Miami Central Senior High School

2015-16 School Improvement Plan

Miami Central Senior High School

1781 NW 95TH ST, Miami, FL 33147

http://miamicentral.dadeschools.net

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	Yes	86%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	99%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Focus	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 Central Senior High School faculty, staff, students and community stakeholders believe that all students have the ability to be successful learners. Miami Central Senior High School will implement Small Learning Communities through an academy model that will assist students in defining and selecting their career choices. Every child, regardless of background and ability, will acquire the knowledge and skills necessary to succeed in an ever-changing global society.

Provide the school's vision statement

Miami Central High School's vision is to promote student achievement, provide an array of academic mediums that engage real world experiences and provide a conducive learning environment. Our aim is to cultivate a climate of positive change, eliminate low performance and institute a legacy of superior academic achievement through effective instructional programs.

School Environment

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

- During the opening of schools, teachers send home interest surveys.
- The school keeps an open line of communication between administration, teachers, and parents to develop relationships that are conducive for all students.
- The school hosts a plethora of after school activities to mentor and develop students (writing lab, ACT tutoring, City Year tutoring).

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

- There is a school wide implementation of the Code of Student Conduct to promote a safe learning environment.
- There is an active plan in place to minimize bullying during and after school hours.
- The Student Government Association is encouraged to act as a liaison and a voice to the student body to address concerns of the students.
- Peer Leaders are identified via College Summit classes.

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

- There is a Progressive Disciplinary Action Plan in place to address behavior offenses from the first offense to the fourth offense with necessary consequences to address every offense.
- Faculty and staff has attended Professional Developments on the use of the Progressive Disciplinary Action Plan to ensure it is implemented with fidelity and fairness.
- The school has embraced the alternative to suspension protocol and have developed other outlets for student discipline that prevents students from being removed from an educational atmosphere.

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

- All students have unlimited access to school social workers, counselors, CAP advisory, and psychologist when needed.
- Several mentoring programs are housed on campus to to address the individual needs of the 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

There are various ways we identify our at-risk students. Teachers value attendance as an early warning sign. Therefore, once a student has 4 unexcused absences, they refer the student to the dean,
grade level counselor and administrator to address excessive absences and/ or tardies. In addition, the school also identifies students who demonstrate to be at-risk based on low performance on the state examination. Last, the counselors monitor grades and address issues on an individualized basis to ensure students are receiving the credits they need to graduate with their cohort and receive support for any social or emotional issues they may be facing.
The schools EWS indicators are as follows:
-Students who miss more than 10% of instructional time.
-Students who have referrals that lead to suspension.
-Students that score Level 1 on ELA or Math State Assessments.
-Students in 9th grade who miss the first 20 days of school.
-Students who fail to progress to 10th grade on time.
-Students with less than a 2.0 GPA.

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	172	141	174	244	731
One or more suspensions	154	154	156	155	619
Course failure in ELA or Math	284	169	107	96	656
Level 1 on statewide assessment	251	215	148	138	752

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

Indicator	Grade Level	Total
	12	
Students exhibiting two or more indicators	654	654

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

Students identified by the early warning system are evaluated using the TRE assessment, recommended by the District, to adequately place students in Reading classes to address the skills

they are deficient in. Students are provided differentiated instruction during the school day in their content area classes. Those students are also offered tutoring after school and on Saturdays to improve their academic performance. Intervention groups during elective periods offer additional practice to improve reading performance. Counselors meet with the students. Parent conferences are scheduled with the dean, the counselor and administrator to ensure student is being monitored and receiving
the necessary support to improve academically.

Family and Community Involvement

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

A. Miami Central Senior High School will involve parents in an organized, ongoing and a timely manner; which will include providing vital school information via a flexible number of meetings and workshops, such as:
Title I - New Students Orientation, Title I Annual Meeting, Open House (present an opportunity for volunteering via PAC/DAC representatives), "Parent Coffee Talks," Parent Portal Workshops, Senior Parent Night, Magnet Parent Night, PTSA/EESAC, FCAT/FSA Nights, and working collaboratively with the school Counselors and the school's Community Involvement Specialists (CIS). Lastly, Miami Central has provided the Parent Resource Center with an adjacent computer lab.

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

B. Miami Central will strategically utilize the full implementation of the Title I Program model and extend an open invitation to our school's Parent Resource Center in order to sustain partnerships, build capacity, support student achievement, and inform parents regarding available programs, their rights under No Child Left Behind (NCLB), and other referral services. In addition, increase parental engagement/involvement through developing (with on-going parental input) PTSA/EESAC meetings, Miami Central's Saturday Success Academy, Miami Central's Title I School-Parent Compact (for each student); Miami Central'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.

Effective Leadership

School Leadership Team

Membership:

Name	Title
Bethune, Gregory	Principal
Megias, Robert	Assistant Principal
Williams, Dillon	Assistant Principal

Duties

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

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

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

-Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least 3 times per year
-Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
-Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
-Gather ongoing progress monitoring for all interventions and analyze the data using the Tier 2 problem solving process.
-Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
-Support a process and structure within the school design, implement, and evaluate both daily instruction and specific interventions.
-Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Title I, Part A
Services are provided 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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

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

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Central Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention

services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students 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 students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and 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 provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications

Job Training

N/A

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
G. Bethune	Principal
A. Carr	Teacher
R. Shotwell	Teacher
B. White	Education Support Employee
G. Watkins	Education Support Employee
T. Barber	Teacher
B. Legrant	Teacher
R. Melo	Education Support Employee
T. Mungin	Teacher
W. Clark	Business/Community
D. Holsendolph	Business/Community
J. Ferguson	Parent
K. Moorman	Parent
A. Pender-Law	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 Educational Excellence School Advisory Council (EESAC) reviewed the School Improvement Plan (SIP) as part of their meetings; while comparing it to the data that had been released. Based on the inadequacies noted, the EESAC provided suggestions and opportunities for resources.

Development of this school improvement plan

The EESAC Board is essential in regards to the development of the SIP. The draft was presented during a meeting. Based on the discussions and a plethora of explicit feedback received, the SIP was edited. EESAC will once again provide additional guidance when the final draft is posted.

Preparation of the school's annual budget and plan

EESAC will meet at least once a month to discuss both instructional and organizational issues. These concerns are brought to the attention to the School –Based Leadership Team (SBLT). EESAC will also fund various projects based on teacher and/or departmental solicitation.

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

Original Budget: $8,769.00
YTD Transfers and Adjustments: $0
Current Budget: $8,769.00
YTD Expenditures: $2,999.00
Available Balance: $5,770.00

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
Bethune, Gregory	Principal
Megias, Robert	Assistant Principal
Williams, Dillon	Assistant Principal
Pickard, Camille	Teacher, ESE
Diamond, Arthur	Teacher, K-12
Jerez, Phillip	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

-Stop, Drop, and Read Program-30 minute weekly sustained school wide reading.
-RAGE-C across all content areas
-Increase parental involvement in Literacy Night
-Increase PBS usage
-Continue to push our Writing Across the Curriculum (W.A.T.C.H.) Program
-Continue/Support school-wide strategies (Cornell Notes, RAGE-C)

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

We have provided the departments with uniform planning periods to allow for the opportunity to collaborate for planning. Additionally, we have scheduled lesson studies to allow for a greater focus on the lesson being created.

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

-Continued partnership with TFA
-Continued partnership with local universities (Florida Memorial University)
-Regular Meetings between new treachers and the administration

-Newly hired teachers will participate in MINT Program
-New teacher will be partnered with veteran teacher/support staff

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

The mentor and mentee will meet bi-weekly after school to discuss issues and concerns, as well as to discuss additional strategies and best practices that will increase teacher effectiveness. Mentor teachers will be issued release time to allow for in class observation. The pairings will be created to assure that new teachers will be paired with veteran teachers. We will also pair the new teacher with a veteran teacher outside of their department.

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

By utilizing the pacing guides to guide the lessons we are creating we have been able to assure an alignment between the standard and the lesson. Additionally, we have done away with those resources that do not align with the Florida Standards in an effort to avoid any confusion or misalignment. We also approach our District issued programs with fidelity to assure success.

Instructional Strategies

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

Data is used during each planning session to assess the mastery of our students. Armed with this information we establish differentiated groups based on individual student needs. During these small group exercises the teachers are able to drill down to the students based on needs. The data used varies. In some cases we will use state or district assessments, but in cases were those are not available we utilize in house diagnostics, as well as end products to determine deficiencies.

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

Strategy: Weekend Program

Minutes added to school year: 3,240

Saturday Success Academy

Strategy Rationale

Provides additional tutoring in the areas of Math, Reading, Science, and History

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Megias, Robert, 264611@dadeschools.net

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

Interim and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

Strategy: Extended School Day

Minutes added to school year: 8,400

After School Tutoring

Strategy Rationale

Basic tutoring provided after school in all content areas

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Megias, Robert, 264611@dadeschools.net

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

Interim, Local, State and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

Strategy: Summer Program

Minutes added to school year: 360

Spring Break Academy

Strategy Rationale

Provide spring break academy to student to better prepare them for the upcoming state assessments.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Megias, Robert, 264611@dadeschools.net

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

Interim and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

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

For incoming Freshman we provide a mandatory course called Freshman Foundations. In this class we assist our incoming 9th graders into transitioning to a high school atmosphere. We also utilize this class to begin the discussion on college and post high school options. For our college bound seniors we have been able to give them assistance via the College Summit, which assists our students in applying to college.

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

The Student Service Department ensures that students carefully and thoughtfully select courses that are aligned to the career the student has expressed an interest in perusing beyond high school. Individual counseling sessions will be schedule to continue to assist the student in their progression, as well as to direct the student when questions arise.

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

As a result of Miami Central Academy model, all students are required to identify a major area of interest based on the academy offerings. Through these academies students are exposed to career related experiences. There is also the opportunity to work experience and internships. Additionally, all freshman students are enrolled into a Freshman Foundations class. The purpose of the class is to prepare students for career development and post-secondary endeavors.

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

Miami Central has developed a professional relationship with a local university (FIU) where Central teachers become accredited by the university. This, in turn, affords our students the chance to take college level classes, which will result in college credits. In addition, Central has a Graduation Coach, which provides guidance to all of our students in the areas of: admissions, course offerings, scholarship opportunities, and testing information. Students are also given the chance for course recovery via or E2020 online program.

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

We have continued to review how we prepare our students for post secondary readiness. We have established a college resource center in our school and have hired interventionist that work exclusively with our seniors to prepare a plan that will fit both their aspirations and skill-set.

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 Literacy.

G2.   To increase student achievement by improving core instruction in Mathematics.

G3.   To increase student achievement by improving core instruction in Science.

G4.   To increase student achievement by improving core instruction in Social Science.

G5.   Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

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 Literacy. 1a

🔍 G074039

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	40.0

Resources Available to Support the Goal 2

- Instructional Coaches, District CSS, City Year, Common planning, Lesson Study, PLC, TFA, Instructional Technology

Targeted Barriers to Achieving the Goal 3

- Teachers are struggling to create lessons with alignment between learning targets, activities and end products which results in student end products that do not meet the expectations of the Florida Standards. Teachers understand the standards, but struggle with process of planning with the end in mind. This stems from common planning where teachers need more guidance than is currently available, and are leaving without fully completed daily and unit plans.

Plan to Monitor Progress Toward G1. 8

Walkthroughs

Person Responsible
Robert Megias

Schedule

Evidence of Completion
Lesson plans and evidence of DI

G2. To increase student achievement by improving core instruction in Mathematics. [1a]

🔑 G074040

Targets Supported [1b]

Indicator	Annual Target
Math Achievement District Assessment	85.0

Resources Available to Support the Goal [2]

- Math Coach, Online Programs, Common Planning, City Year, CSS

Targeted Barriers to Achieving the Goal [3]

- There is an opportunity to improve standards based lessons / content knowledge with respect to FSA requirements.

Plan to Monitor Progress Toward G2. [8]

We will review EOC data.

Person Responsible
Gregory Bethune

Schedule

Evidence of Completion

G3. To increase student achievement by improving core instruction in Science. [1a]

🔑 G074041

Targets Supported [1b]

Indicator	Annual Target
Science Achievement District Assessment	65.0

Resources Available to Support the Goal [2]

- Common planning, Science Coach, Item Specs, SIGs, HOT Labs

Targeted Barriers to Achieving the Goal [3]

- The ability to use Common Planning to build the capacity of new teachers with limited experience.

Plan to Monitor Progress Toward G3. [8]

EOC Results

Person Responsible
Gregory Bethune

Schedule

Evidence of Completion

G4. To increase student achievement by improving core instruction in Social Science. 1a

G074042

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	

Resources Available to Support the Goal 2

- Social Studies specific professional development that supports standards-based instruction, EDGENUITY, NBC Learn, Discovery Education. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes, history labs) and the student edition (online) textbook. In addition, 11th grade US History (EOC areas) need to utilize their US History Test Item Specifications (FLDOE) and US History Task Cards. Other content areas need to use their respective Item Specifications (FLDOE).

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the Social Studies reading and writing standards LAFS Reading- RH and Writing- WHST being addressed through daily instruction, using the Florida Standards Writing rubrics.

Plan to Monitor Progress Toward G4. 8

State Assessments as well as student end products.

Person Responsible
Gregory Bethune

Schedule

Evidence of Completion
Instructional walkthrough documents and lesson plans.

G5. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

🔍 G074043

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
One or More Suspensions	5.0

Resources Available to Support the Goal 2

- Daily Attendance Bulletins, EWS Reports, Deans, Social Workers, CIS, Trust Counselor

Targeted Barriers to Achieving the Goal 3

- Number of students with more than fifteen absences per year

Plan to Monitor Progress Toward G5. 8

Increased Attendance Overall

Person Responsible

Gregory Bethune

Schedule

Evidence of Completion

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 Literacy. `1`

🔑 G074039

G1.B1 Teachers are struggling to create lessons with alignment between learning targets, activities and end products which results in student end products that do not meet the expectations of the Florida Standards. Teachers understand the standards, but struggle with process of planning with the end in mind. This stems from common planning where teachers need more guidance than is currently available, and are leaving without fully completed daily and unit plans. `2`

🔑 B193302

G1.B1.S1 Through Professional Development and Common Planning, instructional coach(es) will facilitate the utilization of backwards planning resources to create lessons with alignment between the purpose, process and product. `4`

🔑 S204828

Strategy Rationale

The end product will assess the standard and via backwards planning the process and purpose can evaluated.

Action Step 1 `5`

Instructional Coach will create and deliver PD on the process of planning lessons with the end in mind and aligning the purpose, process and product for both the daily and the unit plans.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

-PD Sign-In and Materials -Coaching Calendar

Action Step 2 `5`

Through common planning, coaches will facilitate the implementation of what was learned in PD to create lessons with an aligned purpose, process and product for both the daily and unit plans. This process will be ongoing.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

-Common Planning Sign-In and Materials -Evidence of Planning for Purpose, Process, and Product

Action Step 3 `5`

Administration will conduct walkthroughs to identify teachers needing additional support in aligning the purpose, process and product of their lessons.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Administration will conduct walkthroughs to identify teachers needing additional support in aligning the purpose, process and product of their lessons.

Action Step 4 `5`

Coaches and CSS will begin coaching cycles with teachers identified during administrative walkthroughs.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

-Coaching and CSS Logs -Materials from Coaching Cycle

Action Step 5 `5`

Administration will monitor progress of identified teachers and direct coaches with next steps.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

-Administrative Logs -Walkthrough Documentation

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

Walkthorughs and Common Planning support

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Logs

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

Common Planning support

Person Responsible

Robert Megias

Schedule

Evidence of Completion

logs

G1.B1.S2 Provide a PD on Backwards Planning to create more rigorous and standard-base end products. 4

Strategy Rationale

S204829

To empower the teachers with the necessary skills.

Action Step 1 5

The reading coach will provide a professional development on how to backwards plan.

Person Responsible

Robert Megias

Schedule

On 9/23/2015

Evidence of Completion

When teachers can independently and effectively backwards plan.

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

Walkthroughs

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Logs

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

Walkthroughs

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Logs

G1.B1.S3 Provide PD on analyzing FAIR data to remediate reading deficiencies `4`

🔑 S204830

Strategy Rationale

For the purposes of DI and purposeful lessons.

Action Step 1 `5`

Reading Coach will provide a mini professional development with the Reading Department on how to utilize and read FAIR data.

Person Responsible

Robert Megias

Schedule

On 9/30/2015

Evidence of Completion

When teachers can proform data-driven instruction within small groups. When students are grouped based on FAIR data.

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

PD attendance

> **Person Responsible**
>
> Robert Megias
>
> **Schedule**
>
>
> *Evidence of Completion*
>
> Sign in sheet

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

Walkthroughs

> **Person Responsible**
>
> Robert Megias
>
> **Schedule**
>
>
> *Evidence of Completion*
>
> Logs

G2. To increase student achievement by improving core instruction in Mathematics. 1

G074040

G2.B1 There is an opportunity to improve standards based lessons / content knowledge with respect to FSA requirements. 2

B193304

G2.B1.S1 Use common planning sessions for standards based lesson development which will drive instruction and increase academic proficiency. 4

S204831

Strategy Rationale

Action Step 1 5

The mathematics coach will provide a professional development on moving from NGSSS to FSA instructioal regulations using current student end products.

Person Responsible

Gregory Bethune

Schedule

On 9/25/2015

Evidence of Completion

Teacher attendance and particiation in professional development session.

Action Step 2 5

The mathematics team will Implement lesson studies to focus on the current classroom delivery model and how to refocus the delivery to standards based instruction.

Person Responsible

Gregory Bethune

Schedule

On 10/28/2015

Evidence of Completion

Action Step 3 `5`

Provide support with unwrapping standards in Geometry

Person Responsible

Dillon Williams

Schedule

On 10/9/2015

Evidence of Completion

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

Observation of the PD and attendance

Person Responsible

Gregory Bethune

Schedule

On 9/25/2015

Evidence of Completion

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

Observe lessons created and observed for skills learned during PD

Person Responsible

Gregory Bethune

Schedule

Evidence of Completion

Lesson Plans

G2.B1.S2 Align resources (instructional and student) to address MAFS. 4

🔍 S204832

Strategy Rationale

Action Step 1 5

The mathematics coach will research and locate resources that align to MAFS

Person Responsible

Gregory Bethune

Schedule

On 9/16/2015

Evidence of Completion

When math coach is prepared to facilitate professional development session

Action Step 2 5

Resources will be presented to math team during common planning sessions where utilization of resources will be discussed, modeled and developed

Person Responsible

Gregory Bethune

Schedule

On 9/25/2015

Evidence of Completion

Teacher attendance and participation during professional development sessions.

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

Observe utilization of resources.

Person Responsible

Gregory Bethune

Schedule

Evidence of Completion

Lessons that are aligned to the MAFS and that utilize proper resources.

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

Observation of delivered lessons.

Person Responsible

Gregory Bethune

Schedule

Evidence of Completion

Lesson and Lessons Plans

G2.B1.S3 Develop the instructional fluency and practices of pedagogy in the Geometry and Algebra 2 courses. 4

🔍 S204833

Strategy Rationale

Action Step 1 5

Peer / Teacher Observation Schedules

Person Responsible

Gregory Bethune

Schedule

On 9/25/2015

Evidence of Completion

When the prepared schedule of observations has been completed.

Action Step 2 5

Bell-to-Bell and Gradual Release Strategies will be conducted via in-service sessions professional development part 1.

Person Responsible

Gregory Bethune

Schedule

On 10/9/2015

Evidence of Completion

Action Step 3 `5`

Bell-to-Bell and Gradual Release Strategies will be conducted via in-service sessions professional development part 2.

> **Person Responsible**
>
> Gregory Bethune
>
> **Schedule**
>
> On 10/16/2015
>
> ### *Evidence of Completion*
>
> When the teachers have implemented the strategies conveyed in professional development sessions.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Observe for model GRM within a math class.

> **Person Responsible**
>
> Gregory Bethune
>
> **Schedule**
>
> ### *Evidence of Completion*

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Teachers will be given opportunities to visit and debrief wit model teachers.

> **Person Responsible**
>
> Gregory Bethune
>
> **Schedule**
>
> ### *Evidence of Completion*
>
> Observation sheets. note taking/note making sheets

G3. To increase student achievement by improving core instruction in Science. 1

G074041

G3.B1 The ability to use Common Planning to build the capacity of new teachers with limited experience. 2

B193307

G3.B1.S1 Common Planning will be used as a Professional Development opportunity to build the capacity of new teachers 4

S204834

Strategy Rationale

Action Step 1 5

On teacher planning and early release days professional development will be conducted within the department.

Person Responsible

Robert Megias

Schedule

On 9/14/2015

Evidence of Completion

PD Agenda and Sign-In sheet

Action Step 2 5

During CP the Master teacher will model the lesson for the new teachers

Person Responsible

Robert Megias

Schedule

On 9/15/2015

Evidence of Completion

CP Agenda and sign-in sheet

Action Step 3 `5`

In CP each teacher will be assigned to bring a section of the lesson. Each section will be discussed in-depth to ensure that all teachers are in agreement to include in the lesson. Coach will use this as a PD opportunity for the new teachers.

> **Person Responsible**
>
> Robert Megias
>
> **Schedule**
>
> On 9/15/2015
>
> ***Evidence of Completion***
>
> CP Agenda and sign-in sheet, Lesson Plans

Action Step 4 `5`

Science coach will provide Coaching Cycles to new teachers

> **Person Responsible**
>
> Robert Megias
>
> **Schedule**
>
>
> ***Evidence of Completion***
>
> Coach's logs

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

Observation of PD.

> **Person Responsible**
>
> Robert Megias
>
> **Schedule**
>
>
> ***Evidence of Completion***
>
> Sign in sheets

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

Classroom visits

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Lesson Plans

G3.B1.S2 During Common Planning science coach will lead teachers into following the Pacing Guide in Biology and the Gradual Release Model of Instruction. `4`

🔑 S204835

Strategy Rationale

Action Step 1 `5`

During CP science coach will lead teachers to look at the PG and the number of days assigned to each topic and make a unit plan which will include the labs and activities.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

CP Agenda and sign-in sheet

Action Step 2 `5`

Prior to CP, the science coach will send emails to teachers assigning different parts of the lesson.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

By emails sent from Coach and AP

Action Step 3 `5`

In CP each teacher will present their part and each one will be discussed in-depth before final product. The lesson alignment rubric will be utilized to ensure complete alignment.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

CP Agenda and sign-in sheet, Lesson plans

Action Step 4 `5`

During CP one person will be assigned to type the lesson on the template while the discussions are taking place. By the end of CP the LP should be at least 90% complete.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

CP Agenda and sign-in sheet, Lesson Plans

Action Step 5 `5`

Lab group assignments, roles of students, structures, transitions and other systems and procedures will be discussed in CP.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

CP Agenda and sign-in sheet and Lesson Plans

Action Step 6 5

Science coach will provide coaching cycles to teachers in need of assistance.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Coach's logs

Action Step 7 5

Administration will monitor the implementation of effective lessons with systems in place

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Administrative Walkthrough logs

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

Common Planning observations

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Common Planning end products and sign in sheets.

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

Classroom Walkthroughs

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Lesson plans

G3.B1.S3 During Common Planning science coach will lead teachers to develop systems and structures within and among teachers that will reflect in improved classroom instruction and students achievement. `4`

🔑 S204836

Strategy Rationale

Action Step 1 `5`

During Biology CP science coach will ensure that the Pacing Guide is used and followed with fidelity

Person Responsible

Robert Megias

Schedule

Evidence of Completion

CP Agenda and sign-in sheet, Lesson Plans

Action Step 2 `5`

During CP science coach will lead teachers to make sure that they follow the GRRM by thoroughly dicussing each component and the time that each activity will take,

Person Responsible

Robert Megias

Schedule

Evidence of Completion

CP Agenda and sign-in sheet, Lesson Plans

Action Step 3 `5`

In CP when discussing and modeling each activity, a timer should be used to ensure that each part takes the time allotted in the LP.template. Additionally, teachers should used a timer in class to make sure that they do not exceed the allotted time for each section.

Person Responsible

Schedule

Evidence of Completion

CP Agenda and sign-in sheet, Lesson Plans

Action Step 4 `5`

Science Coach will provide coaching cycles to new teachers on GRRM

Person Responsible

Robert Megias

Schedule

On 10/28/2015

Evidence of Completion

Coach's logs

Action Step 5 5

Science Coach will provide coaching cycles to new teachers on GRRM

Person Responsible

Robert Megias

Schedule

On 11/4/2015

Evidence of Completion

Administrative Walkthrough logs

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Observe the coach in Common planning.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Pacing guides, lesson plans, and planning sheets.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Observe teachers as they deliver lessons.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Lesson Plans

G4. To increase student achievement by improving core instruction in Social Science. 1

G074042

G4.B1 Limited evidence of the Social Studies reading and writing standards LAFS Reading- RH and Writing- WHST being addressed through daily instruction, using the Florida Standards Writing rubrics. 2

B193310

G4.B1.S1 Provide support to Administration and Literacy Coach to build capacity that supports instructional planning aligned to the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Instructional lesson planning will lead to student-centered activities in which the STUDENTS demonstrate understanding through writing. The writing will be aligned to the Florida Standard Writing Rubric (Argumentation and Informational). 4

S204837

Strategy Rationale

Action Step 1 5

Administration, Literacy Coach and all teachers were provided with instructional resource binders for the Social Studies specific to their respective content. Instructional resources provided to teachers included the following: Social Sciences Instructional framework, Lesson plan template, Data Chat form for the first grading period, Unpacking Standards document, Item Specifications for World History, U.S. History, Government and Economics, Florida Standards for Reading-RH and Writing- WHST, Planning Cards for U.S. History, Florida Argumentation and Informational Writing rubric, Interactive Timeline (U.S. History), Annotation, 2015 Forms 1-4 Spring U.S. History End-Of-Course Content Focus Report, Political Cartoon Analysis, Technology Resources.

Person Responsible

Robert Megias

Schedule

On 9/11/2015

Evidence of Completion

Resource Binders

Action Step 2 5

Curriculum Support Specialist, Literacy Coach and Department Chair will plan for common planning and create an itemized agenda. Agenda for planning will align the instructional resources, Social Studies instructional framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) that will be used to generate student-centered instructional activities and writing.

Person Responsible

Robert Megias

Schedule

On 9/18/2015

Evidence of Completion

Itemized Agenda, CSS Support Log

Action Step 3 5

Curriculum Support Specialist, Literacy Coach and Department Chair to conduct planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.

Person Responsible

Robert Megias

Schedule

On 9/25/2015

Evidence of Completion

Lesson Plans, Student work product, Itemized Agenda

Action Step 4 5

Administrative walk-through to observe for implementation of lessons and, if needed, identification of teachers in need of additional support.

Person Responsible

Robert Megias

Schedule

On 10/2/2015

Evidence of Completion

Administration observation logs

Action Step 5 5

Administration to debrief with teachers, and ETO CSS and IS to determine next steps.

Person Responsible

Robert Megias

Schedule

On 10/9/2015

Evidence of Completion

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

Administrative presence at the common planning session.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Lesson Plans

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

Review end-products and mini-assessments to check for student progress and teacher alignment.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Student work

G4.B1.S2 Increased the amount of writing and need for written end-products aligned to the NGSSS-Social Studies that utilize the Florida Writing rubric (Augmentative or Informational). Emphasis will be placed on the 9th grade World History classes. 4

Strategy Rationale

S204838

Action Step 1 5

Administrator, Literacy Coach and Social Studies Teachers have been provided copies of both the Augmentative and Informational Florida Writing rubric. Additionally, teachers were provided with desktop copies of the Florida Writing Rubric for Informational to place on student desk.

Person Responsible

Robert Megias

Schedule

On 9/11/2015

Evidence of Completion

Student desktops, resource binders

Action Step 2 5

Curriculum Support Specialist and Literacy Coach will provide a professional development during early release on the utilization of the Florida Writing Rubric (Augmentative and Informational) in Social Studies classes.

Person Responsible

Robert Megias

Schedule

On 10/8/2015

Evidence of Completion

Professional Development Agenda, Professional Development sign-in sheet

Action Step 3 `5`

Curriculum Support Specialist, Literacy Coach and Department Head will plan for common planning and create an itemized agenda. Agenda for planning will align the NGSSS-Social Studies to the culminating written end product in which students demonstrate their knowledge of the benchmark utilizing the Florida Writing Rubric (Augmentative or Informational).

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Common Planning Agenda, CSS support log

Action Step 4 `5`

Curriculum Support Specialist, Literacy Coach and Department Head to conduct common planning using a backwards planning model to ensure that daily objectives and writing activities lead to a written end product that utilizes the Florida Writing Rubric (Augmentative or Informational).

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Common Planning Agenda, lesson plans, student work

Action Step 5 `5`

Administrative walk-through to observe for implementation of lessons and, if needed, identification of teachers in need of additional support.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Administrative observation logs

Action Step 6 `5`

Administration to debrief with Literacy Coach, teachers, and ETO CSS and IS to determine next steps.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Observe common planning and focus the attention to analytical writing within the plans.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Monitor student work for evidence of the writing process, as well as use of the state rubric.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Student work/end products.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Monitor student work for evidence of the writing process, as well as use of the state rubric.

Person Responsible

Robert Megias

Schedule

Evidence of Completion

Student work/end products.

G5. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. `1`

🔑 G074043

G5.B1 Number of students with more than fifteen absences per year `2`

🔑 B193312

G5.B1.S1 Monitor student attendance with fidelity in an effort to increase overall student attendance and academic progress. `4`

🔑 S204839

Strategy Rationale

Action Step 1 `5`

Teachers will receive and review daily attendance bulletin

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Daily Attendance Bulletin

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Teachers updating attendance daily

> **Person Responsible**
>
> Dillon Williams
>
> **Schedule**
>
> *Evidence of Completion*

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Monthly Attendance Reports

> **Person Responsible**
>
> Dillon Williams
>
> **Schedule**
>
> *Evidence of Completion*
>
> Decreased absences

G5.B1.S2 On-going communication with parent/guardians regarding student attendance `4`

🔑 S204840

> **Strategy Rationale**

Action Step 1 `5`

Attendance Clerk will call the parents/guardians of absent students on a daily basis

> **Person Responsible**
>
> Dillon Williams
>
> **Schedule**
>
> *Evidence of Completion*
>
> A daily log of phone calls is kept and student attendance rates increase.

Action Step 2 `5`

CIS will perform home visits when student absences increase

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

CIS Logs

Action Step 3 `5`

Parent Conferences will be requested as absences increase

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Completion of parent / guardian conferences and attendance of student increases

Action Step 4 `5`

Student / Parent contracts will be developed and signed by parties to increase understanding of importance of school attendance

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Completion of parent / guardian conferences and attendance of student increases

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

A daily log of phone calls is kept and student attendance rates increase

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Daily Log

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Checking monthly attendance rates.

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

G5.B1.S3 Utilization of Trust Counselor and Social Workers to assist students in need who may be experiencing personal issues that prohibit model student attendance `4`

`S204841`

Strategy Rationale

Action Step 1 `5`

Social Workers and Trust Counselor will develop support groups for students who may experience personal / home issues that prohibit model attendance in school

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Logs of peer counseling attendance.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 `6`

AP will work closely with both the CIS and Trust Counselor to develop groups.

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Group roster

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

AP will be present at these meetings and when they will review recorded minutes and logs.

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

AP will be present at these meetings and when they will review recorded minutes and logs.

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

AP will be present at these meetings and when they will review recorded minutes and logs.

Person Responsible

Dillon Williams

Schedule

Evidence of Completion

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	Instructional Coach will create and deliver PD on the process of planning lessons with the end in mind and aligning the purpose, process and product for both the daily and the unit plans.	Megias, Robert	-PD Sign-In and Materials - Coaching Calendar	weekly	
G1.B1.S2.A1	The reading coach will provide a professional development on how to backwards plan.	Megias, Robert	9/23/2015	When teachers can independently and effectively backwards plan.	9/23/2015 one-time
G1.B1.S3.A1	Reading Coach will provide a mini professional development with the Reading Department on how to utilize and read FAIR data.	Megias, Robert	9/30/2015	When teachers can proform data-driven instruction within small groups. When students are grouped based on FAIR data.	9/30/2015 one-time
G2.B1.S1.A1	The mathematics coach will provide a professional development on moving from NGSSS to FSA instructioal regulations using current student end products.	Bethune, Gregory	9/25/2015	Teacher attendance and particiation in professional development session.	9/25/2015 one-time
G2.B1.S2.A1	The mathematics coach will research and locate resources that align to MAFS	Bethune, Gregory	9/16/2015	When math coach is prepared to facilitate professional development session	9/16/2015 one-time
G2.B1.S3.A1	Peer / Teacher Observation Schedules	Bethune, Gregory	9/25/2015	When the prepared schedule of observations has been completed.	9/25/2015 one-time
G3.B1.S1.A1	On teacher planning and early release days professional development will be conducted within the department.	Megias, Robert	9/14/2015	PD Agenda and Sign-In sheet	9/14/2015 one-time
G3.B1.S2.A1	During CP science coach will lead teachers to look at the PG and the number of days assigned to each topic and make a unit plan which will include the labs and activities.	Megias, Robert	CP Agenda and sign-in sheet	weekly	
G3.B1.S3.A1	During Biology CP science coach will ensure that the Pacing Guide is used and followed with fidelity	Megias, Robert	CP Agenda and sign-in sheet, Lesson Plans	weekly	
G4.B1.S1.A1	Administration, Literacy Coach and all teachers were provided with instructional resource binders for the	Megias, Robert	9/11/2015	Resource Binders	9/11/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Social Studies specific to their respective content. Instructional resources provided to teachers included the following: Social Sciences Instructional framework, Lesson plan template, Data Chat form for the first grading period, Unpacking Standards document, Item Specifications for World History, U.S. History, Government and Economics, Florida Standards for Reading-RH and Writing- WHST, Planning Cards for U.S. History, Florida Argumentation and Informational Writing rubric, Interactive Timeline (U.S. History), Annotation, 2015 Forms 1-4 Spring U.S. History End-Of-Course Content Focus Report, Political Cartoon Analysis, Technology Resources.				
G4.B1.S2.A1	Administrator, Literacy Coach and Social Studies Teachers have been provided copies of both the Augmentative and Informational Florida Writing rubric. Additionally, teachers were provided with desktop copies of the Florida Writing Rubric for Informational to place on student desk.	Megias, Robert	9/11/2015	Student desktops, resource binders	9/11/2015 one-time
G5.B1.S1.A1	Teachers will receive and review daily attendance bulletin	Williams, Dillon	Daily Attendance Bulletin	daily	
G5.B1.S2.A1	Attendance Clerk will call the parents/ guardians of absent students on a daily basis	Williams, Dillon	A daily log of phone calls is kept and student attendance rates increase.	daily	
G5.B1.S3.A1	Social Workers and Trust Counselor will develop support groups for students who may experience personal / home issues that prohibit model attendance in school	Williams, Dillon	Logs of peer counseling attendance.	weekly	
G1.B1.S1.A2	Through common planning, coaches will facilitate the implementation of what was learned in PD to create lessons with an aligned purpose, process and product for both the daily and unit plans. This process will be ongoing.	Megias, Robert	-Common Planning Sign-In and Materials - Evidence of Planning for Purpose, Process, and Product	weekly	
G2.B1.S1.A2	The mathematics team will Implement lesson studies to focus on the current classroom delivery model and how to refocus the delivery to standards based instruction.	Bethune, Gregory	10/28/2015		10/28/2015 one-time
G2.B1.S2.A2	Resources will be presented to math team during common planning sessions where utilization of resources will be discussed, modeled and developed	Bethune, Gregory	9/25/2015	Teacher attendance and participation during professional development sessions.	9/25/2015 one-time
G2.B1.S3.A2	Bell-to-Bell and Gradual Release Strategies will be conducted via in-service sessions professional development part 1.	Bethune, Gregory	10/9/2015		10/9/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A2	During CP the Master teacher will model the lesson for the new teachers	Megias, Robert	9/15/2015	CP Agenda and sign-in sheet	9/15/2015 one-time
G3.B1.S2.A2	Prior to CP, the science coach will send emails to teachers assigning different parts of the lesson.	Megias, Robert	By emails sent from Coach and AP	weekly	
G3.B1.S3.A2	During CP science coach will lead teachers to make sure that they follow the GRRM by thoroughly dicussing each component and the time that each activity will take,	Megias, Robert	CP Agenda and sign-in sheet, Lesson Plans	weekly	
G4.B1.S1.A2	Curriculum Support Specialist, Literacy Coach and Department Chair will plan for common planning and create an itemized agenda. Agenda for planning will align the instructional resources, Social Studies instructional framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) that will be used to generate student-centered instructional activities and writing.	Megias, Robert	9/18/2015	Itemized Agenda, CSS Support Log	9/18/2015 one-time
G4.B1.S2.A2	Curriculum Support Specialist and Literacy Coach will provide a professional development during early release on the utilization of the Florida Writing Rubric (Augmentative and Informational) in Social Studies classes.	Megias, Robert	10/8/2015	Professional Development Agenda, Professional Development sign-in sheet	10/8/2015 one-time
G5.B1.S2.A2	CIS will perform home visits when student absences increase	Williams, Dillon	CIS Logs	weekly	
G1.B1.S1.A3	Administration will conduct walkthroughs to identify teachers needing additional support in aligning the purpose, process and product of their lessons.	Megias, Robert	Administration will conduct walkthroughs to identify teachers needing additional support in aligning the purpose, process and product of their lessons.	weekly	
G2.B1.S1.A3	Provide support with unwrapping standards in Geometry	Williams, Dillon	10/9/2015		10/9/2015 one-time
G2.B1.S3.A3	Bell-to-Bell and Gradual Release Strategies will be conducted via in-service sessions professional development part 2.	Bethune, Gregory	10/16/2015	When the teachers have implemented the strategies conveyed in professional development sessions.	10/16/2015 one-time
G3.B1.S1.A3	In CP each teacher will be assigned to bring a section of the lesson. Each section will be discussed in-depth to ensure that all teachers are in agreement to include in the lesson. Coach will use this as a PD opportunity for the new teachers.	Megias, Robert	9/15/2015	CP Agenda and sign-in sheet, Lesson Plans	9/15/2015 one-time
G3.B1.S2.A3	In CP each teacher will present their part and each one will be discussed in-depth before final product. The lesson alignment rubric will be utilized to ensure complete alignment.	Megias, Robert	CP Agenda and sign-in sheet, Lesson plans	weekly	
G3.B1.S3.A3	In CP when discussing and modeling each activity, a timer should be used to		CP Agenda and sign-in	weekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	ensure that each part takes the time allotted in the LP.template. Additionally, teachers should used a timer in class to make sure that they do not exceed the allotted time for each section.			sheet, Lesson Plans	
G4.B1.S1.A3	Curriculum Support Specialist, Literacy Coach and Department Chair to conduct planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.	Megias, Robert	9/25/2015	Lesson Plans, Student work product, Itemized Agenda	9/25/2015 one-time
G4.B1.S2.A3	Curriculum Support Specialist, Literacy Coach and Department Head will plan for common planning and create an itemized agenda. Agenda for planning will align the NGSSS-Social Studies to the culminating written end product in which students demonstrate their knowledge of the benchmark utilizing the Florida Writing Rubric (Augmentative or Informational).	Megias, Robert		Common Planning Agenda, CSS support log	weekly
G5.B1.S2.A3	Parent Conferences will be requested as absences increase	Williams, Dillon		Completion of parent / guardian conferences and attendance of student increases	weekly
G1.B1.S1.A4	Coaches and CSS will begin coaching cycles with teachers identified during administrative walkthroughs.	Megias, Robert		-Coaching and CSS Logs - Materials from Coaching Cycle	weekly
G3.B1.S1.A4	Science coach will provide Coaching Cycles to new teachers	Megias, Robert		Coach's logs	weekly
G3.B1.S2.A4	During CP one person will be assigned to type the lesson on the template while the discussions are taking place. By the end of CP the LP should be at least 90% complete.	Megias, Robert		CP Agenda and sign-in sheet, Lesson Plans	weekly
G3.B1.S3.A4	Science Coach will provide coaching cycles to new teachers on GRRM	Megias, Robert	10/28/2015	Coach's logs	10/28/2015 one-time
G4.B1.S1.A4	Administrative walk-through to observe for implementation of lessons and, if needed, identification of teachers in need of additional support.	Megias, Robert	10/2/2015	Administration observation logs	10/2/2015 one-time
G4.B1.S2.A4	Curriculum Support Specialist, Literacy Coach and Department Head to conduct common planning using a backwards planning model to ensure that daily objectives and writing activities lead to a written end product that utilizes the Florida Writing Rubric (Augmentative or Informational).	Megias, Robert		Common Planning Agenda, lesson plans, student work	weekly
G5.B1.S2.A4	Student / Parent contracts will be developed and signed by parties to increase understanding of importance of school attendance	Williams, Dillon		Completion of parent / guardian conferences and	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			attendance of student increases		
G1.B1.S1.A5	Administration will monitor progress of identified teachers and direct coaches with next steps.	Megias, Robert	-Administrative Logs - Walkthrough Documentation	weekly	
G3.B1.S2.A5	Lab group assignments, roles of students, structures, transitions and other systems and procedures will be discussed in CP.	Megias, Robert	CP Agenda and sign-in sheet and Lesson Plans	weekly	
G3.B1.S3.A5	Science Coach will provide coaching cycles to new teachers on GRRM	Megias, Robert	11/4/2015	Administrative Walkthrough logs	11/4/2015 one-time
G4.B1.S1.A5	Administration to debrief with teachers, and ETO CSS and IS to determine next steps.	Megias, Robert	10/9/2015		10/9/2015 one-time
G4.B1.S2.A5	Administrative walk-through to observe for implementation of lessons and, if needed, identification of teachers in need of additional support.	Megias, Robert	Administrative observation logs	weekly	
G3.B1.S2.A6	Science coach will provide coaching cycles to teachers in need of assistance.	Megias, Robert	Coach's logs	weekly	
G4.B1.S2.A6	Administration to debrief with Literacy Coach, teachers, and ETO CSS and IS to determine next steps.	Megias, Robert		weekly	
G3.B1.S2.A7	Administration will monitor the implementation of effective lessons with systems in place	Megias, Robert	Administrative Walkthrough logs	weekly	
G1.MA1	Walkthroughs	Megias, Robert	Lesson plans and evidence of DI	weekly	
G1.B1.S1.MA1	Common Planning support	Megias, Robert	logs	weekly	
G1.B1.S1.MA1	Walkthorughs and Common Planning support	Megias, Robert	Logs	weekly	
G1.B1.S2.MA1	Walkthroughs	Megias, Robert	Logs	weekly	
G1.B1.S2.MA1	Walkthroughs	Megias, Robert	Logs	weekly	
G1.B1.S3.MA1	Walkthroughs	Megias, Robert	Logs	weekly	
G1.B1.S3.MA1	PD attendance	Megias, Robert	Sign in sheet	one-time	
G2.MA1	We will review EOC data.	Bethune, Gregory		one-time	
G2.B1.S1.MA1	Observe lessons created and observed for skills learned during PD	Bethune, Gregory	Lesson Plans	weekly	
G2.B1.S1.MA1	Observation of the PD and attendance	Bethune, Gregory	9/25/2015		9/25/2015 one-time
G2.B1.S2.MA1	Observation of delivered lessons.	Bethune, Gregory	Lesson and Lessons Plans	weekly	
G2.B1.S2.MA1	Observe utilization of resources.	Bethune, Gregory	Lessons that are aligned to the MAFS and that utilize proper resources.	weekly	
G2.B1.S3.MA1	Teachers will be given opportunities to visit and debrief wit model teachers.	Bethune, Gregory	Observation sheets. note taking/note making sheets	one-time	
G2.B1.S3.MA1	Observe for model GRM within a math class.	Bethune, Gregory		weekly	
G3.MA1	EOC Results	Bethune, Gregory		annually	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Classroom visits	Megias, Robert	Lesson Plans	weekly	
G3.B1.S1.MA1	Observation of PD.	Megias, Robert	Sign in sheets	biweekly	
G3.B1.S2.MA1	Classroom Walkthroughs	Megias, Robert	Lesson plans	weekly	
G3.B1.S2.MA1	Common Planning observations	Megias, Robert	Common Planning end products and sign in sheets.	weekly	
G3.B1.S3.MA1	Observe teachers as they deliver lessons.	Megias, Robert	Lesson Plans	weekly	
G3.B1.S3.MA1	Observe the coach in Common planning.	Megias, Robert	Pacing guides, lesson plans, and planning sheets.	weekly	
G4.MA1	State Assessments as well as student end products.	Bethune, Gregory	Instructional walkthrough documents and lesson plans.	quarterly	
G4.B1.S1.MA1	Review end-products and mini-assessments to check for student progress and teacher alignment.	Megias, Robert	Student work	weekly	
G4.B1.S1.MA1	Administrative presence at the common planning session.	Megias, Robert	Lesson Plans	weekly	
G4.B1.S2.MA1	Monitor student work for evidence of the writing process, as well as use of the state rubric.	Megias, Robert	Student work/ end products.	weekly	
G4.B1.S2.MA1	Monitor student work for evidence of the writing process, as well as use of the state rubric.	Megias, Robert	Student work/ end products.	weekly	
G4.B1.S2.MA1	Observe common planning and focus the attention to analytical writing within the plans.	Megias, Robert	Lesson Plans	weekly	
G5.MA1	Increased Attendance Overall	Bethune, Gregory		annually	
G5.B1.S1.MA1	Monthly Attendance Reports	Williams, Dillon	Decreased absences	monthly	
G5.B1.S1.MA1	Teachers updating attendance daily	Williams, Dillon		daily	
G5.B1.S2.MA1	Checking monthly attendance rates.	Williams, Dillon		monthly	
G5.B1.S2.MA1	A daily log of phone calls is kept and student attendance rates increase	Williams, Dillon	Daily Log	daily	
G5.B1.S3.MA1	AP will be present at these meetings and when they will review recorded minutes and logs.	Williams, Dillon		weekly	
G5.B1.S3.MA1	AP will be present at these meetings and when they will review recorded minutes and logs.	Williams, Dillon		weekly	
G5.B1.S3.MA1	AP will be present at these meetings and when they will review recorded minutes and logs.	Williams, Dillon		weekly	
G5.B1.S3.MA1	AP will work closely with both the CIS and Trust Counselor to develop groups.	Williams, Dillon	Group roster	one-time	

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 Literacy.

G1.B1 Teachers are struggling to create lessons with alignment between learning targets, activities and end products which results in student end products that do not meet the expectations of the Florida Standards. Teachers understand the standards, but struggle with process of planning with the end in mind. This stems from common planning where teachers need more guidance than is currently available, and are leaving without fully completed daily and unit plans.

G1.B1.S1 Through Professional Development and Common Planning, instructional coach(es) will facilitate the utilization of backwards planning resources to create lessons with alignment between the purpose, process and product.

PD Opportunity 1

Instructional Coach will create and deliver PD on the process of planning lessons with the end in mind and aligning the purpose, process and product for both the daily and the unit plans.

Facilitator

L. Rolle, E. Miller

Participants

ELA/Reading/ELL/Creative Writing

Schedule

G1.B1.S2 Provide a PD on Backwards Planning to create more rigorous and standard-base end products.

PD Opportunity 1

The reading coach will provide a professional development on how to backwards plan.

Facilitator

L. Rolle

Participants

Literacy Departments

Schedule

On 9/23/2015

G1.B1.S3 Provide PD on analyzing FAIR data to remediate reading deficiencies

PD Opportunity 1

Reading Coach will provide a mini professional development with the Reading Department on how to utilize and read FAIR data.

Facilitator

L. Rolle

Participants

Literacy Departments

Schedule

On 9/30/2015

G2. To increase student achievement by improving core instruction in Mathematics.

G2.B1 There is an opportunity to improve standards based lessons / content knowledge with respect to FSA requirements.

G2.B1.S1 Use common planning sessions for standards based lesson development which will drive instruction and increase academic proficiency.

PD Opportunity 1

The mathematics coach will provide a professional development on moving from NGSSS to FSA instructioal regulations using current student end products.

Facilitator

A. Deroscar

Participants

Math Department

Schedule

On 9/25/2015

G3. To increase student achievement by improving core instruction in Science.

G3.B1 The ability to use Common Planning to build the capacity of new teachers with limited experience.

G3.B1.S1 Common Planning will be used as a Professional Development opportunity to build the capacity of new teachers

PD Opportunity 1

On teacher planning and early release days professional development will be conducted within the department.

Facilitator

Cobb

Participants

Science Department

Schedule

On 9/14/2015

G4. To increase student achievement by improving core instruction in Social Science.

G4.B1 Limited evidence of the Social Studies reading and writing standards LAFS Reading- RH and Writing- WHST being addressed through daily instruction, using the Florida Standards Writing rubrics.

G4.B1.S2 Increased the amount of writing and need for written end-products aligned to the NGSSS-Social Studies that utilize the Florida Writing rubric (Augmentative or Informational). Emphasis will be placed on the 9th grade World History classes.

PD Opportunity 1

Curriculum Support Specialist and Literacy Coach will provide a professional development during early release on the utilization of the Florida Writing Rubric (Augmentative and Informational) in Social Studies classes.

Facilitator

S. Greene

Participants

Social Studies Department

Schedule

On 10/8/2015

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	Instructional Coach will create and deliver PD on the process of planning lessons with the end in mind and aligning the purpose, process and product for both the daily and the unit plans.	$0.00
2	G1.B1.S1.A2	Through common planning, coaches will facilitate the implementation of what was learned in PD to create lessons with an aligned purpose, process and product for both the daily and unit plans. This process will be ongoing.	$0.00
3	G1.B1.S1.A3	Administration will conduct walkthroughs to identify teachers needing additional support in aligning the purpose, process and product of their lessons.	$0.00
4	G1.B1.S1.A4	Coaches and CSS will begin coaching cycles with teachers identified during administrative walkthroughs.	$0.00
5	G1.B1.S1.A5	Administration will monitor progress of identified teachers and direct coaches with next steps.	$0.00
6	G1.B1.S2.A1	The reading coach will provide a professional development on how to backwards plan.	$0.00
7	G1.B1.S3.A1	Reading Coach will provide a mini professional development with the Reading Department on how to utilize and read FAIR data.	$0.00
8	G2.B1.S1.A1	The mathematics coach will provide a professional development on moving from NGSSS to FSA instructioal regulations using current student end products.	$0.00
9	G2.B1.S1.A2	The mathematics team will Implement lesson studies to focus on the current classroom delivery model and how to refocus the delivery to standards based instruction.	$0.00
10	G2.B1.S1.A3	Provide support with unwrapping standards in Geometry	$0.00
11	G2.B1.S2.A1	The mathematics coach will research and locate resources that align to MAFS	$0.00
12	G2.B1.S2.A2	Resources will be presented to math team during common planning sessions where utilization of resources will be discussed, modeled and developed	$0.00
13	G2.B1.S3.A1	Peer / Teacher Observation Schedules	$0.00
14	G2.B1.S3.A2	Bell-to-Bell and Gradual Release Strategies will be conducted via in-service sessions professional development part 1.	$0.00
15	G2.B1.S3.A3	Bell-to-Bell and Gradual Release Strategies will be conducted via in-service sessions professional development part 2.	$0.00
16	G3.B1.S1.A1	On teacher planning and early release days professional development will be conducted within the department.	$0.00
17	G3.B1.S1.A2	During CP the Master teacher will model the lesson for the new teachers	$0.00

Budget Data

18	G3.B1.S1.A3	In CP each teacher will be assigned to bring a section of the lesson. Each section will be discussed in-depth to ensure that all teachers are in agreement to include in the lesson. Coach will use this as a PD opportunity for the new teachers.	$0.00
19	G3.B1.S1.A4	Science coach will provide Coaching Cycles to new teachers	$0.00
20	G3.B1.S2.A1	During CP science coach will lead teachers to look at the PG and the number of days assigned to each topic and make a unit plan which will include the labs and activities.	$0.00
21	G3.B1.S2.A2	Prior to CP, the science coach will send emails to teachers assigning different parts of the lesson.	$0.00
22	G3.B1.S2.A3	In CP each teacher will present their part and each one will be discussed in-depth before final product. The lesson alignment rubric will be utilized to ensure complete alignment.	$0.00
23	G3.B1.S2.A4	During CP one person will be assigned to type the lesson on the template while the discussions are taking place. By the end of CP the LP should be at least 90% complete.	$0.00
24	G3.B1.S2.A5	Lab group assignments, roles of students, structures, transitions and other systems and procedures will be discussed in CP.	$0.00
25	G3.B1.S2.A6	Science coach will provide coaching cycles to teachers in need of assistance.	$0.00
26	G3.B1.S2.A7	Administration will monitor the implementation of effective lessons with systems in place	$0.00
27	G3.B1.S3.A1	During Biology CP science coach will ensure that the Pacing Guide is used and followed with fidelity	$0.00
28	G3.B1.S3.A2	During CP science coach will lead teachers to make sure that they follow the GRRM by thoroughly dicussing each component and the time that each activity will take,	$0.00
29	G3.B1.S3.A3	In CP when discussing and modeling each activity, a timer should be used to ensure that each part takes the time allotted in the LP.template. Additionally, teachers should used a timer in class to make sure that they do not exceed the allotted time for each section.	$0.00
30	G3.B1.S3.A4	Science Coach will provide coaching cycles to new teachers on GRRM	$0.00
31	G3.B1.S3.A5	Science Coach will provide coaching cycles to new teachers on GRRM	$0.00
32	G4.B1.S1.A1	Administration, Literacy Coach and all teachers were provided with instructional resource binders for the Social Studies specific to their respective content. Instructional resources provided to teachers included the following: Social Sciences Instructional framework, Lesson plan template, Data Chat form for the first grading period, Unpacking Standards document, Item Specifications for World History, U.S. History, Government and Economics, Florida Standards for Reading-RH and Writing- WHST, Planning Cards for U.S. History, Florida Argumentation and Informational Writing rubric, Interactive Timeline (U.S. History), Annotation, 2015 Forms 1-4 Spring U.S. History End-Of-Course Content Focus Report, Political Cartoon Analysis, Technology Resources.	$0.00
33	G4.B1.S1.A2	Curriculum Support Specialist, Literacy Coach and Department Chair will plan for common planning and create an itemized agenda. Agenda for planning will align the instructional resources, Social Studies instructional framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) that will be used to generate student-centered instructional activities and writing.	$0.00
34	G4.B1.S1.A3	Curriculum Support Specialist, Literacy Coach and Department Chair to conduct planning in order to align the instructional resources, instructional framework and suggested	$0.00

Budget Data

		lesson plan template that will be used to generate student-centered instructional activities and writing.	
35	G4.B1.S1.A4	Administrative walk-through to observe for implementation of lessons and, if needed, identification of teachers in need of additional support.	$0.00
36	G4.B1.S1.A5	Administration to debrief with teachers, and ETO CSS and IS to determine next steps.	$0.00
37	G4.B1.S2.A1	Administrator, Literacy Coach and Social Studies Teachers have been provided copies of both the Augmentative and Informational Florida Writing rubric. Additionally, teachers were provided with desktop copies of the Florida Writing Rubric for Informational to place on student desk.	$0.00
38	G4.B1.S2.A2	Curriculum Support Specialist and Literacy Coach will provide a professional development during early release on the utilization of the Florida Writing Rubric (Augmentative and Informational) in Social Studies classes.	$0.00
39	G4.B1.S2.A3	Curriculum Support Specialist, Literacy Coach and Department Head will plan for common planning and create an itemized agenda. Agenda for planning will align the NGSSS-Social Studies to the culminating written end product in which students demonstrate their knowledge of the benchmark utilizing the Florida Writing Rubric (Augmentative or Informational).	$0.00
40	G4.B1.S2.A4	Curriculum Support Specialist, Literacy Coach and Department Head to conduct common planning using a backwards planning model to ensure that daily objectives and writing activities lead to a written end product that utilizes the Florida Writing Rubric (Augmentative or Informational).	$0.00
41	G4.B1.S2.A5	Administrative walk-through to observe for implementation of lessons and, if needed, identification of teachers in need of additional support.	$0.00
42	G4.B1.S2.A6	Administration to debrief with Literacy Coach, teachers, and ETO CSS and IS to determine next steps.	$0.00
43	G5.B1.S1.A1	Teachers will receive and review daily attendance bulletin	$0.00
44	G5.B1.S2.A1	Attendance Clerk will call the parents/guardians of absent students on a daily basis	$0.00
45	G5.B1.S2.A2	CIS will perform home visits when student absences increase	$0.00
46	G5.B1.S2.A3	Parent Conferences will be requested as absences increase	$0.00
47	G5.B1.S2.A4	Student / Parent contracts will be developed and signed by parties to increase understanding of importance of school attendance	$0.00
48	G5.B1.S3.A1	Social Workers and Trust Counselor will develop support groups for students who may experience personal / home issues that prohibit model attendance in school	$0.00
		Total:	$0.00