

Miami-Dade County Public Schools

Biotech@Richmond Heights

9 12 High School



2016-17 Schoolwide Improvement Plan

Biotech@Richmond Heights 9 12 High School

15020 SW 102ND AVE, Miami, FL 33185

biotech@dadeschools.net

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	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2017-18	2014-15
Grade	B	A*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	25

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 Biotech@Richmond Heights 9 12 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.

BioTECH @ Richmond Heights 9-12, in collaboration with its partners, aims to deliver an interdisciplinary, rigorous and relevant STEM education to develop successive generations of researchers who will apply their ingenuity and training to the conservation of life on Earth.

b. Provide the school's vision statement.

Through participation in a STEM research-based curriculum, BioTECH @ Richmond Heights 9-12 will develop global citizens with deep understanding of the value of all living organisms for the sustainability of Earth's biosphere.

2. School Environment

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

As one of the newest magnet schools in Miami-Dade County, BioTECH is fortunate enough to have enrolled 339 students originating from 32 different middle schools/K8 centers/charter schools/private schools throughout Miami-Dade County. The small overall population coupled with the fact that the school operates on an 8 period day equates to significantly small class sizes. This enables teachers and students to develop a rapport that would otherwise be difficult to achieve. Additionally, with such a small group of students, the school is able to celebrate the different cultures representative of the student population through various activities during nationally and locally recognized months of appreciation. During BioTECH's two-week summer transition program, "Get Set for BioTECH," students and staff develop a much closer, personal relationship, and in doing so, learn about students' cultural background occurs naturally.

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

As a small school, the faculty and staff at BioTECH has been able to develop a rapport with every single student. The faculty takes pride in knowing every student and in discussing their academic progress regularly. Throughout the day, the faculty and staff take the necessary measures to ensure the physical safety of the student body. These measures include the assurance that every visitor is checked-in to the building and that all perimeter access doors are locked. BioTECH also employs a full-time School Resource Police Officer that assists administration with any circumstances that require law enforcement presence. Additionally, the student body is expected to wear uniforms and identification badges to effectively and efficiently identify any potential intruders. The culture in the building is that of a collegiate setting. Students and Faculty engage in joint learning with the teacher as the learning facilitator. The BioTECH staff expects and encourages mutual respect to and from students and among each other. This is important in order to instill values and good sense, which ultimately leads to a respectful and, therefore, safe environment.

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.

At BioTECH, the expectation is clear: WE are here to learn. All other activities that hinder upon that goal, are typically squandered relatively early in the school year. BioTECH employs the district's discreet disciplinary plan as outlined in the Code of Student Conduct. This document is shared with all parents annually at orientation and all behavior expectations as well as all disciplinary measures that are employed originate directly from this document. Additionally, all teachers develop and employ their own disciplinary plan in their own classrooms. All plans are scrutinized by the administration and coincide with the parameters of the Code of Student Conduct.

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.

BioTECH employs a full-time counselor and a lead teacher. Both members make up the student services team at the school and are responsible for addressing students in their time of need. Additionally, BioTECH has made an effort to develop and offer extracurricular clubs that meet the social and emotional needs of our students. The offerings were tailored to meet the potential needs of our current population of students. Similarly, BioTECH has the added benefit of having district support personnel housed on-campus that provide both social work and psychological services to our 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.

BioTECH employs a series of EWS's to monitor and target students in an effort to ensure adequate academic progress:

- Grade Monitoring: Bi-weekly reports/conferences w/ students failing (D or F) 2 or more classes.
- Attendance Monitoring: Bi-weekly reports/conferences w/ students that have 5+ absences.
- Discipline: Referral to student services upon violation of the Student Code of Conduct. Tracking of suspension rates monthly.
- Standardized Tests: Identification of students with low scores (levels 1 or 2) on all ELA/EOC exams.

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	0	1	0	0	1	
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	13	1	0	16	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	39	0	22	0	61	

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	26	8	7	0	41	

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

Attendance Monitoring is employed on a bi-weekly basis and conferences are held with the parent/student/lead/counselor to ensure that any underlying circumstances leading up to the absences that can be addressed by school-site interventions are addressed quickly. Similarly, parents are informed about the repercussions of being absent from school including being placed on academic probation, exiting from the magnet program, or withholding of credit.

Disciplinary actions are monitored closely by the student services and administrative teams to determine patterns of behavior that may require RtI strategies.

Grade Reports are also monitored on a bi-weekly basis and student conferences are held to address any failing grades. Strategies for studying, note taking, and effective teacher/student interactions that promote learning are shared by our student services team. Contact with the teachers to determine what deficiencies the student may/may not have is also a critical component and the findings are typically shared with the entire staff during biweekly staff meetings as well as with the parent(s) during parent/student/teacher conferences.

Students that are scoring low on the statewide assessments are scheduled into remedial courses in reading to assist with the development of their reading comprehension, vocabulary development, and fluency. Students are also provided with access to Reading Plus as well as at-level reading passages accessible through Discovery Education's TechBooks and StreamingPlus. Throughout the year, students will also engage in pull-out and push-in interventions that will be tailored to the needs of the students by both the Reading teacher and the English/Language Arts teacher.

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

BioTECH makes a concerted effort at maintaining an open line of communication with all parents. Upon registration, all parents are required to submit an active email account to which messages are routinely sent. This school year Biotech will be unveiling, Google Guardian. Parents will have the option to receive a daily or weekly summary of their child's missing work, upcoming work, and class activities. Likewise parents have the opportunity to take part in activities that are organized by our active PTSA. Parents are also afforded the opportunity to engage in school committees such as E.E.S.A.C.

The faculty and staff also take the time to develop a rapport with parents in an effort to further develop community relationships and business partnerships with companies that they may represent. These types of relationships aide in the overall growth towards the school's mission.

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.

Fortunately, BioTECH has already partnered with several agencies and institutions that are driving the engaging, hands-on, project-based instruction at the school. BioTECH currently boasts partnerships with Zoo Miami, The Zoological Society of Florida, Fairchild Tropical Botanic Garden, and Discovery Education. These partnerships have enabled the students to have access to the parks and animals at no cost during instructional time and provide multimedia resources that aide the teachers in covering very abstract concepts. Through these partnerships, the school has recently become partnered with personnel from Everglades National Park and the Institute for Regional Conservation.

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
Mateo, Daniel	Principal
Garcia, Wendy	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.

Mr. Mateo, as Principal, is the chief administrator at the school in developing policies, programs, budgets, and curriculum activities in a manner that promotes the educational development of each student and the professional development of each staff member. He ensures that the instructional objectives are developed and involves the faculty and others in the development of specific objectives to meet the needs of the school program.

Mrs. Garcia-Costa, as Assistant Principal, serves as a member of the administrative team to develop and implement the total school program. She assists to provide direction to staff in implementing goals and objectives and interacts/meets with staff to assist in their own development. She assists in the evaluation of the school program and of staff and assists to initiate needed improvements.

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.

Fortunately, most of the resources that are available to BioTECH are either provided by Miami-Dade County Public Schools or have been provided through grant funds by Discovery Education. In the latter case, the resources have been aligned to the standards and are available to all students and faculty members. The resources that are district-provided, are already pre-aligned for varying educational settings. In addition to funding provided by the district, BioTECH receives grant funding from the Magnet Schools Assistance Program that allows for supplemental staff to be hired, both internally and externally. Currently, two science teachers and one lead teacher are funded through these funds. Additionally, external educational staff members, hired through both Fairchild Tropical

Botanic Garden and the Zoological Society of Florida, routinely assist our students with both reading and writing strategies. BioTECH currently has seven external educators working with the school-site staff.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daniel Mateo	Principal
Blythe Woodall	Parent
Michele Ruhmann	Parent
Edna Sakay	Parent
Tracie Bertelson	Education Support Employee
Donna Williams	Teacher
Noelle Gerstman	Teacher
Lorrie Scordilis	Teacher
Jennie Labiste	Teacher
Amy Padolf	Business/Community
Barbara Ozete-Fonte	Student
Patty Rabin	Business/Community
Jospehine Woodmansee	Teacher
Milagros Alonso	Education Support Employee
Wendy Garcia	Teacher

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

Last year was the second year for BioTECH @ Richmond Heights 9-12. The SIP was implemented successfully and revised minimally as it targeted the specific needs of the school.

b. Development of this school improvement plan

The SAC is involved in the approval and review of the drafted SIP prior to finalizing the plan.

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

The committee has access to review the budget and discusses it at every EESAC meeting on a monthly basis.

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

N/A

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
Mateo, Daniel	Principal
Williams, Donna	Teacher, K-12
Rojas, Ana	Teacher, K-12
Fagundo, Ileana	Teacher, K-12
Garcia, Wendy	Assistant Principal

b. Duties

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

The LLT's role is to create capacity of reading knowledge within the school and to focus on areas of literacy concern. At BioTECH, the LLT meets once a month to analyze the effectiveness of instruction and redesign instruction and resources to meet the individual instructional and intervention needs of it's students. Similarly, the LLT develops and implements activities designed to promote literacy through engaging and meaningful online media resources such as Discovery Education.

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.

Given the small size of the school, the faculty has already developed a very close working relationship by partaking in joint professional development workshops, field expeditions at several research sites that are utilized by the students, and via electronic media through Google. Since the teachers all see the same groups of students, faculty meetings are reserved for teacher reflection and curriculum alignment. Teachers are open to provide feedback and to share both positive and negative feedback on student performance with the rest of the faculty. This sharing of information allows the teachers to feel that they are not alone in their educational endeavor and enable teachers to get a broader picture of a students' educational capacity. This collaborative planning period helps to unify the faculty.

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

BioTECH is a new school that received a substantial grant from the U.S. Dept. of Education. As such, the resources available to teachers tends to draw in those that are technology savvy and interested in the sciences, given our Zoology and Botany magnet themes. As the school solicits for vacancies, a strong effort is made to select teachers that are not only qualified to teach in their certification areas, but that also have either research experience or a proven track-record of student achievement in their own disciplines. The efficacy of our teachers is directly measured by the students' performance in their class and on standardized state assessments.

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

Pairing and planned peer-led professional development activities are common practice at BioTECH. Through peer-led workshops, teachers share their own skill sets with the rest of the faculty in an effort to cross train each other. The goal of this strategy is that if all of the teachers are familiar with the types of resources and the instructional strategies employed by each other, they will be more likely to lend support to each other when developing and implementing their own lessons. All teachers that are new to BioTECH are immediately paired with veteran teachers to assist them with their transition. Teachers that are new to the District or the profession participate in a hands-on orientation, are paired with a veteran teacher, and provided with additional administrative support throughout their probationary period.

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.

All of the core instructional courses at BioTECH are aligned with the Florida standards and utilize district-developed pacing guides that are also fully aligned with the Florida standards. The instructional resources are also fully aligned given that the textbooks are state-adopted. The Discovery Education TechBooks have also been aligned to the Florida Standards as a condition of their implementation in the science and language arts courses.

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.

Previous year data is analyzed and disaggregated at the beginning of the academic year. The results of this analysis are shared with the faculty in an effort to identify the students that have deficiencies in reading and/or math. The disaggregated data is broken down by reporting categories in order to target students with varying literacy or math comprehension needs. As the district deploys the semi-annually assessed interim assessments, that data will also be disaggregated and analyzed to measure gains and the efficacy of the instructional strategies implemented in the classroom.

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: 3,840

Peer Tutoring sessions are held nearly every afternoon for two hours. Tutors are the more advanced students that have demonstrated success in the advanced level courses. Additionally, various teachers also provide tutoring on select days (Math - 3 days a week, Science - 1 day a week, AP History - 1 day a week).

Strategy Rationale

After school peer tutoring is a highly cost-effective strategy that usually results in substantial gains for participants, both academically and socially. Although it is often assumed that peer tutoring primarily benefits those are tutored, researchers have found that both the recipient and the tutor tend to make significant gains. For the tutor, benefits result from reinforcing existing knowledge of fundamental concepts and by gaining a better understanding of a field of study. Additionally, students are provided with a 9th period assignment to afford them the access to technology to complete virtual courses and/or class assignments.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Roth, Jennifer, jenroth@dadeschools.net

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

Tutoring logs are collected in order to correlate the frequency of attendance to academic performance and overall performance on both formative and summative assessments.

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.

BioTECH has developed a novel approach to addressing the transition period between 8th and 9th grade. "Get Set for BioTECH" is an innovative two week transition program in which students enroll in courses related to Algebraic Thinking; Equipment, Measurement and Uncertainty; Foundations of Research; Time Management & Organizational Skills; Graduation & Testing Requirements; Project-Based Learning; Statistical Methods; Data Processing; Administrative Processes; BioTECHnology; and Lab & Field Safety. Throughout this period of time, the school also makes an effort to group students from different schools together to encourage positive social interactions. The teachers that teach the courses are the same teachers that teach the freshman class students.

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.

BioTECH is an academic magnet program that is focused on botanical and zoological studies. Our partnerships with Fairchild Tropical Botanic Garden and Zoo Miami enable our students to work with practicing conservation biologists, horticulturalists, botanists, zoologists, veterinarians, zookeepers, and scientists and masters/doctoral graduate students from Florida International University and the University of Miami. The direct interaction with the students coupled with the unique program of study at BioTECH is expected to encourage and stimulate students to pursue a post-secondary course of study in the sciences.

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

Currently, BioTECH does not offer any CTE programs that lead to industry certification. BioTECH is an academic magnet school.

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

The skill sets that the students will learn through their research, experimental sciences, genetics, botany, zoology, chemistry, ecology, biology, and environmental sciences courses are skill sets that are commonly employed in most science-related industries. The skill sets are clearly applicable, however, a formalized CTE program of study is not offered at BioTECH.

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.

This is BioTECH's third year with a set of 339 9th-11th grade students. Currently, there isn't any feedback data to assist us in the development of strategies for improving student readiness for the public postsecondary level. However, BioTECH is actively encouraging all students to take Advanced Placement level courses so that students are exposed to the type of rigor that can be expected in the public post-secondary level. Additionally, BioTECH is providing its 10th grade class with a trip to the state universities to review application requirements and program offerings. Students will then meet with the counselor to produce a college-plan in order to best satisfy entry requirements.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase ELA Learning Gains by 4 percent.

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. Increase ELA Learning Gains by 4 percent. 1a

 G088135

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	57.0
Math Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Student Motivation & Commitment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Push-in Interventions during ELA
- Pull-out Interventions during Electives
- Discovery TechBook reading passages @ Reading Level
- Take-Home Tablets
- Edgenuity Virtual Tutoring
- Saturday Tutoring Academies

Plan to Monitor Progress Toward G1. 8

Interim assessment data will be the primary tool for determining whether targets are being met throughout the year.

Person Responsible

Daniel Mateo

Schedule

Semiannually, from 10/1/2016 to 6/9/2017

Evidence of Completion

Interim Assessment Data

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase ELA Learning Gains by 4 percent. 1

 G088135

G1.B1 Student Motivation & Commitment 2

 B234374

G1.B1.S1 Scaffold and differentiate instruction to address individual student needs at their particular reading/math level. 4

 S247132

Strategy Rationale

Students get frustrated and are less likely to try to improve their understanding of algebra and reading if the instruction isn't tailored to their needs.

Action Step 1 5

Target students that did not make learning gains last year. Provide DI.

Person Responsible

Donna Williams

Schedule

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

Evidence of Completion

ELA Scores

Action Step 2 5

Implement the SolvIT Math Challenge - Schoolwide

Person Responsible

Daniel Mateo

Schedule

Weekly, from 9/20/2016 to 6/9/2017

Evidence of Completion

Reports generated by the SolvIT Challenge Database

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

Reports from both Discovery Education and Reading Plus will be pulled monthly to ensure that students and teachers are engaging in differentiated modules.

Person Responsible

Daniel Mateo

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Reports from Discovery Education and Reading Plus.

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Target students in LQ by grade level and assist with Reading strategies (comprehension); Incorporate use of varying sources (integration). 4

 S247133

Strategy Rationale

Students are less likely to enjoy and understand what they are reading if they do not understand the meaning of the words. Students are also less likely to do well with a concepts if the pacing is not matched to their ability.

Action Step 1 5

Teachers will incorporate use of varying sources, build grammar skills and vocabulary, and provide DI.

Person Responsible

Daniel Mateo

Schedule

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

Evidence of Completion

FSA ELA Scores

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

Monitor classroom vocabulary assessment results as well as reports generated through both Discovery Education and Reading Plus. Monitor progress on all topic exams in Algebra 1, Geometry, and Algebra 2 courses through Edgenuity.

Person Responsible

Daniel Mateo

Schedule

Monthly, from 10/1/2015 to 6/4/2016

Evidence of Completion

Monthly reports as generated by both the Discovery Education system, Reading Plus system, & Edgenuity.

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

Data will be reviewed to determine the efficacy of both the instructional strategy and the resources.

Person Responsible

Daniel Mateo

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Linear data that correlates instructional strategies and resources to the overall improvement in student reading levels as measured by both formative and summative evaluations.

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 M334690	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M334691	Reports from both Discovery Education and Reading Plus will be pulled monthly to ensure that...	Mateo, Daniel	10/1/2014	Reports from Discovery Education and Reading Plus.	6/4/2015 monthly
G1.B1.S2.MA1 M334693	Monitor classroom vocabulary assessment results as well as reports generated through both Discovery...	Mateo, Daniel	10/1/2015	Monthly reports as generated by both the Discovery Education system, Reading Plus system, & Edgenuity.	6/4/2016 monthly
G1.B1.S2.MA1 M334692	Data will be reviewed to determine the efficacy of both the instructional strategy and the...	Mateo, Daniel	10/1/2015	Linear data that correlates instructional strategies and resources to the overall improvement in student reading levels as measured by both formative and summative evaluations.	6/10/2016 monthly
G1.B1.S1.A1 A321572	Target students that did not make learning gains last year. Provide DI.	Williams, Donna	8/22/2016	ELA Scores	6/8/2017 daily
G1.MA1 M334694	Interim assessment data will be the primary tool for determining whether targets are being met...	Mateo, Daniel	10/1/2016	Interim Assessment Data	6/9/2017 semiannually
G1.B1.S1.A2 A321573	Implement the SolvIT Math Challenge - Schoolwide	Mateo, Daniel	9/20/2016	Reports generated by the SolvIT Challenge Database	6/9/2017 weekly
G1.B1.S2.A1 A321574	Teachers will incorporate use of varying sources, build grammar skills and vocabulary, and provide...	Mateo, Daniel	8/22/2016	FSA ELA Scores	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. Increase ELA Learning Gains by 4 percent.

G1.B1 Student Motivation & Commitment

G1.B1.S1 Scaffold and differentiate instruction to address individual student needs at their particular reading/math level.

PD Opportunity 1

Target students that did not make learning gains last year. Provide DI.

Facilitator

FSA ELA Standards District Team

Participants

Reading & ELA teachers district-wide

Schedule

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

G1.B1.S2 Target students in LQ by grade level and assist with Reading strategies (comprehension); Incorporate use of varying sources (integration).

PD Opportunity 1

Teachers will incorporate use of varying sources, build grammar skills and vocabulary, and provide DI.

Facilitator

Daniel Mateo

Participants

All ELA Teachers

Schedule

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

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	Target students that did not make learning gains last year. Provide DI.	\$0.00
2	G1.B1.S1.A2	Implement the SolvIT Math Challenge - Schoolwide	\$0.00
3	G1.B1.S2.A1	Teachers will incorporate use of varying sources, build grammar skills and vocabulary, and provide DI.	\$0.00
Total:			\$0.00