South Dade Senior High School

2014-15 School Improvement Plan

South Dade Senior High School

28401 SW 167TH AVE, Homestead, FL 33030

http://sdhs.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	82%

Alternative/ESE Center	Charter School	Minority
No	No	87%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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 administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

Provide the school's vision statement

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

School Environment

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

South Dade Senior High School learns about our student's cultures and we build relationships implementing various methods such as: Holding evening events like Junior Parent Night, ELL Parent Orientation, Youth Empowerment Summit, College Fair, and FASFA/Bright Futures Completion Night. Additionally, we teach about cultures through the Hispanic Heritage month and Black History month. We also have numerous social clubs that promote awareness such as GSA (Gay Straight Alliance), Mini Corps (migrant students), French, Spanish, and Italian Club, Women of Tomorrow, and 5000 role Models of Excellence. Clubs are inclusive of all individuals supporting students' unique abilities and celebrating their differences.

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

South Dade Senior High School creates an environment where students feel safe and respected at all times, by creating an open door policy between the students, support staff, and administrators. The counselors are available all day and specifically set aside times to meet with students before school, during lunch, and after school. Appointments can be made to see the counselors; in person, by phone, or directly from the school webpage. Administrators are readily available to work with students and assist with academic needs. The school website allows students and parents access to teachers, counselors, and administrators; making staff accessible at all times via email.

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

Classroom procedures are in place to enhance learning and minimize distractions in the classroom. Teachers and students are provided with the school's progressive discipline plan and it is displayed in every classroom and on the school website as well. The moment there is a classroom disturbance or a student fails to follow the rules set in place, students are taken to an administrator where the

progressive discipline plan is followed fairly and consistently. The goal of the progressive discipline plan is to address the current incident, minimize future misbehaviors and to provide support to the student academically, socially and behaviorally. In addition, teachers have been trained on behavioral strategies that allow them to deal with minor incidents in class and how to use the support staff and administrators when other strategies have failed.

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

South Dade Senior High ensures that the social-emotional needs of all students are met by providing individual and group counseling, conflict resolution sessions, peer mediation, TAP program (Teenage Parent Program), Stay In School Program (for truancy, academic/behavioral issues), Best Buddies (student with disabilities mentoring program), Bruce Heiken Program (free vision care), Community Health, Inc. (medical/mental health services), enFamilia (mental health services), Mujer (mental health services/domestic violence), Parent Academy Workshops, Homeless Liaison support, Mini Corps (providing migrant students/families support), School Social Worker (small groups with newly arrived Haitian 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

South Dade Senior uses a variety of reports generated by the District in order to track students who are absent, suspended, and/or failing classes. State generated reports also provide students scores on standardized test.

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	190	237	260	312	999
One or more suspensions	172	112	71	59	414
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	199	235	203	10	647

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	561	584	534	381	2060

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

All ninth grade students are placed in a Freshman Experience class that is centered on a reading curriculum infusing reading strategies.
Attendance Committee comprised of Administrators, Counselors, BMT, Teachers, and Social Worker

to target all students who have excessive absences and tardies to school. The committee works in conjunction with parents, district truancy, and teachers to assist students with attendance.

Students are identified and referred, who have 5 or more absences, to the Stay in School Program on campus.

Migrant students are identified and referred to the Migrant Office for attendance counseling.

Students who have medical issues and are not able to attend school are referred to Hospital Home Bound Program through the District.

Students who are a Level 1 in English Language Arts or Mathematics will receive remediation through an Intensive Reading class and/or Intensive Math class.

Level 1 student in Reading who have been identified as in need of phonetics and /or phonemic awareness are placed in a Read 180/System 44 class with back to back Reading and Language Arts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/49694.

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

See 2014-2015 PIP

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title

Duties

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

Javier Perez, Principal; Juan C. De Armas; Selene G. Gomez, Assistant Principal; Maria Mayo, Assistant Principal; Assistant Principal; Artis Miller, III, Assistant Principal; Albert, J. Garcia, EESAC Chairperson/Magnet Lead Teacher; Juan Cespedes, IB Coordinator/Magnet Lead Teacher; Sherronni Brady, Graduation Coach/Magnet Lead Teacher; Ruby Jenkins, Language Arts Department

Chairperson/Reading Coach; Anna Menendez, Reading Department Chair; Migdalia Canova-Anckle, ELL Department Chairperson; Alejandro Pena, JROTC Department Chairperson; Bernard Johnson, Math Coach, Arles Carballo , Science Coach; Mario Morales, Science Department Chairperson; Rafael Brioso , Social Studies Department Chairperson; Cheryl A. Ruffin, Math Department Chairperson; Yolanda Mendoza, ESE Department Chairperson; Diane Romero, VPA Department Chairperson; Davin Granberry, BMT; Randi Rosenberg, Program Specialist; Lazaro Leal, PBS; Karen Kropp-Hernandez, Test Chairperson, Advanced Academics Coordinator, Union Steward.

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

The MTSS/RtI Leadership Team's role will be to gather and analyze data to adjust academic and behavioral goals and to monitor the fidelity of the delivery of instruction and interventions on a regular basis; providing a systematic check and balances process to ensure student achievement and literacy, to promote school safety, increase attendance, and prevent student failure through early interventions.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning. Opportunities, such as, after-school tutoring programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Resource Program; Title I CHESS; Stay-In –School/South Florida Workforce, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

South Dade Senior 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. South Dade Senior High School provides counselors to migrant students, as well as, a Community Involvement Specialist to ensure student school attendance. The goal of the Migrant Education Program is to ensure that all migrant students attain challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. Title I funds are used to identify eligible students and provide education and support services. These services include; academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, counseling, testing services, and health services. Title I funds support high quality education programs for migrant children and help ensure that migrant children who move to other states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Federal funds are allocated by formula to State Education Agencies Program, based on each state's per pupil expenditure for education and number of eligible migratory children, age 3 through 21, residing within the state. South Dade Senior High School will serve over 74 migrant students this year.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. South Dade Senior High School has a joint venture with the Stay in School Program/South Florida Workforce which provides students and families with multi-year, year round services that will support students to develop strategies for graduation and for entering the workforce post graduation. Students are identified as "at risk" of dropping out of school, functioning below two grade levels, low grade point average, and deficiencies in basic skills. Support services through the Stay in School program include intensive counseling, academic assistance, summer employment, internships and assistance in applying for post-secondary education training opportunities.

Title II

The district uses supplemental funds for improving basic education as follows;

• Professional Development is utilized to certify qualified mentors for the New Teacher Program.

• Professional Development is utilized for add-on endorsement programs, such as reading, gifted, ESOL.

• Professional Development and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as, common planning opportunity in lieu of the Faculty Meeting where the Departments share requirements and techniques to improve instruction.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrant and English Language Learners. South Dade Senior High School provides tutorial programs for the ELL students utilizing Empower 3000, FCAT Explorer and the Plato Lab which employs one instructor to assist students with bi-lingual tutoring as needed. Reading and supplementary materials are provided to the students by the ESOL Department Chairperson and the reading, math and science coaches. Behavioral and mental health counseling services are provided by the Migrant Counselor, and the Bi-lingual Academic School Counselor.

Title VI, Part B - NA

Title X- Homeless

Miami-Dade Public Schools and the District Homeless Social Worker provide resources such as clothing, school supplies, and social service referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Also, the School Social Worker assists families by providing community resources that assist the homeless.

Supplemental Academic Instruction (SAI) - NA

Violence Prevention Programs

South Dade Senior High School along with District, offers a non-violence and anti-drug program, DFY-IT to students that incorporate field trips, community service, drug tests, and counseling. To help diminish violence at South Dade Senior High School, several activities take place. The Anti-Bullying Committee set up a bullying reporting website. Awareness was raised through posters that were placed throughout the school and a bullying reporting box was placed in Student Services. After the reports were analyzed counselors and administrators provided services such as mediation as needed. Articles were written in the school newspaper, The Scene, and the school staff was provided with training by staff and district support personnel at different faculty meetings and Professional Development opportunities on Early Release/Professional Development Days. The custodial staff was also given training to assist them in identifying bullying and how to intervene. The district's plan is expected to support the efforts at South Dade Senior High School where professionals will continue to develop and present activities to assist with this problem. In addition, CD's, titled "Real Choices, the Non-Violence Track", sponsored by the Miami-Dade Violence Intervention Project were given to select teachers and counselors to share and give to students. Also, during Red Ribbon Week assemblies were held that featured a youth program with anti-gang, anti-drug messages and anti-bullying messages. South Dade Senior High School supports the Gay Straight Alliance Club, along with the Faculty Sponsor. Also, as part of the Superintendent's Violence Prevention Initiatives, the Office of Mental Health and Crisis Management Services in partnership with The Parent Academy are providing a series of FREE regional workshops and resource fairs for parents.

Nutrition Programs
South Dade Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. South Dade Senior High School's Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start- N/A
Adult Education
High school completion courses are available to all eligible South Dade Senior High School students through a partnership with South Dade Educational Center in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education
By promoting Career Pathways and Programs of Study at South Dade Senior High School students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available to them and devise a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce
requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. South Dade Senior High School currently offers the following career and technical education programs: Sports, Nutrition & Health Science, International Baccalaureate, International Finance, Business & Technology, Professional Services, Law Studies and Public Safety and Visual & Performing Arts. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped
students in grades nine through twelve.
Job Training
South Dade Senior High School offers three job training programs that will provide students with job skills that afford them the opportunity to increase their awareness of the workforce within the global economy. The Cooperative Diversified Education (CDE) Program is offered to students who are at or above their required high school credits. Also, there is the Work Experience component which is for the student who is below credit requirement and "at risk" of dropping out. In addition, the Diversified Cooperative Technology Program is offered to students with disabilities. These programs offer an in class component to assist them with employability skills and on-the-job training supported by the teacher and the supervisor at the
worksite.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Javier Perez	Principal
Karen Kropp-Hernandez	Teacher
Albert J. Garcia	Teacher
Jessie Fudge	Teacher
Paul Wieser	Teacher
Lynn Arnett	Teacher
Lissette trelles	Teacher
Eladia Chavez	Teacher
Rose Vazquez	Education Support Employee
Alma Morua	Education Support Employee
Kathy Murphy	Parent
Olubukola Okesola	Parent
Yesenia Rosas	Parent
Sisteria Dixon	Parent
Melissa Williams	Parent
Charmaine Underwood	Parent
Stevenson Guerrier	Student
Chen Chiu	Student
Amber Landreneau	Student
Lucy Santamaria	Business/Community
Suzanne Ocuto	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The members of SAC's are involved from the inception of the SIP to the final approval. The process begins with the committee reviewing the SIP at the end of Year. The committee provides feedback and makes suggestions for the writing of the current/next year's SIP, and then once the new SIP is written it is presented to the SAC members who vote for the approval of the current school year's SIP. The process is then repeated during Mid-Year and once again at the end of the current school year.

Development of this school improvement plan

SAC meets with all stakeholders involved in the development of the SIP to determine the school's needs. Once the committees complete the SIP, SAC reviews the SIP and recommends strategies to improve areas requiring improvement. The SIP committees incorporate SAC recommendations and present the final version for approval by SAC.

Preparation of the school's annual budget and plan

The members of SAC's meet and present the annual budget; as a committee they determine the allocations of funds utilizing the SIP and the recommendations of the principal. The members vote on the distributions of allocations to cover: Funds for student incentives and performance recognition,

Funds for competitive events for student organizations, and Funds for teacher sponsored programs which are aligned to the SIP.

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

The projected use of SAC school improvement funds is as follows:
1. Funds for student incentives and performance recognition - $5,000.00
2. Funds for competitive events for student organizations -$8,000.00
3. Funds for teacher sponsored programs aligned to the SIP - $3,000.00

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

Duties

Describe how the LLT promotes literacy within the school

The LLT this year will develop a school-based literacy plan of action; utilizing the CRRP for placement and the ETO Pacing Guides for lesson planning and delivery. All district reading programs will be implemented with fidelity. Professional development will be conducted on reading strategies to incorporated reading across the curriculum at the school-site. Instructional coaches and the administration will analyze assessment data and will meet with the LLT to discuss, review, and modify the plan of action as appropriate for the 2014-2015 school year.

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

Common planning, by core subject area, is built into the master schedule, the co-teaching model is utilized for all inclusion classes because instructors have the opportunity to develop positive working relationships by making joint instructional decisions and share responsibility and accountability for student learning. Additionally, stakeholders participate, jointly, in school and extra-curricular activities to develop positive relationships and promote school spirit.

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

1. Develop a networking system that empowers all stakeholders to recruit for the school within their departments 2. Survey all teachers at the beginning of the school year to evaluate their "needs"
3. Provide professional development based on teachers needs during the school year
3. Hire experienced teachers who are highly qualified and have a proven track record in increasing student achievement.

4. Request the assistance of the district and region personnel in identifying and referring highly qualified teachers to our school when experienced teachers are not available.

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

New teachers are paired with course-a-like experienced teachers that will serve as mentors; assisting with lesson planning and daily teaching task. In addition, the mentor will share best practices by allowing the teacher to visit their classroom and observe. In addition, the mentor teacher will ensure that the beginning teacher acclimates smoothly to their new environment and makes them feel like they belong.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school utilizes and implements the state aligned curriculum as it is delineated in the District's Pacing Guides. All materials used to delivery lessons that meet the individual needs of the students are state adopted and approved for the courses that are offered at South Dade Senior High School.

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

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions to provide and differentiate instruction to meet the divers needs of the students. Utilizing the data, students are arranged by groups to ensure that lesson delivery is specific to their area/areas of weakness. In addition, pull-outs and push-ins are utilized to address areas of deficiencies.

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: After School Program

Minutes added to school year: 4,500

Students will be tiered based on their needs in the area of Reading (Grade 9 & Grade 10), Mathematics (Algebra 1 & Geometry), and Science (Biology).

Strategy Rationale

The strategy rationale is to homogeneously group students to ensure that their individual needs are met.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
De Armas, Juan, dearmasj@dadeschools.net

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

After-school tutorial teachers will assess student work and make the necessary accommodations to meet the individual needs of students. In lieu of a faculty meeting , teachers will meet by departments to collaborate within each subject area; in addition, common planning for course-a-like teachers has been embedded in the master schedule to ensure that teachers can meet, analyze student data, and plan.

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 employs the following strategies to support incoming ninth graders:
1. Feeder Pattern articulation meetings are held in December of the previous year to build communication between the middle and the high school.
2. We coordinate Magnet Fairs at our feeder pattern schools.
3. High school counselors personally visit each school during subject selection and work with the future ninth graders on a one-to-one basis.
4. Orientation is conducted prior to the start of the school year, with a personal invitation sent to the homes of all incoming 9th graders to attend a BBQ with their families; during the orientation, which is held the Saturday before school starts.

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

South Dade Senior High School's current design as a magnet academy school takes into account the individual interests of students, this serves as the foundation for the framework of the six academies. South Dade Senior High School has also partnered with College Summit to develop peer leaders among the student body who will receive training in the steps required for a post-secondary transition into college, these students return to the school and work with seniors who might not otherwise consider college as part of their life after high school.

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

Students in yearbook, TV production and journalism courses apply the contents learned in their language arts classes. The school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (SECME) and the Science Honor Society.

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of the ETO's pacing guides and IFC, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. South Dade Senior High School will maintain its partnership with community organizations, universities, and parents, through the Parent Teacher Association.

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

The 2014-2015 Scholarship Report for South Dade Senior High School shows that our students have been offered over $5,662,000 in scholarships (Academic Scholarships $2,340,920, Athletic $3,204,980 and other $116,190); in addition to the Florida's Bright Futures Scholarship Program that shows that our students have been offered a total of $83,400 for the Florida Academic Scholarship, $46,200 for the Florida Medallion Scholarship and $64,800 for the Gold Seal Vocational Scholarship. Our school continues to strive in improving our student's readiness for postsecondary level by working closely with the middle schools and our counselors acting as a liaison between the curriculum counsel, administration, students, faculty, parents and community. A 9th grade transition academy model is in place and coupled with a new wall-to-wall construct for learning in grades 9-11. South Dade Senior High School has Industry Certification thus improving students' success with an exit certificate qualifying them for immediate employment or further study. South Dade Senior High School students participate in dual enrollment with Miami-Dade College. South Dade Senior High School has an active and growing Advanced Placement program through College Board and an International Baccalaureate academy. South Dade Senior High School is also a National Academy Foundation school which will open new horizons for its newly established magnet academy in business and technology.

South Dade Senior High School has a full-time, on-site College Assistance Program (CAP) advisor who acts as a liaison between institutions of higher learning and the high school. The CAP advisor routinely meets with admissions staff, arranges school visits and conducts an informative college forum. Classroom visitations yield information sharing sessions about everything from vocational programs to university life, financial aid, postsecondary plans, and career choices. Several workshops are given throughout the year for parents and students to meet prospective college personnel. The CAP advisor also works closely with the counseling staff to apprise them of scholarship opportunities, federal and state financial aid opportunities, postsecondary school requirements and canvassing student interest. Students are able to schedule appointments with the CAP advisor and their parents but an open-door policy exists as well. CAP Advisor also insures SAT/ACT and college application waivers are readily available throughout the year so all South Dade Senior's juniors and seniors are able to take college entrance exams and apply for college without worrying about financial constraints.

The Testing Department is reporting that due to the state concordant score substitution for FCAT passing scores, many more students are attempting the SAT/ACT who would not have prior to the allowed substitution, therefore, more students are experiencing success on a college level test and realizing their potential for a postsecondary education. Record numbers of students are attempting the ACT. The P.S.A.T. given to all of the 10th graders, paid for by the State of Florida, and also open to Juniors, give students more substantive feedback on their strengths and weaknesses prior to taking the SAT/ACT for college admittance and allowing for the recognition of potential prior to a decision on postsecondary work or study.

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 last available "High School Feedback Report" is from 2012; therefore, it is irrelevant at this point.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student attendance in order to enhance academic achievement.

G2.   If we provide effective planning on Florida Standards then we increase student achievement in all core content areas.

G3.   If the use of technology in the classroom is increased then student learning will be enhanced by introducing students to research opportunities, higher order tasks and activities that mirror the expectations of the current standards.

G4.   To increase the passing rate in industry certification exams in all CTE classes.

Strategic Goals Detail

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

G1. Increase student attendance in order to enhance academic achievement. `1a`

`G054578`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- District Provided Reports, Attendance Committee, Attendance Bulletin, Grade book, Attendance Clerk, Registrar, Truancy Committee, PBS Coach, Teachers, Administrative Team, Leadership Team

Targeted Barriers to Achieving the Goal `3`

- Large Migrant Student Population, Low Socio-Economic Community, Lack of Parental Involvement.

Plan to Monitor Progress Toward G1. `8`

Attendance Bulletin and District generated reports

Person Responsible

Davin Granberry

Schedule

Evidence of Completion

Attendance Bulletins and District generated reports which show attendance percentages

G2. If we provide effective planning on Florida Standards then we increase student achievement in all core content areas. `1a`

🔍 G054579

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	62.0
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	36.0

Resources Available to Support the Goal `2`

- Academics Coaches, Pacing Guide, ETO Lesson Plan template which outlines the GRRM, Item Specs, One Science CSS, ETO CSS

- Bernard Johnson, Mathematics Coach; Andrew Harris, Curriculum Support Specialist (CSS); Chanell Madison, Instructional Supervisor (IS); Maria Mayo, Assistant Principal; McGraw-Hill Supplemental Algebra Resources; Carnegie Cognitive Tutor; Item Specifications; District Pacing Guides; ETO Unit Plans; Core Textbook and Online Resources; Promethean Technology; Double-Dose Classes for Non-Proficient Students; Ruby Jenkins, Elena Delgado, and Latear Morales, Literacy Coaches; Yolanda Williams, CSS; Geneva Green, CSS; and Ivan Montes, CSS

Targeted Barriers to Achieving the Goal `3`

- Lack of Common Planning hinders teachers from discussing the lessons and preparing for the effective implementation of a rigorous structured class.

- The limited use of appropriate technology in the classroom does not allow for the investigative potential of students to develop concepts thoroughly and demonstrate student achievement.

Plan to Monitor Progress Toward G2. `8`

administrative walk-throughs and coaching support logs

Person Responsible
Maria Mayo

Schedule
Quarterly, from 9/11/2014 to 5/29/2015

Evidence of Completion
interim data

G3. If the use of technology in the classroom is increased then student learning will be enhanced by introducing students to research opportunities, higher order tasks and activities that mirror the expectations of the current standards. 1a

Targets Supported 1b

G054580

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	36.0
Bio I EOC Pass	62.0

Resources Available to Support the Goal 2

- Professional Development, academic coaches, FSA state website, and educational software

Targeted Barriers to Achieving the Goal 3

- There is a lack of competency with technology.

Plan to Monitor Progress Toward G3. 8

Classroom walkthroughs, lesson plans, and student products.

Person Responsible
Maria Mayo

Schedule
Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Teacher lesson plans and student work.

G4. To increase the passing rate in industry certification exams in all CTE classes. `1a`

🔍 G054581

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- CTE Frameworks by Career Cluster, CTE Programs FL-DOE Alphabetical List, M-DCPS Florida Standards Resources, Career Clusters & CTE Programs, CTE Professional Development Information, CTE Student Organizations, Florida Dept. of Education Career & Adult Education, M-DCPS STEM Initiatives, Classroom Visitations, CTE Program Evaluation, Program Evaluation Pre-Visit Resources, Test Chairperson, Instructional Coaches, CTE Instructional Support Personnel, Certiport.

Targeted Barriers to Achieving the Goal `3`

- Lack of industry certification training materials for student training.

Plan to Monitor Progress Toward G4. `8`

A score of at least 90% in the Certiport practice exams will determine student readiness to take the industry certification exam.

Person Responsible

Sherronni Brady

Schedule

On 5/29/2015

Evidence of Completion

Track students' Certiport Practice Exams progress on a weekly basis to ascertain which students averaged 90% passing rate.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student attendance in order to enhance academic achievement. 1

🔑 G054578

G1.B1 Large Migrant Student Population, Low Socio-Economic Community, Lack of Parental Involvement. 2

🔑 B137572

G1.B1.S1 Migrant Counselor Office monitors migrant students for attendance and academics. Community Involvement Specialist makes home visits in order to meet with parents who are not accessible by phone. Monthly Parental Workshops are held to communicate with parents whose children are habitually absent. 4

🔑 S149553

Strategy Rationale

Implementation will result in higher school attendance and improved student achievement

Action Step 1 5

Identify/Refer student with 3 or more absences to Attendance Committee

Person Responsible

Juan De Armas

Schedule

On 6/5/2015

Evidence of Completion

District Attendance Reports and Daily Attendance Bulletin

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

Attendance Committee Meeting will take place monthly to discuss successful strategies and Truancy Committee will be monitoring reports for absences

Person Responsible

Davin Granberry

Schedule

On 6/5/2015

Evidence of Completion

Parental Contact Logs. SCMS, Home Visitation Logs

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

Daily Attendance Bulletins and monthly District reports

Person Responsible

Davin Granberry

Schedule

On 6/5/2015

Evidence of Completion

Login sheets from the Attendance Committee and Truancy Committee

G2. If we provide effective planning on Florida Standards then we increase student achievement in all core content areas. [1]

G054579

G2.B2 Lack of Common Planning hinders teachers from discussing the lessons and preparing for the effective implementation of a rigorous structured class. [2]

B137574

G2.B2.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. [4]

S149555

Strategy Rationale

Implementing collaborative structures to routinely plan through horizontal and vertical teams will result in instruction that includes greater rigor, higher order thinking skills, heighten student engagement, and increased student achievement.

Action Step 1 [5]

Provide opportunities through common planning to model the gradual release strategy, differentiation of instruction, active learning strategies, development of rigorous end products, and proper unpacking of the benchmarks.

Person Responsible

Maria Mayo

Schedule

Daily, from 9/10/2014 to 5/29/2015

Evidence of Completion

agenda and student performance data

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

Instructional Coaches and Administration will monitor to ensure weekly common planning that includes examination of standards, planning for delivery of rigorous lessons, and student products.

Person Responsible

Maria Mayo

Schedule

Weekly, from 9/17/2014 to 5/29/2015

Evidence of Completion

common planning agenda, lesson plans, administrative walk-through logs, student products, and student performance data

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

Administrative walk-throughs, Coaching cycles, science coach co-teaching.

Person Responsible

Maria Mayo

Schedule

Weekly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Coaches logs, Administrative walk-through logs, and student performance data

G2.B2.S2 Design a professional development plan and execute through various venues such as workshops, observational classrooms and debriefs, lesson study, professional learning communities and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners. (SPED and ELL) `4`

🔑 S149556

Strategy Rationale

Building the teachers capacity to offer quality instruction that includes greater rigor and heightened student engagement will increase student achievement.

Action Step 1 `5`

Create an academic coaches common planning so that coaches can develop multidisciplinary professional development opportunities.

Person Responsible

Juan De Armas

Schedule

Evidence of Completion

agendas and professional development plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administration will hold debriefing sessions with academic coaches to ensure planning of necessary professional development.

Person Responsible

Juan De Armas

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

professional development offerings

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Administration will look for evidence of implementation of strategies presented during professional development in classroom activities, teacher's lesson plans, and student products.

Person Responsible

Juan De Armas

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

classroom activities, lesson plans, and student products

G3. If the use of technology in the classroom is increased then student learning will be enhanced by introducing students to research opportunities, higher order tasks and activities that mirror the expectations of the current standards. 1

🔑 G054580

G3.B1 There is a lack of competency with technology. 2

🔑 B137578

G3.B1.S1 Provide professional development opportunities in the areas of technology. 4

🔑 S149560

Strategy Rationale

To improve competency with technology as an instructional tool.

Action Step 1 5

Provide professional development that targets the use of technology in classroom instruction.

Person Responsible

Anna Menendez

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

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

Classroom walkthroughs, lesson plans, and student work

Person Responsible

Juan De Armas

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and student work

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

Student work that shows evidence of the use of technology.

Person Responsible

Juan De Armas

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

student work, lesson plans, and classroom activities

G3.B1.S2 Provide appropriate resources that will enhance student engagement and align to the new standards. `4`

🔑 S149561

Strategy Rationale

To improve student achievement with new standards and on assessments.

Action Step 1 `5`

Provide teachers with technology resources that can be infused into daily instruction.

Person Responsible

Juan De Armas

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

student work, lesson plans, and classroom activities

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will conduct walkthroughs to ensure the purposeful use of technology in classroom instruction.

Person Responsible

Juan De Armas

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

student work, lesson plans, and classroom activities

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student work that shows evidence of the use of technology

Person Responsible

Juan De Armas

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

student products, lesson plans, and classroom activiites

G4. To increase the passing rate in industry certification exams in all CTE classes. 1

G054581

G4.B1 Lack of industry certification training materials for student training. 2

B137579

G4.B1.S1 Utilize Certiport, Adobe Systems, and other digital resources to obtain materials that will provide the instructional resources necessary to improve student performance in industry certification exams. 4

S149562

Strategy Rationale

Implementation will result in more effective instruction delivery and improved student performance.

Action Step 1 5

Establish school-site specific extended learning/tutoring for students who need to be remediated before taking an Industry Certification Exam

Person Responsible

Sherronni Brady

Schedule

Monthly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Attendance Logs for Camps, Assessments used for specific Career Cluster areas

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

Print out the reports periodically to monitor student performance

Person Responsible

Sherronni Brady

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

All students showing a 90% passing rate in the practice exams will be selected to test.

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

Teachers will create a check in log to monitor usage by all students.

Person Responsible

Albert Garcia

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Teacher created student logs.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Identify/Refer student with 3 or more absences to Attendance Committee	De Armas, Juan	8/18/2014	District Attendance Reports and Daily Attendance Bulletin	6/5/2015 one-time
G2.B2.S1.A1	Provide opportunities through common planning to model the gradual release strategy, differentiation of instruction, active learning strategies, development of rigorous end products, and proper unpacking of the benchmarks.	Mayo, Maria	9/10/2014	agenda and student performance data	5/29/2015 daily
G2.B2.S2.A1	Create an academic coaches common planning so that coaches can develop multidisciplinary professional development opportunities.	De Armas, Juan	9/8/2014	agendas and professional development plans	biweekly
G3.B1.S1.A1	Provide professional development that targets the use of technology in classroom instruction.	Menendez, Anna	9/8/2014		5/29/2015 quarterly
G3.B1.S2.A1	Provide teachers with technology resources that can be infused into daily instruction.	De Armas, Juan	9/8/2014	student work, lesson plans, and classroom activities	5/29/2015 monthly
G4.B1.S1.A1	Establish school-site specific extended learning/tutoring for students who need to be remediated before taking an Industry Certification Exam	Brady, Sherronni	10/1/2014	Attendance Logs for Camps, Assessments used for specific Career Cluster areas	5/31/2015 monthly
G1.MA1	Attendance Bulletin and District generated reports	Granberry, Davin	Attendance Bulletins and District generated reports which show attendance percentages	monthly	
G1.B1.S1.MA1	Daily Attendance Bulletins and monthly District reports	Granberry, Davin	8/18/2014	Login sheets from the Attendance Committee and Truancy Committee	6/5/2015 one-time
G1.B1.S1.MA1	Attendance Committee Meeting will take place monthly to discuss successful strategies and Truancy Committee will be monitoring reports for absences	Granberry, Davin	8/18/2014	Parental Contact Logs. SCMS, Home Visitation Logs	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	administrative walk-throughs and coaching support logs	Mayo, Maria	9/11/2014	interim data	5/29/2015 quarterly
G2.B2.S1.MA1	Administrative walk-throughs, Coaching cycles, science coach co-teaching.	Mayo, Maria	9/17/2014	Coaches logs, Administrative walk-through logs, and student performance data	5/29/2015 weekly
G2.B2.S1.MA1	Instructional Coaches and Administration will monitor to ensure weekly common planning that includes examination of standards, planning for delivery of rigorous lessons, and student products.	Mayo, Maria	9/17/2014	common planning agenda, lesson plans, administrative walk-through logs, student products, and student performance data	5/29/2015 weekly
G2.B2.S2.MA1	Administration will look for evidence of implementation of strategies presented during professional development in classroom activities, teacher's lesson plans, and student products.	De Armas, Juan	9/8/2014	classroom activities, lesson plans, and student products	5/29/2015 quarterly
G2.B2.S2.MA1	Administration will hold debriefing sessions with academic coaches to ensure planning of necessary professional development.	De Armas, Juan	9/8/2014	professional development offerings	5/29/2015 biweekly
G3.MA1	Classroom walkthroughs, lesson plans, and student products.	Mayo, Maria	9/8/2014	Teacher lesson plans and student work.	5/29/2015 biweekly
G3.B1.S1.MA1	Student work that shows evidence of the use of technology.	De Armas, Juan	9/8/2014	student work, lesson plans, and classroom activities	5/29/2015 biweekly
G3.B1.S1.MA1	Classroom walkthroughs, lesson plans, and student work	De Armas, Juan	9/8/2014	Lesson plans and student work	5/29/2015 biweekly
G3.B1.S2.MA1	Student work that shows evidence of the use of technology	De Armas, Juan	9/8/2014	student products, lesson plans, and classroom activiites	5/29/2015 monthly
G3.B1.S2.MA1	Administration will conduct walkthroughs to ensure the purposeful use of technology in classroom instruction.	De Armas, Juan	9/8/2014	student work, lesson plans, and classroom activities	5/29/2015 biweekly
G4.MA1	A score of at least 90% in the Certiport practice exams will determine student readiness to take the industry certification exam.	Brady, Sherronni	10/1/2014	Track students' Certiport Practice Exams progress on a weekly basis to ascertain which students averaged 90% passing rate.	5/29/2015 one-time
G4.B1.S1.MA1	Teachers will create a check in log to monitor usage by all students.	Garcia, Albert	10/1/2014	Teacher created student logs.	5/29/2015 monthly
G4.B1.S1.MA1	Print out the reports periodically to monitor student performance	Brady, Sherronni	10/1/2014	All students showing a 90% passing rate in the practice exams will be selected to test.	5/29/2015 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.

G3. If the use of technology in the classroom is increased then student learning will be enhanced by introducing students to research opportunities, higher order tasks and activities that mirror the expectations of the current standards.

G3.B1 There is a lack of competency with technology.

G3.B1.S1 Provide professional development opportunities in the areas of technology.

PD Opportunity 1

Provide professional development that targets the use of technology in classroom instruction.

Facilitator

Teachers, Academic Coaches, and Administrators

Participants

Faculty

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

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

G4. To increase the passing rate in industry certification exams in all CTE classes.

G4.B1 Lack of industry certification training materials for student training.

G4.B1.S1 Utilize Certiport, Adobe Systems, and other digital resources to obtain materials that will provide the instructional resources necessary to improve student performance in industry certification exams.

PD Opportunity 1

Establish school-site specific extended learning/tutoring for students who need to be remediated before taking an Industry Certification Exam

Facilitator

Career-Technical Teachers

Participants

All Level Four (Seniors) Career-Technical Students. Included in this process will be level three (juniors) that will take an Industry Certification exam.

Schedule

Monthly, from 10/1/2014 to 5/31/2015

Budget Rollup

Summary	
Description	**Total**
Goal 3: If the use of technology in the classroom is increased then student learning will be enhanced by introducing students to research opportunities, higher order tasks and activities that mirror the expectations of the current standards.	2,000
Goal 4: To increase the passing rate in industry certification exams in all CTE classes.	10,000
Grand Total	**12,000**

Goal 3: If the use of technology in the classroom is increased then student learning will be enhanced by introducing students to research opportunities, higher order tasks and activities that mirror the expectations of the current standards.		
Description	**Source**	**Total**
B1.S1.A1 - Paper, Ink, Misc. Training Tools.	Other	2,000
Total Goal 3		**2,000**

Goal 4: To increase the passing rate in industry certification exams in all CTE classes.		
Description	**Source**	**Total**
B1.S1.A1 - Provide funds to pay tutors	Title I Part A	10,000
Total Goal 4		**10,000**