Miami Senior High School

2016-17 Schoolwide Improvement Plan

Miami Senior High School

2450 SW 1ST ST, Miami, FL 33135

http://mhs.dadeschools.net/home.html

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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 was approved by the Dade County School Board on 1/10/2017.

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

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 Senior 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.

Miami Senior High School is committed to creating a safe and supportive learning environment based on the belief that all students can learn. Taking into consideration that students learn in different ways, our teachers and administrators provide a variety of instructional approaches to prepare all students for the workplace or post-secondary education. Our students will demonstrate understanding of essential knowledge and skills and be actively involved in solving problems and producing quality work. The entire learning community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum. Our goal is to enable students to become self-directed, independent thinkers, as well as productive citizens and lifelong learners in order to secure a successful future. Every student will graduate with a plan that will enable him or her to become a life-long learner and a productive citizen.

b. Provide the school's vision statement.

Miami Senior High School students, teachers, staff, parents and community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum, and become independent thinkers, problem solvers, productive citizens and lifelong learners.

2. School Environment

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

Miami Senior High School prides itself in our rich culture and heritage. Teachers assign and facilitate projects based on students cultures throughout the year. In addition, literature chosen in classrooms demonstrates a variety of cultures and written end products which bring about cultural awareness. The rapport between teachers and students is a strong one, as it is evident in the large amount of students who participate in after school clubs, sports, and activities.

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

Miami Senior High School creates an environment where students feel safe and respected before, during and after school by creating an open door policy between the students, support staff and administrators. The counselors are available at all times and have an open door policy before school, during lunch, and after school. Administrators are readily available to work with students and assist them with their academic needs. In addition, the school celebrates the students' unique abilities and differences. Clubs are inclusive of all individuals and promote a sense of comfort in being open and inclusive of each other's unique abilities. The school website allows students to access teacher, counselor and administrators' email addresses, making staff accessible at all times.

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.

Classroom procedures are in place to enhance learning and minimize distractions in the classroom. The moment there is a classroom disturbance or a student fails to follow the rules set in place,

students are taken to an administrator where the progressive discipline plan is followed. The goal of the progressive discipline plan is to address the current incident, minimize future occurrences from the student and to provide support to the student academically, socially and behaviorally. Teachers have been trained on behavioral strategies that allow them to deal with minor incidents in class and how to use the support staff and administrators when other strategies have failed.

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.

Miami Senior High's counseling staff identifies at risk students and monitors their progress. Individualized and group counseling sessions allow for students to develop their social and emotional needs in a supportive environment that is inclusive of all differences. Students who have exhibited social-emotional issues are monitored and based on their need, placed into group counseling sessions, or seen individually to continue to support their social-emotional growth and development. We also work with a community agency (MCU) to provide counseling for at risk students.

3. Early Warning Systems

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

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

There are various ways we identify our at-risk students. Teachers value attendance as an early warning sign. Therefore, once a student has 4 unexcused absences, they refer the student to the grade level counselor and administrator to address excessive absences and/ or tardies. Once a student is absent five times, the Attendance Review Committee convenes. District attendance policies are followed to ensure uniformity and consistency of expectations and implementation. Students with 10 absences or more are considered truant. In addition, the school also identifies students who demonstrate to be at-risk based on low performance on the state examination. Last, the counselors monitor grades and address issues on an individualized basis to ensure students are receiving the credits they need to graduate with their cohort and receive support for any social or emotional issues they may be facing.

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	141	142	144	165	592
One or more suspensions	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	2	39	25	5	71
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	220	254	238	177	889

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	314	69	218	128	729

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

Students identified by the early warning system are evaluated using the FAIR assessment, analysis of Power of BI Data, and TRE assessment,recommended by the District, to adequately place students in Reading classes to address the skills they are deficient in. Students are provided differentiated instruction during the school day in their content area classes. Those students are also offered tutoring after school and on Saturdays to improve their academic performance. Intervention groups during elective periods offer additional practice to improve reading performance. Counselors meet with the students. Parent conferences are scheduled with the counselor and administrator to ensure student is being monitored and receiving the necessary support to improve academically.

B. Family and Community Engagement

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

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. § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313050.

2. Description

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

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 Senior High School utilizes its rich history and strong alumni association to develop partnerships in the community. These Partnerships bring resources into the school which allow us to improve students achievement. We work closely with a community agency which provides mental health services to students. In addition we have also partnered up with our local universities and colleges to provide college level courses and a comprehensive transitional process in order to promote college readiness as the students move into higher level education. In addition to that, the relationship between our school and private corporations continues to provided opportunities for career training (Internships) as well as financial opportunities (Scholarship) for our students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Valdes, Benny	Principal
Leal, Amaris	Assistant Principal
Zabala, Felix	Assistant Principal
Veras, Karen	Assistant Principal
	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.

Benny Valdes, Principal; Amaris Leal, Assistant Principal; Dwight Arscott, Assistant Principal; Madeline Meiklejohn, Assistant Principal; Felix Zabala, Assistant Principal; Ann Paz-Intrieri, Reading Coach; Vanessa Gaitan, Reading Coach; Maby Gonzalez, Mathematics Coach. In addition, the following individuals assist when necessary: Juan Chaine and Amber Wilcox, SWD Program Specialist; Maria Diaz de Villegas, Student Services Department Chair; Aurora Couzo, ELL Department Chair. The role of the School Leadership Team is to drive the school's mission and vision by providing continuous support, professional development, build instructional capacity, and monitor the school's process using district and state data tools.The administrators are responsible for ensuring that personnel needs are met through observations and action plans. Instructional Coaches are responsible for supporting and building teacher capacity by developing curricular processes.

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 Leadership team will monitor academic and behavior data evaluating progress by addressing the following questions:
What will all students learn? How will we determine if the students have learned? How will we respond when students have not learned? And how will we respond when students have learned or already know?
• The team will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
• The team will hold regular meetings.
• The team will maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
• The team will support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
• The team will provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
The team will assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Miami High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, community education, Florida Virtual School, Saturday school, and summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and

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

Miami 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 (after-school, Saturday school, and summer school) by the Title I, Part C, and Migrant Education Program.

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

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide: tutorial programs (K-12), parent outreach activities (K-12), professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers(K-12), reading and supplementary instructional materials(K-12), and purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community. The school is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provided training for school registrar on the procedures for enrolling homeless students and for the 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. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Full service adult education programs are located on the school site and operate from 2:30 p.m. to 10:00 p.m. Monday through Thursday. Miami High Community School offers completion courses to all eligible Miami High students in the evening based on counselor recommendation. Courses may be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Miami High promotes Career Pathways and Programs of Study to its students in order to provide a better understanding and appreciation of the postsecondary opportunities available to them assist in creating a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work, and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Miami High 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 High will increase parental involvement through developing our schools' Title I annual meeting and other documents necessary in order to comply with dissemination and reporting requirements. Miami High 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 and build their capacity for involvement

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Vicky Puentes-Chair	Teacher
Benny Valdes-Principal	Principal
Martha Waters	Teacher
Vicky Puentes	Teacher
Maria Elena Diaz-de-Villegas	Education Support Employee
Jorge Portuondo	Education Support Employee
Idalmis Fundora	Parent
Joel Molina	Business/Community
Jose Manuel Garcia	Business/Community
Fernando Arencibia	Business/Community
Amaris Leal-Assistant Principal	Education Support Employee
Jose Hernandez	Business/Community
Evelyn Dopico-UTD	Teacher
Alan Bashaw-Adult/Vocational Principal	Principal
Wendy Anderson-Booher	Teacher
Juan Turros	Teacher
Gustavo Miranda	Teacher
Erick Hueck	Teacher
Marta Etcheverry-Adult/Vocational	Teacher
Ana Nunez	Education Support Employee
Carlos Casillas	Parent
Esperanza Hueck	Parent
Jennifer Bravo	Parent
Jeannette Lara	Parent
Esperanza Miguel	Parent
Pablo Iraheta	Student
Genesy Leiva	Student
Anthony Rattigan	Student
Ingrid Espinoza-Hueck	Student
Gabriel Maurel	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 School Improvement Plan is developed by the Leadership Team, after discussion and collaboration, the final version is presented to the EESAC committee in a formal meeting session.

b. Development of this school improvement plan

The School Advisory Council:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan;

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

The school's annual budget is driven by the master schedule. Depending on the academic needs of the students, the budget is compiled and the instructional plan is developed.

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

The School Advisory Council will allocate funds to support student and school improvement. Funds will be allocated based on need and resources available:
In September:
$2970.00 to be transferred to Internal Funds for student incentives; an amount not to exceed $3000 for class field trips.
$999.00 for Student Government Association (SGA) Big Red Bus
$2999.00 for transportation for JROTC;
$An additional $6000 for the transportation of the school Band to three different competitions.

Total costs: $12,968.00

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
Leal, Amaris	Assistant Principal
Valdes, Benny	Principal
Suarez, Davalyn	Teacher, K-12
Veras, Karen	Assistant Principal
Zabala, Felix	Assistant Principal

b. Duties

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

The Literacy Leadership Team will create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal will promote the Literacy

Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

D. Public and Collaborative Teaching

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

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

Miami Senior High School Common Planning time has been embedded into our schedule as part of our support mechanisms and action plan. Each department meets weekly to develop and align their lesson plan with the District's curriculum and pacing guide. This job-embedded meeting allows our faculty to engage in academic discussion, analyze student work, and analyze data trends in order to improve student achievement . Collaborative conversations are conducted using protocols that maximize the teachers' time and participation.

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

The administration welcomes all eligible candidates to interview, tour the school and meet with perspective colleagues. The administration uses the District's Teacher Match software to ensure each candidate meets the school's needs and academic expectations. The administration has developed a support mechanism that allows them to provide feedback of progress ,academic expectation and accountability to all teachers during faculty and small group meetings. In addition, administrators meet with teachers individually to debrief on informal and formal observations. All novice teachers are provided a mentor to assist in developing their capacity. Instructional coaches support our faculty with the implementation of best practices as they continue to develop highly effective instructional leaders.

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

The coaches and department chairpersons serve as components of the support mechanism created by our school. One of their main responsibilities is to support /mentor new staff members and help them achieve their greatest potential professionally through sessions where the new teachers are able to observe modeling and receive curricular support. During these coaching /mentoring sessions, the coaches and or chairperson pair the new teachers to other teachers according to their content area and level of experience as well as encouraging their development through the District's MINT program.

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.

Miami Senior High School follows the District Instructional Pacing Guides to ensure alignment of the curriculum in all content areas. Materials and resources are also aligned to District pacing guide requirements. The use of technology is being incorporated throughout the curriculum to better prepare students for the demands of the 21st century learner. Ninth grade and tenth grade students have been given tablets, which they are using in their World History, Science, and English classes. Laptops are being used in English and US History classrooms during DI groups to ensure students are exposed to a variety of technological resources such as
apps and presentation programs. These resources allow the students to generate academic research

and publish their written end products. The incorporation of technology in our core instructional classes will prepare the students for the rigorous demands of the new standards and the manner in which they are being assessed.

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.

Miami Senior High School uses data to drive instruction and plan for differentiation.This data is used to determine the specific academic deficiencies of our students, specially our ELL and ESE student population as we plan for continuous academic support in order to improve academic progress and achievement. Differentiation is based on the FAIR-FS and the District's Interim Assessments. These Assessments are analyzed during common planing data discussions, allowing the teachers to use quantitative and qualitative data to determine the opening routine and academic strategies for the class. In the Reading classes, teachers differentiate their instruction based on the specifications of the Decision Tree. In English, Mathematics, US History and Science classes, teachers differentiate based on the Interim Assessments.

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: 4,000

The school site has adopted an action plan with several initiatives to infuse reading and writing strategies as we focus on teaching the standards. Students in the 9th through 11th grades will have the opportunity to attend tutoring sessions that focus on standard specific skill building. Students in the 11th and 12th grades are working with programs to prepare them to improve their scores on the ACT, SAT and PERT. The school created a tutoring program where all students receive academic support in all content areas before and after school as well as on Saturdays. In addition to our tutoring program, the Intensive Saturday Academy for retakers provides support for those students who need to pass the state assessments to graduate . A Literacy Focus Calendar is used throughout the year in all ninth and tenth grade classes. Job-embedded professional development sessions are scheduled monthly through faculty, common planning and department meetings. The administration monitors the implementation of the action plan through daily classroom walkthroughs.

Strategy Rationale

Students are afforded opportunities every weekday before and after school for additional support in all content area courses. The school provides individualized and small group instruction which focus on student needs and academic proficiency including assisting students in the acquisition of language skills. Approximately 40% of our population is in the ELL or SPED programs, so our enrichment learning opportunities have been designed to allow every student to meet with a content area teacher every week. Moreover, teachers are required to keep attendance of their tutorial sessions as they help students improve on skills that are hindering their academic progress.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Leal, Amaris , lealamaris@dadeschools.net

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

Data is collected regularly through formative and summative assessments. Data driven professional development administered by the instructional coaches occurs to ensure that teachers are all analyzing their data in a uniform manner. Furthermore, analysis of data and instructional practices that follow the Continuous Improvement Model ensure that staff members are using leading data to impact instructional practices in the classroom.

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. § 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.

For our incoming cohorts, we provide various opportunities for students and parents to meet and become familiar with the school's physical structure, curriculum catalog, and staff. Our school has created relationships with neighborhood elementary and middle schools to encourage future 9th graders to attend these meetings. Outgoing cohorts are supported through various counselors, including the 12th grade counselor and the CAP advisor. The school has sustained partnerships with local colleges and universities to assist with the transitional period.

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.

Through a freshman transition class, students work with their teachers and guidance counselors to create a Career Portfolio based on an interest inventory. Students construct a four-year plan that includes courses the necessary to meet graduation requirement as well as courses based on student preferences. Upperclassmen become prepared for post-secondary plans through CAP visits, SAT/ACT preparation courses, PSAT administration, college tours, and college fairs. The Student Services Department visits classrooms before and after students subject selections and individually discuss the courses they selected. The Curriculum Bulletin is thorough, user friendly and is available in electronic and hard copy formats at: http://mhs.dadeschools.net/. The school website includes an instructional video to facilitate the process. In addition, each major course of study participates in a lunch fair to promote their specific programs.

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

Students begin meeting with grade level counselors starting their freshman year and plan their four-year course of study and post-secondary plan. Plans are based on student interest and available course offerings. The following programs are available at the school-site: law and teaching magnets, automotive mechanics, cosmetology, television production, medical technology, culinary studies, industrial technology, photography, and applied arts. In addition, the school-site has a plethora of Advanced Placement and Virtual School courses, and Dual Enrollment opportunities. In addition, the school offers internship opportunities in most of the specialized programs. At the school, every student graduates with a plan.

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

> Early intervention of incoming seniors missing credits and close monitoring to ensure seniors enroll in
Adult Education courses or Virtual School to complete credits.
> Maintain a live database to include all components of the graduation requirements.
> Administer the CPT to all Seniors.
> Administer the PERT to all juniors and seniors
> Offer ACT/SAT verbal and mathematical preparation courses.
> Host biannual college fairs.
> Host in and out of county college visits.
> Have 100% of Seniors apply to college.
> Conduct classroom presentations sponsored by the CAP adviser and grade level counselor to inform students of graduation requirements, scholarship opportunities, and admissions requirement
> Offer Saturday and after-school tutoring in multiple subjects and a corresponding incentive plan.
> Offer seven in-house Dual Enrollment courses.
> Encourage students to enroll in Advanced Placement courses in Language Arts, Mathematics, Social Science and Science courses.
> An official testing center for the ACT.

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 school has utilizes a variety of strategies to increase student college readiness. Miami Senior High continuously encourages a larger number of students to enroll in Dual Enrollment classes. This is a lengthy process which requires academic counseling, student grade and test score verification. During the first three weeks of school, the CAP counselor conducts a workshop where all Seniors register for Miami-Dade Community College.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

Miami Senior High School's teacher pedagogy strengths are the implementation of the Gradual Release, which has been faithfully and effectively executed within classrooms. Furthermore, the use of technology has been evident within core content areas. However, the integration of technology is an ongoing process through the distribution of district tablets in the ninth and tenth grade, while eleventh and twelfth grade English teachers are receiving laptop carts. Miami Senior High School's area of need is centered around effective use of questioning strategies to increase student engagement in all classrooms in order to fully enrich and prepare students for higher level material they will see beyond their high school careers.

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"Â? 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.

While identifying the area of need for Miami Senior High School, stakeholders were able to assess teacher pedagogy at the micro level at the school site by observing classroom instruction and evaluating teacher instructional planning practices. As a result of this analysis, a lack of consistent planned student engagement opportunities were absent from planning, subsequently diminishing the efficacy of questioning strategies employed by teachers for student engagement. Teachers are in need of strategic guidance in order to plan specific points or opportunities for deeper student engagement that leads to collaborative solutions independent of directed teacher guidance.

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 teachers strategically plan with text dependent questions (higher order thinking questions) throughout certain points of their lessons, then then there will be an increase student academic interaction and achievement by improving core instruction in all content areas.

G2.   If the school provides a more interactive approach during instruction, then there will be an increase in attendance by 1%.

G3.   If student reading proficiency improves through strategic differentiation of instruciton, then there will be an increase in the number of students passing CTE examinations.

G4.   See Title I PIP for this goal.

G5.   If designated and available tablets and laptops are integrated into core instruction throughout the content areas, then students will be more engaged, subsequently enriching 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. If teachers strategically plan with text dependent questions (higher order thinking questions) throughout certain points of their lessons, then then there will be an increase student academic interaction and achievement by improving core instruction in all content areas. `1a`

🔑 G087837

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	58.0
4-Year Grad Rate (Standard Diploma)	76.0
FSA ELA Achievement	39.0
Algebra I EOC Pass Rate	29.0

Targeted Barriers to Achieving the Goal `3`

- Students will engage in deeper understanding of the text through the scaffolding of multilevel questions that will lead to higher order thinking skills and in-depth understanding of the text.

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

- Template for Unpacking the Standard Protocol through the Common Planning, standards resources: Planning Cards, Learning Targets document, Student Task Cards, Pacing Guides, instructors, instructional coaches, frameworks, state writing rubrics, higher order questioning,practice exams, computers, tablets, and educational software.

Plan to Monitor Progress Toward G1. `8`

Monitor the implementation of collaborative structures, higher level questioning and provide feedback, guide instructional coaches and determine next steps

Person Responsible
Benny Valdes

Schedule
On 6/9/2017

Evidence of Completion
Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes

G2. If the school provides a more interactive approach during instruction, then there will be an increase in attendance by 1%. 1a

🔍 G087838

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- A large amount have truancy issues evident by being absent for 16 days or more.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Referral forms, reports

Plan to Monitor Progress Toward G2. 8

Analysis of reports, implications and action plan to remediate situation.

Person Responsible
Benny Valdes

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

Evidence of Completion
reports, administrative walkthroughs

G3. If student reading proficiency improves through strategic differentiation of instruciton, then there will be an increase in the number of students passing CTE examinations. 1a

🔑 G087839

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Student reading proficiency hinders their ability to pass Industry Certification Examinations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computers, Counselor, Business Teachers, Study guide, intervention workshops

Plan to Monitor Progress Toward G3. 8

Testing will occur based on the testing calendar and data will be input by point person.

Person Responsible

Amaris Leal

Schedule

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

Evidence of Completion

Based on passing/ failing score, documentation will be kept through Grade book and Graduation tracker.

G4. See Title I PIP for this goal. 1a

🔑 G087840

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

G5. If designated and available tablets and laptops are integrated into core instruction throughout the content areas, then students will be more engaged, subsequently enriching instruction. `1a`

🔍 G087841

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	39.0
AMO Reading - All Students	64.0

Targeted Barriers to Achieving the Goal `3`

- Inability to feel comfortable using technology during instruction and in the development of end products.

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

- Computers, websites, instructional coaches, educational applications

Plan to Monitor Progress Toward G5. `8`

Increase in the amount of technology used throughout the instructional framework.

Person Responsible
Benny Valdes

Schedule
Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion
student work samples, administrative walk through logs

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 teachers strategically plan with text dependent questions (higher order thinking questions) throughout certain points of their lessons, then then there will be an increase student academic interaction and achievement by improving core instruction in all content areas. 1

🔑 G087837

G1.B1 Students will engage in deeper understanding of the text through the scaffolding of multilevel questions that will lead to higher order thinking skills and in-depth understanding of the text. 2

🔑 B233531

G1.B1.S1 Teachers will develop and utilize higher order thinking questions that will address the rigor of the MAFS and will promote collaboration among students. 4

🔑 S246424

Strategy Rationale

Use multiple levels of questions will promote higher order thinking

Action Step 1 5

Develop plans that are clear, logical, sequential, and aligned to standards-based learning to use higher level questioning

Person Responsible

Amaris Leal

Schedule

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

Evidence of Completion

Agenda, Lesson Plans, Instructional Delivery of Lesson, Sign-in sheet

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

Build teacher capacity, throughout the planning process, with the use of strategies such as the use of higher level questioning in order to add rigor and promote collaboration

Person Responsible

Amaris Leal

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Support document, Work folders and lesson plans, Agenda

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

Administrative walkthroughs

Person Responsible

Benny Valdes

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

walk through logs and administrative observations

G2. If the school provides a more interactive approach during instruction, then there will be an increase in attendance by 1%. [1]

🔑 G087838

G2.B1 A large amount have truancy issues evident by being absent for 16 days or more. [2]

🔑 B233532

G2.B1.S1 Utilize of school personnel and motivation programs to help at risk students attend school regularly. [4]

🔑 S246425

Strategy Rationale

Through the utilization of the counselors and conferences, there is students at risk will be held accountable for attending school on a regular basis.

Action Step 1 [5]

Utilize Saturday School and after school tutoring to provide instructional support and after school detentions as accountability to assist with difficulties in classes and also hold students at risk accountable for their education.

Person Responsible

Felix Zabala

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Logs and referrals documenting conferences

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Interventions throughout the school day to provide instructional support to struggling students and keep them focused on academic development.

Person Responsible

Amaris Leal

Schedule

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

Evidence of Completion

Intervention logs, intervention schedule, administrative walk throughs

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

Monthly quarterly reports and attendance data with dashboard and reports.

Person Responsible

Felix Zabala

Schedule

On 6/8/2017

Evidence of Completion

Attendance data and administrator database.

G3. If student reading proficiency improves through strategic differentiation of instruciton, then there will be an increase in the number of students passing CTE examinations. `1`

🔍 G087839

G3.B1 Student reading proficiency hinders their ability to pass Industry Certification Examinations. `2`

🔍 B233533

G3.B1.S1 Ensure instruction adheres to the depth and rigor of the as delineated in the District Pacing Guides. `4`

🔍 S246426

Strategy Rationale

Fidelity to pacing guide and test preparation will assist in successfully preparing students for certification.

Action Step 1 `5`

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person Responsible

Amaris Leal

Schedule

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

Evidence of Completion

Documentation of tracking system

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

Testing calendar and Google document to monitor the students who will be testing in CTE courses at each testing date.

Person Responsible

Juan Chaine

Schedule

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

Evidence of Completion

Tracking system template

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

Teachers will keep track of practice test scores and have students test based on readiness factor.

Person Responsible

Juan Chaine

Schedule

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

Evidence of Completion

Teacher roster placed onto a Google document to be shared through gmail account.

G5. If designated and available tablets and laptops are integrated into core instruction throughout the content areas, then students will be more engaged, subsequently enriching instruction. 1

G087841

G5.B1 Inability to feel comfortable using technology during instruction and in the development of end products. 2

B233535

G5.B1.S1 Professional development to address the use of technology during instruction. 4

S246427

Strategy Rationale

Reduce apprehension of use of technology and find new, innovative ways to keeps students engaged in learning and developing their skills as 21st century learners.

Action Step 1 5

Professional development to introduce technology plan and infuse use throughout all aspects of the instructional process, including common planning time.

Person Responsible

Amaris Leal

Schedule

On 11/25/2016

Evidence of Completion

common planning agenda, administrative walkthroughs, professional development sign in roster and agenda

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

Common planning time used to put knowledge gained into practical application for instruction.

Person Responsible

Amaris Leal

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

common planning agenda and administrative walk through logs

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

Student work products that demonstrate use of technology

Person Responsible

Amaris Leal

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

student work products, administrative walk through logs, student work folders

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			
G5.B1.S1.A1 A319725	Professional development to introduce technology plan and infuse use throughout all aspects of the...	Leal, Amaris	9/1/2016	common planning agenda, administrative walkthroughs, professional development sign in roster and agenda	11/25/2016 one-time
G2.MA1 M333032	Analysis of reports, implications and action plan to remediate situation.	Valdes, Benny	8/22/2016	reports, administrative walkthroughs	6/8/2017 monthly
G3.MA1 M333035	Testing will occur based on the testing calendar and data will be input by point person.	Leal, Amaris	8/22/2016	Based on passing/ failing score, documentation will be kept through Grade book and Graduation tracker.	6/8/2017 monthly
G5.MA1 M333039	Increase in the amount of technology used throughout the instructional framework.	Valdes, Benny	9/1/2016	student work samples, administrative walk through logs	6/8/2017 monthly
G1.B1.S1.A1 A319722	Develop plans that are clear, logical, sequential, and aligned to standards-based learning to use...	Leal, Amaris	8/22/2016	Agenda, Lesson Plans, Instructional Delivery of Lesson, Sign-in sheet	6/8/2017 weekly
G2.B1.S1.MA1 M333030	Monthly quarterly reports and attendance data with dashboard and reports.	Zabala, Felix	8/22/2016	Attendance data and administrator database.	6/8/2017 one-time
G2.B1.S1.MA1 M333031	Interventions throughout the school day to provide instructional support to struggling students and...	Leal, Amaris	9/6/2016	Intervention logs, intervention schedule, administrative walk throughs	6/8/2017 monthly
G2.B1.S1.A1 A319723	Utilize Saturday School and after school tutoring to provide instructional support and after...	Zabala, Felix	9/1/2016	Logs and referrals documenting conferences	6/8/2017 weekly
G3.B1.S1.MA1 M333033	Teachers will keep track of practice test scores and have students test based on readiness factor.	Chaine, Juan	8/22/2016	Teacher roster placed onto a Google document to be shared through gmail account.	6/8/2017 daily
G3.B1.S1.MA1 M333034	Testing calendar and Google document to monitor the students who will be testing in CTE courses at...	Chaine, Juan	8/22/2016	Tracking system template	6/8/2017 monthly
G3.B1.S1.A1 A319724	Administrators and department chairpersons will monitor tracking system of student expectation and...	Leal, Amaris	8/22/2016	Documentation of tracking system	6/8/2017 biweekly
G5.B1.S1.MA1 M333037	Student work products that demonstrate use of technology	Leal, Amaris	9/1/2016	student work products, administrative walk through logs, student work folders	6/8/2017 weekly
G5.B1.S1.MA1 M333038	Common planning time used to put knowledge gained into practical application for instruction.	Leal, Amaris	9/1/2016	common planning agenda and administrative walk through logs	6/8/2017 weekly
G1.MA1 M333029	Monitor the implementation of collaborative structures, higher level questioning and provide...	Valdes, Benny	8/22/2016	Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes	6/9/2017 one-time
G1.B1.S1.MA1 M333027	Administrative walkthroughs	Valdes, Benny	8/22/2016	walk through logs and administrative observations	6/9/2017 weekly
G1.B1.S1.MA1 M333028	Build teacher capacity, throughout the planning process, with the use of strategies such as the use...	Leal, Amaris	8/22/2016	Support document, Work folders and lesson plans, Agenda	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If teachers strategically plan with text dependent questions (higher order thinking questions) throughout certain points of their lessons, then then there will be an increase student academic interaction and achievement by improving core instruction in all content areas.

G1.B1 Students will engage in deeper understanding of the text through the scaffolding of multilevel questions that will lead to higher order thinking skills and in-depth understanding of the text.

G1.B1.S1 Teachers will develop and utilize higher order thinking questions that will address the rigor of the MAFS and will promote collaboration among students.

PD Opportunity 1

Develop plans that are clear, logical, sequential, and aligned to standards-based learning to use higher level questioning

Facilitator

Angel Robinson & Ivan Montes, Curriculum Support Specialists

Participants

Literacy Coaches and teachers

Schedule

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

G3. If student reading proficiency improves through strategic differentiation of instruciton, then there will be an increase in the number of students passing CTE examinations.

G3.B1 Student reading proficiency hinders their ability to pass Industry Certification Examinations.

G3.B1.S1 Ensure instruction adheres to the depth and rigor of the as delineated in the District Pacing Guides.

PD Opportunity 1

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Facilitator

Juan Chaine

Participants

Business Techonology Teachers

Schedule

Biweekly, 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	Develop plans that are clear, logical, sequential, and aligned to standards-based learning to use higher level questioning				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$1,000.00
			Notes: Professional Development resources			
2	G2.B1.S1.A1	Utilize Saturday School and after school tutoring to provide instructional support and after school detentions as accountability to assist with difficulties in classes and also hold students at risk accountable for their education.				**$0.00**
3	G3.B1.S1.A1	Administrators and department chairpersons will monitor tracking system of student expectation and performance.				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$5,000.00
			Notes: Monitoring system and tutorial services as needed for students.			
4	G5.B1.S1.A1	Professional development to introduce technology plan and infuse use throughout all aspects of the instructional process, including common planning time.				**$0.00**
					Total:	**$6,000.00**