

[illegible]

2014-15 School Improvement Plan

Miami Southridge Senior High

19355 SW 114TH AVE, Miami, FL 33157

<http://www.miamisouthridge.com/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

87%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

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

Miami Southridge Senior High School provides the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens. The belief and motto of the school is "Imagine; Believe; Achieve; Succeed." Students are motivated and supported in determining their post secondary plans and making them a reality.

Provide the school's vision statement

Miami Southridge Senior High School is committed to providing educational excellence for all. In order to ensure that our purpose remains current and aligned with the school's expectations for student learning and school effectiveness, we have systems and teams in place to review and reflect regarding instructional strategies and attainment of school goals. As a result of this reflection, areas that need improvement are identified and acted upon.

School Environment

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

Annually, each school has students take a climate survey and the results are sent to the Title One office in the District. Our school utilized the data which asked students, teachers, and parents if they feel safe at their school, the programs that are offered, and what activities and clubs students can participate in to stay involved. Additionally, at Miami Southridge Senior High School, participation on EESAC, the Literacy Leadership Team meetings, department meetings, common plannings, attending club meetings, and participation in athletics are some examples of how to build the connections between teachers and students here at Southridge. Additionally, teachers take the time to build a rapport with their students during the first weeks of school by establishing routines. Administrators, teachers, and staff greet students during the change of classes in order to build relationships. Building this bridge takes time and energy.

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

- Before School: Upon arrival to school, students are greeted by administration and security at different posts surrounding the school such as the bus depot, the main entrance and the cafeteria. There are only two main entrances where students can access the building before 7:10 am. After this time, all exterior doors are opened for full access to the building. Students are routinely checked to ensure that they are wearing the correct uniform and have their school-issued identification visible when entering the building.
- During School: Administration, the PBS Coach, and security are visible at all times to ensure that they are reinforcing the Positive Behavior System (see below in question C). During the instructional day, lunch mentoring and counseling services are provided to the students so they feel safe.
- After School: Students are encouraged to participate in clubs, activities and athletics to keep the students safe. In addition, students are encouraged to attend after school tutoring in the Media Center Monday through Thursday from 2:30-3:30.

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

At Miami Southridge SHS, a committee that consists of the PBS coach, the administration, parents, students and community members work together to develop the progressive discipline plan. The plan was developed to address excessive tardies, attendance, uniform violations and to reward positive behavior. The rewards and/or consequences are progressive in nature. School personnel were trained on the progressive discipline plan during the opening of schools so that the instructional block would run smoothly. Each teacher posted the plans in their classroom so that the rules, rewards, and consequences would be clear and consistent throughout the building.

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 Southridge Senior High School addresses the social-emotional needs by utilizing our student services department as the first layer of support. These include the Graduation Coach, TRUST counselor, SPED Counselor, Behavior Management teacher, Art Therapist, psychologist and social workers. Additionally, our school offers mentoring programs during lunch provided by City Year. Outside agencies have been contracted to help support the social and emotional well-being of our students. Some of these programs include Communities in Schools, Big Brothers Big Sisters of America, and uAspire. Clubs and activities are available to our students to encourage involvement such as the 500 Role Models of Excellence and the Women of Tomorrow Mentoring Program.

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

Across grade levels students are tracked in collaboration with the PBS coach, administration and student services to address:

1. Attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	61	59	47	53	220
One or more suspensions	55	51	28	11	145
Course failure in ELA or Math	114	112	71	30	327
Level 1 on statewide assessment	203	175	143	109	630
	0	0	0	0	

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

Continue to develop the school-wide Positive Behavior Support Program (PBS), which is also referred to as the Ideal Spartan Program (ISP). In addition, we will continue to utilize the Alternative to Suspension Programs (ASP), such as Peer Mediation, counseling, and by continuing to implement the City Year mentoring program throughout the school with the focus being on the incoming freshman class.

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/54748>.

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

Miami Southridge Senior High School employs a Community Involvement Specialist (CIS) to assist the school site in building active partners and relationships within the community. This individual collaborates with the administrator over Title One, PTSA, homeless students, works in collaboration with student services, and assists with home visits.

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
Miret, Humberto J.	Principal
Galardi, John	Assistant Principal
Hall, Walter	Assistant Principal
Abate, Amy	Assistant Principal
Morales, Alejandro	Assistant Principal
Ramos, Terri	Instructional Coach
Lightbourne, Monique	Administrative Support
Bereijo, Lisandra	Instructional Coach
Clay, Calvina	Guidance Counselor
Bess, Kylah	Instructional Coach
Abela, Melissa	Instructional Coach
Valdes, Walfrido	Teacher, K-12
Aviles Knight, Lisa	Instructional Coach
Disla, Xiomara	Teacher, K-12

Duties

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

The School Leadership Team will focus on:

- Aligning plans and procedures to execute the vision of the school
- Data Analysis for teachers and staff
- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicating with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by

raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 :

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Tier 3 SST

MTSS members, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Title I, Part A

Services are provided 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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to

facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

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

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on

the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High School Only

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bianca Calzadilla	Principal
Sofia DaSilva	Teacher
Angela Beall	Teacher
Tania Dias	Teacher
Xiomara Disla	Teacher
Teresita Garcia	Education Support Employee
Dezmarie Ferraro	Student
Leslie Acosta	Parent
Jodi English	Teacher
Elaine Mora	Business/Community
Alba Flores	Parent
David Kintigh	Business/Community
Geraldine Cordell	Teacher

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 Educational Excellence School Advisory Council (EESAC), Literacy Leadership Teams, and common planning teams by subject work together to review, reflect and amend the plan in terms of what worked and what did not work. After reviewing their section under the leadership of their instructional coach and/or department chairperson, each discipline turned in their reflection/change form (from OSI) to the assistant principal of curriculum who in turn presented the information to the EESAC.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) collaborates with the administration and instructional coaches in developing strategies and next steps for the 2014-2015 school year by subject and content area. The reflection/change forms(from OSI) that each discipline completed at the end of the year delineate what barriers and strategies still existing in each subject. In addition, the School's Instructional Review develops Instructional Plans (IP's) that clearly target specific barriers with clear action steps. These IP's are used to develop the problem solving piece of the school improvement plan.

Preparation of the school's annual budget and plan

\$10, 000.00 is available in the school's annual budget (\$5 per FTE). The EESAC chairperson advertised to the staff that if they are interested in using these funds they must attend the October

meeting with their proposals.

EESAC will vote on which proposals will be spent and approved with EESAC dollars.

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

- Incentives for students (Field trips, awards) - \$2,500.00
- Curriculum Fairs / Small Learning Communities -\$1,000.00
- Parent Workshops / Family Nights -\$1,000.00
- Technology-remainder of the funds

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
Miret, Humberto J.	Principal
Galardi, John	Assistant Principal
Hall, Walter	Assistant Principal
Bereijo, Lisandra	Instructional Coach
Abela, Melissa	Instructional Coach
Bess, Kyla	Instructional Coach
Aviles Knight, Lisa	Instructional Coach
Abate, Amy	Assistant Principal
Stefiuk, Shanina	Teacher, K-12
Ramos, Terri	Instructional Coach
Lightbourne, Monique	Administrative Support
Disla, Xiomara	Teacher, K-12
Dixon, Shaundrea	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- The Literacy Leadership Team will focus on continuing the School wide literacy. The essential question, "How do we ensure all students are positively impacted by literacy?", will be reflected on as the team. The LLT will develop literacy strategies across the content to include collaborative conversations, Higher Order questioning, writing across contents, and the Gradual Release Model
- The Literacy Leadership Team will work in conjunction with the PD liaison and administration to design a 2014-2015 professional development plan for the staff and its needs. Opportunities for PD on the above mentioned topics will occur either during early release days, non opt days and weekly common planning.
- In addition, the Literacy Leadership Team will ensure that professional development is offered to

support the staff with aligning lessons and end products to the new standards. The main vehicle for professional development will be common planning.

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

Miami Southridge Senior High School promotes positive working relationships between teachers and students by conducting school-wide common planning across disciplines. This has been built into the master schedule and occurs once a week during that period either on a Monday or a Tuesday. Common planning for literacy is by grade level. This includes intensive reading programs, English, and Social Studies. For Mathematics and Science it is by subject within the content, for example, Algebra 1, Geometry, and Biology. On-going professional development through common planning by department; early release best practices training; and quarterly lesson studies are professional development opportunities that allow teachers to collaborate and plan with other teachers in the same discipline as well as across the curriculum.

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

Post vacant positions on E-Recruiting website- Vice-Principal
Ongoing Communication with District Recruitment Office- Principal, Vice Principal
Common Planning Activities- Academic Coaches, Department Chairs
Assignment of New Teachers to Mentor Teachers/Assistant Principal
District New Teacher Orientation Professional Development- Vice Principal

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

A teacher will receive a mentor if:

- They are new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
- They are first and second year teachers in Education Transformation Office schools which are eligible to receive a MINT certified site-based mentor. This will take place because we are an ETO school. Support will be provided to 2nd and 3rd year teachers:
- With previous teaching experience who are in years two and three of their career and are eligible to receive a buddy teacher.
- By a buddy teacher who occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

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

Core instructional programs are purchased by the district and are updated during the adoption year. Due to the new Florida standards, new pacing guides and instructional tools have been developed to assist the teachers in aligning the instructional programs with the standards if the adoption year has not occurred. In addition, the teachers at Miami Southridge Senior High School use the Florida

standards unpacking tool during common planning. This allows the teachers to unpack the standard, define a learning target, design a daily end product and plan a final, culminating end product. Using the unpacking tool, teacher editions as well as planning with the pacing guide assists with alignment of the programs and materials.

Instructional Strategies

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

The teaching staff follows the 90 minute framework in order to differentiate instruction to meet the needs of diverse students. This means that after 30 minutes of whole group instruction, the teacher provides teacher-led small groups for the last 60 minutes of the block. The students are grouped based on data from either the FCAT/FSA, EOC, or FAIR-FS. The data being used by the teachers to target instruction depends on the subject that is being taught.

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: 3,300

Miami Southridge Senior High School offers students additional time for learning in both remediation and enrichment. Students are offered After School Tutoring, Dual Enrollment and Advance Placement Courses as well as participation in Academies.

Strategy Rationale

The increase in time for learning for both remediation and enrichment affords students with the opportunity to graduate in 4 years, attend post secondary institutions, and ultimately be successful at what they do.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Galardi, John, jgalardi@dadeschools.net

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

Data is collected on a quarterly basis and is analyzed to determine if students are attending and if what is being taught is effective. In addition, data is analyzed from the professional development to find out which staff members have attended and if best practices are being implemented in the classrooms.

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

During the articulation process, subject selection is one of the strategies our school utilizes in terms of transitioning cohorts from one school to another. Although many course offerings vary from school to school, there are still core classes that remain constant within a cohort year. In addition, the requirements for graduation (as stated in the Pupil Progression Plan) are discussed at length throughout the articulation process. This allows for a smooth transition if the need arises.

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 students at Miami Southridge Senior High select an academy when entering their 9th grade year. Currently, the school offer seven (7) academy choices:

- Academy of Law and Public Services
- Academy of Culinary Arts & Hospitality
- Academy of Business & Information Technology
- Academy of Visual & Performing Arts
- Academy of Education
- Academy of Health Science
- Advanced Placement Laureate Academy

Of the seven academies, four of them (Law and Public Service, Business & Information Technology, Education & Health Science) lead to industry certification. The Advanced Placement Laureate Academy (APL) offers students an opportunity to gain college credit in over 10 subjects. Moreover, Miami Southridge Senior High, in collaboration with Florida International University (FIU), has added seven Dual Enrollment courses to the curriculum. This will also provide eligible students to earn college credit at Miami Southridge Senior High School.

The academies are promoted in a variety of ways. First, academy leaders design and present information to all stakeholders using several venues. Future students, parents, and community members attend the Freshmen Recruitment Fair on Campus. These stakeholders have an opportunity to meet and greet our administrators, academy leaders, and academy students. An extensive curriculum presentation is displayed throughout the school lobby and gym. Parents and prospective students have the flexibility to attend one of the academy presentations and/or simply walk through the lobby to view the displays and student created exhibitions for a particular academy. Students currently enrolled at Miami Southridge Senior High attend an annual Electives' Fair hosted by our Activities Office and Student Services Department the week before they complete their subject selection for the following year. This provides students, who are undecided about what elective offerings to choose, an opportunity to see student work displayed as well as speak to teachers and other students about courses they may be interested in.

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

Miami Southridge Senior High offers applied and integrated courses in various departments. It is the objective of these courses to create relevance for the student in that subject matter. For example, the school offers work experience and internship programs for those students who are interested in receiving hands-on experience in the work force. Students in courses that offer work experience may earn a salary and students in the internship program may earn a grade based on his/her performance in the work force.

Also, Miami Southridge Senior High has partnered with the Metro-Dade Fire and Police departments. Students from our Fire Academy take the elective course with an actual Firefighter from the Miami-Dade Fire Department. The first aid courses are taught by a registered nurse. Students who are enrolled in the Criminal Justice Academy discuss current events with a Metro-Dade Police Office on a monthly basis. In addition, the school has added more electives in the field of Health Science/Public Service that lead to industry certification.

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

According to the High School Feedback Report, 31.7% attended a community college; 6.91% attended a state university in Florida; and 2.07% attended a technical education center in Florida. The College Assistance Program (CAP) advisor plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT (58.7%), ACT (55.0%), and/or PERT(14.7) by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with applying for these examinations. Once the scores are posted, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or financial aid process. In addition, the CAP advisor will hold parent/student meetings to assist in the FAFSA application process. An annual College Fair will be hosted at Miami Southridge Senior High School as well as a Senior Parent night.

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

Miami Southridge Senior High School works with student services department and the graduation coach to improve student readiness for the post secondary level. If students have not meet the requirements for graduation due to the FCAT, then students are tutored and provided interventions to take the ACT for a concordant score. The graduation coach assists students with registering for the ACT, SAT and tracking their admission to post-secondary institutions. In addition, students are given the opportunity to take the PERT so that post secondary institutions will not place students in remedial courses. In addition, student are tracked by their counselor by placing them on a plan towards graduating in four years.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** STEM/CTE: If we increase the number of students enrolled in STEM/CTE courses, then we will increase the number of students who will earn industry certification.
- G2.** If explicit instruction through the Gradual Release of Responsibility Model is executed efficiently, then we will increase student achievement by improving core instruction in all areas.
- G3.** EWS: If we monitor and target the students who are identified as being at risk in the areas of attendance, failing classes and behavior, then we will increase student achievement in all areas and the number of students graduating in four years.

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. STEM/CTE: If we increase the number of students enrolled in STEM/CTE courses, then we will increase the number of students who will earn industry certification. 1a

 G050092

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Student Services Department during articulation
- CTE Department Chair
- Graduation Coach
- STEM Teachers
- CTE Teachers

Targeted Barriers to Achieving the Goal 3

- Tracking program "concentrators" to eventually be enrolled in a course that yields CTE industry certification or STEM program completion.

Plan to Monitor Progress Toward G1. 8

Sections on the Master Schedule will be created to reflect identified students enrolled in STEM/CTE courses.

Person Responsible

John Galardi

Schedule

Biweekly, from 3/2/2015 to 6/5/2015

Evidence of Completion

Master Schedule and individual student schedules

G2. If explicit instruction through the Gradual Release of Responsibility Model is executed efficiently, then we will increase student achievement by improving core instruction in all areas. 1a

 G048916

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Instructional Coaches (Literacy, Mathematics, and Science)
- Common Planning
- ETO Framework
- Curriculum Support Specialists (Literacy, Mathematics, and Science)
- Instructional Supervisors (Literacy, Mathematics, and Science)
- City Year
- Supplemental Materials
- Technology (tablets for 9th grade students, Promethean Boards, computer-based programs)
- Manipulatives

Targeted Barriers to Achieving the Goal 3

- Effective implementation of the Gradual Release of Responsibility Model.

Plan to Monitor Progress Toward G2. 8

Analyze formative assessment data to determine if student performance is improving in all areas.

Person Responsible

Humberto J. Miret

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Interim Assessments

G3. EWS: If we monitor and target the students who are identified as being at risk in the areas of attendance, failing classes and behavior, then we will increase student achievement in all areas and the number of students graduating in four years. 1a

G038512

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Attendance Bulletin
- Teachers
- Rtl Process
- Student Services Department
- PBS Coach

Targeted Barriers to Achieving the Goal 3

- Attendance: There are limited opportunities to track students for daily attendance.
- Failing Classes: No clear system in place for tracking students who are failing courses or who are in danger of failing a course.
- Behavior: There are limited opportunities to recognize students for positive behavior.

Plan to Monitor Progress Toward G3. 8

Analyze attendance, behavioral, and formative assessment data to drive school-wide decisions pertaining to student attendance, behavior, and rewards for academic improvements.

Person Responsible

Walter Hall

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Truancy Packets Attendance Bulletins Referrals COGNOS Summative Assessment Data (Interim Assessments)

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. STEM/CTE: If we increase the number of students enrolled in STEM/CTE courses, then we will increase the number of students who will earn industry certification. **1**

 **G050092**

G1.B1 Tracking program "concentrators" to eventually be enrolled in a course that yields CTE industry certification or STEM program completion. **2**

 **B125453**

G1.B1.S1 Through articulation, student services will guide students through the elective selection process to ensure enrollment in courses which yield CTE industry certification or STEM program completion. **4**

 **S137344**

Strategy Rationale

Tracking students through the articulation elective process will identify program concentrators.

Action Step 1 **5**

STEM/CTE teachers will recruit program concentrators prior to the subject selection process.

Person Responsible

Terri Ramos

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Recruitment flyers, sign-in sheets from Recruitment Fair (Resource Fair)

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

Student Services will verify that program concentrators selected the appropriate course on their subject selection sheet which will yield CTE industry certification or STEM program completion.

Person Responsible

Calvina Clay

Schedule

Biweekly, from 2/2/2015 to 6/5/2015

Evidence of Completion

Subject selection sheets and student course history sheets

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

Student Services will ensure proper course placement of identified program concentrators.

Person Responsible

Calvina Clay


Schedule

Biweekly, from 3/2/2015 to 6/5/2015

Evidence of Completion

Sorted subject selection sheets and grade level sheets

G2. If explicit instruction through the Gradual Release of Responsibility Model is executed efficiently, then we will increase student achievement by improving core instruction in all areas. 1

 G048916

G2.B1 Effective implementation of the Gradual Release of Responsibility Model. 2

 B122149

G2.B1.S1 Through common planning, the Instructional Coaches will guide teachers in incorporating activities which limit the "I Do" component of the lesson and expand on the "We Do". 4

 S134103

Strategy Rationale

Increased student engagement and active learning strategies to ensure that instruction targets the demands of the complex standards.

Action Step 1 5

With the assistance of the Instructional Coaches, teachers will develop lesson plans during common planning that scaffold content with the end product in mind and align to the learning target in order to reduce explicit instruction.

Person Responsible

Amy Abate

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common planning logs and common planning products

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

Classroom observations will take place to monitor implementation of the Gradual Release of Responsibility Model and determine if additional support is needed.

Person Responsible

Amy Abate

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaching calendar and reflection logs; administrative walk-through logs

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

Analyze formative data to guide instruction which will increase student achievement.

Person Responsible

Amy Abate

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrative walk-through logs; student work samples, bell ringers, exit slips, and topic tests

G3. EWS: If we monitor and target the students who are identified as being at risk in the areas of attendance, failing classes and behavior, then we will increase student achievement in all areas and the number of students graduating in four years. 1

 G038512

G3.B1 Attendance: There are limited opportunities to track students for daily attendance. 2

 B092479

G3.B1.S1 Increase monitoring of the attendance of students by implementation of the District's Student Attendance Policy (6Gx13- 5A-1.041) with fidelity. 4

 S103383

Strategy Rationale

To track the students who are absent on a regular basis.

Action Step 1 5

Record student attendance on a daily basis in the gradebook and monitor student's daily attendance.

Person Responsible

Monique Lightbourne

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Gradebook Daily Attendance Parent Contact Log

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

Retain records of students' daily attendance through the use of the daily attendance bulletin and parent contact logs.

Person Responsible

Monique Lightbourne

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance Bulletin Parent Contact Log

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

Monitor the attendance records and parent contact logs of at-risk students to determine if attendance has improved for truant students.

Person Responsible

Monique Lightbourne


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Attendance Bulletins Truancy Packets Parent Contact Logs

G3.B2 Failing Classes: No clear system in place for tracking students who are failing courses or who are in danger of failing a course. 2

 B092480

G3.B2.S1 Increase the amount/level of communication between parents, teachers, and counselors as a means of monitoring student progress. 4

 S103384

Strategy Rationale

Having clear lines of communication between the parties that monitor students is a way to increase student performance.

Action Step 1 5

Monitor students retaking courses or who are in danger of failing courses by communicating with parents and counselors regarding their progress.

Person Responsible

Calvina Clay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent contact log Gradebook reports Student History

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor students who are in need of retaking courses by discussing different options such as FLVS, night school, or credit retrieval. This should be reflected in the students' schedule and individual plan.

Person Responsible

Calvina Clay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Contact Log Student Schedule Individual Student Plans GPA report Credit history

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor the plans created for students to determine if academic progress has been made and identify students who need to retake courses.

Person Responsible

Calvina Clay

Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Individual Student Plans GPA report Credit history

G3.B3 Behavior: There are limited opportunities to recognize students for positive behavior. 2

 B092481

G3.B3.S1 Provide incentives for compliance through the use of Positive Behavior Support Program as well as implement school-wide "Shout-outs" to recognize students behaving positively. 4

 S103385

Strategy Rationale

Rewarding students for their positive behavior motivates them to become active participants in their academics.

Action Step 1 5

Teachers will provide administration with lists of students who have behaved in a positive manner for shout-outs. In addition, they will monitor classroom behaviors by maintaining a parent contact log.

Person Responsible

Monique Lightbourne

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PBS Parent Contact Log Classroom Rules

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Ensure teachers are maintaining active parent communication logs and recommending students for school-wide PBS "Shout Outs".

Person Responsible

Walter Hall

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referrals Parent Contact Log PBS Shout Out Log

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Monitor and analyze behavioral data to determine if school-wide decisions pertaining to recognizing positive student behaviors has improved attendance and student achievement.

Person Responsible

Walter Hall

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Cognos Administrative Walk-through Logs Attendance Records "Think Tank" (CSI)
Attendance Logs Formative Assessment Data (student work samples, topic tests, bi-weekly end products)

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
G3.B1.S1.A1	Record student attendance on a daily basis in the gradebook and monitor student's daily attendance.	Lightbourne, Monique	8/18/2014	Gradebook Daily Attendance Parent Contact Log	6/5/2015 daily
G3.B2.S1.A1	Monitor students retaking courses or who are in danger of failing courses by communicating with parents and counselors regarding their progress.	Clay, Calvina	8/18/2014	Parent contact log Gradebook reports Student History	6/5/2015 monthly
G3.B3.S1.A1	Teachers will provide administration with lists of students who have behaved in a positive manner for shout-outs. In addition, they will monitor classroom	Lightbourne, Monique	8/18/2014	PBS Parent Contact Log Classroom Rules	6/5/2015 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
	behaviors by maintaining a parent contact log.				
G2.B1.S1.A1	With the assistance of the Instructional Coaches, teachers will develop lesson plans during common planning that scaffold content with the end product in mind and align to the learning target in order to reduce explicit instruction.	Abate, Amy	8/18/2014	Common planning logs and common planning products	6/5/2015 weekly
G1.B1.S1.A1	STEM/CTE teachers will recruit program concentrators prior to the subject selection process.	Ramos, Terri	8/18/2014	Recruitment flyers, sign-in sheets from Recruitment Fair (Resource Fair)	6/5/2015 monthly
G1.MA1	Sections on the Master Schedule will be created to reflect identified students enrolled in STEM/CTE courses.	Galardi, John	3/2/2015	Master Schedule and individual student schedules	6/5/2015 biweekly
G1.B1.S1.MA1	Student Services will ensure proper course placement of identified program concentrators.	Clay, Calvina	3/2/2015	Sorted subject selection sheets and grade level sheets	6/5/2015 biweekly
G1.B1.S1.MA1	Student Services will verify that program concentrators selected the appropriate course on their subject selection sheet which will yield CTE industry certification or STEM program completion.	Clay, Calvina	2/2/2015	Subject selection sheets and student course history sheets	6/5/2015 biweekly
G2.MA1	Analyze formative assessment data to determine if student performance is improving in all areas.	Miret, Humberto J.	8/18/2014	Interim Assessments	6/5/2015 quarterly
G2.B1.S1.MA1	Analyze formative data to guide instruction which will increase student achievement.	Abate, Amy	8/18/2014	Administrative walk-through logs; student work samples, bell ringers, exit slips, and topic tests	6/5/2015 biweekly
G2.B1.S1.MA1	Classroom observations will take place to monitor implementation of the Gradual Release of Responsibility Model and determine if additional support is needed.	Abate, Amy	8/18/2014	Coaching calendar and reflection logs; administrative walk-through logs	6/5/2015 biweekly
G3.MA1	Analyze attendance, behavioral, and formative assessment data to drive school-wide decisions pertaining to student attendance, behavior, and rewards for academic improvements.	Hall, Walter	8/18/2014	Truancy Packets Attendance Bulletins Referrals COGNOS Summative Assessment Data (Interim Assessments)	6/5/2015 quarterly
G3.B1.S1.MA1	Monitor the attendance records and parent contact logs of at-risk students to determine if attendance has improved for truant students.	Lightbourne, Monique	8/18/2014	Attendance Bulletins Truancy Packets Parent Contact Logs	6/5/2015 monthly
G3.B1.S1.MA1	Retain records of students' daily attendance through the use of the daily attendance bulletin and parent contact logs.	Lightbourne, Monique	8/18/2014	Attendance Bulletin Parent Contact Log	6/5/2015 daily
G3.B2.S1.MA1	Monitor the plans created for students to determine if academic progress has been made and identify students who need to retake courses.	Clay, Calvina	8/18/2014	Individual Student Plans GPA report Credit history	6/5/2015 monthly
G3.B2.S1.MA1	Monitor students who are in need of retaking courses by discussing different options such as FLVS, night school, or credit retrieval. This should be reflected in the students' schedule and individual plan.	Clay, Calvina	8/18/2014	Parent Contact Log Student Schedule Individual Student Plans GPA report Credit history	6/5/2015 monthly
G3.B3.S1.MA1	Monitor and analyze behavioral data to determine if school-wide decisions pertaining to recognizing positive student behaviors has improved attendance and student achievement.	Hall, Walter	8/18/2014	Cognos Administrative Walk-through Logs Attendance Records "Think Tank" (CSI) Attendance Logs Formative Assessment Data (student work	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				samples, topic tests, bi-weekly end products)	
G3.B3.S1.MA1	Ensure teachers are maintaining active parent communication logs and recommending students for school-wide PBS "Shout Outs".	Hall, Walter	8/18/2014	Referrals Parent Contact Log PBS Shout Out Log	6/5/2015 quarterly

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 explicit instruction through the Gradual Release of Responsibility Model is executed efficiently, then we will increase student achievement by improving core instruction in all areas.

G2.B1 Effective implementation of the Gradual Release of Responsibility Model.

G2.B1.S1 Through common planning, the Instructional Coaches will guide teachers in incorporating activities which limit the "I Do" component of the lesson and expand on the "We Do".

PD Opportunity 1

With the assistance of the Instructional Coaches, teachers will develop lesson plans during common planning that scaffold content with the end product in mind and align to the learning target in order to reduce explicit instruction.

Facilitator

Lisandra Bereijo Melissa Abela Lisa Aviles-Knight Kyla Proter Bess

Participants

Core Subjects through common planning

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: If explicit instruction through the Gradual Release of Responsibility Model is executed efficiently, then we will increase student achievement by improving core instruction in all areas.	10,000
Grand Total	10,000

Goal 2: If explicit instruction through the Gradual Release of Responsibility Model is executed efficiently, then we will increase student achievement by improving core instruction in all areas.

Description	Source	Total
B1.S1.A1 - These funds will be used for tutoring students towards proficiency.	General Fund	10,000
Total Goal 2		10,000