

Miami-Dade County Public Schools

South Dade Senior High School



2015-16 School Improvement Plan

South Dade Senior High School

28401 SW 167TH AVE, Homestead, FL 33030

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

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

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	190	237	260	312	999
One or more suspensions	172	112	71	59	414
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	199	235	203	10	647

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	561	584	534	381	2060

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

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

to target all students who have excessive absences and tardies to school. The committee works in conjunction with parents, district truancy, and teachers to assist students with attendance. Students are identified and referred, who have 5 or more absences, to the Stay in School Program on campus.

Migrant students are identified and referred to the Migrant Office for attendance counseling. Students who have medical issues and are not able to attend school are referred to Hospital Home Bound Program through the district.

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

Level 1 student in Reading who have been identified as in need of phonetics and /or phonemic awareness are placed in a Read 180/System 44 class with back to back Reading and Language Arts. The school uses the Mentoring to Alternative Suspension Counseling Program where faculty and staff members are paired with students who are identified by the early warning systems.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

See 2015-2016 PIP

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Perez, Javier	Principal
Mayo, Maria	Assistant Principal
De Armas, Juan	Assistant Principal
Miller, Artis	Assistant Principal
Betancourt Macias, Judith	Guidance Counselor
Delgado, Elena	Instructional Coach
Jenkins, Ruby	Instructional Coach
Johnson, Bernard	SAC Member
Granberry, Davin	Other
Carballo, Arles	Instructional Coach
Leal, Lazaro	Administrative Support
Menendez, Anna	Instructional Media

Duties

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

Javier Perez, Principal; Maria Mayo, Vice-Principal, Juan C. De Armas, Assistant Principal; Ethel Burton, Assistant Principal; Artis Miller, III, Assistant Principal; Bernard Johnson, EESAC Chairperson/Magnet Lead Teacher, Graduation Coach; Susana Salazar, IB Coordinator/Magnet Lead Teacher; Patricia Rivera, Magnet Lead Teacher; Ruby Jenkins, Social Studies Department Chairperson/Reading Coach; Elena Delgado, Reading Department Chair/Reading Coach; Latear morales, Language Arts Department Chairperson, Language Arts Department Chairperson/Reading Coach; Migdalia Canova-Anckle, ELL Department Chairperson; Alejandro Pena, JROTC Department Chairperson; Yinelica Perez, Math Department Chairperson/Math Coach; Arles Carballo , Science Coach; Mario Morales, Science Department Chairperson; Yolanda Mendoza, ESE Department Chairperson; Diane Romero, VPA Department Chairperson; Davin Granberry, BMT; Randi Rosenberg, Program Specialist; Lazaro Leal, PBS; Karen Kropp-Hernandez, Test Chairperson, Advanced Academics Coordinator, Union Steward.

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, such as, after-school tutoring programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior

assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Resource Program; Title I CHES; Stay-In-School/South Florida Workforce, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

- Professional Development is utilized to certify qualified mentors for the New Teacher Program.
- Professional Development is utilized for add-on endorsement programs, such as reading, gifted, and ESOL.
- Professional Development and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as, common planning opportunity in lieu of Faculty Meeting where the Departments share requirements and techniques to improve instruction.

Title III

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

Counselor, and the Bilingual Academic School Counselor.

Title VI, Part B - NA

Title X- Homeless

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

Supplemental Academic Instruction (SAI) - NA

Violence Prevention Programs

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

Nutrition Programs

South Dade Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. South Dade Senior High School's Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education

High school completion courses are available to all eligible South Dade Senior High School students through a partnership with South Dade Educational Center in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study at South Dade Senior High School students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available to them and devise a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. South Dade Senior High School currently offers the following career and technical education programs: Sports, Nutrition & Health Science, International Baccalaureate, International Finance, Business & Technology, Professional Services, Law Studies and Public Safety

and Visual & Performing Arts. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades nine through twelve.

Job Training

South Dade Senior High School offers three job training programs that will provide students with job skills that afford them the opportunity to increase their awareness of the workforce within the global economy. The Cooperative Diversified Education (CDE) Program is offered to students who are at or above their required high school credits. Also, there is the Work Experience component which is for the student who is below credit requirement and “at risk” of dropping out. In addition, the Diversified Cooperative Technology Program is offered to students with disabilities. These programs offer an in class component to assist them with employability skills and on-the-job training supported by the teacher and the supervisor at the worksite.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Javier Perez	Principal
Karen Kropp-Hernandez	Teacher
Paul Wieser	Teacher
Lynn Arnett	Teacher
Eladia Chavez	Teacher
Kathy Murphy	Parent
Olubukola Okesola	Parent
Yesenia Rosas	Parent
Sisteria Dixon	Parent
Melissa Williams	Parent
Charmaine Underwood	Parent
Suzanne Ocuto	Business/Community
Bernard Johnson	Teacher
Annette Torres-Rojas	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

SAC meets with all stakeholders involved in the development of the SIP to determine the school's needs. Once the committees complete the SIP, SAC reviews the SIP and recommends strategies to

improve areas requiring improvement. The SIP committees incorporate SAC recommendations and present the final version for approval by SAC.

Preparation of the school's annual budget and plan

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

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

The projected use of SAC school improvement funds is as follows:

1. Funds for student incentives and performance recognition - \$5,000.00
2. Funds for competitive events for student organizations -\$8,000.00
3. Funds for teacher sponsored programs aligned to the SIP - \$3,000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Perez, Javier	Principal
De Armas, Juan	Assistant Principal
Delgado, Elena	Instructional Coach
Jenkins, Ruby	Instructional Coach
Canova Anckle, Migdalia	Teacher, K-12
Mayo, Maria	Assistant Principal
Menendez, Anna	Instructional Media
Mendoza, Yolanda	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT this year will develop a school-based literacy plan of action; utilizing the CRRP for placement and the District Pacing Guides for lesson planning and delivery. All district reading programs will be implemented with fidelity. Professional development will be conducted on reading and writing strategies to be incorporated across the curriculum. Instructional coaches and administration will analyze assessment data and will meet with the LLT to discuss, review, and modify the plan of action as appropriate for the 2015-2016 school year.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

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

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

1. Develop a networking system that empowers all stakeholders to recruit for the school within their departments.
2. Survey all teachers at the beginning of the school year to evaluate their "needs".
3. Provide professional development and coaching support based on teachers needs during the school year
4. Hire teachers who are highly qualified in increasing student achievement.
5. Request the assistance of the district and region personnel in identifying and referring highly qualified teachers to our school when experienced teachers are not available.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,500

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

De Armas, Juan, dearmasj@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The School employs the following strategies to support incoming ninth graders:

1. Feeder Pattern articulation meetings are held in December of the previous year to build communication between the middle and the high school.
2. The school coordinates Magnet Fairs with feeder pattern schools.
3. High school counselors personally visit each school during subject selection and work with the future ninth graders on a one-to-one basis.
4. Literacy Coaches visit feeder pattern middle schools to ensure proper placement for incoming ninth graders in intensive reading courses.
4. Orientation is conducted prior to the start of the school year, with a personal invitation sent to the homes of all incoming 9th graders to attend a BBQ with their families; during the orientation, which is held the Saturday before school starts.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

South Dade Senior High School students participate in dual enrollment with Miami-Dade College. South Dade Senior High School has an active and growing Advanced Placement program through College Board and an International Baccalaureate Academy. South Dade Senior High School is also a National Academy Foundation school which will open new horizons for its magnet academy in

business and technology. South Dade Senior High School has a full-time, on-site College Assistance Program (CAP) advisor who acts as a liaison between institutions of higher learning and the high school. The CAP advisor routinely meets with admissions staff, arranges school visits and conducts an informative college forum. Classroom visitations yield information sharing sessions about everything from vocational programs to university life, financial aid, postsecondary plans, and career choices. Several workshops are given throughout the year for parents and students to meet prospective college personnel. The CAP advisor also works closely with the counseling staff to apprise them of scholarship opportunities, federal and state financial aid opportunities, postsecondary school requirements and canvassing student interest. Students are able to schedule appointments with the CAP advisor and their parents, but an open-door policy exists as well. CAP Advisor also insures SAT/ACT and college application waivers are readily available throughout the year so all South Dade Senior's juniors and seniors are able to take college entrance exams and apply for college without worrying about financial constraints. The Testing Department is reporting that due to the state concordant score substitution for FCAT passing scores, many more students are attempting the SAT/ACT who would not have prior to the allowed substitution, therefore, more students are experiencing success on a college level test and realizing their potential for a postsecondary education. Record numbers of students are attempting the ACT. The P.S.A.T. given to all of the 10th graders, paid for by the State of Florida, and also open to Juniors, give students more substantive feedback on their strengths and weaknesses prior to taking the SAT/ACT for college admittance and allowing for the recognition of potential prior to a decision on postsecondary work or study. (South Dade also pays for all IB Academy juniors to take this important test for college readiness & possible scholarship qualification as well).

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

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

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

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

The 2015-2016 jk Scholarship Report for South Dade Senior High School shows that our students have been offered over \$5,662,000 in scholarships (Academic Scholarships \$2,340,920, Athletic \$3,204,980 and other \$116,190); in addition to the Florida's Bright Futures Scholarship Program that shows that our students have been offered a total of \$83,400 for the Florida Academic Scholarship, \$46,200 for the Florida Medallion Scholarship and \$64,800 for the Gold Seal Vocational Scholarship.

Our school continues to strive in improving our student's readiness for postsecondary level by working closely with the middle schools and our counselors acting as a liaison between the curriculum counsel, administration, students, faculty, parents and community. A 9th grade transition academy model is in place. South Dade Senior High School has Industry Certification thus improving students' success with an exit certificate qualifying them for immediate employment or further study. South Dade Senior High School students participate in dual enrollment with Miami-Dade College. South Dade Senior High School has an active and growing Advanced Placement program through College Board and an International Baccalaureate Academy. South Dade Senior High School is also a National Academy Foundation school which will open new horizons for its magnet academy in business and technology.

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

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

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

The last available "High School Feedback Report" is from 2013; therefore, it is irrelevant at this point.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070575

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	50.0
FSA English Language Arts - Achievement	40.0
FSA Mathematics - Achievement	36.0

Resources Available to Support the Goal 2

- Written scaffolded end products, FAIR Data, SRI/SPI Data, unpacking the Standard Protocol through the Common Planning, Pacing Guides, instructors, instructional coaches, ICADS, DAS support staff, instructional frameworks, grouping template, in-house and DAS professional development, Attendance Committee, District attendance reports.
- Yinelica Perez, Mathematics Coach; Arles Carballo, Science Coach; Ruby Jenkins, Elena Delgado, and Latear Morales, Literacy Coaches; Andrew Harris, Math Curriculum Support Specialist (CSS); John Crary, Instructional Supervisor (IS); Gladys Barrios, Science Instructional Supervisor; Haydee Mendez, Science CSS; Elaine Perez, CSS; Starshima Green, CSS; J.C. De Armas, Assistant Principal; Maria Mayo, Vice-Principal; McGraw-Hill Supplemental Algebra Resources; Carnegie Cognitive Tutor; Item Specifications; District Pacing Guides; ETO Unit Plans; Core Textbook and Online Resources; Promethean Technology; Double-Dose Classes for Non-Proficient Students.

Targeted Barriers to Achieving the Goal 3

- Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards.
- The teachers lack the knowledge of the application of the MAFS in a comprehensive and cohesive manner that is dictated by the assessments and item specifications
- Lack of student attendance correlates with lack of student achievement

Plan to Monitor Progress Toward G1. 8

Administrative walk-throughs and coaching support logs

Person Responsible

Maria Mayo

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Interim data

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. To increase student achievement by improving core instruction in all content areas. **1**

 G070575

G1.B1 Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards. **2**

 B183882

G1.B1.S1 Collaborative planning to ensure aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products that reflect the complexity of the new standards. **4**

 S195502

Strategy Rationale

Implementation will result in more effective lesson delivery and higher student scores.

Action Step 1 **5**

Utilize common planning and active coaching to build teacher capacity in the development of lessons that align the objective, student outcomes, and process.

Person Responsible

Juan De Armas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common Planning Agendas, Lesson Plans, Coaching Logs, Administrative Walk throughs

Action Step 2 5

Provide professional development on the backward planning method.

Person Responsible

Juan De Armas

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in Sheets and Agendas

Action Step 3 5

Consistently monitor to ensure teachers are developing and implementing lessons that align the objective, student outcomes, and process

Person Responsible

Juan De Armas

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Instructional Walkthrough Documents, and Lesson Plans

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

Instructional Walkthrough Documents, and Lesson Plans

Person Responsible

Juan De Armas

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Instructional Walkthroughs documents, lesson plans, student work folders, common planning agendas.

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

End Products, Unit and Interim Exams

Person Responsible

Juan De Armas

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student scores

G1.B2 The teachers lack the knowledge of the application of the MAFS in a comprehensive and cohesive manner that is dictated by the assessments and item specifications 2

 B183883

G1.B2.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S195503

Strategy Rationale

By utilizing effective planning protocols we will be able to build teachers capacity in order to offer quality instruction that includes greater rigor and heightened student engagement which will increase student achievement.

Action Step 1 5

Collaborate during common planning in unwrapping the standards for rigor, clarifications, and explicit comprehensible objectives utilizing the item specifications, unit plans, sample student outcome, lesson product, co-teacher observation and resources.

Person Responsible

Maria Mayo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common planning log; Lesson plans, student work, class instruction.

Action Step 2 5

Developing appropriate learning routines with timing suggestions that support opportunities to engage, explain, explore, expand and evaluate.

Person Responsible

Maria Mayo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common planning log; Lesson plans.

Action Step 3 5

Model the essential elements of the instruction during common planning to provide support for teachers in mathematical practices and clarifications of the standards.

Person Responsible

Maria Mayo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common planning logs; Unit plans; Lesson plans; Class instruction.

Action Step 4 5

Develop high level essential questions and sample student responses that are aligned to the level of rigor that is represented by the standards as it is defined in the MAFS.

Person Responsible

Maria Mayo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common planning logs; Unit plans; Lesson plans; Class instruction.

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

Administration will do classroom walk-throughs to ensure that planning protocols are being followed with fidelity.

Person Responsible

Maria Mayo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common planning log; Lesson plans, student work, class instruction

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

Administration will look for evidence of lesson plans that are standard based.

Person Responsible

Maria Mayo


Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

classroom activities, lesson plans, and student products

G1.B4 Lack of student attendance correlates with lack of student achievement **2**

 B183885

G1.B4.S1 Students with excessive absences will be monitored through district attendance reports, attendance committee and counselors. **4**

 S195505

Strategy Rationale

In order for students to be successful academically they must be present in school.

Action Step 1 **5**

Students with excessive absences will be monitored through district attendance reports, attendance committee and counselors.

Person Responsible

Juan De Armas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

District reports

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Attendance Committee meeting will take place in order to follow up on students that continue to have excessive absences.

Person Responsible

Juan De Armas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

District reports, Attendance Committee meetings agenda and sign-in logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Attendance Committee will meet regularly in order to monitor students with excessive absences

Person Responsible

Juan De Armas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance Committee agendas and log-in sheets

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	Utilize common planning and active coaching to build teacher capacity in the development of lessons that align the objective, student outcomes, and process.	De Armas, Juan	8/24/2015	Common Planning Agendas, Lesson Plans, Coaching Logs, Administrative Walk throughs	6/9/2016 weekly
G1.B2.S1.A1	Collaborate during common planning in unwrapping the standards for rigor, clarifications, and explicit comprehensible objectives utilizing the item specifications, unit plans, sample student outcome, lesson product, co-teacher observation and resources.	Mayo, Maria	8/24/2015	Common planning log; Lesson plans, student work, class instruction.	6/9/2016 biweekly
G1.B4.S1.A1	Students with excessive absences will be monitored through district attendance reports, attendance committee and counselors.	De Armas, Juan	8/24/2015	District reports	6/9/2016 weekly
G1.B1.S1.A2	Provide professional development on the backward planning method.	De Armas, Juan	8/24/2015	Sign-in Sheets and Agendas	6/9/2016 monthly
G1.B2.S1.A2	Developing appropriate learning routines with timing suggestions that support opportunities to engage, explain, explore, expand and evaluate.	Mayo, Maria	8/24/2015	Common planning log; Lesson plans.	6/9/2016 biweekly
G1.B1.S1.A3	Consistently monitor to ensure teachers are developing and implementing lessons that align the objective, student outcomes, and process	De Armas, Juan	8/24/2015	Instructional Walkthrough Documents, and Lesson Plans	6/9/2016 daily
G1.B2.S1.A3	Model the essential elements of the instruction during common planning to provide support for teachers in mathematical practices and clarifications of the standards.	Mayo, Maria	8/24/2015	Common planning logs; Unit plans; Lesson plans; Class instruction.	6/9/2016 biweekly
G1.B2.S1.A4	Develop high level essential questions and sample student responses that are aligned to the level of rigor that is represented by the standards as it is defined in the MAFS.	Mayo, Maria	8/24/2015	Common planning logs; Unit plans; Lesson plans; Class instruction.	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Administrative walk-throughs and coaching support logs	Mayo, Maria	8/24/2015	Interim data	6/9/2016 quarterly
G1.B1.S1.MA1	End Products, Unit and Interim Exams	De Armas, Juan	8/24/2015	Student scores	6/9/2016 biweekly
G1.B1.S1.MA1	Instructional Walkthrough Documents, and Lesson Plans	De Armas, Juan	8/24/2015	Instructional Walkthroughs documents, lesson plans, student work folders, common planning agendas.	6/9/2016 daily
G1.B2.S1.MA1	Administration will look for evidence of lesson plans that are standard based.	Mayo, Maria	8/24/2015	classroom activities, lesson plans, and student products	6/9/2016 weekly
G1.B2.S1.MA1	Administration will do classroom walk-throughs to ensure that planning protocols are being followed with fidelity.	Mayo, Maria	8/24/2015	Common planning log; Lesson plans, student work, class instruction	6/9/2016 biweekly
G1.B4.S1.MA1	Attendance Committee will meet regularly in order to monitor students with excessive absences	De Armas, Juan	8/24/2015	Attendance Committee agendas and log-in sheets	6/9/2016 weekly
G1.B4.S1.MA1	Attendance Committee meeting will take place in order to follow up on students that continue to have excessive absences.	De Armas, Juan	8/24/2015	District reports, Attendance Committee meetings agenda and sign-in logs	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards.

G1.B1.S1 Collaborative planning to ensure aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products that reflect the complexity of the new standards.

PD Opportunity 1

Provide professional development on the backward planning method.

Facilitator

Academic Coaches, Observational Teachers, Administration

Participants

All Teachers, Administration

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers are having a difficult time aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products due to the complexity of the new standards.

G1.B1.S1 Collaborative planning to ensure aligning instruction to the learning targets, executing through the gradual release with effective pacing and developing rigorous end products that reflect the complexity of the new standards.

PD Opportunity 1

Utilize common planning and active coaching to build teacher capacity in the development of lessons that align the objective, student outcomes, and process.

Facilitator

Literacy Coaches, Math Coach, Science Coach

Participants

Teachers, Administration

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Budget

Budget Data

1	G1.B1.S1.A1	Utilize common planning and active coaching to build teacher capacity in the development of lessons that align the objective, student outcomes, and process.	\$0.00
2	G1.B1.S1.A2	Provide professional development on the backward planning method.	\$0.00
3	G1.B1.S1.A3	Consistently monitor to ensure teachers are developing and implementing lessons that align the objective, student outcomes, and process	\$0.00
4	G1.B2.S1.A1	Collaborate during common planning in unwrapping the standards for rigor, clarifications, and explicit comprehensible objectives utilizing the item specifications, unit plans, sample student outcome, lesson product, co-teacher observation and resources.	\$0.00
5	G1.B2.S1.A2	Developing appropriate learning routines with timing suggestions that support opportunities to engage, explain, explore, expand and evaluate.	\$0.00
6	G1.B2.S1.A3	Model the essential elements of the instruction during common planning to provide support for teachers in mathematical practices and clarifications of the standards.	\$0.00

Budget Data

7	G1.B2.S1.A4	Develop high level essential questions and sample student responses that are aligned to the level of rigor that is represented by the standards as it is defined in the MAFS.	\$0.00
8	G1.B4.S1.A1	Students with excessive absences will be monitored through district attendance reports, attendance committee and counselors.	\$0.00
Total:			\$0.00