the implementation of the plan the Leadership Team will look at pertinent student performance data as it becomes available.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Interim Data; Data Chat Evidence with teachers & students; Common Planning Agendas/ Sign-In Sheets; Instructional Coaches' logs & calendars; Administrative walk through logs

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
G5.B1.S1.A1	Common planning will be utilized to unpack standards/benchmarks, develop comprehensive lesson plans that incorporate learning targets, align instructional activities and strategies, and analyze student work.	Lee, Vernatta	9/9/2014	Common Planning Agendas/Sign-In Sheets, Administrative walk through documents, Instructional Coaches' Logs, & Lesson Plans.	5/29/2015 weekly
G4.B1.S1.A1	Plan a report card night where parents have to pick up report cards and teachers, counselors, and administrators are available for conferences.	Lee, Vernatta	10/27/2014	Connect-Ed Message Details/ Calendar, Sign-In Sheets, Counselor/ Administrator Conference Records, Report-Card Pick Up/Sign-Off Sheet	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Teachers will receive ongoing professional development on collaborative discussions, higher order questioning, and the implementation of technology in order to increase the rigor in their lessons and classrooms.	Campbell, Juan	10/27/2014	Professional Development Agendas/ Sign-In Sheets; Professional Development Documents; Coaches' logs/calendars; Administrative Walk-through Logs	5/29/2015 every-2-months
G2.B1.S1.A1	Provide ongoing professional development on the PBS Program.	Dominique, James	11/11/2014	Agendas from faculty meetings; sign-in sheets from faculty meetings; PBS Plan, Attendance Intervention Report; Administrative Walk-through logs	5/29/2015 monthly
G1.B1.S1.A1	Implement a grade-level meeting where truancy is discussed and followed up on via a specific action plan developed by the staff.	Dominique, James	10/27/2014	Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up	5/29/2015 monthly
G4.B1.S1.A2	Plan a literacy night where activities and strategies are featured that will assist students with developing a love of reading.	Katter, Anna	10/27/2014	Connect-Ed Message Details/ Calendar, Sign-In Sheets, Materials/ Resources from presentations/ activities, pictures	5/29/2015 annually
G1.MA1	Attendance reports will be reviewed monthly; Also, if students are put on attendance contracts, the effectiveness of their implementation will be monitored.	Dominique, James	10/27/2014	Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up; Attendance Reports	5/29/2015 monthly
G1.B1.S1.MA1	Attendance reports will be pulled on a monthly basis, by grade level, to monitor the effectiveness of the intervention.	Dominique, James	10/27/2014	Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up; Attendance Reports by Grade-Level	5/29/2015 monthly
G1.B1.S1.MA1	Administrators will participate in grade-level meetings to ensure that the targets are being met.	Dominique, James	10/27/2014	Grade-level meeting agendas/sign-in sheets/minutes/plan development details/assigned personnel for follow-up; Administrative Meeting Agendas	5/29/2015 monthly
G2.MA1	Data from the Attendance Intervention Report will be monitored to assess the monthly suspension rates.	Dominique, James	11/11/2014	Monthly data will be analyzed from the Attendance Intervention Report. Additionally, the administrative team will look at interim data by grade-level to compare the attendance report to and discuss the academic implications.	5/29/2015 monthly
G2.B1.S1.MA1	The Attendance Intervention Report will be monitored monthly to assess the monthly suspension rates.	Dominique, James	11/11/2014	The PBS Plan; Agendas/Sign-In Sheets from faculty meetings; professional development resources; Attendance Intervention Report	5/29/2015 monthly
G2.B1.S1.MA1	The assigned administrator will be present in all faculty meetings to assess the effectiveness of the ongoing professional development and will monitor the Attendance Intervention Report to analyze suspensions monthly.	Dominique, James	11/11/2014	Attendance Intervention Reports; Faculty Meeting Agendas/Sign-In Sheets, PBS Plan, Administrative Walk-through logs	5/29/2015 monthly
G3.MA1	Interim data (Fall/Winter) will be used to monitor progress toward meeting the overall goal.	Campbell, Juan	10/27/2014	Professional Development Resources/ Sign-In Sheets/Agendas; student performance data; Instructional coach's logs/calendars; Administrative Walk through logs	5/29/2015 quarterly
G3.B1.S1.MA1	Student performance data will be analyzed in order to ascertain the effectiveness of the implementation of the plan.	Campbell, Juan	10/27/2014	Professional Development Agendas/ Sign-In Sheets; Professional Development Resources; Lesson Plans; Instructional Coach's Calendars/logs; Administrative Walk through Logs	5/29/2015 quarterly
G3.B1.S1.MA1	The administrator over Science will attend all professional development sessions, guide the work of the	Campbell, Juan	10/27/2014	Professional Development Sign-In Sheets/Agendas; Administrative Walk through logs; Instructional Coach	5/29/2015 weekly

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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
	instructional coach to ensure that teachers are supported in their classrooms through coaching cycles, and conduct focused walk throughs to look for the implementation of collaborative discussions, higher order questions, and use of technology.			Logs/Calendars; Teacher Lesson Plans	
G4.MA1	Informal parent surveys will be collected and reviewed throughout the year to determine progress toward the goal of increased parental involvement.	Dominique, James	10/27/2014	Agendas/Sign-In Sheets from all pertinent meetings, parent surveys	5/29/2015 quarterly
G4.B1.S1.MA1	A survey will be given out to parents prior to leaving both events to ask for their feedback and recommendations. A survey will also be sent out to all other stakeholders to ascertain their opinions and feedback about the events.	Dominique, James	10/27/2014	All agendas/sign-in sheets from meetings where the events were discussed, Survey results	5/29/2015 quarterly
G4.B1.S1.MA1	After plans are made for both events, they will be discussed in administrative, instructional leadership, grade-level, and faculty meetings to ensure that all stakeholders know the plan and are available to assist. Administration, instructional coaches, and counselors will ultimately be responsible for monitoring the plan.	Dominique, James	10/27/2014	Agendas/Sign-In Sheets from meetings (Administrative, Instructional Leadership Team, Grade Level, and Faculty Meetings)	5/29/2015 quarterly
G5.MA1	Data from Interim Assessments, unit assessments, and end products generated in class will be collected and reviewed throughout the year to determine progress toward improving core instruction in all content areas.	Lee, Vernatta	9/9/2014	A consistent collaborative planning routine, including opportunities for professional development, that leads to bell-to-bell instruction, gradual release, active learning strategies, and benchmark targeted lessons will be established and monitored. Accommodations for ELL and SPED students will also be implemented in lesson planning to ensure that the needs for all students are met. The evidence that will show mastery or progress toward meeting the goal are the following: Common Planning Agenda, lesson plans, Administrative walk-through logs that feature student engagement and active learning as look-fors, Unpacking of Standards/ Benchmark documents, teacher copies of IEP's and LEP plans, and a bank of active learning accommodations.	5/29/2015 biweekly
G5.B1.S1.MA1	In order to monitor the effectiveness of the implementation of the plan the Leadership Team will look at pertinent student performance data as it becomes available.	Lee, Vernatta	9/9/2014	Interim Data; Data Chat Evidence with teachers & students; Common Planning Agendas/Sign-In Sheets; Instructional Coaches' logs & calendars; Administrative walk through logs	5/29/2015 weekly
G5.B1.S1.MA1	In order to monitor the fidelity of the implementation of effective common planning meetings, subject specific administrators will attend and assist with the facilitation of common planning sessions weekly.	Diggs, Trynegwa	9/9/2014	Common Planning Agendas/Sign-In Sheets, Administrative Walk through Logs, Coaches' Logs/Calendars	5/29/2015 weekly

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.

G2. If we utilize the strategies from the Positive Behavior Support Program (PBS) and teach teachers how to infuse systems for behavior management, then we would reduce the behavioral actions that lead to suspension and extended time out of school.

G2.B1 Teachers do not utilize the PBS Plan with fidelity or consistency.

G2.B1.S1 Provide ongoing professional development opportunities for teachers on the PBS Plan and how best to facilitate classroom infractions versus other infractions that need to be escalated to administrative intervention.

PD Opportunity 1

Provide ongoing professional development on the PBS Program.

Facilitator

Mr. Gomez Laleau

Participants

Faculty

Schedule

Monthly, from 11/11/2014 to 5/29/2015

G3. If students are supported and given academic assistance, then we would experience increased student involvement in STEM field competitions and technology will be utilized effectively in this process.

G3.B1 Teachers' limited knowledge and understanding of rigor, higher order thinking questioning (HOTs), and Collaborative Discussions.

G3.B1.S1 Provide professional development for teachers on how to incorporate collaborative discussions and rigor through questioning in their lessons.

PD Opportunity 1

Teachers will receive ongoing professional development on collaborative discussions, higher order questioning, and the implementation of technology in order to increase the rigor in their lessons and classrooms.

Facilitator

Lilibet Sosa/ ETO Science CSS

Participants

Science Department

Schedule

Every 2 Months, from 10/27/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0