Green Springs High School

2014-15 School Improvement Plan

Green Springs High School

3555 NW 7TH ST, Miami, FL 33125

[no web address on file]

School Demographics

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

Alternative/ESE Center	Charter School	Minority
No	Yes	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Green Springs High School is to help at risk students earn a standard high school diploma and prepare for post secondary success.

Provide the school's vision statement

The vision of Green Springs High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school.

School Environment

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

Our learning environment includes academic, personal/social, and career components that provide a holistic approach to reducing the dropout problem. The flexible schedule and relational learning environment meet each student's individual needs, and are customized to remove the barriers to student success. A team of highly-qualified, certified teachers and other professional educators support, encourage, and facilitate students' ongoing success by teaching core academics and strategy-based solutions. Our school processes encompass a teacher-directed, mastery-based, individualized, and technology-enhanced curriculum that focuses on removing social/personal barriers to success, building foundational skills, and meeting academic goals. Social support and crisis intervention services are provided to students. All students are provided with a challenging, engaging, and standards-aligned high school curriculum that adequately prepares students for postsecondary success and acquisition of 21st century skills. Individual Success Plans will guide students in selecting the most appropriate courses and career pathways based on each student's personal goals, interests, ambitions, and aspirations for success after high school.

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

Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school follows the District's Code of Student Conduct. In addition, the school has established rules and regulations with regard to behavior, and require parents and students to abide by these rules and regulations through a written Student/Parent Contract. The school follows the guiding principles when dealing with student misbehavior:
o All behavior results in a consequence.

o A positive and conducive learning environment cannot occur without maintaining order and discipline.
o Discipline must be fair, firm, consistent, appropriate, and impartial.
o Punishment must be appropriate for the misbehavior displayed.
o Corporal punishment is not permitted.
o All staff, parents, and students must be cognizant of what the rules are and what is expected of them.
o All discipline must be consistent with all applicable laws and regulations related to student rights and due process.
o A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning.

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

The Principal, Family Support Specialist, and Career Coach provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below:
o Providing needed services and resources for students and families, such as:
• Individual, group, and family counseling
• Drug and alcohol abuse prevention
• Crisis intervention
• Mental health evaluations
• Pregnancy counseling and parenting skills
• Probation and truancy services
o Allowing for follow-up and referral to outside agencies as needed
o Having additional role models for students

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

Using the process outlined by Response to Intervention (RTI) and the Multi-Tiered Systems of Support (MTSS), a baseline profile is developed for each student. Data is collected to assess students' strengths and needs, incremental academic progress and growth, annual learning gains, and ongoing improvement.
Typical early warning indicators for students for Green Springs High School include:
o Over-age for current grade level, usually having been retained for one or more school years
o Reading and performing math below a sixth grade skills level
o Average score of 70% or below in two or more core high school courses
o Not earning credits at a rate that allows the student to graduate on time with his/her cohort class
o Not performing satisfactorily on state competency exams or high school exit exams
o Frequently changing schools
o GPA below 2.0
o Pattern of poor attendance

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	18	55	51	50	174
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	20	53	33	27	133

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Students exhibiting two or more indicators	26	106	103	130	365

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

Our accelerated learning model is teacher-directed, mastery-based, and technology-enhanced to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, teacher-directed learning activities, and supplemental resources and materials, the curriculum has the breadth and depth to provide students with the required courses to comply with the Florida graduation requirements to earn a high school diploma. The school's innovative instructional program contains the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out.
o Small Learning Environment – Safe and secure learning environments that provide small student/teacher ratios for personalized attention and learning.
o A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software.
o Rigorous and Relevant Curriculum – Curriculum aligned to the Next Generation Sunshine State Standards and the new Florida Standards focused on making real-world connections relevant to students' lives.
o Individual Success Plan – A comprehensive plan that serves as a "roadmap" to student success.
o Integrated Support Services – A Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful.
o Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
o Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
o Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention
o Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
o Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.
o Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.
Students with high truancy are placed on attendance contracts requiring 90-100% attendance in order to earn credits towards graduation. Their attendance is monitored closely and parents are notified each time the student is absent.

Family and Community Involvement

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

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/49392.

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

Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Career Coach hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, and involvement of the School's EESAC.

Effective Leadership

School Leadership Team

Membership

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

Name	Title
Palma, Enrique	Principal
King, Jessica	Assistant Principal
Abraham, Jennifer	Teacher, K-12
Duncan, Cheryl	Other

Duties

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

The leadership team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school staff, the governing board, and the school advisory committee. The school improvement plan will serve as the framework for the plans

sent by the Multi-Tiered support system (MTSS) Leadership Team. The goals and objectives outlined within the SIP will drive the efforts made by the MTSS Leadership Team to create academic improvements throughout the
school.

Enrique Palma, Principal - is responsible for:

(1) Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school

(2) Recruiting, hiring, and retaining highly qualified school staff

(3) Leading all initiatives to ensure school meets defined instructional goals

(4) Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement

(5) Monitoring and evaluating staff performance systematically and regularly. Providing staff feedback and develop professional growth plans when necessary. Following through with progressive discipline when expectations are not met.

(6) Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.

(7) Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:

o School staff

o Students

o Parents

o School district personnel

o Charter School Board of Directors

o Referring schools

o District representatives

o Community partners

o Local media

o Other stakeholders as identified

(8) Facilitating a school climate that is conducive to student learning and implement research-based instructional practices aligned with NGSSS and Florida Standards

(9) Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Leading the school management team in developing and implementing emergency procedures.

Jessica King, Assistant Principal - is responsible for:

(1) Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

(2) Assisting Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with NGSSS and Florida Standards.

(3) Overseeing all aspects of the core academic program to include, but not be limited to:

o Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments

o Development of Individual Success Plans (ISP)

o Ensure student academic records are accurate and up to date

o On-going individual student academic advising

o Student preparation and staff administration of all standardized assessments

o Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

(4) Assisting Principal in: and hiring highly-qualified instructional staff, supervise and retain highly-qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary,

which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

Jennifer Abraham, Reading Teacher - is responsible for: coaching, motivating, and instructing high school students within the company model, with attention given to reading interventions and instruction that results in high school graduation and career or college readiness for our students. The Reading Teacher works closely with the entire staff to help ensure student progress and increase reading outcomes.

Primary Responsibilities:

• Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.

o Participation in monthly reading conference calls

o Schedule regular delivery of data driven small group intervention instruction

o Provide data-driven professional development to staff members

o Attend District, State, or National professional development in literacy

o Communicate with students, parents, and school stakeholders regard reading instruction/progress

o Increase student state assessment reading scores – 80% of students who take state assessments will show an increase in reading scores

o Review Progress Monitoring Logs and student records to ensure compliance with required progress monitoring

o Provide effective monitoring of the fidelity and usage of the reading software program

o Diagnose, evaluate, and assess reading needs of individual students

o Effectively assist students in using reading strategies in their assigned subject area(s)

o Effectively assist students in effective study skills and differentiated note-taking techniques aligned to their assigned subject area

o Use a variety of instructional techniques and reading interventions to effectively support students in the classroom at all levels

o Consult with advisory teacher and other staff members on strategies and activities that can assist students to better understand content area text

o Provide differentiated instruction and strategies based on student data

Cheryl Duncan, Career Coach - The Career Coach supports the school's mission to ensure that every student graduates high school with an appropriate postsecondary plan. This position is responsible for working with students in career exploration, research and planning; employment skills; interpretation of career and college assessments; and job placement. The Career Coach secures and disseminates resources that assist students through the process of postsecondary exploration, application, and selection. The Career Coach works closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post-secondary pathway.

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 following steps are considered by the school's Leadership Team to address how we can align resources in order to meet the needs of all students.

The Leadership Team will:

1.Use the Tier 1 Problem Solving process to set goals and monitor academic and behavior data to evaluate progress in order to address the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular grade level meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

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.

Hold problem solving monthly meetings 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 following SST guidelines.

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

Title I, Part A

Green Springs High School will utilize Title I funding to service students requiring additional remediation. Students in need of such remediation will be identified and will receive additional direct instruction in a small group setting. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to students. Green Springs High School's Leadership Team 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.

Title I, Part C- Migrant

Green Springs High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Green Springs High School will utilize the Family Support Specialist to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at Green Springs:

Bullying Program

Student / Parenting classes

Counseling with family support specialist .

Nutrition Programs – N/A

Housing Programs - N/A

Head Start – N/A

Adult Education

We will contintue to work with Adult Education programs in order to provide students with the opportunity to recover credits not achieved during the regular school program.

Career and Technical Education – N/A

Job Training – Executive Internships

School Advisory Council (SAC)

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

Name	Stakeholder Group
Migalia Ruiz	Parent
Cheryl Duncan	Education Support Employee
Eduardo Hernandez	Teacher
Enrique Palma	Principal
Giovanni Rumbaut	Student

Duties

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

Evaluation of last year's school improvement plan

The Green Springs High School EESAC met on May 8, 2014 to discuss and evaluate the 2013-2014 School Improvement Plan. The student achievement data was reviewed and recommendations were made for the following school year. These recommendations included continuing the direct instruction pull-out interventions in reading and adding a pull-out interventionist in math.

Development of this school improvement plan

EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The EESAC's additional

responsibilities include assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). The Green Springs EESAC will review the 2014-15 School Improvement Plan on October 9, 2014. Recommendations and changes to the SIP will be implemented and submitted for final approval.

Preparation of the school's annual budget and plan

The EESAC reviews the schools annual budget and makes recommendations as to the use of Title 1 funds.

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

During the 2013-2014 School Year, EESAC funds were used to provide student incentives for good or improved attendance. The amount used was $1400.

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
Palma, Enrique	Principal
King, Jessica	Assistant Principal
Abraham, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The goal of the LLT will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the state reading assessment. The implementation of school-wide reading strategies across all content areas, modeling, coaching and professional development is provided by the reading teacher for teachers and students.

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

Teacher and staff quality, experience, and preparation are critical to students' and the school's initial and on-going success. Professional development is extensive, on-going, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful with the school's target population. Professional learning modules and activities focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in

common courses.

Teachers meet on a regular basis with the reading teacher to plan and execute instruction. Additionally, professional learning activities and held during all teacher workdays to encourage a positive and collaborative working relationship.

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

The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions:

(a) A nationwide search is conducted, including referrals from board members, job postings in Education Week, Monster.com, teacher-teacher.com, CareerBuilder.com, the Miami Herald, and other pertinent publications.

(b) The Principal reviews all resumes for staff.

(c) Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.

(d) Interviews are conducted with the Principal.

(e) Background and extensive reference checks are conducted.

(f) Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member is hired who would not have been eligible for hire by the School District. Professional development is extensive and on-going incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff.

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers.

The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective.

The rational for paring the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently.

Kaydian Wright, mentee – Jennifer Abraham, mentor

Ms. Wright is a first year teacher

Planned Mentoring Activities:

1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams.

2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.

3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups.

4. Classroom observations and follow-up to address best practices in the area of classroom management.
5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
6. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues.

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

Apex Learning courses serve as the School's primary curriculum and provide foundational, comprehensive, honors, and Advanced Placement courses. Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards and to the NGSSS.

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

Data are used to guide instructional decisions and system procedures for all students:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions Academic
• FAIR-FS assessment
• Baseline benchmark assessments
• Interim assessments
• State/Local math and science assessments
• EOC
• School site specific 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 Year
Minutes added to school year: 7,200

The school operates an extended school calendar.

Strategy Rationale

The extended school calendar increases the amount and quality of learning time to accelerate student progress towards earning a standard high school diploma.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Palma, Enrique, epalma@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Leadership Team meets weekly and disaggregate data for all assessment data. Data chats are
then conducted, and action steps to address deficiencies are developed.

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

The school's innovative instructional program contains the following elements, which support and contribute to student learning, achievement and transition from one level to another.
o Small Learning Environment – Safe and secure learning environments that provide small student/ teacher ratios for personalized attention and learning
o Technology-enhanced Teaching and Learning – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software
o Rigorous and Relevant Curriculum – Curriculum aligned to the Florida Standards and Next Generation Sunshine State Standards and focused on making real-world connections relevant to students' lives
o Individual Success Plan – A comprehensive plan that serves as a "road map" to student success.
o Integrated Support Services – Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. The Career Coach teaches job-seeking, employment skills, and interviewing techniques; tracks mandatory employment hours; and conducts employer outreach on behalf of the students.
o Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
o Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
o Critical Thinking and Problem Solving – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
o 21st Century Knowledge and Skills – Development of competencies to ensure adequate preparation for success in the global workforce.

o Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on intervention strategies as determined by ongoing learning gap analyses.
o Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
o Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.

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

All students complete Florida CHOICES college and career exploration and application activities as part of the course credit for Personal, Career and School Development Skills 1 and 2. Students earn credit in Executive Internship courses. The Career Coach ensures that students gain quality work experience in addition to course credit. The school hosts College and Career Fairs with representatives from public and private post-secondary institutions and industry. In addition, the Career Coach schedules presentations, led by our post-secondary partners, to further enhance student transition from secondary to post-secondary. The school has developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to post-secondary connection and transition for all students. The school administers the ASVAB to students each year to further support college and career readiness.

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

Not applicable at this time.

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

Not applicable at this time.

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

The Career Coach helps students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. ACT Plan is administered to students to further support performance on the ACT exam. The Career Coach schedules ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional post-secondary representatives and resources. All students complete college and career related activities in Florida CHOICES and, as a result, earn credit in the Personal, Career and School Development Skills courses.

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.　Our goal for the 2014-2015 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction.

G2.　Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to reengage those students.

G3.　To increase opportunities for students to participate in STEM related activities.

G4.　Green Springs High School is a Title 1 school for the 2014-2015 school year and has submitted a PIP to FLDOE.

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. Our goal for the 2014-2015 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction. 1a

G054545

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	30.0
AMO Reading - Hispanic	31.0
AMO Reading - ED	28.0
AMO Math - All Students	33.0
AMO Math - Hispanic	34.0
AMO Math - ED	37.0

Resources Available to Support the Goal 2

- Florida Achieves, Smart Boards, Document Viewers, Title 1 Funded Certified Teachers to provide interventions and on-going progress monitoring, Content Area Certified teachers, Reading Plus curriculum.

Targeted Barriers to Achieving the Goal 3

- Students are deficient in developing higher order thinking skills to meet the cognitive demands of the Florida assessments.

- Through baseline testing, students are identified as performing two to three years behind grade level and lack vocabulary and background knowledge to comprehend grade level text.

Plan to Monitor Progress Toward G1. 8

Review and disaggregate data from: Internal Progress Monitoring, and standards-based mini assessments and data chats.

Person Responsible
Enrique Palma

Schedule
Biweekly, from 8/18/2014 to 7/10/2015

Evidence of Completion
Reports indicating the results from: Internal Progress Monitoring, and standards-based mini-assessments, data chats.

Plan to Monitor Progress Toward G1. 8

Review and disaggregate data from: Internal Progress Monitoring, and standards-based mini assessments and data chats

Person Responsible
Jennifer Abraham

Schedule
Biweekly, from 8/18/2014 to 7/10/2015

Evidence of Completion
Reports indicating the results from: Internal Progress Monitoring, and standards-based mini-assessments, data chats.

Plan to Monitor Progress Toward G1. 8

Review and disaggregate data from: Internal Progress Monitoring, and standards-based mini assessments and data chats.

Person Responsible
Jessica King

Schedule
Biweekly, from 8/18/2014 to 7/10/2015

Evidence of Completion
Reports indicating the results from: Internal Progress Monitoring, and standards-based mini-assessments, data chats.

G2. Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to reengage those students. `1a`

Targets Supported `1b`

`G054546`

Indicator	Annual Target
Attendance Below 90%	50.0
5-Year Grad Rate	45.0

Resources Available to Support the Goal `2`

- Student Service personnel including the Family Support Specialist. A flexible school schedule which provides more opportunity for students to attend.

Targeted Barriers to Achieving the Goal `3`

- Student population served has a high truancy rate.

- Student population that is served are at-risk students who are over-aged for current grade level, low performing and disengaged from school.

- Student population served has behavioral history from home schools that has lead to suspensions and decreased school attendance.

Plan to Monitor Progress Toward G2. `8`

Monitor the school's attendance rate and number of monthly graduates.

Person Responsible

Enrique Palma

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Credit completion reports, number of monthly graduates, and student attendance reports.

G3. To increase opportunities for students to participate in STEM related activities. 1a

Targets Supported 1b

G054547

Indicator	Annual Target
AMO Math - All Students	33.0
AMO Reading - All Students	30.0
AMO Math - Hispanic	34.0
AMO Reading - Hispanic	31.0
AMO Math - ED	37.0

Resources Available to Support the Goal 2

- Document Viewers, Reading Plus, Florida Achieves, Title 1 Funded Certified Teachers to provide interventions and ongoing progress monitoring, Content Area Teachers.

Targeted Barriers to Achieving the Goal 3

- In order to engage students in participating in STEM related activities, we need to develop the number of STEM related experiences.

Plan to Monitor Progress Toward G3. 8

STEM meeting agendas, logs, and notes will be collected.

Person Responsible

Jessica King

Schedule

Quarterly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Agendas and logs

G4. Green Springs High School is a Title 1 school for the 2014-2015 school year and has submitted a PIP to FLDOE. 1a

Targets Supported 1b

G054548

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Our goal for the 2014-2015 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction. 1

🔑 G054545

G1.B1 Students are deficient in developing higher order thinking skills to meet the cognitive demands of the Florida assessments. 2

🔑 B137490

G1.B1.S1 Students will practice critical reading and writing skills as an active process to unlock the meaning of grade-level or higher text and apply critical thinking strategies and tactics to uncover meaning and ensure comprehension in all content areas. 4

🔑 S149478

Strategy Rationale

Struggling readers benefit from systematic, explicit instruction in which teachers clearly identify what is to be learned,why it is important and model processes to construct knowledge and comprehend grade-level or higher text.

Action Step 1 5

Students will begin by exploring an essential question to activate prior knowledge and set the purpose for learning. Using the Gradual Release Model, opportunities will be created for student application and practice.

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

Action Step 2 `5`

Through the use of graphic organizers and higher level question stems, based on Webb's Depth of Knowledge, students will apply learned processes to access challenging, complex, grade level text and provide written text-based responses.

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Classroom walk through and observations.

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Classroom walk throughs and observations.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Effectiveness of the plan will be monitored through the analysis of student performance data

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based student assessments, ELA/Reading and mini-assessments from Florida Achieves..

G1.B1.S2 Students will be provided opportunities to represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. `4`

🔑 S149479

Strategy Rationale

Systematic instruction focuses on teaching students how to learn by giving them the tools and techniques that efficient learners use to understand, apply and transfer new material or skills. Systematic instruction supports mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.

Action Step 1 `5`

Students will provided opportunities to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations through benchmark aligned lessons and assessments to demonstrate mastery of the targeted benchmarks.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

Action Step 2 `5`

Students will practice strategies to support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Classroom walk through and observations.

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Effectiveness of the plan will be monitored through the analysis of student performance data

Person Responsible

Enrique Palma

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based student assessments, district and state assessments.

G1.B1.S3 Students will apply elements of two dimensional geometry including congruent triangles, relationships within triangles, right triangle trigonometry, polygons, quadrilaterals, transformations, and basic geometric formulas. `4`

Strategy Rationale

`S149480`

Systematic instruction focuses on teaching students how to learn by giving them the tools and techniques that efficient learners use to understand and learn new material or skills. Systematic instruction supports mathematical fluency and problem solving skills in two dimensional geometry.

Action Step 1 `5`

Students will apply elements of two dimensional geometry including congruent triangles, relationships within triangles, right triangle trigonometry, polygons, quadrilaterals, transformations, and basic geometric functions.

Person Responsible

Enrique Palma

Schedule

Daily, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk throughs and observations, and student artifacts.

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

Classroom walkthroughs and observations

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based mini lesson plans, instructional focus calendars, student artifcats, ongoing progress monitoring

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

Effectiveness will be monitored through the analysis of student performance data

Person Responsible

Enrique Palma

Schedule

Biweekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Standards-based student assessments, district and state assessments

G1.B1.S4 Students will develop conceptual understanding of the science content that is vital for success in the Biology EOC. `4`

🔑 S149481

Strategy Rationale

Scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence.

Action Step 1 `5`

Students will participate in activities and inquiry-based experiences to reinforce learning and improve performance in cellular structures, organic chemistry, and metabolic pathways in plants and animals.

Person Responsible

Jessica King

Schedule

Biweekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walkthroughs and observations.

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

Classroom walk throughs and observations

Person Responsible

Jessica King

Schedule

Biweekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk throughs and observations.

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

Classroom walk throughs and observations, review course completion in Biology

Person Responsible

Jessica King

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk throughs and observations, course completion rate in Biology

G1.B1.S5 Students will learn strategies to conduct in-depth analysis of primary source documents used in US History. 4

🔑 S149482

Strategy Rationale

By noticing details and questioning primary sources, students are able to construct their own understandings and make history meaningful.

Action Step 1 5

Students will use close reading to promote deep thinking as they reread and critically examine a grade level text.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Walkthroughs and observations, student artifact and notes.

Action Step 2 5

Students will respond to text-dependent questions, considering techniques such as question-answer relationships, and Webbs Depth of Knowledge to ensure deep thinking is achieved. Initial questions will focus on the literal level, in subsequent readings, questions will require more advanced thinking of key details, vocabulary/text structure, author's purpose, inferring, and forming arguments.

Person Responsible

Jennifer Abraham

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Walkthroughs and observations, student artifact and notes.

Action Step 3 `5`

Students will answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support.

Person Responsible

Jennifer Abraham

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Walkthroughs and observations, student artifact and notes.

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

Classroom walk through and observations.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk through and observations, student artifacts.

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

Classroom walk throughs and observations.

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk throughs and observations, student artifacts.

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

Disaggregate data from US EOC, examine student work.

Person Responsible

Jessica King

Schedule

Semiannually, from 10/27/2014 to 7/10/2015

Evidence of Completion

Results from US History EOC, student artifacts

G1.B1.S6 Students' writing response will be fully sustained and consistently focused within the purpose, audience, and task; and it will have a clear and effective organizational structure creating coherence and completeness. `4`

S149483

Strategy Rationale

The writing response most include clearly stated and strongly maintained controlling idea with little or not loosely related material.

Action Step 1 `5`

Students will organize their ideas into a logical sequence, using mentor text and anchor papers as springboards for creative effective writing and means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

Person Responsible

Jennifer Abraham

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walkthroughs and observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Classroom walkthrough and observation.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walkthrough logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Administer and score students' writing prompts using assessment rubrics to monitor students' progress and adjust focus as needed.

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Student essay and scores

G1.B2 Through baseline testing, students are identified as performing two to three years behind grade level and lack vocabulary and background knowledge to comprehend grade level text. 2

🔑 B137491

G1.B2.S1 Students will apply strategies deriving word meanings and word relationships from context; practice with prefixes, suffixes, root words, synonyms, and antonyms; practice using context clues to distinguish the correct meaning of words that have multiple meanings and an emphasis on analyzing the impact of word choices on meaning and tone in the text. 4

🔑 S149484

Strategy Rationale

The more one reads, the more vocabulary one is exposed to, thereby increasing the opportunities to learn a wide variety of vocabulary words and improve the ability to read more complex text. Students benefit from a variety of activities working with sets of words that are semantically related. Instruction on the distinctive structures of written language and knowledge of word parts (root words, suffixes and prefixes) to help determine the meaning or context clues embedded in grade-level text assists in the analysis of language on meaning and tone.

Action Step 1 5

Before reading a text, students will identify key content vocabulary and vocabulary that may be difficult for language learners, such as phrasal verbs and prepositional phrases.

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom observations and walk-throughs, lesson plans

Action Step 2 5

Students will identify confusing or new words during reading. Students will be encouraged to use context clues before jumping to dictionaries. Students will have the opportunity to discuss possible meanings with partners and to keep vocabulary journals of newly acquired words.

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom observations, walk throughs, and student artifacts

Action Step 3 5

Students will identify potentially difficult idioms, homonyms, and slang phrases

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom observations and walk-throughs, lesson plans

Action Step 4 5

Prior to reading students will learn essential vocabulary words and phrases through word walls, Frayer models with an opportunity to draw word representations.

Person Responsible

Jennifer Abraham

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom observations and walk-throughs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk-throughs and observations

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk-throughs and observation notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Classroom walk-throughs and observations

Person Responsible

Jessica King

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walk-throughs and observations notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Teachers will monitor students' use of context clues and word parts to determine unfamiliar word meanings and relationships.

Person Responsible

Jennifer Abraham

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Classroom walkthroughs, students' binders, internal progress monitoring (IPM) mini-assessment

G2. Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to reengage those students. [1]

🔑 G054546

G2.B1 Student population served has a high truancy rate. [2]

🔑 B137492

G2.B1.S1 All students will become familiar with the attendance policy and attendance requirements for credit. Parents will be notified and informed via phone the same day a student is absent. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract. [4]

🔑 S149485

Strategy Rationale

Research has shown that the single most important factor in student success is attendance.

Action Step 1 [5]

Attendance reports from STARS will be reviewed to identify excessively absent students. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract.

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

EIS reports, Attendance Intervention Reports, Daily Attendance Report

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

Review attendance data

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Attendance reports from STARS, MDCPS attendance bulletin

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

Review attendance reports for improvement in school attendance rates.

Person Responsible

Enrique Palma

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Attendance reports from STARS, EIS reports

G2.B1.S2 Place all students with 90-100% monthly attendance on the weekly bus pass list. `4`

🔑 S149486

Strategy Rationale

Students give great value to the weekly bus passes. This practice allows the school to recognize and reward students with good attendance monthly.

Action Step 1 `5`

Run Student Monthly Attendance report from STARS beginning in October. Students with 90-100% attendance will be placed on the weekly bus pass roster.

Person Responsible

Enrique Palma

Schedule

Monthly, from 10/1/2014 to 7/1/2015

Evidence of Completion

Weekly bus pass roster.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Check STARS monthly student attendance report

> **Person Responsible**
>
> Enrique Palma
>
> **Schedule**
>
> Monthly, from 10/1/2014 to 7/1/2015
>
> ***Evidence of Completion***
>
> STARS monthly student attendance report, weekly bus pass roster

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Check for increased number of students placed on the weekly bus roster every month

> **Person Responsible**
>
> Enrique Palma
>
> **Schedule**
>
> Monthly, from 10/1/2014 to 7/1/2015
>
> ***Evidence of Completion***
>
> Weekly bus rosters, various attendance reports

G2.B2 Student population that is served are at-risk students who are over-aged for current grade level, low performing and disengaged from school. 2

🔑 B137493

G2.B2.S1 Learning is personalized to meet the courses students need for graduation. Credit recovery and language advantage courses are provided to students that need them in order to make up courses they have not passed. Students will be placed on academic contracts and have academic discussions to outline progress and academic expectations for students Assistant Principal and Career coach will meet with students to review and discuss progress towards graduation 4

🔑 S149487

Strategy Rationale

Optimal performance and learning require motivational readiness. Usually disengaged students have the absence of such readiness which can continue to cause and/or maintain problems. Having the opportunity to reengage in an environment that is perceived by students as caring and supportive, increases the likely that the student will succeed.

Action Step 1 5

Student course history will be evaluated for creation of the high school graduation plan. Prior schools will be contacted in order to recover credit for courses lost due to excessive absences (No-Credit Rule). Attempts will be made to recover partial credit for annual courses previously failed.

Person Responsible

Jessica King

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Graduation plan, course histories

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

Student progress towards graduation will be monitored and student will be advised of progress.

Person Responsible

Cheryl Duncan

Schedule

Weekly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Credits Earned report, course completion counts

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

Course completion data will be analyzed

Person Responsible

Jessica King

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Apex Course Completion Reports from STARS

G2.B3 Student population served has behavioral history from home schools that has lead to suspensions and decreased school attendance. `2`

🔑 B137494

G2.B3.S1 The school will provide a range of behavioral support reflecting student needs in order to have fluid access to instruction and support services of different intensity levels. `4`

🔑 S149488

Strategy Rationale

Research has shown that organizing behavioral support according to student needs will help all students be more successful in schools.

Action Step 1 `5`

During student orientation students will review code of student conduct and school expectations. Students will sign contract of understanding and agreement.

Person Responsible

Cheryl Duncan

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Student contracts and STARS reports of student behavioral contacts..

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

Review STARS reports of behavioral contacts and interventions.

Person Responsible

Cheryl Duncan

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

STARS reports and contact logs

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

Review of STARS reports and contact logs for assurance of continued behavioral management.

Person Responsible

Cheryl Duncan

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

STARS reports and contact logs

G3. To increase opportunities for students to participate in STEM related activities. `1`

🔑 G054547

G3.B1 In order to engage students in participating in STEM related activities, we need to develop the number of STEM related experiences. `2`

🔑 B137495

G3.B1.S1 Encourage students to participate in STEM related activities i.e. Dream in Green and Fairchild Challenge `4`

🔑 S149489

Strategy Rationale

STEM related activities increase environmental literacy and fosters long-term sustainable behaviors,uses hands-on learning experiences that develop leadership skills in young people, provides creative, educational activities that help schools meet energy targets,and promotes STEM education that prepares students for career success.

Action Step 1 `5`

Establish a STEM team to develop participation in STEM activities and competitions (Dream in Green, Fairchild Challenge).

Person Responsible

Jessica King

Schedule

On 7/10/2015

Evidence of Completion

Student participation in STEM activities

Action Step 2 `5`

Students will have the opportunity to take Apex STEM courses in Introduction to Information Technology, Introduction to Health Sciences and Intermediate Health Services.

Person Responsible

Jessica King

Schedule

Monthly, from 11/3/2014 to 7/10/2015

Evidence of Completion

Course rosters and course completion reports

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

STEM team meeting agendas and minutes will be reviewed.

Person Responsible

Jessica King

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Meeting agendas and minutes.

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

Monitor the number of students participating in STEM related activities and courses.

Person Responsible

Jessica King

Schedule

Monthly, from 8/18/2014 to 7/10/2015

Evidence of Completion

Course rosters, event participation lists

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will begin by exploring an essential question to activate prior knowledge and set the purpose for learning. Using the Gradual Release Model, opportunities will be created for student application and practice.	Abraham, Jennifer	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 monthly
G1.B1.S2.A1	Students will provided opportunities to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations through benchmark aligned lessons and assessments to demonstrate mastery of the targeted benchmarks.	King, Jessica	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 weekly
G1.B1.S3.A1	Students will apply elements of two dimensional geometry including congruent triangles, relationships within	Palma, Enrique	8/18/2014	Classroom walk throughs and observations, and student artifacts.	7/10/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	triangles, right triangle trigonometry, polygons, quadrilaterals, transformations, and basic geometric functions.				
G1.B1.S4.A1	Students will participate in activities and inquiry-based experiences to reinforce learning and improve performance in cellular structures, organic chemistry, and metabolic pathways in plants and animals.	King, Jessica	8/18/2014	Classroom walkthroughs and observations.	7/10/2015 biweekly
G1.B1.S5.A1	Students will use close reading to promote deep thinking as they reread and critically examine a grade level text.	King, Jessica	8/18/2014	Walkthroughs and observations, student artifact and notes.	7/10/2015 weekly
G1.B1.S6.A1	Students will organize their ideas into a logical sequence, using mentor text and anchor papers as springboards for creative effective writing and means to understand and apply figurative language, voice, word connotations and denotations, and word choice.	Abraham, Jennifer	8/18/2014	Classroom walkthroughs and observations.	7/10/2015 weekly
G1.B2.S1.A1	Before reading a text, students will identify key content vocabulary and vocabulary that may be difficult for language learners, such as phrasal verbs and prepositional phrases.	Abraham, Jennifer	8/18/2014	Classroom observations and walk-throughs, lesson plans	7/10/2015 monthly
G2.B1.S1.A1	Attendance reports from STARS will be reviewed to identify excessively absent students. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract.	Palma, Enrique	8/18/2014	EIS reports, Attendance Intervention Reports, Daily Attendance Report	7/10/2015 weekly
G2.B1.S2.A1	Run Student Monthly Attendance report from STARS beginning in October. Students with 90-100% attendance will be placed on the weekly bus pass roster.	Palma, Enrique	10/1/2014	Weekly bus pass roster.	7/1/2015 monthly
G2.B2.S1.A1	Student course history will be evaluated for creation of the high school graduation plan. Prior schools will be contacted in order to recover credit for courses lost due to excessive absences (No-Credit Rule). Attempts will be made to recover partial credit for annual courses previously failed.	King, Jessica	8/18/2014	Graduation plan, course histories	7/10/2015 monthly
G2.B3.S1.A1	During student orientation students will review code of student conduct and school expectations. Students will sign contract of understanding and agreement.	Duncan, Cheryl	8/18/2014	Student contracts and STARS reports of student behavioral contacts..	7/10/2015 monthly
G3.B1.S1.A1	Establish a STEM team to develop participation in STEM activities and competitions (Dream in Green, Fairchild Challenge).	King, Jessica	12/1/2014	Student participation in STEM activities	7/10/2015 one-time
G1.B2.S1.A2	Students will identify confusing or new words during reading. Students will be encouraged to use context clues before jumping to dictionaries. Students will have the opportunity to discuss possible meanings with partners and to keep vocabulary journals of newly acquired words.	Abraham, Jennifer	8/18/2014	Classroom observations, walk throughs, and student artifacts	7/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A2	Students will have the opportunity to take Apex STEM courses in Introduction to Information Technology, Introduction to Health Sciences and Intermediate Health Services.	King, Jessica	11/3/2014	Course rosters and course completion reports	7/10/2015 monthly
G1.B1.S1.A2	Through the use of graphic organizers and higher level question stems, based on Webb's Depth of Knowledge, students will apply learned processes to access challenging, complex, grade level text and provide written text-based responses.	Abraham, Jennifer	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 monthly
G1.B1.S2.A2	Students will practice strategies to support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.	King, Jessica	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 weekly
G1.B1.S5.A2	Students will respond to text-dependent questions, considering techniques such as question-answer relationships, and Webbs Depth of Knowledge to ensure deep thinking is achieved. Initial questions will focus on the literal level, in subsequent readings, questions will require more advanced thinking of key details, vocabulary/text structure, author's purpose, inferring, and forming arguments.	Abraham, Jennifer	8/18/2014	Walkthroughs and observations, student artifact and notes.	7/10/2015 weekly
G1.B1.S5.A3	Students will answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support.	Abraham, Jennifer	8/18/2014	Walkthroughs and observations, student artifact and notes.	7/10/2015 weekly
G1.B2.S1.A3	Students will identify potentially difficult idioms, homonyms, and slang phrases	Abraham, Jennifer	8/18/2014	Classroom observations and walk-throughs, lesson plans	7/10/2015 monthly
G1.B2.S1.A4	Prior to reading students will learn essential vocabulary words and phrases through word walls, Frayer models with an opportunity to draw word representations.	Abraham, Jennifer	8/18/2014	Classroom observations and walk-throughs, lesson plans	7/10/2015 monthly
G1.MA1	Review and disaggregate data from: Internal Progress Monitoring, and standards-based mini assessments and data chats.	Palma, Enrique	8/18/2014	Reports indicating the results from: Internal Progress Monitoring, and standards-based mini-assessments, data chats.	7/10/2015 biweekly
G1.MA2	Review and disaggregate data from: Internal Progress Monitoring, and standards-based mini assessments and data chats	Abraham, Jennifer	8/18/2014	Reports indicating the results from: Internal Progress Monitoring, and standards-based mini-assessments, data chats.	7/10/2015 biweekly
G1.MA3	Review and disaggregate data from: Internal Progress Monitoring, and standards-based mini assessments and data chats.	King, Jessica	8/18/2014	Reports indicating the results from: Internal Progress Monitoring, and standards-based mini-assessments, data chats.	7/10/2015 biweekly
G1.B1.S1.MA1	Effectiveness of the plan will be monitored through the analysis of student performance data	Abraham, Jennifer	8/18/2014	Standards-based student assessments, ELA/Reading and mini-assessments from Florida Achieves..	7/10/2015 monthly
G1.B1.S1.MA1	Classroom walk through and observations.	Palma, Enrique	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 weekly
G1.B1.S1.MA3	Classroom walk throughs and observations.	King, Jessica	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Teachers will monitor students' use of context clues and word parts to determine unfamiliar word meanings and relationships.	Abraham, Jennifer	8/18/2014	Classroom walkthroughs, students' binders, internal progress monitoring (IPM) mini-assessment	7/10/2015 weekly
G1.B2.S1.MA1	Classroom walk-throughs and observations	Palma, Enrique	8/18/2014	Classroom walk-throughs and observation notes	7/10/2015 weekly
G1.B2.S1.MA3	Classroom walk-throughs and observations	King, Jessica	8/18/2014	Classroom walk-throughs and observations notes	7/10/2015 weekly
G1.B1.S2.MA1	Effectiveness of the plan will be monitored through the analysis of student performance data	Palma, Enrique	8/18/2014	Standards-based student assessments, district and state assessments.	7/10/2015 monthly
G1.B1.S2.MA1	Classroom walk through and observations.	Palma, Enrique	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 weekly
G1.B1.S3.MA1	Effectiveness will be monitored through the analysis of student performance data	Palma, Enrique	8/18/2014	Standards-based student assessments, district and state assessments	7/10/2015 biweekly
G1.B1.S3.MA1	Classroom walkthroughs and observations	Palma, Enrique	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifcats, ongoing progress monitoring	7/10/2015 weekly
G1.B1.S4.MA1	Classroom walk throughs and observations, review course completion in Biology	King, Jessica	8/18/2014	Classroom walk throughs and observations, course completion rate in Biology	7/10/2015 monthly
G1.B1.S4.MA1	Classroom walk throughs and observations	King, Jessica	8/18/2014	Classroom walk throughs and observations.	7/10/2015 biweekly
G1.B1.S5.MA1	Disaggregate data from US EOC, examine student work.	King, Jessica	10/27/2014	Results from US History EOC, student artifacts	7/10/2015 semiannually
G1.B1.S5.MA1	Classroom walk through and observations.	King, Jessica	8/18/2014	Classroom walk through and observations, student artifacts.	7/10/2015 weekly
G1.B1.S5.MA3	Classroom walk throughs and observations.	Palma, Enrique	8/18/2014	Classroom walk throughs and observations, student artifacts.	7/10/2015 weekly
G1.B1.S6.MA1	Administer and score students' writing prompts using assessment rubrics to monitor students' progress and adjust focus as needed.	King, Jessica	8/18/2014	Student essay and scores	7/10/2015 weekly
G1.B1.S6.MA1	Classroom walkthrough and observation.	King, Jessica	8/18/2014	Classroom walkthrough logs.	7/10/2015 weekly
G2.MA1	Monitor the school's attendance rate and number of monthly graduates.	Palma, Enrique	8/18/2014	Credit completion reports, number of monthly graduates, and student attendance reports.	7/10/2015 monthly
G2.B1.S1.MA1	Review attendance reports for improvement in school attendance rates.	Palma, Enrique	8/18/2014	Attendance reports from STARS, EIS reports	7/10/2015 weekly
G2.B1.S1.MA1	Review attendance data	Palma, Enrique	8/18/2014	Attendance reports from STARS, MDCPS attendance bulletin	7/10/2015 weekly
G2.B2.S1.MA1	Course completion data will be analyzed	King, Jessica	8/18/2014	Apex Course Completion Reports from STARS	7/10/2015 monthly
G2.B2.S1.MA1	Student progress towards graduation will be monitored and student will be advised of progress.	Duncan, Cheryl	8/18/2014	Credits Earned report, course completion counts	7/10/2015 weekly
G2.B3.S1.MA1	Review of STARS reports and contact logs for assurance of continued behavioral management.	Duncan, Cheryl	8/18/2014	STARS reports and contact logs	7/10/2015 monthly
G2.B3.S1.MA1	Review STARS reports of behavioral contacts and interventions.	Duncan, Cheryl	8/18/2014	STARS reports and contact logs	7/10/2015 monthly
G2.B1.S2.MA1	Check for increased number of students placed on the weekly bus roster every month	Palma, Enrique	10/1/2014	Weekly bus rosters, various attendance reports	7/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Check STARS monthly student attendance report	Palma, Enrique	10/1/2014	STARS monthly student attendance report, weekly bus pass roster	7/1/2015 monthly
G3.MA1	STEM meeting agendas, logs, and notes will be collected.	King, Jessica	8/18/2014	Agendas and logs	7/10/2015 quarterly
G3.B1.S1.MA1	Monitor the number of students participating in STEM related activities and courses.	King, Jessica	8/18/2014	Course rosters, event participation lists	7/10/2015 monthly
G3.B1.S1.MA1	STEM team meeting agendas and minutes will be reviewed.	King, Jessica	8/18/2014	Meeting agendas and minutes.	7/10/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Our goal for the 2014-2015 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction.

G1.B1 Students are deficient in developing higher order thinking skills to meet the cognitive demands of the Florida assessments.

G1.B1.S1 Students will practice critical reading and writing skills as an active process to unlock the meaning of grade-level or higher text and apply critical thinking strategies and tactics to uncover meaning and ensure comprehension in all content areas.

PD Opportunity 1

Students will begin by exploring an essential question to activate prior knowledge and set the purpose for learning. Using the Gradual Release Model, opportunities will be created for student application and practice.

Facilitator

Jennifer Abraham, Reading Coach

Participants

All teachers

Schedule

Monthly, from 8/18/2014 to 7/10/2015

PD Opportunity 2

Through the use of graphic organizers and higher level question stems, based on Webb's Depth of Knowledge, students will apply learned processes to access challenging, complex, grade level text and provide written text-based responses.

Facilitator

Jennifer Abraham, Reading Teacher

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 7/10/2015

G1.B2 Through baseline testing, students are identified as performing two to three years behind grade level and lack vocabulary and background knowledge to comprehend grade level text.

G1.B2.S1 Students will apply strategies deriving word meanings and word relationships from context; practice with prefixes, suffixes, root words, synonyms, and antonyms; practice using context clues to distinguish the correct meaning of words that have multiple meanings and an emphasis on analyzing the impact of word choices on meaning and tone in the text.

PD Opportunity 1

Before reading a text, students will identify key content vocabulary and vocabulary that may be difficult for language learners, such as phrasal verbs and prepositional phrases.

Facilitator

Jennifer Abraham

Participants

All teachers

Schedule

Monthly, from 8/18/2014 to 7/10/2015

PD Opportunity 2

Students will identify confusing or new words during reading. Students will be encouraged to use context clues before jumping to dictionaries. Students will have the opportunity to discuss possible meanings with partners and to keep vocabulary journals of newly acquired words.

Facilitator

Jennifer Abraham

Participants

All teachers

Schedule

Monthly, from 8/18/2014 to 7/10/2015

PD Opportunity 3

Students will identify potentially difficult idioms, homonyms, and slang phrases

Facilitator

Jennifer Abraham

Participants

All teachers.

Schedule

Monthly, from 8/18/2014 to 7/10/2015

PD Opportunity 4

Prior to reading students will learn essential vocabulary words and phrases through word walls, Frayer models with an opportunity to draw word representations.

Facilitator

Jennifer Abraham

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 7/10/2015

G3. To increase opportunities for students to participate in STEM related activities.

G3.B1 In order to engage students in participating in STEM related activities, we need to develop the number of STEM related experiences.

G3.B1.S1 Encourage students to participate in STEM related activities i.e. Dream in Green and Fairchild Challenge

PD Opportunity 1

Establish a STEM team to develop participation in STEM activities and competitions (Dream in Green, Fairchild Challenge).

Facilitator

Enrique Palma

Participants

All teachers

Schedule

On 7/10/2015

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 1: Our goal for the 2014-2015 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction.	13,900
Goal 2: Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to reengage those students.	1,510
Grand Total	**15,410**

Goal 1: Our goal for the 2014-2015 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction.		
Description	**Source**	**Total**
B1.S1.A1 - ELA Teacher - direct instruction pull-out sessions	Title I Part A	6,950
B1.S2.A1 - Math teacher - direct instruction pull-out sessions	Title I Part A	3,475
B1.S3.A1 - Math teacher - direct instruction pull-out sessions	Title I Part A	3,475
Total Goal 1		**13,900**

Goal 2: Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to reengage those students.		
Description	**Source**	**Total**
B1.S2.A1 - EESAC Allocation	School Improvement Funds	1,510
Total Goal 2		**1,510**