

Miami Edison Senior High School

6161 NW 5TH CT, Miami, FL 33127

<http://edison.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	100%

School Grades History

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

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

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

Miami Edison Senior High School seeks to be one safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement are embedded within our school culture to inspire lifelong learners to flourish in a global society.

Provide the school's vision statement

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse populations. Students will be empowered through engaging social educational relationships, real world experiences, community and business partnerships whereby students are equipped with the essential tools to enable them to achieve their highest potential in their post secondary endeavors and to become lifelong learners.

School Environment

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

Miami Edison Senior High School provides educational opportunities for students with diverse backgrounds. We serve a large immigrant community who mostly speak English as their second language. Teachers are charged with upholding the curriculum standards and teaching at a high level while still differentiating their instruction and scaffolding learning tasks to address students' needs. Through job embedded professional development, faculty meetings, and common planning, teachers are able to share best practices and discuss how best to serve our students.

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

Miami Edison Senior High School creates an environment where students feel safe and respected by providing a clean campus that is welcoming and inviting. The staff is comprised of a diverse group of individuals who are invested in the well being and academic achievement of students. Various activities, such as clubs, academic specific programs, and incentive based programs are available before, during, and after school in order to bolster student pride and provide a platform for students to express themselves. The City Year Program has also been instrumental in creating a positive atmosphere for all students before, during, and after school. They are an added layer of support that students have access to throughout the school day, after school for tutoring, and in the morning as they enter the building.

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

Miami Edison Senior High School is a Positive Behavior Support (PBS) school. There is a school-wide focus on empowering teachers to implement and maintain a progressive discipline plan that maintains a safe classroom environment, supports consistent instructional routines within the classroom, yet enables the teacher to redirect inappropriate behavior and escalate issues that need

administrative intervention. Teachers are equipped with and trained on a plan that references various levels of student interruptions, support personnel designated to assist, and options for resolutions to reinforce or redirect behaviors.

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

Miami Edison Senior High School ensures the social-emotional needs of all students are being met by providing counseling, mentoring, and other pupil services which include, but are not limited to, the following: Girl Power, Alternative to Suspension Programs, Peer Mediation, Mentoring, Youth Violence Prevention, Transgender Awareness, Grade-level meetings, and other like programs.

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

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	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	31	28	32	7	98
Level 1 on statewide assessment	119	98	10	1	228

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

It is the assertion of the leadership team at Miami Edison Senior High School that improving core instruction in all content areas will improve the academic performance of students. Additionally, the faculty and staff are now utilizing the 4th Tuesday of every month to meet in grade level meetings to discuss how to target the early warning signs that some students exhibit in order to intervene appropriately and collectively. Counselors, administrators, and the grade level team leaders plan the topics for the meetings and include pertinent data about the students in order to have a focus for what is needed.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parental

Miami Edison SHS involves parents in the planning and implementation of the Title I Program and extend an

open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title 1

School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the

Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with

dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to

empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the

Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration

as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in school in "homeless situations" as

applicable.

Additional academic and support services will be provided to students and families of the Migrant population

as applicable.

School Improve Grant Funds/School Improvement Grant Initiative

Miami Edison SHS receives funding under the School Improvement Grant Fund/School Improvement Grant

Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive,

ongoing data analysis, curriculum and instruction alignment and specific interventions such as extended day

remedial tutorial instruction, Differentiated Instruction/intervention, classroom libraries, and Project CRISS.

Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative

designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of access to high quality public school choice options for all parents in Miami-Dade County,

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

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
Diggs, Trynegwa	Principal
Dominique, James	Assistant Principal
Lee, Vernatta	Assistant Principal
Campbell, Juan	Assistant Principal

Duties

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

The team meets at least monthly to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets. Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST).

The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. The team will collaborate with SAC, PBS team, and Literacy Leadership team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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 will be comprised of the school administrative teams, department chairs, instructional coaches and counselors. Members were selected due to their status as leaders in the building (administrative/teacher leader). Additionally, Subject Area experts will be invited to join the team

based on the specific area or challenge being addressed. All team members will be chosen to build staff support, internal capacity and sustainability over time the team will collaborate with the School Advisory Council (SAC) utilizing data from the 2012-2013 and 2013-2014 school year. The Team will facilitate a discussion on how to increase academic rigor and student engagement in school. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- core instruction
- standards based instruction
- Strengthens and weaknesses of intensive academic/behavioral programs
- Mentoring, tutoring, and other services

Miami Edison Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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 Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and/or delinquent students. Title II Our professional development is ongoing and addresses the needs of teachers. There are supports in place to make sure the skills taught are being implemented and continuously improved. Our district receives

supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Technology in classrooms will continue to be utilized to support the

instructional strategies provided to students. Our school hosted the 21st Century Summer Program this past summer.

Title III

Services are provided through the district's ESOL program specialist. Education materials and ELL district support services to improve the education of immigrant and English Language Learners is included in

this support.

Title X- Homeless

Our district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free

appropriate education. We also work with local agencies closely to provide constant support for our deserving families.

Supplemental Academic Instruction (SAI)

District SAI funds provide summer school services to level one and two students

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Virgina Ducksworth	Education Support Employee
Constance Robinson	Teacher
Wilfred Barry	Teacher
Mathew Cuomo	Teacher
Angela Harper	Teacher
Alvin T. Smith	Business/Community
Terry Smith	Parent

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 School Advisory Council's role in the evaluation of last year's school improvement plan was to review the goals that were set by the Instructional Leadership Team and evaluate their overall impact on student achievement.

Development of this school improvement plan

The School Advisory Council (SAC) is a team of individuals representing the community, parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of the SAC is to assist in the developing and evaluating of the SIP and the annual school budget. It is the responsibility of the School Advisory Council to help enhance student success.

In the process of developing the school improvement plan, SAC conducts a needs assessment that identifies internal and external factors that affect student learning. Working with the information revealed by the needs analysis, the SAC assists in clarifying the vision for the school and establishing indicators for student success. The SAC focuses on the needs of students including what they need to know (curriculum content) and be able to do (performance application). SAC participated in the following process in the development of the school improvement plan:

- reviewed achievement data
- identified goals
- brainstormed resources and barriers
- developed strategies for prioritized barriers
- identified action steps to implement the strategies
- determined how the strategies will be monitored for fidelity of implementation
- determined how strategies will be monitored for effectiveness
- determined how progress toward each goal will be monitored

Preparation of the school's annual budget and plan

The School Advisory Council reviewed the school's budget and discussed the proposals that were presented to ensure that they were aligned with students' needs.

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

The SAC committee funds are projected to fund academic events, lectures, etc. that represent multiple departments or affect students of multiple departments in the hopes of fostering student achievement.

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Campbell, Juan	Assistant Principal
Diggs, Trynegwa	Principal
Dominique, James	Assistant Principal
Lee, Vernatta	Assistant Principal
Sosa, Lilibet	Instructional Coach
Olibrice, Monfort	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major goals for the LLT will be as follows:

- Implement school-wide literacy strategies,
- Partner with feeder schools to promote literacy,
- Organize parent and community literacy activities.

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

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

Miami Edison has developed a retention and recruitment program that will ensure teachers are oriented, coached, and supported throughout the school year. At the beginning of the year, the program includes Introduction of faculty and staff.

- Tour of the school facility and local community.
- Review of history, achievements and demographics of the school and community.
- Overview of the school and district induction opportunities and plans.
- Introduction of the district's teacher assessment system: explanation, copy of the instruments, and timeline.
- Packet of pertinent information and forms including student/parent handbook, school improvement plan, student progression plan, calendar, map of school, faculty/staff directory, code of student conduct, and copy of teacher master contract.
- Orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan and book expectations, district reporting system, room arrangements, etc. New Teacher Support Group Meetings, led by a mentor, mentor liaison or administrator, for the purpose of addressing current issues and new teacher needs. This group can be in lieu of other

school-based committee assignments.

-Opportunities for teachers to observe other teachers within the school who are implementing district and school curriculum, instruction and assessment concepts.

-Opportunities to reward and recognize the accomplishments of teachers throughout the year.

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

MINT (Mentoring And Induction for New Teachers)

MINT is based on current research confirming that successful new teacher retention practices involve mentoring, principal support, teacher collaboration, participation in learning communities, and guided reflection. To enhance the program's effectiveness in preparing new and early-career teachers, MINT is also modeled from effective induction programs that offer sustained support throughout the teacher's initial years as a classroom practitioner. Experienced, highly-effective school-site teachers serve as mentors for teachers who are in their first and second years in the profession. Prospective mentors will receive specialized training that will enable them to guide new teachers in reflecting on their practice, assessing their skills and setting goals to facilitate professional growth. MINT utilizes high-quality professional development activities to foster collaboration and collegiality among new teachers, mentor teachers and the school principal. The program also incorporates technology tools, including web logs, discussion forums and webinars, to enhance communication and, thereby, promote supportive learning communities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

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

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

Strategy: Extended School Day

Minutes added to school year: 360

City Year has implemented after school programming which includes a homework power hour, push-in assistance to schools' existing programming, and student interest clubs and enrichment activities. The program fosters youth leadership and development and engages the "hard to reach" demographic of middle and high school youth by allowing them to participate in planning their own activities and programming as a way to keep them invested and committed to attending the City Year after school program. Polling took in September to determine student interest for the second hour of after school.

- Behavior Coaching Lunches: You will mentor focus behavior students during their lunch period.
- School Specific/PBIS School Initiatives: You will plug into school based behavior initiatives where the administration sees fit.
- VIP Lounge: A very special, invitation only, monthly lunch hosted by your team as a reward for students who exhibit good behavior.
- In Class Re-Direction/Re-Focusing: You will spend extra time in class to re-direct negative behavior from focus and all other students.
- Positive Contact Home: You will make at least one positive contact home emphasizing positive behavior choice made by focus students.
- One-on-One Mentoring: You will utilize any opportunity to informally or formally coach students' behavior in and out of the classroom.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lee, Vernatta, vernatta@dadeschools.net

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

Data is collected through the City Year tracker. The tracker triangulates multiple data points to guide intervention. Data includes FAIR, STAR, Interim Testing and ORF.

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

N/A

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

Students actively participate in the articulation process. Counselors meet with student and review student academic history. This coming school year, Seniors will be mentored through the CORE program

(Challenging Our Raiders to Excellence). The mentor will meet with their students monthly to review checklist items such as college applications, ACT and SAT testing, and scholarship possibilities.

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

Through the academy courses, students participate in various programs such as the First Responder and EMT vocational programs; guest speakers are also brought to meet with students regarding career paths; and students participate in job shadowing experiences throughout the school year.

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

The Act Online Prep Program, funded by Title 1 Program, will be made mandatory for all seniors. This will allow students the opportunity to receive individualized feedback and instructions in preparations for the ACT and post secondary academia. Additionally, the ACT Standards will be referenced in guiding development of relevant courses to increase rigor of content. Every student will receive an individual password to access the ACT Online Prep Program from home and or school. In addition, the College Summit program will be run through the ACT Prep class in order to answer students' questions about college selection, campus life, et al. Further, Miami Edison will continue to solidify the academy process for all students. Every student will choose a career academy that will provide them real world experience, as well as internship opportunities throughout their high school career.

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

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. Our goal is 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. Our goal is to increase student achievement by improving core instruction in all content areas. 1a

G070594

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Resources Available to Support the Goal 2

- Instructional Coaches, District Pacing Guides, Supplemental Instructional Guides, Curriculum Support Specialists, Collaborative Planning, Curriculum Materials, Technology sites, Administrative Walk-throughs/Feedback, Lesson Study, etc...

Targeted Barriers to Achieving the Goal 3

- Teachers are able to dissect the standards and construct an aligned written end product, however, there is a disconnect with how to scaffold instruction and plan for the use of instructional strategies that will guide students to mastery of the standard and end product. (Literacy)
- Due to the complexity of the FSA standards, and teachers being in the developmental phase of engaging students in mathematical discourse and accountable talk, the depth of content development and rigor necessary for standard mastery is not being met. (Mathematics)
- There is limited evidence of teachers eliciting critical thinking through the use of writing informative pieces focused on specific science content. (Science)
- There is limited evidence of alignment between NGSS content standards for Reading and Writing in History and Social Studies to student-centered activities that lead to written end products. (Social Science)

Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed throughout the school year to determine progress toward the goal and/or targets are: baseline, interim, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

The data that will be collected and used throughout the school year to determine progress toward the goal and/or targets are: baseline, interim, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.

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

 G070594

G1.B1 Teachers are able to dissect the standards and construct an aligned written end product, however, there is a disconnect with how to scaffold instruction and plan for the use of instructional strategies that will guide students to mastery of the standard and end product. (Literacy) **2**

 B183945

G1.B1.S1 Through Professional Development, Common Planning, and Individualized Support Plans, teachers will plan effective lessons targeting specific skills and knowledge necessary to adequately complete the end-product. **4**

 S195538

Strategy Rationale

Teachers will experience various methods of professional development that will lead to more targeted lesson planning and execution.

Action Step 1 **5**

Through common planning, revisit Marzano's 5 Steps with literacy teachers and model planning using this process with a short story, emphasizing the importance of the 4th step (planning the exemplar response). Teachers will then plan for upcoming lessons using this process, with the understanding that the end-products created will be analyzed at Professional Development next week. This planning process will be ongoing.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Common Planning Agenda & Sign-In Common Planning Resources and Materials Lessons/ End-Products

Action Step 2 5

Through Professional Development, teachers will examine "exemplar student responses" from the lesson planned in Common Planning (see step 1), to determine whether learning targets, essential questions and LAFS item specifications are being adequately met. Teachers will determine revisions to lessons that could enrich student products.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 10/8/2015 to 6/10/2016

Evidence of Completion

Professional Development Agenda & Sign-In PD Materials & End Products

Action Step 3 5

Instructional Coaches will craft individualized plans for teachers based on administration's next steps, and begin coaching cycles with teachers identified as needing additional support in the lesson planning and/or implementation process.

Person Responsible

Vernatta Lee

Schedule

Biweekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Coaching and Curriculum Support Logs Common Planning Agenda & Sign-In Lesson Plans and Student End-Products

G1.B2 Due to the complexity of the FSA standards, and teachers being in the developmental phase of engaging students in mathematical discourse and accountable talk, the depth of content development and rigor necessary for standard mastery is not being met. (Mathematics) 2

 B183946

G1.B2.S1 Through common planning, develop ways to engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. 4

 S195539

Strategy Rationale

Common planning is an opportunity for teachers to collaborate with colleagues and utilize the guidance of the instructional coaches to assist with lesson planning.

Action Step 1 5

Unwrap the standards using the Item Specifications and "unwrapping the standards" template.

Person Responsible

Juan Campbell

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Lesson Plan and end-product from common planning

Action Step 2 5

Identify appropriate resources that are aligned and rigorous, and design lessons related to the standards.

Person Responsible

Juan Campbell

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Lesson Plan and end-product from common planning

Action Step 3 5

Review the end-product and student work to ensure student mastery and identify teacher in need of support via coaching cycles.

Person Responsible

Juan Campbell

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Lesson Plan and student work

G1.B3 There is limited evidence of teachers eliciting critical thinking through the use of writing informative pieces focused on specific science content. (Science) 2

 B183947

G1.B3.S1 Implement Higher Order Questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding.

4

 S195540

Strategy Rationale

Students who demonstrate the ability to discuss concepts and/or explain the process used to arrive at their answers show that mastery of learning targets has occurred.

Action Step 1 5

In Common Planning, coach will discuss the importance to adhering to the pacing guide, and together with teachers will create a plan to re-align pacing. Biology and Research teachers, along with coach, will implement new plan where Biology teacher follows district pacing and Research follows a flipped pacing model.

Person Responsible

Juan Campbell

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Common Planning Agenda and Lesson Plans

Action Step 2 5

Biology and Research teachers, along with coach, will implement new plan where Biology teacher follows district pacing and Research follows a flipped pacing model.

Person Responsible

Juan Campbell

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Lesson Plans

Action Step 3 5

The Science coach along with the Chemistry teacher will plan and implement HOT labs in Chemistry.

Person Responsible

Juan Campbell

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Lesson Plans

Action Step 4 5

Administration will monitor the implementation of the pacing guide and HOT labs.

Person Responsible

Juan Campbell

Schedule


Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Classroom walkthroughs and Lesson Plans.

G1.B4 There is limited evidence of alignment between NGSS content standards for Reading and Writing in History and Social Studies to student-centered activities that lead to written end products. (Social Science)

2

 B183948

G1.B4.S1 Provide support to Administration, Literacy Coach, and Social Studies teachers in order to build capacity that supports planning alignment between the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies that leads to student-centered instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to standards. 4

 S195542

Strategy Rationale

The administration, literacy coach, and teachers must be aware of the alignment that needs to take place between the Florida Standards for Social Studies and the NGSSS Social Studies benchmarks. This coupling and the implementation of student-centered instructional activities will lead to student mastery of instructional objectives.

Action Step 1 5

Administration, Literacy Coach, and all Social Studies teachers were provided with Resource Binders containing the following resources: Social Studies Instructional Framework, Suggested Social Studies Lesson Plan Template, Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards, Florida Standards Writing rubrics (Argumentation and Informational), and Technology Resources Fact Sheet. The following content-specific resources must still be added to each Resource Binder: the NGSSS-SS for core content (9th grade World History, 11th grade US History, 12th grade Economics with Financial Literacy and 12th grade Government), Item Specifications NGSSS-SS for core content (9th grade World History, 11th grade US History, 12th grade Economics with Financial Literacy and 12th grade Government), and Planning Cards (11th grade US History).

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/10/2015 to 11/30/2015

Evidence of Completion

Complete Resource Binders

Action Step 2 5

Create an itemized agenda for the each Common Planning in order to ensure that planning results in rigorous lesson plans. Administration, Literacy Coach, and CSS will emphasize use of the Social Studies Instructional Framework and suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM) as critical tools in creating thorough and detailed lesson plans. Planning should include infusion of technology (tablets, stations, Promethean Boards, and Edgenuity), and culminate in a written end product aligned to the NGSS-SS and Florida Standards for History/Social Studies. Groupings for planning should be the following: Mr. Martin and Mr. Cuomo (US History) and Mr. Beal and Ms. Claridge (World History).

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/10/2015 to 11/30/2015

Evidence of Completion

Itemized Common Planning Agendas

Action Step 3 5

Administration, Literacy Coach, CSS, and teachers will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing. Teachers will implement and execute lesson plans created during common planning.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/10/2015 to 11/30/2015

Evidence of Completion

Itemized Common Planning Agendas, Lesson Plans completed during Common Planning

Action Step 4 5

Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support. Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/10/2015 to 11/30/2015

Evidence of Completion

Lesson Plans, Observation Notes, Walkthrough Documents

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	Through common planning, revisit Marzano's 5 Steps with literacy teachers and model planning using this process with a short story, emphasizing the importance of the 4th step (planning the exemplar response). Teachers will then plan for upcoming lessons using this process, with the understanding that the end-products created will be analyzed at Professional Development next week. This planning process will be ongoing.	Lee, Vernatta	9/10/2015	Common Planning Agenda & Sign-In Common Planning Resources and Materials Lessons/End-Products	6/10/2016 weekly
G1.B2.S1.A1	Unwrap the standards using the Item Specifications and "unwrapping the standards" template.	Campbell, Juan	9/10/2015	Lesson Plan and end-product from common planning	6/10/2016 weekly
G1.B3.S1.A1	In Common Planning, coach will discuss the importance to adhering to the pacing guide, and together with teachers will create a plan to re-align pacing. Biology and Research teachers, along with coach, will implement new plan where Biology teacher follows district pacing and Research follows a flipped pacing model.	Campbell, Juan	9/10/2015	Common Planning Agenda and Lesson Plans	6/10/2016 weekly
G1.B4.S1.A1	Administration, Literacy Coach, and all Social Studies teachers were provided with Resource Binders containing the following resources: Social Studies Instructional Framework, Suggested Social Studies Lesson Plan Template, Florida Standards (LAFS) for Social Studies (Reading-RH and Writing-WHST), unpacking template for the Florida Standards, Florida Standards Writing rubrics (Argumentation and	Lee, Vernatta	9/10/2015	Complete Resource Binders	11/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Informational), and Technology Resources Fact Sheet. The following content-specific resources must still be added to each Resource Binder: the NGSSS-SS for core content (9th grade World History, 11th grade US History, 12th grade Economics with Financial Literacy and 12th grade Government), Item Specifications NGSSS-SS for core content (9th grade World History, 11th grade US History, 12th grade Economics with Financial Literacy and 12th grade Government), and Planning Cards (11th grade US History.				
G1.B1.S1.A2	Through Professional Development, teachers will examine "exemplar student responses" from the lesson planned in Common Planning (see step 1), to determine whether learning targets, essential questions and LAFS item specifications are being adequately met. Teachers will determine revisions to lessons that could enrich student products.	Lee, Vernatta	10/8/2015	Professional Development Agenda & Sign-In PD Materials & End Products	6/10/2016 weekly
G1.B2.S1.A2	Identify appropriate resources that are aligned and rigorous, and design lessons related to the standards.	Campbell, Juan	9/10/2015	Lesson Plan and end-product from common planning	6/10/2016 weekly
G1.B3.S1.A2	Biology and Research teachers, along with coach, will implement new plan where Biology teacher follows district pacing and Research follows a flipped pacing model.	Campbell, Juan	9/10/2015	Lesson Plans	6/10/2016 weekly
G1.B4.S1.A2	Create an itemized agenda for the each Common Planning in order to ensure that planning results in rigorous lesson plans. Administration, Literacy Coach, and CSS will emphasize use of the Social Studies Instructional Framework and suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM) as critical tools in creating thorough and detailed lesson plans. Planning should include infusion of technology (tablets, stations, Promethean Boards, and Edgenuity), and culminate in a written end product aligned to the NGSS-SS and Florida Standards for History/Social Studies. Groupings for planning should be the following: Mr. Martin and Mr. Cuomo (US History) and Mr. Beal and Ms. Claridge (World History).	Lee, Vernatta	9/10/2015	Itemized Common Planning Agendas	11/30/2015 weekly
G1.B1.S1.A3	Instructional Coaches will craft individualized plans for teachers based on administration's next steps, and begin coaching cycles with teachers identified as needing additional support in the lesson planning and/or implementation process.	Lee, Vernatta	9/10/2015	Coaching and Curriculum Support Logs Common Planning Agenda & Sign-In Lesson Plans and Student End-Products	6/10/2016 biweekly
G1.B2.S1.A3	Review the end-product and student work to ensure student mastery and identify teacher in need of support via coaching cycles.	Campbell, Juan	9/10/2015	Lesson Plan and student work	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A3	The Science coach along with the Chemistry teacher will plan and implement HOT labs in Chemistry.	Campbell, Juan	9/10/2015	Lesson Plans	6/10/2016 weekly
G1.B4.S1.A3	Administration, Literacy Coach, CSS, and teachers will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing. Teachers will implement and execute lesson plans created during common planning.	Lee, Vernatta	9/10/2015	Itemized Common Planning Agendas, Lesson Plans completed during Common Planning	11/30/2015 weekly
G1.B3.S1.A4	Administration will monitor the implementation of the pacing guide and HOT labs.	Campbell, Juan	9/10/2015	Classroom walkthroughs and Lesson Plans.	6/10/2016 weekly
G1.B4.S1.A4	Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support. Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.	Lee, Vernatta	9/10/2015	Lesson Plans, Observation Notes, Walkthrough Documents	11/30/2015 weekly
G1.MA1	The data that will be collected and reviewed throughout the school year to determine progress toward the goal and/or targets are: baseline, interim, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.	Lee, Vernatta	9/10/2015	The data that will be collected and used throughout the school year to determine progress toward the goal and/or targets are: baseline, interim, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/ observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.	6/10/2016 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. Our goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers are able to dissect the standards and construct an aligned written end product, however, there is a disconnect with how to scaffold instruction and plan for the use of instructional strategies that will guide students to mastery of the standard and end product. (Literacy)

G1.B1.S1 Through Professional Development, Common Planning, and Individualized Support Plans, teachers will plan effective lessons targeting specific skills and knowledge necessary to adequately complete the end-product.

PD Opportunity 1

Through common planning, revisit Marzano's 5 Steps with literacy teachers and model planning using this process with a short story, emphasizing the importance of the 4th step (planning the exemplar response). Teachers will then plan for upcoming lessons using this process, with the understanding that the end-products created will be analyzed at Professional Development next week. This planning process will be ongoing.

Facilitator

Melissa Cabrera/Telio Gutierrez

Participants

All ELA, ELL, Writing, Freshman Experience Teachers

Schedule

Weekly, from 9/10/2015 to 6/10/2016

PD Opportunity 2

Through Professional Development, teachers will examine "exemplar student responses" from the lesson planned in Common Planning (see step 1), to determine whether learning targets, essential questions and LAFS item specifications are being adequately met. Teachers will determine revisions to lessons that could enrich student products.

Facilitator

Philip Penberthy(Developer) Facilitators- Melissa Cabrera/Telio Gutierrez

Participants

All ELA, ELL, Writing, Freshman Experience Teachers

Schedule

Weekly, from 10/8/2015 to 6/10/2016

G1.B2 Due to the complexity of the FSA standards, and teachers being in the developmental phase of engaging students in mathematical discourse and accountable talk, the depth of content development and rigor necessary for standard mastery is not being met. (Mathematics)

G1.B2.S1 Through common planning, develop ways to engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Review the end-product and student work to ensure student mastery and identify teacher in need of support via coaching cycles.

Facilitator

Anton Ragoonan and Monfort Olibrice

Participants

Math Teachers

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Through common planning, revisit Marzano's 5 Steps with literacy teachers and model planning using this process with a short story, emphasizing the importance of the 4th step (planning the exemplar response). Teachers will then plan for upcoming lessons using this process, with the understanding that the end-products created will be analyzed at Professional Development next week. This planning process will be ongoing.	\$0.00
2	G1.B1.S1.A2	Through Professional Development, teachers will examine "exemplar student responses" from the lesson planned in Common Planning (see step 1), to determine whether learning targets, essential questions and LAFS item specifications are being adequately met. Teachers will determine revisions to lessons that could enrich student products.	\$0.00
3	G1.B1.S1.A3	Instructional Coaches will craft individualized plans for teachers based on administration's next steps, and begin coaching cycles with teachers identified as needing additional support in the lesson planning and/or implementation process.	\$0.00
4	G1.B2.S1.A1	Unwrap the standards using the Item Specifications and "unwrapping the standards" template.	\$0.00
5	G1.B2.S1.A2	Identify appropriate resources that are aligned and rigorous, and design lessons related to the standards.	\$0.00
6	G1.B2.S1.A3	Review the end-product and student work to ensure student mastery and identify teacher in need of support via coaching cycles.	\$0.00
7	G1.B3.S1.A1	In Common Planning, coach will discuss the importance to adhering to the pacing guide, and together with teachers will create a plan to re-align pacing. Biology and Research teachers, along with coach, will implement new plan where Biology teacher follows district pacing and Research follows a flipped pacing model.	\$0.00
8	G1.B3.S1.A2	Biology and Research teachers, along with coach, will implement new plan where Biology teacher follows district pacing and Research follows a flipped pacing model.	\$0.00
9	G1.B3.S1.A3	The Science coach along with the Chemistry teacher will plan and implement HOT labs in Chemistry.	\$0.00
10	G1.B3.S1.A4	Administration will monitor the implementation of the pacing guide and HOT labs.	\$0.00
11	G1.B4.S1.A1	Administration, Literacy Coach, and all Social Studies teachers were provided with Resource Binders containing the following resources: Social Studies Instructional Framework, Suggested Social Studies Lesson Plan Template, Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards, Florida Standards Writing rubrics (Argumentation and Informational), and Technology Resources Fact Sheet. The following content-specific resources must still be added to each Resource Binder: the NGSSS-SS for core content (9th grade World History, 11th grade US History, 12th grade Economics with Financial Literacy and 12th grade Government), Item Specifications NGSSS-SS for core content (9th grade World History, 11th grade US History, 12th grade Economics with Financial Literacy and 12th grade Government), and Planning Cards (11th grade US History).	\$0.00

Budget Data

12	G1.B4.S1.A2	Create an itemized agenda for the each Common Planning in order to ensure that planning results in rigorous lesson plans. Administration, Literacy Coach, and CSS will emphasize use of the Social Studies Instructional Framework and suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM) as critical tools in creating thorough and detailed lesson plans. Planning should include infusion of technology (tablets, stations, Promethean Boards, and Edgenuity), and culminate in a written end product aligned to the NGSS-SS and Florida Standards for History/Social Studies. Groupings for planning should be the following: Mr. Martin and Mr. Cuomo (US History) and Mr. Beal and Ms. Claridge (World History).	\$0.00
13	G1.B4.S1.A3	Administration, Literacy Coach, CSS, and teachers will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing. Teachers will implement and execute lesson plans created during common planning.	\$0.00
14	G1.B4.S1.A4	Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support. Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.	\$0.00
Total:			\$0.00