

Miami-Dade County Public Schools

# Miami Springs Senior High School



2016-17 Schoolwide Improvement Plan

## Miami Springs Senior High School

751 DOVE AVE, Miami Springs, FL 33166

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	83%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

*\*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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Miami Springs Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Miami Springs Senior High School is to encourage students to become life-long learners and to build successful lives in a rapidly changing global community by providing excellence in academics.

##### b. Provide the school's vision statement.

The vision of Miami Springs Senior High School is to empower our students to lead lives of purpose and merit by encouraging social awareness and global responsibility.

#### 2. School Environment

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

1. A GED Program is offered to new student arrivals into the country.
2. The Student Services Team including the School Social Worker and School Psychologist will review the list of the lowest 25% in Reading to ensure that adequate instructional support services are being provided for any identified barriers to learning that can be addressed through their services.
3. Tutoring is being provided by students in the National Honor Society and the Key Club and is facilitated by the sponsors.
4. Using appropriate data such as the Early Warning Systems (EWS), lowest 25% in Reading and truant students will be identified to ensure that adequate follow-up with wraparound services are being provided to "off-track" students.
5. Project M.O.R.E. is focused on targeting students who are considered at-risk in order to provide appropriate services, including assigning school mentors and providing ongoing support to facilitate the students' social and academic achievement.
6. Scheduling inter-disciplinary department meetings and professional development focused on assisting teachers in identifying students in their classes who are struggling for the purpose of creating a plan to ensure the student succeeds.

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

1. An effective system is in place which ensures the safety of all students.
2. Before and after school students are centralized in the main lobby and in the cafeteria and are monitored by school administration and support staff. During school hours all hall ways, stair ways, and walk ways are monitored by school security.
3. A Back Pack Program provides food for students in financial need.
4. A "Do the Right Thing" Program is a character education and personal development program

implemented at our school that recognizes students who make the right choices that lead to positive decision-making.

5. Red Ribbon Campaign Week is implemented at our school to promote drug awareness and making the right choices.

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

The school-wide progressive discipline policy is in effect and aligns with the District Code of Student Conduct to ensure fidelity. At the beginning of the year, grade level and faculty orientations for both students and staff are held where clear guidelines concerning academic and behavioral expectations are presented and explained. When a student is struggling teachers follow the system put in place at our school to minimize disciplinary issues and define clear behavioral expectations.

**d. 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.**

There is an effective system in place which makes students services staff accessible to students experiencing difficulties Procedures are in place to meet the immediate needs and concerns of students. Counseling and support are provided to students and/or families facing crisis situations. There is a systematic provision of responsive services that include group counseling, individual counseling, staff consultation and parent consultation.

Students benefitting from individual school counseling are coordinated in collaboration with the School Social Worker and School Psychologist to maximize effectiveness and continuity of services being provided.

Project M.O.R.E. will focus on providing mentoring, training, and support to students who are struggling socially and/or academically.

### 3. Early Warning Systems

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

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

1. Attendance below 90%: Attendance Bulletins are reviewed and teacher attendance referrals are addressed for students incurring an excess of absences; 3 unexcused absences or more. Conferences with students and/or parents take place to develop monitoring plans. Administrative follow-through with monitoring plans to ensure fidelity.

2. One or more Suspensions: Students and parents are informed of behavioral expectations and consequences as outlined in the Student Code of Conduct. Parents will receive academic progress reports. Teachers and administration will communicate with parents regarding student progress of academic and behavioral goals.

3. Course Failure in English Language Arts/Math: Parent communication is ongoing throughout the school year via progress reports, telephone calls, and/or parent conferences and meetings.

4. Level 1 on Statewide Assessment in English Language Arts or Math: School-wide data is reviewed and students are targeted for remediation.



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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	48	49	36	179
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	143	110	66	350
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	246	200	202	134	782
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	170	109	114	65	458

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

**Below 90% Attendance**

1. Student attendance will be monitored by teachers and administrators. Students will be placed on attendance agreements/contracts as needed.
2. Identify and refer students who may be developing a pattern of non-attendance to the administrator over attendance for intervention services for each grade level.
3. Parent will be informed of their child's absences through Connect-Ed messages and telephone calls from teachers and administrators.
4. The student will be placed on Attendance Contracts when they demonstrate excessive absences.
5. School Social Worker will meet with the teacher, parent, student and administrator to develop a monitoring plan if absences continue.

**One or more Suspension**

1. Students and parents will be informed about behavioral expectations and consequences as outlined in the Student Code of Conduct.
2. Students and parents will be informed of academic progress and given support to ensure students experience academic success.
3. Inform parents and students of how to monitor their academic progress by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.
4. Administration and teachers will follow the behavioral expectations as outlined in the Student Code of Conduct and our school discipline progression plan in order to ensure that students who are referred by teachers are provided the necessary interventions on an as needed basis.

**Course Failure**

1. Teachers will inform parents of their child's progress via progress reports, telephone calls and parent conferences and meetings.
2. The Student Services department will identify and conduct ongoing credit checks.
3. Parents will be informed periodically of how to monitor their child's academic progress via school events throughout the year to support parents and students.
4. Students and parents will be informed of academic progress and provided support as needed to



ensure students experience academic success.

Level 1 on Statewide Assessment in English Language Arts or Math:

1. The school-wide ACT Report will be reviewed by the Student Services team to identify overall strengths and address opportunities for improvement regarding student achievement and outcomes.
2. Classroom teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction. This alternative instructional delivery method will be used to support practice and remediation.
3. Administration will plan for after-school tutoring to offer additional support for students requiring further interventions.

## B. Family and Community Engagement

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

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

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

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

Please refer to the Parent Involvement Plan (Title I school)

### 2. 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.

Miami Springs Senior High School informs parents and community members via various venues of the many opportunities available at our school for parents and community members to partner with us in order to help our students. We invite parents and community members on an ongoing basis to participate in our monthly EESAC meetings and various additional meetings throughout the school year. In addition, we encourage our students to volunteer at many community-based organizations to satisfy services projects.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Torossian, Alfred	Principal
Torossian, Alfred	Assistant Principal
Valero, Alina	Assistant Principal
Kennedy, Gino	Assistant Principal

## b. Duties

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

Edward R. Smith Principal: Ensure commitment and allocate resources. Provides a common vision for the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl. The principal will review the Rtl skills of the school staff, will ensure that the implementation of the interventions support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities and acts as the school contact.

Assistant Principals: Gino Kennedy, Alfred Torossian, Alina Valero - Ensure commitment and allocate resources. Monitor the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl. Assist in the monitoring of interventions support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Instructional Leaders :

Edward R. Smith, Principal  
Gino Kennedy, Assistant Principal  
Alfred Torossian, Assistant Principal  
Alina Valero, Assistant Principal  
Corina Mills, Student Services  
Isel Ceballos, Language Arts Instructional Leader  
Carolina DeVelasco, Reading Instructional Leader  
Jason Moris, SPED Instructional Leader  
Michelle Kelly, Social Studies Instructional Leader  
William Drew, Physical Education Instructional Leader  
Jason Jackson, Science Instructional Leader  
Lazaro Iribar, ESOL Instructional Leader  
Jose Piedra, Foreign Language Instructional Leader  
Beth Goldstein, Fine Arts/Vocational Education Instructional Leader  
Desiree Valdes, Math Instructional Leader

All of whom will meet to review consensus, infrastructure, and implementation. Participate in data collection and lead data chats. Integrate instructional activities and collaborate with other instructional departments to provide opportunities for literacy across the curriculum. Will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with staff, integrates materials/instruction with activities. Provide guidance on K-12 Reading plan; facilitates and supports data collection activities; assist with early intervention services for at-risk students; participates in the design and deliver professional development; provide support for assessment and implementation monitoring.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
2. 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.
3. Hold regular team meetings. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
4. Maintain data on interventions, as well as, updating staff on procedures and progress.
5. Provide clear indicators of student need and student progress.
6. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

#### Title I, Part A

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs. Additionally, funds will be used to maintain class size in the ninth and tenth grade specifically.

Additionally, Miami Springs Senior High School will provide services to students requiring additional remediation through the availability of after school tutoring. Also, if needed and available, funds will be used to assist in the design and implementation for progress monitoring, data collection, and data analysis and provide support for assessment and implementation monitoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Miami Springs Senior High School's Leadership Team and Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Miami Springs Senior high School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Title II Miami Springs Senior High School will use supplemental funds for improving basic education to fund training to certify qualified mentors for the New Teacher Program (MINT), to supply training for add on endorsement programs such as Reading, Gifted and ESOL and to fund substitutes so teachers may attend professional development

activities.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide tutoring programs.

#### Title VI, Part B - NA

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with tutorial programs. Violence Prevention Programs Miami Springs Senior High School will utilize the student services department to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at MSSH: Bullying Program, Student / Parent counseling with members of the student services department.

#### Nutrition Programs

Miami Spring Senior High School adheres to and implements the nutrition requirements stated in the district wellness policy Nutrition education as per state statute is taught through physical education classes.

Housing Programs - N/A

#### Adult Education

We will work with our Adult Education program in order to provide students with the opportunity to recover credits not achieved during the regular school program. This is beneficial to the student and school in order to maintain the graduation requirements.

#### Other

##### Parental:

Miami Springs Senior High School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Miami Springs Senior High School will increase parental engagement/ involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and

other documents/activities necessary in order to comply with dissemination and reporting requirements. Our School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Miami Springs Senior High School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Edward R. Smith	Principal
Desiree Valdes	Teacher
Avanel Camejo	Teacher
Edilma Flores	Education Support Employee
Caridad Martinez	Business/Community
Susan Baan	Parent
Sandra Deno	Parent
Ruth McNaughton	Business/Community
Alex Ceballos	Student
Marisol Farinas	Education Support Employee
Rose Baez	Parent
Marisa Miranda	Parent
Kim Werner	Parent
Gustavo Rivera	Teacher
Gino Kennedy	Education Support Employee
Jason Moris (EESAC Chair)	Teacher
Desiree Diaz	Education Support Employee
Melanie Mann	Teacher
Delmar Wilson	Teacher
Renee Zayas	Teacher
Angie Aguila	Parent
Rickey Aguila	Student
Angela Garcia	Student
Miguel Orihuela	Student
Nache Atkins	Business/Community

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

1. October 6, 2014 – Mr. Smith stated that the School Improvement Plan (SIP) was not as lengthy and cumbersome this year. District requirement for all schools is the Action Plan will drive their SIP, it is a living document. All Departments met to review the Action Plan. The Review Committee visited the school and the feedback information was added to the Action Plan. Mr. Torossian advised that on October 17th the SIP will be submitted for review. Review of the

SIP's Goals Summary Action Plan: (Goal 1) To increase student achievement by improving core instruction in all content areas. (Goal 2) to increase student achievement- teachers will continue to attend professional developments to breakdown the standards and infuse them into the curriculum. (Goal 3) at risk students- the Review Committee met with Student Services and recommendations were made for drop-out prevention. (Goal 4) initiatives to increase enrollment in STEM/CTE and increase the number of students' passing CTE-STEM Industry Certification Exams.

2. November 18, 2014 – Approve SIP Waiver, Mr. Torossian stated that the SIP was voted on. Mid-year data will dictate how the District will proceed; decision will impact the SIP.

3. January 8, 2015 - Mr. Torossian updated the committee on the Action Plans. #1 due in November, #2 due in February and #3 due in late June.

4. February 25, 2015 - Ms. Valdes motioned to approve the SIP Waiver, and Mr. Laney seconded. This year a contract waiver was not requested, and a supplement waiver was also not requested.

5. April 28, 2015 - A 2nd SIP Waiver was presented to the committee for the potential option of an 8 period schedule. The waiver was voted on unanimously.

6. May 14, 2015 - the 2014-15 SIP Action Plan and the 2014-15 SIP End of Year Review and planning document were presented to the committee for review. The entire faculty had an opportunity to assist in the process.

7. October 6, 2015 - Mr. Torossian stated that the School Improvement Plan was presented to the faculty on September 22nd at the Faculty meeting. The District approved the SIP and acknowledged MSSH for producing a great SIP. "MSSH is defining literacy by building capacity." The District pre-populated the data on the SIP, which simplified writing the goals for the SIP. The goals, the barrier, and the strategies designed to increase student achievement by improving core instruction in all content areas were reviewed. The plan to achieving the goal and the professional development plan to maximize instruction in the 90 minute block were also reviewed.

8. January 12, 2016 - Mr. Torossian noted that the Mid-Year SIP will review protocols in the SIP and address the progress made in meeting those goals. He added that since the beginning of the school year we have been following protocols stated in the SIP: Professional Developments on maximizing the 90 minute block and departmental presentations on "best practices" to improve core instruction and increase student achievement in the classroom continue to be presented during Early Release Days and Non-Opt Days. .  
?

9. February 12, 2016 - The department chairs reviewed the School Improvement Plan (SIP) within their departments. No changes made. Mid- Year Reflection resulted in a reduction in barriers to manage the 90 minute block. Strategies were implemented with fidelity to maximize the 90 minute block.



10. April 19, 2016 - Mr. Torossian stated that department chairs presented and reviewed the EOY SIP with their departments. He added that cumulative results from the End of Year SIP- 2015-2016 (EOY) will be reviewed at the May faculty meeting. The focus for the May EESAC meeting will be to review and approve the completed EOY SIP 2015-2016.

*b. Development of this school improvement plan*

Several EESAC members form part of the SIP Writing Team. The Writing team analyzes the data, sets goals, identifies barriers and generates strategies to target weaknesses and accomplish goals. The EESAC reviews the SIP and makes changes and suggestions. The EESAC approves the SIP.

*c. Preparation of the school's annual budget and plan*

Miami Springs Senior High EESAC is made aware of the school's budget through our EESAC meetings. Members are able to ask any questions and/or have concerns addressed. In addition, the EESAC is responsible for approving the allocation of school improvements funds.

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

Total funds: \$8,525.22. The EESAC allocated the following: • EESAC Funds Allocations:

\$2,999.00 to a MSSH internal account to purchase items that will serve as academic incentives for students.

\$865.00 -Mr. Luna requested funds for instrument repairs. There are not enough instruments for class. If they are repaired the beginning band class will each have an instrument.

\$601.00 Mu Alpha Theta-Math Dept. requested to purchase National Assessment Test Resources, AMC Bundles, and One Team Packet – Continental Mathematics League to improve test scores.

\$280.00 – Ms. Creevey requested funds to purchase twenty (20) MSSH tee-shirts for students with disabilities, to be used at public service events such as, Special Olympics, etc.

\$951.03 – Ms. Ceballos requested funds to purchase two sets of novels for her Cambridge class. Novels will be read by students to practice for their Cambridge exam.

\$336.15 – Ms. Madruga requested funds to purchase Florida Teen books (amount amended to be half of original request)

\$1,400.00 – Media Center approved to be opened twice a week for one hour (1 hr.) to pay an hourly rate. (Dates to be opened from December 1st, 2014 to May 15th 2015.)

\$467.68 – Ms. Sieg requested funds to purchase four camcorders. (Mr. Torossian motioned to approve two camcorders and Ms. Martinez seconded.)

\$625.36 – Ms. Drew, on behalf of the Reading Department requested funds to purchase supplies for the lowest 25% students to use during instruction. Items include: over-sized post-it notes, construction paper, colored pencils, and easil pads).

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:



Name	Title
Torossian, Alfred	Principal
Develasco, Carolina	Teacher, K-12
Jackson, Jason	Teacher, K-12
Moris, Jason	Teacher, K-12
Iribar, Lazaro	Teacher, K-12
Wilson, Delmar	Teacher, K-12
Torossian, Alfred	Assistant Principal
Valero, Alina	Assistant Principal
Goldstein, Beth	Teacher, K-12
Villanueva , Miguelina	Teacher, K-12
Piedra, Jose	Teacher, K-12
Mills, Corina	Teacher, K-12
Llerena, Beatriz	Teacher, K-12
Kennedy, Gino	Assistant Principal

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) meets monthly to collaborate on literacy and reading achievement that align with the Florida State Standards (FSS). In addition, the LLT plan professional development that aligns with our school-wide goals.

## D. Public and Collaborative Teaching

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

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

The Leadership Literacy Team (LLT) meets monthly to collaborate and plan professional development that aligns with the school's goals and fosters collaborative planning and instruction allowing for student achievement with the Florida State Standards (FSS). In addition, the LLT meets with teachers to implement evidence-based strategies discussed during LLT planning meetings to ensure teachers plan and deliver effective instruction.

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

The following strategies will be supervised by the administrative team.

1. Networking with other schools to recruit personnel
2. Placement of student classroom observers and interns
3. Regular meetings with new teachers
4. Participation in the Mentoring and Induction for New Teachers (MINT) Program

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

The mentee will be paired with a mentor within their academic department. A mentor teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics

coach, National Board Certified Teacher, and/or a MINT certified site-based mentor.

The mentor and mentee will meet bi-weekly to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and provide feedback and coaching.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Administration meets consistently with the Core Instructional Leaders to collaborate and plan professional development activities that align to the Florida State Standards (FSS). Faculty members participate in professional learning activities which focus on curriculum alignment, evidence-based instructional strategies, District Pacing Guides and data analysis.

#### b. Instructional Strategies

**1. 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.**

Faculty participate in professional learning activities which focus on curriculum alignment, instructional strategies, District Pacing Guides and data analysis. Departments analyze assessment data to determine additional instructional supports needed by students. Teachers re-teach and present mini-lessons after analyzing data. Students in need of further support will be offered after-school tutoring in order to meet the diverse needs of students.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 4,320

After-school tutoring for students in the English Language Learner (ELL) program will be offered twice a week over a 12 week span in order to assist in preparation for ELA. Crunch-time tutoring initiatives will take place throughout the year after school, as needed. Honor societies will offer tutoring for students in need of remediation or instruction.

**Strategy Rationale**

Differentiating instructional models will ensure the needs of our diverse population of students is met.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Valero, Alina, 250327@dadeschools.net

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

Teacher-created tests and mini-assessments, Interim Assessments, Student Data Chats through core departments.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

N/A

**b. College and Career Readiness**

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

Secondary School Reform has allowed high schools to make elective combinations that promote career planning. Students discuss their potential career interests with their teachers and counselors and are then exposed to the available Academy options that may be of interest to them. Through this discussion and choice selection, students' course of study becomes meaningful.

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

Students are encouraged to take elective courses that are aligned within an area of interest that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together. This will be done through the infusion of project-based instruction.

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

Miami Springs Senior High School's (MSSH) graduates completing a post-secondary curriculum has increased steadily. A post-secondary curriculum includes four Language Arts courses, at least three to four Mathematics courses, three to four science courses and the three required social studies courses. Additionally dual enrollment courses are encouraged. MSSH also encourages students to participate in Advanced Placement/Dual Enrollment and Cambridge Courses beginning in the ninth grade with World History and Language Arts..

The graduation data shows 80.0% of our students receive a diploma. Our Student Services department will continue to meet with senior students three times during the school year. This will ensure that senior students are monitoring their GPA and increasing the possibility for scholarships, such as the Bright Futures. Our College Assistance Program (CAP) Counselor invites colleges and universities to come to the school and meet with students that are potential candidates to attend their schools. Also, our CAP will continue to work with students on compiling Financial Aid information and researching of scholarships for students. Administrative team will meet with at risk students to offer support as needed.

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

The latest High School Feedback Report available is from 2013. When comparing our district to others across the state we are well ahead of the average as we continue to offer remedial study opportunities for our students and encourage them to take the SAT, ACT and PERT. In addition, MSSH offers Cambridge, AP and Dual Enrollment (off-campus) courses to further challenge our students. All 10th grade students this year will participate in the PSAT and we will use the results to aid in identifying students abilities for future course placement.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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.** If core instruction is increased in all content areas then student achievement will improve.

## Strategic Goals Detail

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

**G1. If core instruction is increased in all content areas then student achievement will improve. 1a**

G087596

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - Hispanic	72.0
AMO Reading - ELL	59.0
AMO Reading - SWD	63.0
AMO Reading - ED	69.0
AMO Math - SWD	70.0
CELLA Listening/Speaking Proficiency	44.0
CELLA Reading Proficiency	24.0
CELLA Writing Proficiency	25.0
FSA ELA Achievement	31.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	73.0
FSA Mathematics Achievement	40.0
Math Gains	63.0
Math Lowest 25% Gains	66.0
Algebra I EOC Pass Rate	62.0
Geometry EOC Pass Rate	57.0
Bio I EOC Pass	69.0
AMO Reading - African American	66.0

**Targeted Barriers to Achieving the Goal 3**

- Limited experience creating and implementing rigorous activities/strategies to maximize the achievement of students at all levels during a 90 minute block.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Opportunities for common planning in some departments has been built into the master schedule. Faculty and department meetings offer professional development opportunities requested by faculty members in the needs assessment survey and during meetings. The creation of a Digital Fluency Committee will assist the PLST and administration in strategically planning workshops to assist teachers with the implementation of technology in their classrooms. The continued use of resources such as those found in CPALMS, District Pacing Guides, and FSA/EOC resources will assist teachers in creating and implementing rigorous lessons that engage students in active learning. The District Curriculum Support Specialist supports literacy instruction at our school by meeting with teachers and offering support where needed.

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

Classroom walk-throughs; Senior Staff debriefing; Core Team meeting feedback; Administrative-Teacher Data Chats; Teacher-Student Data Chats; analysis of data

**Person Responsible**

Alfred Torossian

**Schedule**

Daily, from 9/6/2016 to 6/8/2017

**Evidence of Completion**

Administrative Team walk-through logs; Core Team meeting feedback, Data Chats and analysis of data will demonstrate an increase in student achievement.



## 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.** If core instruction is increased in all content areas then student achievement will improve. 1

G087596

**G1.B1** Limited experience creating and implementing rigorous activities/strategies to maximize the achievement of students at all levels during a 90 minute block. 2

B232842

**G1.B1.S1** Learning how to effectively plan and deliver rigorous instruction in a 90 minute block. 4

S245807

### Strategy Rationale

This is our school's second year implementing a 90 minute block schedule and teachers continue to need support with creating rigorous lessons that meet the academic needs of students at different achievement levels in order to increase their learning and proficiency goals.

### Action Step 1 5

Provide professional development on maximizing instruction in a 90 minute block to create rigorous, purposeful, and engaging instructional activities for students at different levels of achievement.

#### Person Responsible

Alfred Torossian

#### Schedule

Monthly, from 9/13/2016 to 5/23/2017

#### Evidence of Completion

Agendas, sign in sheets, deliverables for Fall Early Release professional developments.

### Action Step 2 5

Digital Fluency Committee and PD Liaison meet to plan for appropriate professional development that helps teachers learn and implement technology in their classroom to increase student achievement.

#### Person Responsible

Alina Valero

#### Schedule

Monthly, from 9/13/2016 to 6/6/2017

#### Evidence of Completion

Note taking / note making, debriefing notes, lesson plans

### Action Step 3 5

Teachers will use data to plan instruction that meets the needs of students with varying achievement levels.

#### **Person Responsible**

Alfred Torossian

#### **Schedule**

Quarterly, from 9/6/2016 to 6/8/2017

#### **Evidence of Completion**

Administrative-Teacher data chats, Teacher-Student data chats, teacher data analysis, lesson plans.

### Action Step 4 5

Administration will conduct walk-throughs and monitor the effective implementation of purposeful and engaging lessons that promote student ownership and effective implementation of technology in the classroom during a 90 minute block.

#### **Person Responsible**

Alfred Torossian

#### **Schedule**

Daily, from 9/6/2016 to 6/8/2017

#### **Evidence of Completion**

Walk through notes, administrative team and senior staff debriefing, lesson plans, student work folders, student collaborative conversations.

### Action Step 5 5

Tutoring will be offered throughout the year to targeted students in need of academic support.

#### **Person Responsible**

Alina Valero

#### **Schedule**

On 4/7/2017

#### **Evidence of Completion**

Student sign-in rosters and samples of student work.

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

Lesson plans, student work folders, administrative-teacher collaborative conversations, classroom walk-throughs.

**Person Responsible**

Alfred Torossian

**Schedule**

Daily, from 9/6/2016 to 6/8/2017

***Evidence of Completion***

Teacher lesson plans, student work folders and student accountability talks will demonstrate that student collaboration and active learning are taking place. Peer teacher and teacher-leader observations, and classroom walk-throughs will demonstrate effective planning and instructional delivery is being implemented successfully. Administrative collaborative conversations with teachers and classroom visit feedback will support teacher needs and ensure fidelity of implementation is consistently occurring.

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

Teacher-leaders feedback; classroom walk-throughs; review of assessment results, web-based program monitoring reports, interim data, review of lesson plans.

**Person Responsible**

Alfred Torossian

**Schedule**

Daily, from 9/6/2016 to 6/8/2017

***Evidence of Completion***

Teacher planning meeting agendas, sign-in sheets and debriefing notes; teacher lesson plans, student work folders, student accountability talks, Core Team meeting feedback, administrative walk-throughs will reveal students actively involved in learning.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A5 A318310	Tutoring will be offered throughout the year to targeted students in need of academic support.	Valero, Alina	1/9/2017	Student sign-in rosters and samples of student work.	4/7/2017 one-time
G1.B1.S1.A1 A318306	Provide professional development on maximizing instruction in a 90 minute block to create rigorous,...	Torossian, Alfred	9/13/2016	Agendas, sign in sheets, deliverables for Fall Early Release professional developments.	5/23/2017 monthly
G1.B1.S1.A2 A318307	Digital Fluency Committee and PD Liaison meet to plan for appropriate professional development...	Valero, Alina	9/13/2016	Note taking / note making, debriefing notes, lesson plans	6/6/2017 monthly
G1.MA1 M331593	Classroom walk-throughs; Senior Staff debriefing; Core Team meeting feedback;...	Torossian, Alfred	9/6/2016	Administrative Team walk-through logs; Core Team meeting feedback, Data Chats and analysis of data will demonstrate an increase in student achievement.	6/8/2017 daily
G1.B1.S1.MA1 M331591	Teacher-leaders feedback; classroom walk-throughs; review of assessment results, web-based program...	Torossian, Alfred	9/6/2016	Teacher planning meeting agendas, sign-in sheets and debriefing notes; teacher lesson plans, student work folders, student accountability talks, Core Team meeting feedback, administrative walk-throughs will reveal students actively involved in learning.	6/8/2017 daily
G1.B1.S1.MA1 M331592	Lesson plans, student work folders, administrative-teacher collaborative conversations, classroom...	Torossian, Alfred	9/6/2016	Teacher lesson plans, student work folders and student accountability talks will demonstrate that student collaboration and active learning are taking place. Peer teacher and teacher-leader observations, and classroom walk-throughs will demonstrate effective planning and instructional delivery is being implemented successfully. Administrative collaborative conversations with teachers and classroom visit feedback will support teacher needs and ensure fidelity of implementation is consistently occurring.	6/8/2017 daily
G1.B1.S1.A3 A318308	Teachers will use data to plan instruction that meets the needs of students with varying...	Torossian, Alfred	9/6/2016	Administrative-Teacher data chats, Teacher-Student data chats, teacher data analysis, lesson plans.	6/8/2017 quarterly
G1.B1.S1.A4 A318309	Administration will conduct walk-throughs and monitor the effective implementation of purposeful...	Torossian, Alfred	9/6/2016	Walk through notes, administrative team and senior staff debriefing, lesson plans, student work folders, student collaborative conversations.	6/8/2017 daily

## V. Professional Development Opportunities

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

**G1.** If core instruction is increased in all content areas then student achievement will improve.

**G1.B1** Limited experience creating and implementing rigorous activities/strategies to maximize the achievement of students at all levels during a 90 minute block.

**G1.B1.S1** Learning how to effectively plan and deliver rigorous instruction in a 90 minute block.

### **PD Opportunity 1**

Provide professional development on maximizing instruction in a 90 minute block to create rigorous, purposeful, and engaging instructional activities for students at different levels of achievement.

#### **Facilitator**

Silvia Perez, PD Liason; Isel Ceballos, Instructional Leader; Jason Jackson, Instructional Leader; Michelle Kelly, Instructional Leader, Desiree Valdes, Instructional Leader; Alfred Torossian, Assistant Principal; Alina Valero, Assistant Principal; Gino Kennedy, Assistant Principal;

#### **Participants**

Faculty/Classroom teachers

#### **Schedule**

Monthly, from 9/13/2016 to 5/23/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide professional development on maximizing instruction in a 90 minute block to create rigorous, purposeful, and engaging instructional activities for students at different levels of achievement.				\$0.00
2	G1.B1.S1.A2	Digital Fluency Committee and PD Liaison meet to plan for appropriate professional development that helps teachers learn and implement technology in their classroom to increase student achievement.				\$0.00
3	G1.B1.S1.A3	Teachers will use data to plan instruction that meets the needs of students with varying achievement levels.				\$0.00
4	G1.B1.S1.A4	Administration will conduct walk-throughs and monitor the effective implementation of purposeful and engaging lessons that promote student ownership and effective implementation of technology in the classroom during a 90 minute block.				\$0.00
5	G1.B1.S1.A5	Tutoring will be offered throughout the year to targeted students in need of academic support.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7511 - Miami Springs Senior High Schl			\$2,000.00
<b>Total:</b>						<b>\$2,000.00</b>