



## North Park High School

3400 NW 135TH ST, Opa Locka, FL 33054

<http://yourdiplomayourway.com/>

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

%

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 North Park 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 North Park 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 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 aligned high school/college 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:

- All behavior results in a consequence.



- A positive and conducive learning environment cannot occur without maintaining order and discipline.
- Discipline must be fair, firm, consistent, appropriate, and impartial.
- Punishment must be appropriate for the misbehavior displayed.
- Corporal punishment is not permitted.
- All staff, parents, and students must be cognizant of what the rules are and what is expected of them.
- All discipline must be consistent with all applicable laws and regulations related to student rights and due process.
- 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, Career Coach, and other school personnel meet with community agencies that 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:

- Individual, group, and family counseling
- Drug and alcohol abuse prevention
- Crisis intervention
- Mental health evaluations
- Pregnancy counseling and parenting skills
- Probation and truancy services
- Allowing for follow-up and referral to outside agencies as needed
- 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 (MISS), a baseline profile is developed for each student, a baseline profile is developed for each student. Data are collected to assess students' strengths and needs, incremental academic progress and growth, annual learning gains, and ongoing improvement.

Typical early warning indicators of students at North Park 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	21	66	51	72	210
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	1	0	1	2
Level 1 on statewide assessment	35	50	12	0	97

**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	17	74	97	122	310

**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 learning 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 will have 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 will contain 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 provides 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

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/50139>.

#### **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**

With the involvement of being a Title I school, formal and informal partnerships with community agencies and post secondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and post-secondary 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, post secondary 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 will be: open houses, periodic newsletters, partnership agreements, intern programs, and involvement by the school's EESAC.

## 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
Chardon, Elizabeth	Principal
Rivera, Michael	Assistant Principal
Meirin, Nicolle	Teacher, K-12
Hildenbrand, Susan	Teacher, ESE

#### **Duties**

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

Elizabeth Chardon, 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) Fostering 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. Lead the school management team in developing and implementing emergency procedures.

Michael Rivera, 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) Hiring-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.

Nicole Meirin, Reading Teacher - is responsible for:

- (1) 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.
- (2) Providing a learning environment of high student accountability in reading that is student-centered

and aligned with the school's academic goals and specified objectives.

(3) Providing direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

(4) Maintaining, disaggregating, and providing progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.

(5) Collaborating effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.

(6) Participating in professional development courses or activities to maintain appropriate certification or credentials based on position.

Dr. Susan Hildenbrand, ESE Teacher - is responsible for:

(1) Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.

(2) The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (Rtl) policies. The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP).

(3) Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specified IEP objectives.

(4) Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.

(5) Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their IGP and IEP.

(6) Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.

(7) Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.

(8) Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Rolando Ortega, Career Coach - is responsible for:

(1) Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.

(2) Assist with student orientation process.

(3) Coordinate post secondary readiness, preparation and transition activities.

(4) Monitor students' post-secondary transition progress and My Success©, document and record all post secondary activity.

(5) Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.

(6) Assist students in the development of job readiness skills and personal qualities to prepare them



to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.

(7) Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)

(8) Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

***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 will be 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 and data disaggregation)

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 meetings regarding specific students and their progress after interventions have been implemented.

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

North Park 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, targeted

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. North Park

High School's Leadership Team develops, leads, and evaluates school core content standards and/or programs; identify and analyze existing literature on scientifically based curriculum; and 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

North Park 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. Ensure that parents are aware of existence of the Parent Resource Center.

#### 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)

North Park High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs.

#### Violence Prevention Programs

North Park 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 North Park:

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 continue 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 – N/A

### **School Advisory Council (SAC)**

### Membership

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

Name	Stakeholder Group
Elizabeth Chardon	Principal
Rolando Ortega	Education Support Employee
Shaniel Smith	Student
Nicolle Meirin	Teacher
Deborah Grinberg	Parent
Jessenia Jaramillo	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 North Park 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 North Park 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 in order to fit the academic needs of our students.

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

During the 2013-2014 school year the EESAC funds were focused on student achievement. Funds of \$1,160.00 were allocated based on student educational needs and approved by the EESAC. Funds were provided and used for incentives for students with improved attendance and educational services.

**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
Chardon, Elizabeth	Principal
Rivera, Michael	Assistant Principal
Meirin, Nicolle	Instructional Coach
Rodriguez, Marta	Other

## 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 all students 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 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 are 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 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.
- The Principal reviews all resumes for staff.
- Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.
- Interviews are conducted with the Principal.
- Background and extensive reference checks are conducted.
- 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 that beginning teachers can learn from. 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 rationale for pairing 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.

#### Peer Teacher Mentoring

Mentor Name: Nicolle Meirin (Language Arts/Reading)

Mentee Assigned: Francisco Lopez (English/LA)

Mentee Assigned: Kendra Moultrie (English/LA)

Mentor Name: Carlos Paino (US History)

Mentee Assigned: Carlos Pargas (US History)

Mentor Name: Doris Pacot

Mentee Assigned: Guru Shivram (Math)

Mentee Assigned: Ricardo Gonzalez (Math)

#### 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 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 academic interventions
- FAIR-FS assessment
- Baseline benchmark assessments
- Interim Assessments
- State and 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 on 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**

Chardon, Elizabeth, echardon7069@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 environment 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 New this year, pilot school for Ascend Math
- 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 (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 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.** North Park 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

G054817

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	23.0
AMO Math - African American	26.0
AMO Math - Hispanic	17.0
AMO Math - ED	24.0
AMO Reading - All Students	29.0
AMO Reading - African American	29.0
AMO Reading - Hispanic	31.0
AMO Reading - ED	30.0

**Resources Available to Support the Goal** 2

- Document Viewers, Smart Boards, Reading Plus, Florida Achieves, Title 1 Funded Certified Teachers to provide interventions and ongoing progress monitoring, content area certified teachers.

**Targeted Barriers to Achieving the Goal** 3

- Students are deficient in developing higher order thinking skills to meet 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 from: Internal Progress Monitoring, standards-based mini assessments and data chats.

**Person Responsible**

Elizabeth Chardon

**Schedule**

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

**Evidence of Completion**

Reports indicating the results from: Internal Progress Monitoring and standards-based mini-assessments.

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Nicolle Meirin

**Schedule**

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

**Evidence of Completion**

Reports indicating the results from: Internal Progress Monitoring and standards-based mini-assessments.

**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

G054818

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	55.0
5-Year Grad Rate	23.0

**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 are behind cohort year graduation pace.

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

Review student credit and graduation requirements progress.

**Person Responsible**

Elizabeth Chardon

**Schedule**

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

**Evidence of Completion**

STARS Graduation Plan reports, Miami-Dade County Transcript information



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

G054819

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - Hispanic	31.0
AMO Math - All Students	23.0
AMO Math - African American	26.0
AMO Math - ED	24.0

**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**

Michael Rivera

**Schedule**

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

**Evidence of Completion**

Agendas and logs

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

G054820

**Targets Supported** 1b

Indicator	Annual Target
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**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**

 G054817

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

 B138097

**G1.B1.S1** Students will practice critical reading and writing as an effective process to unlock the meaning of text and apply critical thinking strategies and tactics to uncover meaning and ensure comprehension in all content areas. **4**

 S150070

### 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

Nicolle Meirin

#### 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**

Nicolle Meirin

**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 throughs and observations.

**Person Responsible**

Elizabeth Chardon

**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**

Michael Rivera

**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**

Nicolle Meirin


**Schedule**

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

**Evidence of Completion**

Standards-based student assessments and ELA/Reading 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

 S150071

**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 have the opportunity 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**

Michael Rivera

**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

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**

Michael Rivera

**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.S2** 6

Classroom walk throughs and observations.

**Person Responsible**

Elizabeth Chardon

**Schedule**

Daily, 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**

Elizabeth Chardon


**Schedule**

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

**Evidence of Completion**

Standards-based student 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

 S150072

### Strategy Rationale

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

Through benchmark aligned lessons and assessments, students will increase mathematical fluency and problem solving proficiency in situations involving two dimensional geometry.

#### Person Responsible

Elizabeth Chardon

#### Schedule

Monthly, 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

Elizabeth Chardon

#### Schedule

Daily, 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.S3 7**

Effectiveness will be monitored through the analysis of student performance data

**Person Responsible**

Elizabeth Chardon


**Schedule**

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

**Evidence of Completion**

Standards-based student assessments.

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

 S150073

**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**

Michael Rivera

**Schedule**

Monthly, 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**

Michael Rivera

**Schedule**

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

***Evidence of Completion***

Classroom walk through 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**

Michael Rivera

**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 indepth analysis of primary source documents used in US History. **4**

 S150074

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

#### **Person Responsible**

Nicolle Meirin

#### **Schedule**

Monthly, 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**

Nicolle Meirin

#### **Schedule**

Monthly, 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**

Nicolle Meirin

**Schedule**

Monthly, 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 throughs and observations.

**Person Responsible**

Michael Rivera

**Schedule**

Daily, 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 History Assessments, Apex Learning course work, and examine student work.

**Person Responsible**

Michael Rivera


**Schedule**

Monthly, from 10/6/2014 to 7/10/2015

***Evidence of Completion***

Results from US History Assessments and 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

 S150075

### **Strategy Rationale**

The writing response must include clearly stated and strongly maintained controlling idea(s) with little or no 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**

Nicolle Meirin

#### **Schedule**

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

#### **Evidence of Completion**

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

Classroom walkthroughs and observation.

#### **Person Responsible**

Michael Rivera

#### **Schedule**

Daily, 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**

Michael Rivera

**Schedule**

Monthly, 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

 B138098

**G1.B2.S1** Students will apply strategies for 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

 S150076

**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**

Nicolle Meirin

**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 bilingual dictionaries. Students will have the opportunity to discuss possible meanings with partners and to keep vocabulary journals of newly acquired words.

**Person Responsible**

Nicolle Meirin

**Schedule**

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

***Evidence of Completion***

Classroom observations and student artifacts

### Action Step 3 5

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

**Person Responsible**

Nicolle Meirin

**Schedule**

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

***Evidence of Completion***

Classroom observations and student artifacts

### 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**

Nicolle Meirin

**Schedule**

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

***Evidence of Completion***

Classroom observations and student artifacts

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

Classroom walk-throughs and observations

**Person Responsible**

Elizabeth Chardon

**Schedule**

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

***Evidence of Completion***

walk-throughs and observation notes

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

Classroom walk-throughs and observations

**Person Responsible**

Michael Rivera

**Schedule**

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

***Evidence of Completion***

classrooms walk-throughs and observation 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**

Nicolle Meirin

**Schedule**

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

***Evidence of Completion***

Classroom walk-throughs, students' binders, internal progress monitoring (IPM) mini-assessments

**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

G054818

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

B138099

**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

S150077

### Strategy Rationale

Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed.

### 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

Elizabeth Chardon

#### Schedule

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

#### Evidence of Completion

EIS reports, Attendance Intervention Reports, Daily Attendance Percentage

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

Review attendance data

#### Person Responsible

Elizabeth Chardon

#### Schedule

Daily, 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**

Elizabeth Chardon

**Schedule**

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

**Evidence of Completion**

Attendance reports from STARS, EIS reports, Attendance Bulletins

**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

 B138100

**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

 S150078

**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 due to the No-Credit rule. Attempts to recover half credit for full credit course will be made as well.

**Person Responsible**

Michael Rivera

**Schedule**

Weekly, 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 (course completion rate).

**Person Responsible**

Michael Rivera

**Schedule**

Quarterly, 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**

Elizabeth Chardon

**Schedule**

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

***Evidence of Completion***

Apex Course Completion Reports from STARS

**G2.B3** Student population served are behind cohort year graduation pace. 2

B138101

**G2.B3.S1** Through setting short and long term goals for students, staff members will monitor graduation pathways for students. 4

S150079

**Strategy Rationale**

With staff members helping students with setting goals to meet to reach graduation requirements, areas such as: attendance, credits earned, and testing requirements need to be monitored to accelerate their current tracks.

**Action Step 1** 5

Students benefit from continued academic counseling in order to maintain their current graduation tracks. Educating and helping students understand the importance of all aspects which lead to successful graduation is essential so they can take ownership of their educational careers.

**Person Responsible**

Michael Rivera

**Schedule**

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

**Evidence of Completion**

Student transcripts, STARS graduation plans

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

Viewing student academic plans of students that are on track for graduation this school year.

**Person Responsible**

Michael Rivera

**Schedule**

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

**Evidence of Completion**

APEX Summary reports, State assessment scores, student transcripts

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

Teachers and support staff will meet with students individually and document on going progress

**Person Responsible**

Michael Rivera

**Schedule**

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

**Evidence of Completion**

Progress monitoring logs, APEX Summary reports, student transcripts

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

 G054819

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

 B138102

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

 S150080

**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**

Michael Rivera

**Schedule**

Monthly, from 11/3/2014 to 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**

Michael Rivera

### **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**

Michael Rivera

### **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

Review of CHOICES portfolios, Personal School Career Development course completions, Individual Success Plans, college applications, participation in SAT, ACT and ASVAB assessments.

### **Person Responsible**

Marta Rodriguez

### **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.	Meirin, Nicolle	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 have the opportunity 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.	Rivera, Michael	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	7/10/2015 monthly
G1.B1.S3.A1	Through benchmark aligned lessons and assessments, students will increase mathematical fluency and problem solving proficiency in situations involving two dimensional geometry.	Chardon, Elizabeth	8/18/2014	Classroom walk throughs and observations and student artifacts.	7/10/2015 monthly
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.	Rivera, Michael	8/18/2014	Classroom walkthroughs and observations.	7/10/2015 monthly
G1.B1.S5.A1	Students will use close reading to promote deep thinking as they reread and critically examine a grade level text. Students will answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support.	Meirin, Nicolle	8/18/2014	Walkthroughs and observations, student artifact and notes.	7/10/2015 monthly
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.	Meirin, Nicolle	8/18/2014		7/10/2015 monthly
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.	Meirin, Nicolle	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.	Chardon, Elizabeth	8/18/2014	EIS reports, Attendance Intervention Reports, Daily Attendance Percentage	7/10/2015 weekly
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 due to the No-Credit rule. Attempts to recover half credit for full credit course will be made as well.	Rivera, Michael	8/18/2014	Graduation plan, course histories	7/10/2015 weekly
G2.B3.S1.A1	Students benefit from continued academic counseling in order to maintain their current graduation tracks.	Rivera, Michael	8/18/2014	Student transcripts, STARS graduation plans	7/10/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Educating and helping students understand the importance of all aspects which lead to successful graduation is essential so they can take ownership of their educational careers.				
G3.B1.S1.A1	Establish a STEM team to develop participation in STEM activities and competitions (Dream in Green, Fairchild Challenge).	Rivera, Michael	11/3/2014	Student participation in STEM activities.	7/10/2015 monthly
G1.B2.S1.A2	Students will identify confusing or new words during reading. Students will be encouraged to use context clues before jumping to bilingual dictionaries. Students will have the opportunity to discuss possible meanings with partners and to keep vocabulary journals of newly acquired words.	Meirin, Nicolle	8/18/2014	Classroom observations and student artifacts	7/10/2015 monthly
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.	Rivera, Michael	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.	Meirin, Nicolle	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.	Rivera, Michael	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	7/10/2015 monthly
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.	Meirin, Nicolle	8/18/2014	Walkthroughs and observations, student artifact and notes.	7/10/2015 monthly
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.	Meirin, Nicolle	8/18/2014	Walkthroughs and observations, student artifact and notes.	7/10/2015 monthly
G1.B2.S1.A3	Students will identify potentially difficult idioms, homonyms, and slang phrases.	Meirin, Nicolle	8/18/2014	Classroom observations and student artifacts	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.	Meirin, Nicolle	8/18/2014	Classroom observations and student artifacts	7/10/2015 monthly
G1.MA1	Review and disaggregate from: Internal Progress Monitoring, standards-based mini assessments and data chats.	Chardon, Elizabeth	8/18/2014	Reports indicating the results from: Internal Progress Monitoring and standards-based mini-assessments.	7/10/2015 monthly
G1.MA2	Review and disaggregate from: Internal Progress Monitoring, standards-based mini assessments and data chats.	Meirin, Nicolle	8/18/2014	Reports indicating the results from: Internal Progress Monitoring and standards-based mini-assessments.	7/10/2015 monthly

**Dade - 7069 - North Park High School - 2014-15 SIP**  
*North Park High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Effectiveness of the plan will be monitored through the analysis of student performance data	Meirin, Nicolle	8/18/2014	Standards-based student assessments and ELA/Reading mini-assessments from Florida Achieves.	7/10/2015 weekly
G1.B1.S1.MA1	Classroom walk throughs and observations.	Chardon, Elizabeth	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	7/10/2015 weekly
G1.B1.S1.MA2	Classroom walk throughs and observations.	Rivera, Michael	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 weekly
G1.B2.S1.MA1	Teachers will monitor students' use of context clues and word parts to determine unfamiliar word meanings and relationships.	Meirin, Nicolle	8/18/2014	Classroom walk-throughs, students' binders, internal progress monitoring (IPM) mini-assessments	7/10/2015 daily
G1.B2.S1.MA1	Classroom walk-throughs and observations	Chardon, Elizabeth	8/18/2014	walk-throughs and observation notes	7/10/2015 monthly
G1.B2.S1.MA3	Classroom walk-throughs and observations	Rivera, Michael	8/18/2014	classrooms walk-throughs and observation notes	7/10/2015 monthly
G1.B1.S2.MA1	Effectiveness of the plan will be monitored through the analysis of student performance data	Chardon, Elizabeth	8/18/2014	Standards-based student assessments.	7/10/2015 daily
G1.B1.S2.MA1	Classroom walk throughs and observations.	Chardon, Elizabeth	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 daily
G1.B1.S3.MA1	Effectiveness will be monitored through the analysis of student performance data	Chardon, Elizabeth	8/18/2014	Standards-based student assessments.	7/10/2015 daily
G1.B1.S3.MA1	Classroom walkthroughs and observations.	Chardon, Elizabeth	8/18/2014	Standards-based mini lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/10/2015 daily
G1.B1.S4.MA1	Classroom walk throughs and observations, review course completion in Biology.	Rivera, Michael	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	Rivera, Michael	8/18/2014	Classroom walk through and observations.	7/10/2015 weekly
G1.B1.S5.MA1	Disaggregate data from US History Assessments, Apex Learning course work, and examine student work.	Rivera, Michael	10/6/2014	Results from US History Assessments and student artifacts	7/10/2015 monthly
G1.B1.S5.MA1	Classroom walk throughs and observations.	Rivera, Michael	8/18/2014	Classroom walk throughs and observations, student artifacts.	7/10/2015 daily
G1.B1.S6.MA1	Administer and score students' writing prompts using assessment rubrics to monitor students' progress and adjust focus as needed.	Rivera, Michael	8/18/2014	Student essay and scores	7/10/2015 monthly
G1.B1.S6.MA1	Classroom walkthroughs and observation.	Rivera, Michael	8/18/2014	Classroom walkthrough logs.	7/10/2015 daily
G2.MA1	Review student credit and graduation requirements progress.	Chardon, Elizabeth	8/18/2014	STARS Graduation Plan reports, Miami-Dade County Transcript information	7/10/2015 monthly
G2.B1.S1.MA1	Review attendance reports for improvement in school attendance rates.	Chardon, Elizabeth	8/18/2014	Attendance reports from STARS, EIS reports, Attendance Bulletins	7/10/2015 weekly
G2.B1.S1.MA1	Review attendance data	Chardon, Elizabeth	8/18/2014	Attendance reports from STARS, MDCPS attendance bulletin	7/10/2015 daily
G2.B2.S1.MA1	Course completion data will be analyzed	Chardon, Elizabeth	8/18/2014	Apex Course Completion Reports from STARS	7/10/2015 quarterly
G2.B2.S1.MA1	Student progress towards graduation (course completion rate).	Rivera, Michael	8/18/2014	Credits Earned report, course completion counts	7/10/2015 quarterly
G2.B3.S1.MA1	Teachers and support staff will meet with students individually and document on going progress	Rivera, Michael	8/18/2014	Progress monitoring logs, APEX Summary reports, student transcripts	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
G2.B3.S1.MA1	Viewing student academic plans of students that are on track for graduation this school year.	Rivera, Michael	8/18/2014	APEX Summary reports, State assessment scores, student transcripts	7/10/2015 monthly
G3.MA1	STEM meeting agendas, logs, and notes will be collected.	Rivera, Michael	8/18/2014	Agendas and logs	7/10/2015 monthly
G3.B1.S1.MA1	Review of CHOICES portfolios, Personal School Career Development course completions, Individual Success Plans, college applications, participation in SAT, ACT and ASVAB assessments.	Rodriguez, Marta	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.	Rivera, Michael	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 Opportunities

*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 cognitive demands of the Florida assessments.

**G1.B1.S1** Students will practice critical reading and writing as an effective process to unlock the meaning of 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

Nicole Meirin/ Reading teacher

#### 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

Nicolle Meirin/ Reading teacher

#### Participants

All Staff

#### 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 for 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**

Nicolle Meirin

#### **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 bilingual dictionaries. Students will have the opportunity to discuss possible meanings with partners and to keep vocabulary journals of newly acquired words.

#### **Facilitator**

Nicolle Meirin

#### **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**

Nicolle Meirin/ Reading

#### **Participants**

All Staff

#### **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**

Nicolle Meirin/ Reading teacher

#### **Participants**

All Staff

#### **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**

Michael Rivera

**Participants**

All teachers

**Schedule**

Monthly, from 11/3/2014 to 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
<b>Goal 1:</b> 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.	15,926
<b>Goal 2:</b> 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.	1,160
<b>Grand Total</b>	<b>17,086</b>

### 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
<b>B1.S2.A1</b> - Math Teacher - direct instruction pull out sessions	Title I Part A	7,963
<b>B1.S3.A1</b> - Math Teacher- direct instruction pull-out sessions	Title I Part A	7,963
<b>Total Goal 1</b>		<b>15,926</b>

### 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
<b>B1.S1.A1</b> - Attendance incentives for students with improved school attendance throughout the 2014-2015 school year.	Other	1,160
<b>Total Goal 2</b>		<b>1,160</b>