C. G. Bethel High School

2017-18 Schoolwide Improvement Plan

C. G. Bethel High School

16150 NE 17TH AVE, North Miami Beach, FL 33162

www.cgbethelhs.com

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	23%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	95%

School Grades History

Year	2012-13	2011-12
Grade		

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for C. G. Bethel High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of C.G. Bethel High School is to provide students who have dropped out of school or may be at-risk of dropping out of school with an alternate path to high school graduation. Through an innovative, self-paced, contemporary, and individualized instructional program, this specialized school enhances each student's ability to access and succeed in institutions of higher education, the 21st century workforce and/or military service. The overarching goal of C.G. Bethel H.S. is to not only "Motivate, Educate, and Graduate" its students, but to cultivate lifelong learners who are prepared for life educationally, technologically, economically, and socially.

b. Provide the school's vision statement.

C.G. Bethel High School is founded on the belief that, given the necessary resources and opportunities, every student has the potential to advance in life through education and to realize his/her dreams of self-sufficiency and success. Students are afforded the opportunity to re-engage in learning via a competency-based alternative high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning. Further, by providing students a high quality, challenging education with rigorous and relevant curricula, students will be equipped to make valuable and productive contributions to the community.

2. School Environment

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

C.G.Bethel H.S. is committed to creating and maintaining a school culture which recognizes and celebrates the diversity of the student population it serves. The school assembles regularly to disaggregate data in order to identify the diverse learners served in the school. All staff members attend in-house professional development workshops related to diversity and cultural competence. Teachers incorporate standards-based instructional objectives which study the different cultures of students and staff during the designated months throughout the school year. Teachers and students build relationships through activities that promote and celebrate Hispanic Heritage, African American History, and Women's History, to name a few. Relationships are also fostered by way of a mentoring program that begins upon enrollment at the program. Students are assigned to a mentor during the orientation process whose role is to guide the students through the educational program and build rapport with the students.

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

The leadership of C.G.Bethel H.S. ensures a school environment that fosters and upholds the rights and safety of every visitor, student, and employee. It is paramount to the administration that every person who enters the building feels safe and is treated with the utmost respect and courtesy. School administrators maintain an open door policy that allow school and community stakeholders the opportunity to address and convey any concerns related to the academic program or learning environment. The school also employs safety guidelines and procedures at student check in, throughout the school day, and during dismissal to promote a safe learning environment. All staff members are visible and play an active role in monitoring school operations during arrival and

dismissal times, during both the morning and afternoon learning sessions. In addition to the school staff, there are also two police officers from the City of North Miami Beach who are a visible presence on the school campus every day to support and assist as necessary.

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.

C.G. Bethel H.S. adheres to the District's Policies for Promoting and Maintaining a Safe Learning Environment and Code of Student Conduct. During the orientation process, students who enroll at the school are provided with a comprehensive review of expectations for student behavior and other procedural safeguards that promote student engagement and success. Multiple in-service activities are conducted for staff members to provide training on classroom management, student discipline, and RtI referral processes in order to ensure uniformity in procedures. As a supplement to the school's mentoring program, the school also implements a Positive Behavior Support (PBS) model to establish positive relationships among students with identified behavioral issues; including other students, administrators, mentors, and counselors. School-wide assemblies are regularly scheduled to recognize and reward those students who model appropriate behavior daily.

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.

It is the philosophy of school leaders and staff to create a positive learning environment in order to encourage the social and emotional well-being of the students the school serves. The unique student body requires school leaders to incorporate a mentoring program that ensures focused tracking and monitoring of students' academic and social needs. Students and mentors are required to meet, at minimum, once a week. In the weekly mentoring sessions, students and mentors address multiple situations that may interrupt academic progress. Students are referred to support service providers, or a qualified professional, depending on the situation. An added component to the student-mentor program is that a guidance counselor is available to all students if counseling is needed. The guidance counselor works with teachers to identify and request services in order to meet the needs of students. C.G.Bethel H.S. has established partnerships with community resources and secured support in order to provide additional interventions designed to identify the root of the problems. The school has enjoyed tremendous success in reaching students and ensuring that their needs are being met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

It is the philosophy of school leaders and staff to create a positive learning environment in order to encourage the social and emotional well-being of the students the school serves. The unique student body requires school leaders to incorporate a mentoring program that ensures focused tracking and monitoring of students' academic and social needs. Students and mentors are required to meet, at minimum, once a week. In the weekly mentoring sessions, students and mentors address multiple situations that may interrupt academic progress. Students are referred to support service providers, or a qualified professional, depending on the situation. An added component to the student-mentor program is that a guidance counselor is available to all students if counseling is needed. The guidance counselor works with teachers to identify and request services in order to meet the needs of students. C.G. Bethel H.S.has established partnerships with community resources and secured support in order to provide additional interventions designed to identify the root of the problems. The

school has enjoyed tremendous success in reaching students and ensuring that their needs are being met.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	65	105	221		396
One or more suspensions	0	0	0	0	0	0	0	0	0	3	35	92	200		330
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	56	89	195		345
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	68	97	220		390

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	5	72	110	233		420

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to support attendance, the school has purchased an automated calling, texting, and email tool called ParentLink. Every day, attendance is taken and recorded on the Maestro Student Information System (SIS). Ninety minutes after attendance has been taken for each period, the Student Information System generates a report that is automatically sent through an encrypted delivery format to ParentLink's collection facility. The report has the names of absent students for that day and the phone numbers and email addresses for the students and guardians. ParentLink is then able to deliver a voice, text, and email message alerting students and guardians of the absence. Another important strategy used by C.G. Bethel H.S. to motivate students to attend school is to conduct home visits. Home visits are conducted by the admissions team consisting of the Admissions/Family Coordinator, the ESE Coordinator and the Graduate Assistants. In order to address school suspensions, the school uses progressive discipline based on the Miami-Dade Code of Student Conduct. Several safeguards are in place, to include the mentoring program that has been very useful in minimizing negative behavior which may lead to suspensions. In order to support students with course failure in ELA or Math, Bethel offers course recovery that allows students to make up ELA and Math courses that they might have failed prior to enrolling in the school. To improve the academic performance of students who scored a Level 1 on statewide assessments, the school is providing an extra hour of reading instruction for students in the morning and afternoon sessions. The school mandates that every student who is at a level 2 or below participate in pull out classes and use supplemental programs such as Reading Plus, Study Island, and Collins Writing. Additionally, staff members will be trained in research-based instructional strategies to assist in the remediation of identified students who need assistance in reading and/or math.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

At C.G.Bethel, school leaders and staff seek multiple avenues to increase parental involvement in school-based activities and programs. Administration, instructional and support staff members maintain open lines of communication through several methods: E-mail, Telephone, and Home Visits. Once students are enrolled in the school, parents are provided with a user name and password to gain access to monitor their child's grade information and academic progress. In addition, the school's open door policy provides the necessary flexibility which allows parents the opportunity to visit with school personnel at their convenience. Public announcements of governing board and SAC meetings are posted at the school site as well as on the District and school webpages. The meetings are open to the public. Flyers and notices to notify parents of additional school events and functions are sent home as well.

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.

C.G. Bethel H.S. is an active member of the North Miami Beach Chamber of Commerce. The school has hosted and participated in events sponsored by the Chamber's Educational Committee. The administration also visits local establishments on a weekly basis to inquire on possible internship opportunities for students; career placement; community resources; grant opportunities; and student support services. School participation in college and career fairs expands student knowledge about the opportunities that are available to them, whether it is employment, higher education, or both.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Madrigal, Alejandro	Principal
Mcduffie, Dewana	School Counselor
Boniche , Angeles	Teacher, K-12
Perez, Sophie	Assistant Principal
Thompson, Heather	Instructional Coach
Matherne, Amanda	Other

b. Duties

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

The School Leadership Team works as a collective group to ensure the safe and efficient operations of C.G.Bethel H.S.. The team meets on a regular basis to analyze data and gathers information to develop the goals and objectives for the current School Improvement Plan. The team ensures that intervention strategies and programs determined to be effective in increasing student achievement are implemented across the school to meet the stated objectives. The roles and responsibilities of the members are further detailed below.

Bethel's Principal, Alejandro Madrigal, is an instructional leader who sustains a shared vision for the students' academic achievement. He ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. As the school leader, he oversees school wide safety and efficient operations. He is in constant communication and collaboration with the surrounding community and its stakeholders.

The Assistant Principal, Sophie perez, is an instructional leader who assists and supports all of the principal's initiatives and duties. Her key responsibilities include oversight of student discipline, RtI process, differentiated instruction, state assessments, common planning, and facilities management. She also assists in the design and implementation of a comprehensive progress monitoring system which includes data collection and data analysis.

The Instructional Coach,Heather Thompson, collaborates with teachers on differentiated, research-based instructional practices. Ms. Perez and teachers meet weekly during Professional Learning Communities (PLC) to support the design of differentiated instruction for level 1 and 2 reading groups, text based writing, math interventions, and the extended reading hour. She also provides professional development on best instructional practices and classroom coaching in Reading Plus, Study Island and the Collins Writing Approach. She supports the teachers in locating and using instructional materials that support best practices.

The Academic Adviser, Dewanna McDuffie, oversees the PBS and mentoring programs. She is the lead team leader on all behavior support, documentation, and referrals. She ensures the Code of Conduct is communicated to students and parents during the orientation process and throughout the year. She assists the school administration with the Parent Involvement and Safe School Plan initiatives. In addition, she provides guidance services to address the social and emotional needs of students.

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 MTSS/RTI leadership team review the students that have been referred by the collaborative problem solving team during the school year. The group determines trends and data for those students and reviews intervention programs in place to determine their effectiveness. As a result of this analysis, information fathered will be used to develop the goals and objective for the current school improvement plan. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives

Individuals involved:
Principal
Assistant Principal
Academic Advisor
Family Coordinator
ESOL teacher

ESE Specialist
Reading Coach

Title I
Part A: Mavericks will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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.

Part C: Migrant

Part D
Title II

Title III
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)
• 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).

Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several

homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI):
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education

Career and Technical Education:
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary 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.

Job Training

Other:
- 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. Increase parental engagement/involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alejandro Madrigal	Principal
Falak Khan	Teacher
Jerry Hamilton	Business/Community
Kerrylee Carvahol	Education Support Employee
Stacy Hicks	Parent
Dewanna Mcduffie	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC's involvement on the evaluation of the 2013-2014 SIP was focused on the analysis of the 2013 – 2014 student achievement data to determine whether the SIP goals and objectives were met. The team also discussed the effectiveness of the plan towards ensuring that students were provided the needed interventions and resources. The committee discussed the curriculum calendar, pacing guides, extra tutoring opportunities, and instructional materials.

b. Development of this school improvement plan

The individuals who are part of the SAC team are the same individuals who provided input in the development of the School Improvement Plan. The only exceptions are the parents and members of the neighboring business community that have input prior to final submission.

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

The school's annual budget and plan is prepared by the school's accountant. The budget and plan are reviewed and approved by the Governing Board.

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

Through the State of Florida, C.G. Bethel H.S. received five dollars per student which is the equivalent of approximately $2,500. Of these funds, $1,000 is allocated to the purchase of ParentLink, an information system that informs parents of school happenings, events, and student absences.

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
Madrigal, Alejandro	Principal
Lasa, Gloriya	Teacher, K-12
Perez, Sophie	Assistant Principal
Mcduffie, Dewana	School Counselor
Boniche , Angeles	Teacher, K-12
Thompson, Heather	Instructional Coach
Matherne, Amanda	Other

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy within the school by working to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team is to develop a plan to increase reading of non-fiction and complex text. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data collection and data analysis from FAIR, Reading Plus, and Interim Assessments.
• The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
• The Leadership Team will provide levels of support and interventions to students based on data from the Online Assessment.

In addition, PLC meetings will be time for school administrators and Instructional Coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

A variety of strategies are used to encourage positive working relationships between teachers at C.G. Bethel High. Instructional teams conduct weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. The Asst. Principal also holds monthly data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held weekly and professional development activities are scheduled as necessary. In addition, instructional teams focus on a specific, instructional strategies during the CPST process. They work together to practice and refine this instructional strategy. C.G. Bethel High supports new teachers through an informal program where new teachers receive support from a veteran teacher. Teachers who are new to Mavericks meet regularly to learn about the school and ask questions as necessary.

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

C.G. Bethel H.S. is located at a campus in North Miami Beach and is part of a network of Edison learning. The school recruits new staff members by hosting job fairs and utilizing job search engines such as teacher-teacher.com. The School Leader and Assistant School Leader ensure that candidates are highly qualified before they are hired and placed in instructional positions. Once the new hires are employed by Mavericks, the school provides professional development through workshops and in-house trainings. Instructional coaches provide feedback to teachers on a weekly basis. Administrators conduct walk-throughs and provide ongoing, meaningful feedback to classroom teachers on their performance.

Each teacher develops and implements an Individual Professional Development Plan (IPDP) for professional growth which includes measurable objectives for student learning, staff development, self-reflection and peer observation/evaluation. Teachers observe one another using the Florida Educator Accomplished Practices (FEAPs) as a guide and provide constructive feedback to one another as they focus on, and continuously practice, demonstrating each specific indicator. The principal and assistant principal retain highly effective teachers by continuously building instructional skills through ongoing professional development, staff surveys, classroom walk throughs -C.G.Bethel is a branch located in North Miami Beach as part of the network of Edison Learning. Teachers also develop and implement an Individual Professional Development Plan (IPDP) for professional growth which includes self-reflection and peer observation/evaluation. Teachers observe one another using Iobservation (verify tool) protocols and provide constructive feedback to one another as they focus on, and continuously practice, one specific instructional skill. The principal and assistant principal retain highly effective teachers by continuously building instructional skills through ongoing professional development, staff surveys, classroom conversations, valid and reliable observation feedback, and mentoring/coaching of instructional leadership walk-throughs, mentoring/coaching, and review of student performance data.

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

C.G. Bethel High School is a branch located in North Miami Beach as part of the network of Edison Learning. The school recruits new staff members by hosting job fairs and utilizing job search engines like "teacher-teacher.com". The principal and assistant principal ensure that candidates are highly qualified before they are hired in instructional positions. Once the new hires are employed by Mavericks, the school provides professional development through workshops and in-house trainings. Instructional coaches provide feedback to teachers on a weekly basis. Administrators conduct walk-throughs and providing ongoing feedback for classroom teachers. Teachers also develop and implement Individual Professional Development Plan (IPDP) for professional growth which includes self-reflection and peer observation/evaluation. Teachers observe one another using Iobersvation protocols and provide constructive feedback to one another as they focus on, and continuously practice, one specific instructional skill. The principal and assistant principal retain highly effective teachers by continuously building instructional skills through ongoing professional development, staff surveys, classroom conversations, valid and reliable observation feedback, and mentoring/coaching of instructional leadership.
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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.

Prior to offering any courses, programs like: APEX Learning, Reading Plus, and Math nation provides extensive data that details the correlation between Florida Standards and their course offerings. School leaders at Edison Learning cross reference the information to determine whether the courses meet the FLDOE criteria. Edison Learning also ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC meeting times. During these meetings the School Leadership Team representative and teachers begin with specific standards to develop a cohesive, rigorous study of the materials. In addition, instructional teams use district-based test-item specification outlines. Based on these meeting discussions, the teams determine whether the instructional programs, materials, and formative/summative assessments are aligned to the Florida Standards. In the case where the curriculum's assessments do not meet the level of rigor of the state

standard, additional activities and assessments are developed by teachers to ensure that the cognitive complexity of the standard is addressed

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.

C.G.Bethel High School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of its students. Within the first few weeks of enrollment to the school, students are given baseline assessments in Reading, Math, and Writing. The data provided from these assessments is used to develop individual learning plans based on specific needs. Students then meet with the Reading Coach, Academic Adviser, and Classroom Teachers to participate in a data chat where they are informed about their levels of proficiency in literacy (Reading and Writing) and numeracy (mathematics). Students also receive information on academic areas that require remediation, and they are provided with a schedule for direct instruction. After analysis, students are grouped according to benchmark deficiencies. Students are then required to attend direct instruction classes as well as an additional hour of reading instruction above and beyond their regular schedule. The additional hour reading block during each session is also used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments. In addition to the extra hour, students are provided with supplemental learning programs such as Study Island, Reading Plus, and March 2 Success.

To monitor student progress, teachers administer formative assessments to track students' growth at specific checkpoints within the curriculum. In addition, summative assessments are given at the end of curriculum unit to track student achievement relative to the standards-based learning goal. The leadership team meets quarterly to review, discuss, and take action on current student data. Direct instruction schedules are modified based on student data. For example, if students display proficiency on an assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency remain in small groups during intervention. In addition, if students display deficits, the instructional plan is modified to address foundational learning targets. Students who are proficient receive advanced instruction in subject area materials that challenge them to excel.

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: 160

Students receive an extra hour of reading instruction in either the morning or afternoon learning sessions. The school maintains an open-door policy; students may opt to attend both sessions if they receive approval to do so. Teachers use data to drive their instruction and meet with students in small groups during this time. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency. During said times, students participate in test preparation activities for the ACT, FSA, and EOC.

Strategy Rationale

The biggest obstacle students encounter is passing the reading portion of the standardized assessment that is required for high school graduation. Therefore, the central focus is geared towards improving the reading proficiency of students so they are prepared for the state exams and alternate assessments that will help them earn a high school diploma.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Perez, Sophie, sperez@mavericksineducation.com

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

Data from District benchmark assessments and state-mandated assessments is collected by the Testing Chairperson through Thinkgate and the FLDOE. The data is reviewed and analyzed by the School Leadership Team to determine individual growth from one assessment to the next, and student achievement on benchmarks tested. Based on the results, students who need improvement on identified benchmarks are assigned to extra sessions. Passing rates and learning gains determine effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

N/A

b. College and Career Readiness

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

All students who attend Mavericks High develop a Post-Secondary Readiness Plan which prepares students for life after high school graduation. The plan includes the necessary actions students must complete if they plan to attend a two or four year college, enlist in the military, or seek employment.

The students also meet with their assigned mentors on a weekly basis to discuss academic success, work study skill development, social emotional well-being and self-sufficiency skills. Business partners and community representatives visit the school to participate as guest speakers to support students throughout the process. Students are introduced and trained in the use of FACTS.ORG and the workings of FDIC as well.

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

C.G. Bethel H.S. offers career and technical programs in business technology and medical records. In support of Florida's efforts to graduate college and career-ready students, Edison Learning is exploring the possibility of how students can achieve Industry-Standard certification in the technology field. Once the school solidifies its plans to move forward with this initiative, students will have the opportunity to earn industry recognized certifications by passing performance-based tests. Through completion of the Business Technology curriculum, students can learn the skills and prepare and practice for the IC3 Certification exam (Internet and Computing Core Certification). The certificate is awarded to students demonstrating technological proficiency by passing all three IC3 exams: Computing Fundamentals, Key Applications, and Living Online. Students also have the opportunity to become Microsoft Certified Application Specialists (MCAS) in Office 2007's Excel, Word, or PowerPoint, by completing Edison Learning coursework and the MCAS preparation program. Finally, some students may elect to take the Adobe Certified Associate exam in Web Communication, Rich Media or Visual Communication. Students can prepare for this by completing the Mavericks coursework, featuring a large Computer Graphics component, and facilitated training.

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

One step Edison Learning has taken towards the integration of career and technical education with academic courses involves combining college-preparatory coursework with career-technical education (CTE) in the high school curriculum. The aim is to make high school more meaningful and motivating for more students, to increase graduation rates, and to prepare graduates for a range of post-secondary options. Preparation for college and career can be combined in various ways. Some high school students manage to complete the academic coursework required for college along with a career-technical sequence. Another step the school has taken is to enhance the academic content of CTE classes. A third effort is through "career academies" within high schools that organize a multilayer curriculum around a career-related theme, with students at each grade level taking a set of core academic classes together, along with a technical class related to the career theme. Despite the challenges of implementation and the reliability of the evidence that these strategies produce, the desired effects,the necessity of reconciling universal college aspirations with the realities of the labor markets implies that programs combining academic and career-technical curriculum will and should—continue to develop

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 biggest challenge faced by some students at the post-secondary level is a lack of proficiency in reading. To meet the needs of students reading below grade level, Edison Learning employs supplementary programs and strategies for students reading below grade level. C.G. Bethel H.S. schedules all students who score a Level 1 or a Level 2 on the state reading exam for an additional hour of reading. Instruction in these classes is geared toward the use of differentiated instruction to meet the students learning needs in the five components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading intervention courses will utilize instruction in a blended approach that combines a teacher-directed classroom setting as well as a computer –assisted supplemental reading curriculum. Instructional strategies to address reading

deficiencies on a daily basis will include the following:
• Whole-group explicit direct-instruction based on student assessment data
• Small-group differentiated instruction based on student assessment data
• Independent reading practice monitored by the teacher
• Utilization of and ongoing review of diagnostic assessments and measures
• Infusion of the Florida Standards into reading instruction
• Utilization of the research-based Reading Plus program

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"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.

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. To increase student achievement by improving core instruction in all content areas.

G2. C.G. Bethel High School will increase the daily student attendance and reduce the number of students experiencing difficulty earning credits in core courses, while focusing on decreasing negative student behavior.

G3. C.G. Bethel High School will increase learning opportunities for students using CTE and STEM curriculum in order to increase enrollment, improve course performance, and increase the number of students enrolling and passing CTE and STEM Courses (Business Ed. and Medical Science).

G4. C.G. Bethel High School will increase the number of parents that take an active role in the academic and social progress of their students.

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. To increase student achievement by improving core instruction in all content areas. 1a

🔑 G096658

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
Bio I EOC Pass	19.0
5-Year Grad Rate	30.0
FAA Writing Proficiency	50.0
FSAA ELA Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Students did not meet the AMO target goal of 39% in Reading. The barriers are Vocabulary,Reading Application, Literary Analysis, and Informational Text/Research Process

- Students did not meet the AMO target goal of 41% in Math. The barriers for Algebra I are Functions,Linear Equations & Inequalities, Polynomials, Rationals,Radicals, Quadratics,&Discrete Mathematics. In Geometry they are Two Dimensional Geometry,Three Dimensional Geometry, Trigonometry & Discrete Mathematics

- Students did not meet the AMO target goal of 19% in Biology. The barriers for Biology are Molecular and Cellular Biology, Classification, Heredity,Evolution, Organisms, Populations and Ecosystems.

- Students did not meet the desired target goal in U.S. History. The baseline data indicates that the learning gains were below 51%.The target goals will demonstrate a 5% increase.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of District Comprehensive Research Based Reading Plan State and District Assessment Data Apex - Apex Tutorials in ELA and Math courses Reading Plus Math Nation EDGE

Plan to Monitor Progress Toward G1. 8

1. Data will be collected from student assessments to determine if progress is being made.
2. Data will be collected from student surveys about Direction Instruction courses.
3. Data chats between Administration and the MTSS Team will be scheduled.

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

1. Scores on teacher-made assessments 2. Student survey feedback on courses 3. Schedule and calendar of data chat meetings

G2. C.G. Bethel High School will increase the daily student attendance and reduce the number of students experiencing difficulty earning credits in core courses, while focusing on decreasing negative student behavior. 1a

🔑 G096659

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	85.0
Discipline incidents	27.0
Attendance rate	70.0
One or More Suspensions	30.0
On-time Progression to Grade 10	
2+ Behavior Referrals	

Targeted Barriers to Achieving the Goal 3

- Decrease behavior referrals from 4% to 3% and suspensions from 10% to 9%. In order to decrease behavior referrals, school leaders and staff must overcome barriers like social norms and expectations.

- In 2015, 47% of students missed 10% or more of instructional time. In order to decrease the students missing 10% or more of instructional time from 47% to 40%, students must over come issues dealing with getting to school and staying in school.

- In 2015, 122 seniors graduated from Mavericks of North Miami. The greatest barriers students against students towards graduation are financial issues, legal concerns, early parenthood, early dropout and other circumstantial situations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration Teachers Stakeholders Community resources After school enrichment Community Service Projects

Plan to Monitor Progress Toward G2. 8

School leaders will compile and analyze Credit Completion Reports, Student exit interviews/surveys, and monitoring of Daily and Weekly attendance.

Person Responsible
Dewana Mcduffie

Schedule
Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion
Credit Completion Reports Student Exit Survey Daily Attendance Bulletins

G3. C.G. Bethel High School will increase learning opportunities for students using CTE and STEM curriculum in order to increase enrollment, improve course performance, and increase the number of students enrolling and passing CTE and STEM Courses (Business Ed. and Medical Science). `1a`

🔑 G096660

Targets Supported `1b`

Indicator	Annual Target
Postsecondary Enrollments	15.0
Dropout Rate	28.0
Level 1 - All Grades	20.0
5-Year Grad Rate	20.0

Targeted Barriers to Achieving the Goal `3`

- Implementation of CTE courses in Business Education and Medical Science courses is in progress and not yet complete.

- Increase the number of available STEM courses

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

- Administration Teachers Parents Mentoring program Stakeholders Community relationship

Plan to Monitor Progress Toward G3. `8`

Teachers acquiring knowledge in Business Technology
Teachers obtaining CTE industry certification
Teacher attending professional development

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

Report of teachers attending CTE courses Lesson plans Observations

G4. C.G. Bethel High School will increase the number of parents that take an active role in the academic and social progress of their students. 1a

🔍 G096661

Targets Supported 1b

Indicator	Annual Target
GPA below 2.0 - H.S.	10.0
One or More Suspensions	10.0
Postsecondary Enrollments	25.0
5-Year Grad Rate	

Targeted Barriers to Achieving the Goal 3

- Parents that are misinformed are sometimes reluctant to become active members of school community. This may be due to the child's previous school experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration Teachers Stakeholders Students Online resources Parental Access to student information and progress

Plan to Monitor Progress Toward G4. 8

The school will reach out to parents in a timely manner to keep them abreast and informed of pertinent information. IE. Testing/Assessment Dates, Parent Meetings, Governing Board Meetings.

Person Responsible
Christopher Adkins

Schedule
Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion
1. EESAC meeting Minutes 2. Open House and School Meeting Logs/ Sign In Sheets 3. Governing Board Meeting Minutes

Action Plan for Improvement

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. [1]

🔑 G096658

G1.B1 Students did not meet the AMO target goal of 39% in Reading. The barriers are Vocabulary,Reading Application, Literary Analysis, and Informational Text/Research Process [2]

🔑 B259979

G1.B1.S1 Students who are performing below grade level will receive differentiated instruction in a small group setting. All students who are performing in the bottom 25 percentile will receive 90 minutes of direct instruction five days per week. Students will be pulled out of their mastery classroom and assigned to a group based on academic deficiency,performance level, and previous test scores. [4]

🔑 S275404

Strategy Rationale

Students at C.G. Bethel struggled with all standards; therefore, it is of the utmost importance to identify and address student needs in reading in order to have them perform at a higher level in all core subject areas.

Action Step 1 [5]

All students who are performing in the bottom 25 percentile will receive 90 minutes of direct instruction five days per week.

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Reading Coach will monitor student schedules, attendance, and maintain up to date rosters. Data that will track student's use of Reading Plus and time of instruction.

Action Step 2 `5`

Students will be place in a teacher lead intensive reading class based on grade level and deficiency.

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Grades on teacher made assessments FAIR District Interim Assessments Florida Standards Assessments

Action Step 3 `5`

Students will utilize close read strategies as additional support and as a form of differentiated instruction.

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Reading Plus Reports: Skills, SRA, Leaders Board, Site Instructional Summary Reports, Benchmark Report, Placement Report, and Student Progress Report.

Action Step 4 `5`

Students will learn through various instructional methods. The instructional methods that will be used in the remedial classes include CRISS strategies, small groups, teacher-directed whole groups, mastery-based projects, visual aids (smart boards), learning centers etc.

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Approved Lesson Plans:Teachers will state each instructional method and strategy used in their lesson plans. Classroom Walk-Throughs Informal and Formal Observations

Action Step 5 5

Students will have access to supplemental resources (Reading Plus, EDGE, Collins Writing) to maximize their learning opportunities.

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

Log in Reports, Data provided from resources,

Action Step 6 5

Students will be provided with differentiated, data-driven instruction based on an analysis and interpretation of students performance data; Professional development will be provided to teachers on analyzing and interpreting student assessment results to make informed instructional decisions.

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Professional Development Plan Student schedules for Direct Instruction sessions Data indicating qualifying students Lessons plans indicating differentiated instruction Data binders

Action Step 7 5

Students will be taught by highly qualified instructional personnel and lessons will consist of research-based, best practices in reading; all teachers will be provided with staff development on reading strategies and will be encouraged to attain endorsement in Reading

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

teachers will provide documentation of completion of modules and will incorporate research-based reading strategies in lesson plans

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

1. Teacher observations
2. Teacher lesson plans
3. Evidence of professional development
4.Data provided from Resources

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

1. Lessons 2. Student course work/assessment 3. Successful completion of student course

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

1. Data chats- Discuss FAIR, Interim, Previous Assessment results
2. Tracking student course progress
3. Student participation in ELA and Suplemental Resourses other than required work in APEX(Reading Plus, Math Nation, Edge)

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

1. Evidence of data chats 2. Evidence of participation of student activities other than what is required in APEX 3. Teacher

G1.B2 Students did not meet the AMO target goal of 41% in Math. The barriers for Algebra I are Functions,Linear Equations & Inequalities, Polynomials, Rationals,Radicals, Quadratics,&Discrete Mathematics. In Geometry they are Two Dimensional Geometry,Three Dimensional Geometry, Trigonometry & Discrete Mathematics 2

🔑 B259980

G1.B2.S1 Increase the number of Algebra I and Geometry direct instruction classes offered to ensure that students make learning gains or reach proficiency. In addition students will be provided supplemental materials via Study Island and March 2 Success. 4

🔑 S275405

Strategy Rationale

Struggling students have scored better on EOC exams when they have taken full advantage of the hybrid teaching model. This blended learning model combines direct teacher instruction and the digital curriculum delivery model.

Action Step 1 5

Students will be required to participate in Direct Instruction classes in the areas of Algebra I and Geometry prior to taking EOC exams.

Person Responsible

Angeles Boniche

Schedule

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

Evidence of Completion

Class Rosters and Attendance Reports Lesson Plans Benchmark assessment Scores

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administration and Math department will review data from state assessments and student progress.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Completion of course work Passing Test Scores Lesson Plans Class rosters and attendance

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

MTSS Team will Monitor the effect of implementation of lessons and timely instruction in Algebra I and Geometry

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Assessment Data and Results

G1.B3 Students did not meet the AMO target goal of 19% in Biology. The barriers for Biology are Molecular and Cellular Biology, Classification, Heredity,Evolution, Organisms, Populations and Ecosystems. `2`
🔍 B259981

G1.B3.S1 Students will participate in wet and virtual labs in order to increase the level of content comprehension facilitated through teacher-directed instruction. `4`
🔍 S275406

Strategy Rationale

Use of relevant examples to bridge the gap between abstract and practical scientific concepts. The results will be increased understanding of previously misunderstood scientific ideas.

Action Step 1 `5`

Students will conduct hands-on experiments (virtual and wet lab) during allotted times for science pull outs, where they must participate in direction instruction.

Person Responsible

Gloriya Lasa

Schedule

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

Evidence of Completion

Course completion and higher overall average grade for students. Increased Biology EOC scores for students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Science department chairperson and LLT team will analyse data and effectiveness of implementation techniques.

Person Responsible

Gloriya Lasa

Schedule

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

Evidence of Completion

Increased attendance and Class Participation Increased level of rigor in lesson plans, evidenced by higher order questioning: , Fill in the Blank, Short Answer, and Essay. Results of Biology EOC.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

The administration will review student outcomes and evaluate teacher performance

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

Use of Evaluation Rubric, collection of student data, and Biology EOC results.

G1.B4 Students did not meet the desired target goal in U.S. History. The baseline data indicates that the learning gains were below 51%.The target goals will demonstrate a 5% increase. 2

🔍 B259982

G1.B4.S1 Students struggle with conceptualizing the impact of past events in U.S. History, and their influence on today's society. 4

🔍 S275407

Strategy Rationale

They do not comprehend implications of historical events and understand their relevance to the present way of life.

Action Step 1 5

Students will be required to participate in direct instruction, and learn the use of time lines, geographic maps, and the significance of historical events.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Student Course Work and Portfolios, Attendance, Teacher/Student Credit Completion Form.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will monitor learning gains and student grades in the U.S. History course.

Person Responsible

Sophie Perez

Schedule

Evidence of Completion

Observations, Data Chats, Grades, and results of U.S. History EOC

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

The administration and LLT team will review lesson plans and data available.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Completion of Course, Teacher Observations and Evaluations, and Results of U.S. History EOC exam.

G2. C.G. Bethel High School will increase the daily student attendance and reduce the number of students experiencing difficulty earning credits in core courses, while focusing on decreasing negative student behavior. `1`

🔑 G096659

G2.B1 Decrease behavior referrals from 4% to 3% and suspensions from 10% to 9%. In order to decrease behavior referrals, school leaders and staff must overcome barriers like social norms and expectations. `2`

🔑 B259983

G2.B1.S1 Mavericks North Miami has implemented a school wide mentoring program that is aligned with the PBS model. The main purpose of the program is to instill a sense of trust between staff and students. `4`

🔑 S275408

Strategy Rationale

The more we know of our students individual needs the less issues we will have in the areas of attendance, discipline, and suspensions.

Action Step 1 `5`

Students will be assigned to a mentor upon admission.The mentor will serve as a liaison to assist the student with any difficulty they may encounter. (academic and/or social) .

Person Responsible

Dewana Mcduffie

Schedule

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

Evidence of Completion

1. Suspension records 2. Documentation 3. Mentor-ship log 4. Phone Call log

Action Step 2 `5`

Students will also have access to counseling and mediation services prior to an incident.

Person Responsible

Dewana Mcduffie

Schedule

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

Evidence of Completion

Logs will be kept to determine keep track of outcome and resolution of situation.

Action Step 3 `5`

Student will also be required to provide up to date parent/guardian information in order to maintain open lines of communication; should a problem arise.

Person Responsible

Dewana Mcduffie

Schedule

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

Evidence of Completion

The student information system will be monitored to determine if contact information is up to date. Lead teachers will maintain contact logs to determine if numbers are working.

Action Step 4 `5`

Students will have multiple community resources available in order to become involved in community service projects and other charitable activities to enhance their civic awareness.

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Organizations from the area will visit with students, logs will be kept. Student's will earn community service hours that will be monitored.

Action Step 5 `5`

Students will also have the opportunity to participate in extracurricular activities in their home school.

Person Responsible

Dewana Mcduffie

Schedule

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

Evidence of Completion

The academic adviser will maintain a roster, and track students grades and eligibility.

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

1. Data chats
2. Lead teacher meetings
3. Open communication with parents

Person Responsible

Dewana Mcduffie

Schedule

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

Evidence of Completion

1. RTI paper work 2. Documentation of data chats

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

1. Data on the number of referrals and suspensions will be collected
2. Documentation on counseling
3. Poor implementation will not decrease the amount of suspension and behavior referrals given to students; in such the leadership team and RTI team will work together to design a new plan of action

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Data Reports from ISIS that will identify number of days suspended and number of referrals

G2.B2 In 2015, 47% of students missed 10% or more of instructional time. In order to decrease the students missing 10% or more of instructional time from 47% to 40%, students must over come issues dealing with getting to school and staying in school. [2]

🔑 B259984

G2.B2.S1 Students will be encouraged to maintain transparent lines of communication to inform school personnel of any mitigating circumstances that will impede their attendance. Students will discuss and inform their assigned mentor of any situation, and the mentor will assist in addressing issues. [4]

🔑 S275409

Strategy Rationale

The unique student body at Mavericks encounters many obstacles that hinder their ability to attend school on a daily basis. Therefore it is imperative that school leaders facilitate transportation, increased level of communication, show that they are important, guide them through different circumstances, and provide different resources.

Action Step 1 [5]

Students will be well informed of guidelines and expectations upon admission.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

1. bus card log 2. phone logs 3. attendance rosters 4. mentor log

Action Step 2 [5]

Maintain open lines of communications between the student and school personnel in order to improve attendance.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Mentoring Logs, Daily Attendance Records,

Action Step 3 [5]

Student attendance will be monitored with accuracy and properly documented, and students homes will be called when they are absent.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Action Step 4 [5]

Students with habitual attendance issues will be placed on an attendance contract that will provide requirements and stipulations to correct truancy problem.

Person Responsible

Christopher Adkins

Schedule

On 6/9/2017

Evidence of Completion

Attendance contracts will be maintained and student attendance will be monitored.

Action Step 5 [5]

Students will have access to additional resources to help remedy any situation that may be hindering their attendance.

Person Responsible

Dewana Mcduffie

Schedule

On 6/9/2017

Evidence of Completion

Bus Logs and Mentoring Logs will determine if issues are being address and documented

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

1. Monitor attendance to insure accurate attendance is being taken
2. Submit monthly bus card log
3. Monitor mentorship logs
4. Student plan or contract

Person Responsible

Christopher Adkins

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

1. Record of attendance 2. Record of bus card log and mentoship logs 3. Student contract (if necessary)

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

1. Quarterly monitor student attendance
2. Survey students to determine if efforts are effective
3. Successful implementation will increase attendance rate
4. Unsuccessful implementation will not increase attendance and RTI team and Leadership team will work together to outline a new plan

Person Responsible

Christopher Adkins

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

1. Student survey 2. Attendance records 3. New action plan (if necessary)

G2.B3 In 2015, 122 seniors graduated from Mavericks of North Miami. The greatest barriers students against students towards graduation are financial issues, legal concerns, early parenthood, early dropout and other circumstantial situations. 2

🔑 B259985

G2.B3.S1 1. Provide mentoring 2. Open relationship with parents 3. Provide community resources 4. Tools for graduation 5. Drop out prevention programs 4

🔑 S275410

Strategy Rationale

The most critical component to help students earn their diplomas is the individualized attention offered to the students.

Action Step 1 5

1. Pair students with a teacher or staff member that can provide one-on-one mentoring to individual students
2. Maintain open communication and relationship with parents/guardians so they are aware of what is occurring in school and can remain involved in student's progress
3. Provide access to community resources can assist students with personal difficulties and alleviate issues that students face that may hinder their education
4. Provide tools for graduation like tutoring in classes they have difficulty, individualized attention, teacher-directed instruction, waivers for ACT, bus cards for transportation
5. Access community resources that assist with drop out prevention

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

1. Surveys 2. Observations 3. Meetings 4. Mentorship logs 5. Records of bus card logs, ACT waivers

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

1. Student survey
2. Parent survey
3. Student interviews
4. EESAC meetings

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

1. Documentation of surveys 2. Observations 3. Meetings 4. EESAC minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

1. Staff meetings
2. Leadership meeting with students
3. SIP

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

1. Data chats 2. SIP

G3. C.G. Bethel High School will increase learning opportunities for students using CTE and STEM curriculum in order to increase enrollment, improve course performance, and increase the number of students enrolling and passing CTE and STEM Courses (Business Ed. and Medical Science). [1]

🔑 G096660

G3.B1 Implementation of CTE courses in Business Education and Medical Science courses is in progress and not yet complete. [2]

🔑 B259986

G3.B1.S1 Hire or encourage current teachers to become certified in Business Education or Medical Sciences Encourage students to enroll in CTE courses Encourage students to participate in industry certification exams [4]

🔑 S275411

Strategy Rationale

It is imperative that students are prepared for the pursuit of higher education, the workforce or the military after they graduate from high school.

Action Step 1 [5]

Students will be encouraged to enroll in available CTE courses.

Person Responsible

Schedule

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

Evidence of Completion

Completion of course work Passing test scores Lesson plans Observations Data chats

Action Step 2 [5]

Students will be taught by experienced teachers who are certified in Business Education or Medical Sciences.

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

Teaching certificates

Action Step 3 `5`

Students will focus on earn a passing score on CTE exams

Person Responsible

Sophie Perez

Schedule

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

Evidence of Completion

Proof of passing test scores

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

Administration will monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Students are successful in completing CTE courses and taking the CTE exam

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

Track progress:
- through curriculum
- student work/assessments
-student participation in CTE exams

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Successful completion of curriculum, assessment, and participation of CTE exams.

G3.B2 Increase the number of available STEM courses 2

🔑 B259987

G3.B2.S1 Increase the number of students enrolled in STEM courses. 4

🔑 S275412

Strategy Rationale

Students enroll in Mavericks High with a deficiency in credits. Therefore it can be difficult to enroll them in courses that fall outside of the courses required for graduation.

Action Step 1 5

Identify courses that would correlate with State requirements and encourage students to enroll.

Person Responsible

Dewana Mcduffie

Schedule

On 6/9/2017

Evidence of Completion

Successful completion of course work, student schedules, Student Transcripts

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor student success rate in STEM courses

Person Responsible

Gloriya Lasa

Schedule

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

Evidence of Completion

Successful completion of courses, Student work and portfolios

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

The administration will review student progress, and will conduct teacher observations.

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

Students portfolios and work, Lesson Plans

G4. C.G. Bethel High School will increase the number of parents that take an active role in the academic and social progress of their students. 1

🔑 G096661

G4.B1 Parents that are misinformed are sometimes reluctant to become active members of school community. This may be due to the child's previous school experiences. 2

🔑 B259988

G4.B1.S1 1. Communication 2. Schedule flexibility 3. Open door policy 4. Personal invitation to school events 4

🔑 S275413

Strategy Rationale

Parental involvement is essential for student success. Therefore it is of the utmost importance to increase the level of involvement to maximize our students chances to to excel in school.

Action Step 1 5

Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school.

Person Responsible

Dewana Mcduffie

Schedule

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

Evidence of Completion

1. Letters sent home 2. Phone call logs 3. School policy

Action Step 2 5

Provide flexible scheduling so parents are able to visit the campus at their convenience

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

The hours operation are extended, conference logs and sign in sheets

Action Step 3 5

Maintain an open door policy so parents feel comfortable and welcomed to visit the campus

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

Parental Involvement activity sign in sheets

Action Step 4 5

Invite parents to on campus events so parents feel like they are part of the school community

Person Responsible

Alejandro Madrigal

Schedule

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

Evidence of Completion

School Monthly news letter and sign in sheets for any parent meeting held

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

1. Staff meetings
2. Data chats
3. Parent/student surveys
4. EESAC

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

1. Surveys 2. Minutes to meetings

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

1. Parents-administrative interviews
2. Parent conferences with Teachers
3. Participation in School Based Activities.

Person Responsible

Christopher Adkins

Schedule

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

Evidence of Completion

Parent Conference Logs EESAC Meeting Minutes Parent Surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.MA1 M398127	Teachers will monitor learning gains and student grades in the U.S. History course.	Perez, Sophie	11/7/2016	Observations, Data Chats, Grades, and results of U.S. History EOC	No End Date one-time
G2.B2.S1.MA1 M398131	1. Quarterly monitor student attendance 2. Survey students to determine if efforts are...	Adkins, Christopher	8/24/2015	1. Student survey 2. Attendance records 3. New action plan (if necessary)	6/9/2016 weekly
G2.B2.S1.MA1 M398132	1. Monitor attendance to insure accurate attendance is being taken 2. Submit monthly bus card log...	Adkins, Christopher	8/24/2015	1. Record of attendance 2. Record of bus card log and mentoship logs 3. Student contract (if necessary)	6/9/2016 weekly
G1.MA1 M398128	1. Data will be collected from student assessments to determine if progress is being made. 2. Data...	Madrigal, Alejandro	8/22/2016	1. Scores on teacher-made assessments 2. Student survey feedback on courses 3. Schedule and calendar of data chat meetings	6/9/2017 monthly
G2.MA1 M398135	School leaders will compile and analyze Credit Completion Reports, Student exit...	Mcduffie, Dewana	8/22/2016	Credit Completion Reports Student Exit Survey Daily Attendance Bulletins	6/9/2017 monthly
G3.MA1 M398140	Teachers acquiring knowledge in Business Technology Teachers obtaining CTE industry...	Madrigal, Alejandro	8/22/2016	Report of teachers attending CTE courses Lesson plans Observations	6/9/2017 annually
G4.MA1 M398143	The school will reach out to parents in a timely manner to keep them abreast and informed of...	Adkins, Christopher	8/22/2016	1. EESAC meeting Minutes 2. Open House and School Meeting Logs/ Sign In Sheets 3. Governing Board Meeting Minutes	6/9/2017 quarterly
G1.B1.S1.MA1 M398120	1. Data chats- Discuss FAIR, Interim, Previous Assessment results 2. Tracking student course...	Perez, Sophie	8/22/2016	1. Evidence of data chats 2. Evidence of participation of student activities other than what is required in APEX 3. Teacher	6/9/2017 monthly
G1.B1.S1.MA1 M398121	1. Teacher observations 2. Teacher lesson plans 3. Evidence of professional development 4.Data...	Perez, Sophie	8/22/2016	1. Lessons 2. Student course work/ assessment 3. Successful completion of student course	6/9/2017 monthly
G1.B1.S1.A1 A369613	All students who are performing in the bottom 25 percentile will receive 90 minutes of direct...	Perez, Sophie	8/22/2016	Reading Coach will monitor student schedules, attendance, and maintain up to date rosters. Data that will track student's use of Reading Plus and time of instruction.	6/9/2017 biweekly
G1.B1.S1.A2 A369614	Students will be place in a teacher lead intensive reading class based on grade level and...	Perez, Sophie	8/22/2016	Grades on teacher made assessments FAIR District Interim Assessments Florida Standards Assessments	6/9/2017 biweekly
G1.B1.S1.A3 A369615	Students will utilize close read strategies as additional support and as a form of differentiated...	Perez, Sophie	8/22/2016	Reading Plus Reports: Skills, SRA, Leaders Board, Site Instructional Summary Reports, Benchmark Report, Placement Report, and Student Progress Report.	6/9/2017 monthly
G1.B1.S1.A4 A369616	Students will learn through various instructional methods. The instructional methods that will be...	Perez, Sophie	8/22/2016	Approved Lesson Plans:Teachers will state each instructional method and strategy used in their lesson plans. Classroom Walk-Throughs Informal and Formal Observations	6/9/2017 biweekly
G1.B1.S1.A5 A369617	Students will have access to supplemental resources (Reading Plus, EDGE, Collins Writing) to...	Madrigal, Alejandro	8/22/2016	Log in Reports, Data provided from resources,	6/9/2017 annually
G1.B1.S1.A6 A369618	Students will be provided with differentiated, data-driven instruction based on an analysis and...	Perez, Sophie	8/22/2016	Professional Development Plan Student schedules for Direct Instruction sessions Data indicating qualifying students Lessons plans indicating differentiated instruction Data binders	6/9/2017 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A7 A369619	Students will be taught by highly qualified instructional personnel and lessons will consist of...	Madrigal, Alejandro	8/22/2016	teachers will provide documentation of completion of modules and will incorporate research-based reading strategies in lesson plans	6/9/2017 monthly
G1.B2.S1.MA1 M398122	MTSS Team will Monitor the effect of implementation of lessons and timely instruction in Algebra I...	Adkins, Christopher	8/22/2016	Assessment Data and Results	6/9/2017 monthly
G1.B2.S1.MA1 M398123	The administration and Math department will review data from state assessments and student...	Adkins, Christopher	8/22/2016	Completion of course work Passing Test Scores Lesson Plans Class rosters and attendance	6/9/2017 biweekly
G1.B2.S1.A1 A369620	Students will be required to participate in Direct Instruction classes in the areas of Algebra I...	Boniche , Angeles	8/22/2016	Class Rosters and Attendance Reports Lesson Plans Benchmark assessment Scores	6/9/2017 biweekly
G1.B3.S1.MA1 M398124	The administration will review student outcomes and evaluate teacher performance	Madrigal, Alejandro	8/22/2016	Use of Evaluation Rubric, collection of student data, and Biology EOC results.	6/9/2017 monthly
G1.B3.S1.MA1 M398125	Science department chairperson and LLT team will analyse data and effectiveness of implementation...	Lasa, Gloriya	8/22/2016	Increased attendance and Class Participation Increased level of rigor in lesson plans, evidenced by higher order questioning: , Fill in the Blank, Short Answer, and Essay. Results of Biology EOC.	6/9/2017 biweekly
G1.B3.S1.A1 A369621	Students will conduct hands-on experiments (virtual and wet lab) during allotted times for science...	Lasa, Gloriya	8/22/2016	Course completion and higher overall average grade for students. Increased Biology EOC scores for students.	6/9/2017 biweekly
G1.B4.S1.MA1 M398126	The administration and LLT team will review lesson plans and data available.	Adkins, Christopher	8/22/2016	Completion of Course, Teacher Observations and Evaluations, and Results of U.S. History EOC exam.	6/9/2017 monthly
G1.B4.S1.A1 A369622	Students will be required to participate in direct instruction, and learn the use of time lines,...	Adkins, Christopher	8/22/2016	Student Course Work and Portfolios, Attendance, Teacher/Student Credit Completion Form.	6/9/2017 monthly
G2.B1.S1.MA1 M398129	1. Data on the number of referrals and suspensions will be collected 2. Documentation on...	Adkins, Christopher	8/22/2016	Data Reports from ISIS that will identify number of days suspended and number of referrals	6/9/2017 monthly
G2.B1.S1.MA1 M398130	1. Data chats 2. Lead teacher meetings 3. Open communication with parents	Mcduffie, Dewana	8/22/2016	1. RTI paper work 2. Documentation of data chats	6/9/2017 monthly
G2.B1.S1.A1 A369623	Students will be assigned to a mentor upon admission.The mentor will serve as a liaison to assist...	Mcduffie, Dewana	8/22/2016	1. Suspension records 2. Documentation 3. Mentor-ship log 4. Phone Call log	6/9/2017 weekly
G2.B1.S1.A2 A369624	Students will also have access to counseling and mediation services prior to an incident.	Mcduffie, Dewana	8/22/2016	Logs will be kept to determine keep track of outcome and resolution of situation.	6/9/2017 biweekly
G2.B1.S1.A3 A369625	Student will also be required to provide up to date parent/guardian information in order to...	Mcduffie, Dewana	8/22/2016	The student information system will be monitored to determine if contact information is up to date. Lead teachers will maintain contact logs to determine if numbers are working.	6/9/2017 biweekly
G2.B1.S1.A4 A369626	Students will have multiple community resources available in order to become involved in community...	Perez, Sophie	8/22/2016	Organizations from the area will visit with students, logs will be kept. Student's will earn community service hours that will be monitored.	6/9/2017 monthly
G2.B1.S1.A5 A369627	Students will also have the opportunity to participate in extracurricular activities in their home...	Mcduffie, Dewana	8/22/2016	The academic adviser will maintain a roster, and track students grades and eligibility.	6/9/2017 monthly
G2.B2.S1.A1 A369628	Students will be well informed of guidelines and expectations upon admission.	Adkins, Christopher	8/22/2016	1. bus card log 2. phone logs 3. attendance rosters 4. mentor log	6/9/2017 weekly
G2.B2.S1.A2 A369629	Maintain open lines of communications between the student and school personnel in order to improve...	Adkins, Christopher	8/22/2016	Mentoring Logs, Daily Attendance Records,	6/9/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A3 A369630	Student attendance will be monitored with accuracy and properly documented, and students homes will...	Adkins, Christopher	8/22/2016		6/9/2017 weekly
G2.B2.S1.A4 A369631	Students with habitual attendance issues will be placed on an attendance contract that will...	Adkins, Christopher	8/22/2016	Attendance contracts will be maintained and student attendance will be monitored.	6/9/2017 one-time
G2.B2.S1.A5 A369632	Students will have access to additional resources to help remedy any situation that may be...	Mcduffie, Dewana	8/22/2016	Bus Logs and Mentoring Logs will determine if issues are being address and documented	6/9/2017 one-time
G2.B3.S1.MA1 M398133	1. Staff meetings 2. Leadership meeting with students 3. SIP	Madrigal, Alejandro	8/22/2016	1. Data chats 2. SIP	6/9/2017 monthly
G2.B3.S1.MA1 M398134	1. Student survey 2. Parent survey 3. Student interviews 4. EESAC meetings	Madrigal, Alejandro	8/22/2016	1. Documentation of surveys 2. Observations 3. Meetings 4. EESAC minutes	6/9/2017 monthly
G2.B3.S1.A1 A369633	1. Pair students with a teacher or staff member that can provide one-on-one mentoring to individual...	Madrigal, Alejandro	8/22/2016	1. Surveys 2. Observations 3. Meetings 4. Mentorship logs 5. Records of bus card logs, ACT waivers	6/9/2017 monthly
G3.B1.S1.MA1 M398136	Track progress: - through curriculum - student work/assessments -student participation in CTE...	Adkins, Christopher	8/22/2016	Successful completion of curriculum, assessment, and participation of CTE exams.	6/9/2017 quarterly
G3.B1.S1.MA1 M398137	Administration will monitor the effective implementation of lessons and timely instruction in the...	Adkins, Christopher	8/22/2016	Students are successful in completing CTE courses and taking the CTE exam	6/9/2017 quarterly
G3.B1.S1.A1 A369634	Students will be encouraged to enroll in available CTE courses.		8/22/2016	Completion of course work Passing test scores Lesson plans Observations Data chats	6/9/2017 annually
G3.B1.S1.A2 A369635	Students will be taught by experienced teachers who are certified in Business Education or Medical...	Madrigal, Alejandro	8/22/2016	Teaching certificates	6/9/2017 monthly
G3.B1.S1.A3 A369636	Students will focus on earn a passing score on CTE exams	Perez, Sophie	8/22/2016	Proof of passing test scores	6/9/2017 monthly
G3.B2.S1.MA1 M398138	The administration will review student progress, and will conduct teacher observations.	Madrigal, Alejandro	8/22/2016	Students portfolios and work, Lesson Plans	6/9/2017 monthly
G3.B2.S1.MA1 M398139	Monitor student success rate in STEM courses	Lasa, Gloriya	8/22/2016	Successful completion of courses, Student work and portfolios	6/9/2017 monthly
G3.B2.S1.A1 A369637	Identify courses that would correlate with State requirements and encourage students to enroll.	Mcduffie, Dewana	8/22/2016	Successful completion of course work, student schedules, Student Transcripts	6/9/2017 one-time
G4.B1.S1.MA1 M398141	1. Parents-administrative interviews 2. Parent conferences with Teachers 3. Participation in...	Adkins, Christopher	8/22/2016	Parent Conference Logs EESAC Meeting Minutes Parent Surveys	6/9/2017 monthly
G4.B1.S1.MA1 M398142	1. Staff meetings 2. Data chats 3. Parent/student surveys 4. EESAC	Adkins, Christopher	8/22/2016	1. Surveys 2. Minutes to meetings	6/9/2017 monthly
G4.B1.S1.A1 A369638	Maintain open lines of communication with parents in order to facilitate a better relationship...	Mcduffie, Dewana	8/22/2016	1. Letters sent home 2. Phone call logs 3. School policy	6/9/2017 monthly
G4.B1.S1.A2 A369639	Provide flexible scheduling so parents are able to visit the campus at their convenience	Adkins, Christopher	8/22/2016	The hours operation are extended, conference logs and sign in sheets	6/9/2017 biweekly
G4.B1.S1.A3 A369640	Maintain an open door policy so parents feel comfortable and welcomed to visit the campus	Madrigal, Alejandro	8/22/2016	Parental Involvement activity sign in sheets	6/9/2017 biweekly
G4.B1.S1.A4 A369641	Invite parents to on campus events so parents feel like they are part of the school community	Madrigal, Alejandro	8/22/2016	School Monthly news letter and sign in sheets for any parent meeting held	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Students did not meet the AMO target goal of 39% in Reading. The barriers are Vocabulary,Reading Application, Literary Analysis, and Informational Text/Research Process

G1.B1.S1 Students who are performing below grade level will receive differentiated instruction in a small group setting. All students who are performing in the bottom 25 percentile will receive 90 minutes of direct instruction five days per week. Students will be pulled out of their mastery classroom and assigned to a group based on academic deficiency,performance level, and previous test scores.

PD Opportunity 1

Students will be provided with differentiated, data-driven instruction based on an analysis and interpretation of students performance data; Professional development will be provided to teachers on analyzing and interpreting student assessment results to make informed instructional decisions.

Facilitator

School Leaders; Educational Consultant

Participants

Instructional personnel

Schedule

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

PD Opportunity 2

Students will be taught by highly qualified instructional personnel and lessons will consist of research-based, best practices in reading; all teachers will be provided with staff development on reading strategies and will be encouraged to attain endorsement in Reading

Facilitator

School Leaders, Curriculum Coach, ELA Teachers, Educational Consultant

Participants

All instructional personnel

Schedule

Monthly, 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	All students who are performing in the bottom 25 percentile will receive 90 minutes of direct instruction five days per week.				$0.00
2	G1.B1.S1.A2	Students will be place in a teacher lead intensive reading class based on grade level and deficiency.				$0.00
3	G1.B1.S1.A3	Students will utilize close read strategies as additional support and as a form of differentiated instruction.				$0.00
4	G1.B1.S1.A4	Students will learn through various instructional methods. The instructional methods that will be used in the remedial classes include CRISS strategies, small groups, teacher-directed whole groups, mastery-based projects, visual aids (smart boards), learning centers etc.				$0.00
5	G1.B1.S1.A5	Students will have access to supplemental resources (Reading Plus, EDGE, Collins Writing) to maximize their learning opportunities.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$15,000.00
6	G1.B1.S1.A6	Students will be provided with differentiated, data-driven instruction based on an analysis and interpretation of students performance data; Professional development will be provided to teachers on analyzing and interpreting student assessment results to make informed instructional decisions.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$1,500.00
7	G1.B1.S1.A7	Students will be taught by highly qualified instructional personnel and lessons will consist of research-based, best practices in reading; all teachers will be provided with staff development on reading strategies and will be encouraged to attain endorsement in Reading				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$800.00
8	G1.B2.S1.A1	Students will be required to participate in Direct Instruction classes in the areas of Algebra I and Geometry prior to taking EOC exams.				$0.00
9	G1.B3.S1.A1	Students will conduct hands-on experiments (virtual and wet lab) during allotted times for science pull outs, where they must participate in direction instruction.				$0.00
10	G1.B4.S1.A1	Students will be required to participate in direct instruction, and learn the use of time lines, geographic maps, and the significance of historical events.				$0.00
11	G2.B1.S1.A1	Students will be assigned to a mentor upon admission.The mentor will serve as a liaison to assist the student with any difficulty they may encounter. (academic and/or social) .				$0.00

12	G2.B1.S1.A2	Students will also have access to counseling and mediation services prior to an incident.	$0.00
13	G2.B1.S1.A3	Student will also be required to provide up to date parent/guardian information in order to maintain open lines of communication; should a problem arise.	$0.00
14	G2.B1.S1.A4	Students will have multiple community resources available in order to become involved in community service projects and other charitable activities to enhance their civic awareness.	$0.00
15	G2.B1.S1.A5	Students will also have the opportunity to participate in extracurricular activities in their home school.	$0.00
16	G2.B2.S1.A1	Students will be well informed of guidelines and expectations upon admission.	$0.00
17	G2.B2.S1.A2	Maintain open lines of communications between the student and school personnel in order to improve attendance.	$0.00
18	G2.B2.S1.A3	Student attendance will be monitored with accuracy and properly documented, and students homes will be called when they are absent.	$0.00
19	G2.B2.S1.A4	Students with habitual attendance issues will be placed on an attendance contract that will provide requirements and stipulations to correct truancy problem.	$0.00
20	G2.B2.S1.A5	Students will have access to additional resources to help remedy any situation that may be hindering their attendance.	$0.00
21	G2.B3.S1.A1	1. Pair students with a teacher or staff member that can provide one-on-one mentoring to individual students 2. Maintain open communication and relationship with parents/guardians so they are aware of what is occurring in school and can remain involved in student's progress 3. Provide access to community resources can assist students with personal difficulties and alleviate issues that students face that may hinder their education 4. Provide tools for graduation like tutoring in classes they have difficulty, individualized attention, teacher-directed instruction, waivers for ACT, bus cards for transportation 5. Access community resources that assist with drop out prevention	$0.00
22	G3.B1.S1.A1	Students will be encouraged to enroll in available CTE courses.	$0.00
23	G3.B1.S1.A2	Students will be taught by experienced teachers who are certified in Business Education or Medical Sciences.	$0.00
24	G3.B1.S1.A3	Students will focus on earn a passing score on CTE exams	$0.00
25	G3.B2.S1.A1	Identify courses that would correlate with State requirements and encourage students to enroll.	$0.00
26	G4.B1.S1.A1	Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school.	$0.00
27	G4.B1.S1.A2	Provide flexible scheduling so parents are able to visit the campus at their convenience	$0.00
28	G4.B1.S1.A3	Maintain an open door policy so parents feel comfortable and welcomed to visit the campus	$0.00

29	G4.B1.S1.A4	Invite parents to on campus events so parents feel like they are part of the school community	$0.00
		Total:	$17,300.00