

Miami-Dade County Public Schools

North Park High School



2016-17 Schoolwide Improvement Plan

North Park High School

3400 NW 135TH ST, Opa Locka, FL 33054

<http://yourdiplomayourway.com/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2015-16 Title I School</p> <p>No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>36%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

<p>Year</p> <p>Grade</p>	<p>2012-13</p>	<p>2011-12</p>
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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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 North Park High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 North Park High School is to help at risk students earn a standard high school diploma and prepare for post secondary success.

b. Provide the school's vision statement.

The vision of North Park High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school.

2. School Environment

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

The school fosters a positive student culture by creating opportunities for students to interact with staff and the student body. Students have the opportunity to showcase their cultural values throughout the school year i.e. African American History, Hispanic Heritage, etc. This interaction provides students a unique experience to learn and respect the different cultures representative of the student body. This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and showcased for all stakeholders to see.

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

Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community.

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 follows the District's Code of Student Conduct. In addition, the school has established rules and regulations with regard to behavior, and require parents and students to abide by these rules and regulations through a written Student/Parent Contract. The school follows the guiding principles when dealing with student misbehavior:

- All behavior results in a consequence.
- A positive and conducive learning environment cannot occur without maintaining order and discipline.
- Discipline must be fair, firm, consistent, appropriate, and impartial.
- Punishment must be appropriate for the misbehavior displayed.

- Corporal punishment is not permitted.
- All staff, parents, and students must be cognizant of what the rules are and what is expected of them.
- All discipline must be consistent with all applicable laws and regulations related to student rights and due process.
- A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning.

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.

The Principal, Family Support Specialist, Career Coach, and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below:

Providing needed services and resources for students and families, such as:

- Individual, group, and family counseling
- Drug and alcohol abuse prevention
- Crisis intervention
- Mental health evaluations
- Pregnancy counseling and parenting skills
- Probation and truancy services
- Allowing for follow-up and referral to outside agencies as needed
- Having additional role models for students

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.

North Park High School's early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from high school. The early warning system uses readily available data to systematically identify students who are at risk; identified students then can be matched with appropriate interventions to help them get on track for graduation. Indicators include: attendance, behavior, state exams, and screening exams.

Typical early warning indicators of students at North Park High School include:

- Over-age for current grade level, usually having been retained for one or more school years
- Reading and performing math below a sixth grade skills level
- Average score of 70% or below in two or more core high school courses
- Not earning credits at a rate that allows the student to graduate on time with his/her cohort class
- Not performing satisfactorily on state competency exams or high school exit exams
- Frequently changing schools
- GPA below 2.0
- Pattern of poor attendance

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	5	19	60	79	163
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	3	19	47	79	148

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	3	12	41	72	128

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

Our accelerated learning model is teacher-directed, mastery-based, and learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, teacher-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the Florida graduation requirements to earn a high school diploma. The school’s innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out.

- Small Learning Environment – Safe and secure learning environment that will provide small student/teacher ratios for personalized attention and learning.
- A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software.
- Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real-world connections relevant to students’ lives.
- Individual Success Plan – A comprehensive plan that serves as a “roadmap” to student success.
- Integrated Support Services – A Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful.
- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Personal Learning Time/Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.
- Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.
- Students with high truancy are placed on attendance contracts requiring 90-100% attendance in order to earn credits towards graduation. Their attendance is monitored closely and parents are notified each time the student is absent.

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?

No

1. PIP Link

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

2. Description

Parents are invited to attend orientation meetings twice per year. They receive weekly Progress Reports via email regarding their students' work and attendance during the week. Every parent is contacted by phone at least once per month with a positive comment about their child. Our administration and teachers are available by phone and in person during school hours. We encourage all contact with parents.

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.

Formal and informal partnerships with community agencies and post-secondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and post-secondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Career Coach hosts College and Career Fairs, post-secondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's SAC.

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
Hilton, Michele	Principal
greene, vanazza	Teacher, K-12
Matherne, Amanda	Teacher, ESE
stephens, michael	Assistant Principal
Antuche, Romelia	SAC Member

b. Duties

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

Michael Sell, Principal - is responsible for:

- (1) Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school
- (2) Recruiting, hiring, and retaining highly qualified school staff
- (3) Leading all initiatives to ensure school meets defined instructional goals
- (4) Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.
- (5) Monitoring and evaluating staff performance systematically and regularly. Providing staff feedback and develop professional growth plans when necessary. Following through with progressive discipline when expectations are not met.
- (6) Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.
- (7) Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:

- Staff
- Student
- Parents
- School district personnel
- Charter School Board of Directors
- Referring schools
- District representatives
- Community partners
- Local media
- Other stakeholders as identified

- (8) Facilitating a school climate that is conducive to student learning and implement research-based instructional practices aligned with NGSSS and Florida Standards
- (9) Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.

Shelley Leger, Assistant Principal - is responsible for:

- (1) Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.
- (2) Assisting Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with NGSSS and Florida Standards.
- (3) Overseeing all aspects of the core academic program to include, but not be limited to:

- Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments
- Development of Individual Success Plans (ISP)
- Ensure student academic records are accurate and up to date
- On-going individual student academic advising
- Student preparation and staff administration of all standardized assessments
- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

(4) Hiring-qualified instructional staff, supervise and retain highly-qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

Nicolle Meirin, Reading Teacher - is responsible for:

- (1) Coaching, motivating, and instructing high school students within the company model, with attention given to reading interventions and instruction that results in high school graduation and career or college readiness for our students.
- (2) Providing a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- (3) Providing direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- (4) Maintaining, disaggregating, and providing progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- (5) Collaborating effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- (6) Participating in professional development courses or activities to maintain appropriate certification or credentials based on position.

Caridad Ramos, ESE Teacher - is responsible for:

- (1) Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.
- (2) The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies. The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP).
- (3) Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specified IEP objectives.
- (4) Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.
- (5) Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their IGP and IEP.
- (6) Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.
- (7) Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.
- (8) Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Sophia Hall, Career Coach - is responsible for:

- (1) Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.
- (2) Assist with student orientation process.
- (3) Coordinate post secondary readiness, preparation and transition activities.
- (4) Monitor students' post-secondary transition progress and My Success©, document and record all post secondary activity.
- (5) Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.
- (6) Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.
- (7) Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)
- (8) Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

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 school leadership identifies and aligns all of the resources in order to meet the needs of all of the students by conducting regular professional learning community meetings that focus on sharing and developing best practice amongst peers who are linked with and have a shared sense of responsibility for a designated group of students. The PLCs build capacity so that members are constantly developing their toolbox of strategies to improve student outcomes. The school based teams that are adept at solution planning and hold each other accountable for following through on agreed upon actions. The PLCs are rooted in data based decision making, action research and job embedded professional learning.

Research repeatedly reinforces that highly effective schools are consistent in their practices and dedicated to monitoring data for signs of underperformance against their key goals. The Principal and Leadership team meet weekly to shape the successful implementation of PLCs. The PLC leaders ensure that the team members share progress and performance challenges in their classes, and clarify the needs from assessment data and other student level data. The Leadership Team schedules PLC meetings into the school's annual cycle of team meetings, data collection and opportunities for engagement with parents / families. The PLC meetings are reserved for discussion about student outcomes and learning & teaching strategies to support student progress and achievement and prevented from creeping into day-to-day issues. The PLC meetings connect teacher growth opportunities to improving teaching and learning outcomes.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Sell	Principal
Lidian Arias	Education Support Employee
Taina Herrera	Student
Guru Shivram	Teacher
Idalia Dominguez	Parent
Jose Roman	Parent
Nelson Fabal	Business/Community
Daryl Holsendolph	Business/Community
Sophia Hall	Education Support Employee
Kendra Moultrie	Teacher
Roger Dominguez	Student

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

The North Park High School EESAC met on September 22, 2016 to discuss and evaluate the 2015-2016 School Improvement Plan. The student achievement data was reviewed and recommendations were made for the following school year. These recommendations included continuing the direct instruction and reading and math push in or pullout interventions.

b. Development of this school improvement plan

EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The EESAC's additional responsibilities include assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). The North Park EESAC will review the 2016-17 School Improvement Plan on September 22, 2016. Recommendations and changes to the SIP will be implemented and submitted for final approval. Approval of the 2016-2017 SIP will take place at the EESAC meeting on October 18, 2016.

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

The EESAC reviews the schools annual budget and makes recommendations as to the use of Title 1 funds in order to fit the academic needs of our students.

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

During the 2015-2016 school year the EESAC funds were focused on student achievement. Funds of \$1,160.00 were allocated based on student educational needs and approved by the EESAC. Funds were provided and used for incentives for students with improved attendance and educational services.

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
Hilton, Michele	Principal
stephens, michael	Assistant Principal
greene, vanazza	Instructional Coach
Matherne, Amanda	Teacher, ESE

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, lead teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multitiered system of reading support is present and effective.

The major initiatives supported and implemented by this team include implementation of the reading plan, standards aligned, Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The implementation of school-wide reading strategies across all content areas, modeling, coaching and professional development is provided by the reading teacher for teachers and students.

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 school recognizes individual and group accomplishments on a regular basis; celebrations are tied directly to the school's mission, vision, values, and goals. Collaborative job embedded professional learning time is embedded into staff's daily schedule. Time is used to build teaming skills focused on collaboratively planning for student achievement, problem solving and building a common language for teaching and learning. Teams build knowledge and understanding of new systems introduced, such as new technology assessments, and curricular options. Co-teaching in our instructional model provides

teachers the opportunity to work together to share best practices. Time Monthly is set aside for professional learning as well as collaborative learning; vertical articulation and data analysis.

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

The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions:

- (a) A nationwide search is conducted, including referrals from board members, job postings in Education Week, Monster.com, teacher-teacher.com, CareerBuilder.com, the Miami Herald, and other pertinent publications.
- (b) The Principal reviews all resumes for staff.
- (c) Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.
- (d) Interviews are conducted with the Principal.
- (e) Background and extensive reference checks are conducted.
- (f) Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member is hired who would not have been eligible for hire by the School District.

Professional development is extensive and on-going incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff.

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth that beginning teachers can learn from. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers.

The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective. The rationale for pairing the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently.

Peer Teacher Mentoring
Mentor Name: Nicolle Meirin (Language Arts/Reading)
Mentee Assigned: Kenneth Harris (Social Science)
Mentee Assigned: Rahman Huggings-Khan(Science)

Mentor Name: Guru Shivram

Mentee Assigned: Romelia Antuche (Math)
Mentee Assigned: Carlen Marcelin (Math)

Planned Mentoring Activities:

1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams.
2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.
3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups.
4. Classroom observations and follow-up to address best practices in the area of classroom management.
5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
6. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues.

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.

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by Apex Learning and strategies are directly correlated to the adopted curriculum. Apex Learning courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

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.

A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. This cohesive structure provides a layered view that reaches every piece of our school.

The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/ Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model.

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: After School Program

Minutes added to school year: 54,000

Students scheduled for the morning session are permitted and encouraged to attend the afternoon session as well in order to advance in their core academic classes. Students attending the full session have an additional 300 minutes available daily.

Strategy Rationale

The extended school calendar increases the amount and quality of learning time to accelerate student progress towards earning a standard high school diploma.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Course completion data is monitored weekly to determine effectiveness of the strategy.

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.

The school's innovative instructional program contains the following elements, which support and contribute to student learning, achievement and transition from one level to another.

- Small Learning Environment – Safe and secure learning environment that provides small student/teacher ratios for personalized attention and learning
- Technology-enhanced Teaching and Learning – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software
- Rigorous and Relevant Curriculum – Curriculum aligned to the Florida Standards and focused on making real-world connections relevant to students' lives
- Individual Success Plan – A comprehensive plan that serves as a “road map” to student success. Integrated Support Services – Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. Also, the Career Coach teaches job-seeking, employment skills, and interviewing techniques; tracks mandatory employment hours; and conducts employer outreach on behalf of the students.
- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Critical Thinking and Problem Solving – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
- 21st Century Knowledge and Skills – Development of competencies to ensure adequate preparation for success in the global workforce.

- Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on intervention strategies as determined by ongoing learning gap analyses.
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.

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.

All students complete Choices360 college and career exploration and application activities as part of the course credit for Personal, Career and School Development Skills 1 and 2. Students earn credit in Executive Internship and Voluntary Public Service courses. The Career Coach ensures that students gain quality work experience in addition to course credit. The school hosts College and Career Fairs with representatives from public and private post-secondary institutions and industry. In addition, the Career Coach schedules, presentations, led by our post-secondary partners, to further enhance student transition from secondary to post-secondary. All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to post-secondary connection and transition for all students. Schools administer the ASVAB to students each year to further support college and career readiness.

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

Introduction to Information Technology course prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. This course is aligned with state and national standards. Students who successfully complete the course will be prepared to pursue the Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access*, as well as IC3 certification. The School is also conducting a needs assessment to determine the best CTE career academy for their school based on the local opportunities that align with the CTE pathways.

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

ALS schools currently offer the Introduction to Information Technology course via Apex, and expect to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, ALS schools will build career academies that include both state and online curricula, industry certification, and articulation agreements.

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 Career Coach helps students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. ACT Plan is administered to students to further support performance on the ACT exam. The Career Coach schedules ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional post-secondary representatives and resources. All students complete college and career related activities in Florida CHOICES and, as a result, earn credit in the Personal, Career and School Development Skills courses.

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.** Our goal for the 2016-2017 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction.

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. Our goal for the 2016-2017 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction. 1a

G087658

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	38.0
AMO Math - African American	41.0
AMO Math - Hispanic	33.0
AMO Math - ED	39.0
AMO Reading - All Students	45.0
AMO Reading - African American	45.0
AMO Reading - Hispanic	45.0
AMO Reading - ED	45.0

Targeted Barriers to Achieving the Goal 3

- Students are deficient in developing higher order thinking skills to meet cognitive demands of the Florida assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Document Viewers, Smart Boards, Reading Plus, FAIR, Certified Teachers to provide interventions and ongoing progress monitoring, content area certified teachers, and use of Performance Matters using NWEA items to monitor progress.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

michael stephens

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

vanazza greene

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Our goal for the 2016-2017 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction. 1

G087658

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

B233030

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

S245976

Strategy Rationale

Struggling readers benefit from systematic, explicit instruction in which teachers clearly identify what is to be learned, why it is important and model processes to construct knowledge and comprehend grade-level or higher text.

Action Step 1 5

Students will begin by exploring an essential question to activate prior knowledge and set the purpose for learning. Using the Gradual Release Model, opportunities will be created for student application and practice.

Person Responsible

vanazza greene

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.

Action Step 2 5

Through the use of graphic organizers and higher level question stems, based on Webb's Depth of Knowledge, students will apply learned processes to access challenging, complex, grade level text and provide written text-based responses.

Person Responsible

vanazza greene

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.

Action Step 3 5

Implement a system of peer to peer feedback during the writing process.

Person Responsible

vanazza greene

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student writing samples, feedback forms, rubrics

Action Step 4 5

Communication and participation of MTSS

Person Responsible

Amanda Matherne

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

MTSS forms, agendas, meeting notes

Action Step 5 5

Guidance concerning creation and monitoring of Individual Success Plans

Person Responsible

michael stephens

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Individual Success Plan

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

Classroom walk throughs and observations.

Person Responsible

Michael Rivera

Schedule

Weekly, from 8/24/2015 to 7/15/2016

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.

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

Classroom walk throughs and observations.

Person Responsible

Monica Santana

Schedule

Weekly, from 8/24/2015 to 7/15/2016

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Effectiveness of the plan will be monitored through the analysis of student performance data

Person Responsible

vanazza greene

Schedule

Weekly, from 8/24/2015 to 7/15/2016

Evidence of Completion

Standards-based student assessments and ELA/Reading mini-assessments.

G1.B1.S2 Students will be provided opportunities to represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. 4

S245977

Strategy Rationale

Systematic instruction focuses on teaching students how to learn by giving them the tools and techniques that efficient learners use to understand, apply and transfer new material or skills. Systematic instruction supports mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.

Action Step 1 5

Students will have the opportunity to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations through benchmark aligned lessons and assessments to demonstrate mastery of the targeted benchmarks.

Person Responsible

Monica Santana

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.

Action Step 2 5

Students will practice strategies to support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.

Person Responsible

michael stephens

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.

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

Classroom walk throughs and observations.

Person Responsible

Michele Hilton

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring

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

Effectiveness of the plan will be monitored through the analysis of student performance data

Person Responsible

Michele Hilton

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Standards-based student assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M332001	Effectiveness of the plan will be monitored through the analysis of student performance data	greene, vanazza	8/24/2015	Standards-based student assessments and ELA/Reading mini-assessments.	7/15/2016 weekly
G1.B1.S1.MA1 M332002	Classroom walk throughs and observations.	Rivera, Michael	8/24/2015	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	7/15/2016 weekly
G1.B1.S1.MA2 M332003	Classroom walk throughs and observations.	Santana, Monica	8/24/2015	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	7/15/2016 weekly
G1.MA1 M332017	Review and disaggregate from: Internal Progress Monitoring, standards-based mini assessments and...	stephens, michael	8/22/2016	Reports indicating the results from: Internal Progress Monitoring and standards-based mini-assessments.	6/8/2017 monthly
G1.MA2 M332018	Review and disaggregate from: Internal Progress Monitoring, standards-based mini assessments and...	greene, vanazza	8/22/2016	Reports indicating the results from: Internal Progress Monitoring and standards-based mini-assessments.	6/8/2017 monthly
G1.B1.S1.A1 A318663	Students will begin by exploring an essential question to activate prior knowledge and set the...	greene, vanazza	8/22/2016	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	6/8/2017 monthly
G1.B1.S1.A2 A318664	Through the use of graphic organizers and higher level question stems, based on Webb's Depth of...	greene, vanazza	8/22/2016	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	6/8/2017 monthly
G1.B1.S1.A3 A318665	Implement a system of peer to peer feedback during the writing process.	greene, vanazza	8/22/2016	Student writing samples, feedback forms, rubrics	6/8/2017 daily
G1.B1.S1.A4 A318666	Communication and participation of MTSS	Matherne, Amanda	8/22/2016	MTSS forms, agendas, meeting notes	6/8/2017 monthly
G1.B1.S1.A5 A318667	Guidance concerning creation and monitoring of Individual Success Plans	stephens, michael	8/22/2016	Individual Success Plan	6/8/2017 weekly
G1.B1.S2.MA1 M332004	Effectiveness of the plan will be monitored through the analysis of student performance data	Hilton, Michele	8/22/2016	Standards-based student assessments.	6/8/2017 daily
G1.B1.S2.MA1 M332005	Classroom walk throughs and observations.	Hilton, Michele	8/22/2016	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring	6/8/2017 daily
G1.B1.S2.A1 A318668	Students will have the opportunity to symbolically represent, solve, graph, and interpret linear...	Santana, Monica	8/22/2016	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	6/8/2017 monthly
G1.B1.S2.A2 A318669	Students will practice strategies to support mathematical fluency and problem solving skills in the...	stephens, michael	8/22/2016	Standards-based lesson plans, instructional focus calendars, student artifacts, on-going progress monitoring.	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. Our goal for the 2016-2017 school year is to increase student achievement across content areas of ELA, math, science and social studies by improving core instruction.

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

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

PD Opportunity 1

Students will begin by exploring an essential question to activate prior knowledge and set the purpose for learning. Using the Gradual Release Model, opportunities will be created for student application and practice.

Facilitator

Nicole Meirin/ Reading teacher

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Through the use of graphic organizers and higher level question stems, based on Webb's Depth of Knowledge, students will apply learned processes to access challenging, complex, grade level text and provide written text-based responses.

Facilitator

Nicolle Meirin/ Reading teacher

Participants

All Staff

Schedule

Monthly, from 8/22/2016 to 6/8/2017

PD Opportunity 3

Implement a system of peer to peer feedback during the writing process.

Facilitator

Shelley Leger

Participants

All LA Teachers

Schedule

Daily, from 8/22/2016 to 6/8/2017

PD Opportunity 4

Communication and participation of MTSS

Facilitator

Shelley Leger

Participants

All Staff

Schedule

Monthly, from 8/22/2016 to 6/8/2017

PD Opportunity 5

Guidance concerning creation and monitoring of Individual Success Plans

Facilitator

Shelley Leger

Participants

All teachers

Schedule

Weekly, from 8/22/2016 to 6/8/2017

G1.B1.S2 Students will be provided opportunities to represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables.

PD Opportunity 1

Students will have the opportunity to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations through benchmark aligned lessons and assessments to demonstrate mastery of the targeted benchmarks.

Facilitator

Guru Shivram

Participants

All math teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Students will practice strategies to support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.

Facilitator

Guru Shivram

Participants

All math teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

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	Students will begin by exploring an essential question to activate prior knowledge and set the purpose for learning. Using the Gradual Release Model, opportunities will be created for student application and practice.	\$0.00
2	G1.B1.S1.A2	Through the use of graphic organizers and higher level question stems, based on Webb's Depth of Knowledge, students will apply learned processes to access challenging, complex, grade level text and provide written text-based responses.	\$0.00
3	G1.B1.S1.A3	Implement a system of peer to peer feedback during the writing process.	\$0.00
4	G1.B1.S1.A4	Communication and participation of MTSS	\$0.00
5	G1.B1.S1.A5	Guidance concerning creation and monitoring of Individual Success Plans	\$0.00
6	G1.B1.S2.A1	Students will have the opportunity to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations through benchmark aligned lessons and assessments to demonstrate mastery of the targeted benchmarks.	\$0.00
7	G1.B1.S2.A2	Students will practice strategies to support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations.	\$0.00
Total:			\$0.00