Coral Gables Senior High School

2017-18 Schoolwide Improvement Plan

Coral Gables Senior High School

450 BIRD RD, Coral Gables, FL 33146

http://cghs.dadeschools.net

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	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	B

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Coral Gables Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The purpose of Coral Gables Senior High School is to provide our students with essential knowledge and skills to become high school graduates, integral community members, and to encourage a cooperative and multicultural society.

Through stakeholder collaboration, we create a safe learning environment within an interactive, engaging setting, which provides for the individual needs of our diverse student population.

b. Provide the school's vision statement.

Coral Gables Senior High School will teach, inspire, and motivate our students to be prepared for post-secondary education or career to become integral members of a global society.

2. School Environment

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

Living in a global society, our teachers are called upon to instruct and work with students with very different ethnicities and beliefs from those to which they have been accustomed. Therefore, it is vital that our teachers continuously educate themselves, discovering all that they can about their students and their backgrounds in order to gradually acquire cultural competence. At Coral Gables Senior High School, our teachers are encouraged to practice cross-cultural communication by: building relationships with students and their parents; listening empathetically to their students and families; looking for cultural interpreters in school or in the community who can serve as resources in assisting them to add to their cultural funds of knowledge; taking advantage of available resources: books, articles, films, music, audio recordings, and a variety of material from the Internet that might aid them in learning more about their students' cultures. Ultimately, such an approach helps our teachers to understand and respect diverse students and to guide these students more effectively toward academic and personal success and fulfillment.

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

Coral Gables Senior High creates an environment where students feel safe and respected before during and after school by creating clear policies and procedures for student and staff conduct; by frequent and effective communication with parents, families, and the school community; and by being attentive to classroom management as well as the requisite professional learning communities, fostering a collaborative learning among colleagues. Our administration emphasizes safety for students and staff as a prerequisite for learning. To help students become accountable for their actions, our school has established structures, such as the frequent presence of school staff in bathrooms, hallways, and after school activities. By clearly setting expectations and modeling appropriate behavior and good citizenship, our faculty and staff encourage students to help promote school safety, which authentically contributed to changing students' perspectives from one of "betraying" one's comrade by giving information on a friend to the authorities, to one of civic responsibility to their school.

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.

Coral Gables Senior High implements our board approved Code of Student Conduct for Secondary Schools manual and is posted on our school's website and is available in English, Spanish, and Creole. The manual explicitly follows and infuses progressive discipline, the consequences for each infraction, and clearly defines behaviors and range of corrective strategies. All corrective strategies used by our school-site administrators are in compliance with School Board rules and policies and are discussed during faculty meetings and student orientation meetings to ensure that the system is fairly and consistently enforced. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

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.

Coral Gables Senior High School has a highly qualified team of guidance counselors who provide counseling on a one-on-one basis, as well as group sessions. There is a counselor assigned to every academy who helps students with the required courses to complete the program they have chosen, and also assist in placing students in internships. With the help of the community, teachers, and other support personnel, our students are assigned mentors that will guide them and support them throughout their high school experience.

Our school has a team of professionals including a nurse, social worker and two health aides, Borinquen Medical Center, that offers physical, mental and behavioral health services and also provides referrals to outside agencies.

Additionally, in order to ensure the social-emotional needs of all students and meet the compliance standards with the American with Disabilities Act (ADA), there are wheelchair accessible bathrooms, ramps, elevators and information written in Braille throughout the building. Special private bathrooms are available for students with disabilities whose accommodations in their Individual Education Plans (IEPs) include the availability of a private restroom. When elevators cannot be used in an emergency evacuation, there are individuals assigned to assist students in wheelchairs or with any physical disabilities. Strobe lights go on, when the fire alarm goes off, to warn hard of hearing or deaf individuals.

Because of increasing numbers of students who have severe allergies to peanuts and the need to address the issue in a sensitive manner, we are currently a "Peanut Aware School". This initiative does not bring attention to the students who are allergic and thus, nurture their social-emotional needs.

Finally, Coral Gables Senior High School has a Special Education Department supporting students with special needs, a full-time gifted program,dual enrollment, program for English Language Learners, pull-out and push-in models for students needing additional assistance in math,reading and/or writing. This continuum of services address the needs of all our students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

The Early Warning System implemented by Coral Gables Senior High School, is designed to identify students who show early warning signs that they are at-risk for dropping out of high school on a regular basis--after the first 20 or 30 days of school, and after every grading period thereafter. These indicators are related to attendance, course failures, grade point average (GPA), credit accumulation, and behavior. CGHS identifies students who are struggling in school (an early indicator of risk), match these students with appropriate interventions, and monitor their progress during those interventions. The implementation process draws on research on data-driven decision making. We follow a systemic plan that establishes roles and responsibilities, reviews the EWS data, interprets the EWS data, assigns and provides interventions, monitors students and interventions, and evaluates and refines the EWS process as needed.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	21	75	82	56	234
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	239	304	401	375	1319

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	228	49	256	134	667

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

The following intervention strategies are implemented to improve the academic performance of students identified by the early warning system: use of data driven technology; Florida Continuous Improvement Model; Differentiated Instruction (DI); Response to Intervention (RTI); behavioral and attendance Contracts; tutoring; academic counseling; referrals to outside agencies; encouraging parental involvement; push-in and pull-outs; progressive discipline; home visits by social worker and/ or truancy officer; and referrals to outside agencies. Additionally, we will continue to implement the alternative to outdoor suspension, "Student Success Center" at Paul Bell and Riviera Middle School. This will not interrupt instructional time for students who have gone through our "in-house" progressive discipline plan.

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

"Educators need to be willing to recognize the extent of disconnection as a precondition for involving families in their children's education". Thus, our goal for the 2017-2018 school year is to increase the percentage of parents participating in school wide activities to 66 percent. Through collaboration with all stakeholders the following barriers have been identified: lack of participation in school wide activities by parents, especially the parents of ELL students and scheduled activities conflicting with parents' work schedule.
Our targets for this year are: creating opportunities with the PTSA to conduct meetings at different times, morning, evening and on weekends; a translator available at all parent meetings to promote participation and ensure understanding of all discussed items; and to monitor parents' attendance at monthly parent meetings and school sponsored activities. Additionally, we will also offer training to parents on how to use the Parent Portal. This training will be provided during our Back-to-School Night by administration and faculty.

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.

To build lasting community support for schools that facilitates student achievement, Coral Gables Senior High School has developed communication strategies that routinely reach diverse community groups. The process of building such partnerships, called public engagement, is an ongoing, two-way communication between our school and the community that we serve. In order to accomplish our goal we involve parents, teachers, members of the business community, and others in the process of identifying academic goals and standards and measures of progress resulting in a powerful vehicle for improving student achievement and influencing the direction and success of our school programs. We believe that parents who understand and support educational standards will help their children meet these expectations. When the community supports the standards, it is more likely to provide the resources to meet them. Accountability is essential in maintaining public confidence, and accountability begins with shared understanding of desired results. Public engagement also gives school systems and stakeholders the opportunity to learn about trends among youth and in the community that might influence academic outcomes. The entire community benefits from understanding social and health conditions that interfere with learning, such as teen pregnancy, inadequate nutrition, and lack of health care.

The Academy of Finance at Coral Gables Senior High School is a magnet academy and member of the National Academy Foundation (NAF), a leader in the movement to prepare students for college and career success. It follows a proven educational model that includes industry focused curricula, work based learning experiences and business partner expertise. Academy students complete a 150 hour minimum internship experience in the summer of their junior year in the finance industry and may be chosen to operate a school branch of the South Florida Dade County Teachers Credit Union. Our graduates are supported by the NAFTrack Certified Hiring Initiative which grants them special consideration as job applicants with founding business partners such as AT&T, JPMorgan Chase, KPMG, Verizon and others.

We believe that by inviting parents, members of the business community, and service organizations to identify academic goals and standards and quantify measures of progress "sends the message that what students learn and how well they learn isn't an issue just for teachers and administrators but is a real priority for the community as well". Therefore, we accomplish our goal through the following process:

Focus groups, which bring together a diverse group of ten to fifteen people to discuss a specific topic, help us understand what issues we are facing and also pinpoint key issues that will establish agendas for larger public forums.

Polling services engage the public. Although polling renders more superficial input than focus groups, it can give us an overview of the public's thinking. One advantage of poll questions is that they can be incorporated into the public-engagement process at any time. In the beginning they can be used to monitor public sentiment on education reform issues, and later, to gauge public understanding of and support for new curriculum development.

Public meetings, such as our monthly EESAC meetings, provide an opportunity for diverse groups to talk about critical issues. These forums also provide our school administration, faculty, staff, parents, students and the general public a chance to understand opposing sides of an issue, which can help to build consensus and create a sense of participatory government.

Email is a powerful, low-cost tool that can be used to connect school personnel with parents, business people, and other audiences. Email responses on issues cannot be considered a representative sample of opinions, but they are a convenient way to communicate with diverse audiences.

In conclusion, we use a collaborative approach where all stakeholders are given the opportunity to participate in the process of identifying our school's and students' unique needs and participate in the problem-solving process and thus, increase student achievement.

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
Ullivarri, Tony	Principal
Diaz, Aida	Assistant Principal
Evans, Joseph	Assistant Principal
Diaz, Nestor	Assistant Principal
Hernandez, Lazaro	Assistant Principal

b. Duties

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

Coral Gables Senior High delegates and assigns duties to our MTSS/RtI Leadership Team. The team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systemic approach to teaching and aligns processes and procedures. They reach decisions through the process of consensus. Additionally, they disseminate information to their assigned departments and monitor the fidelity and effectiveness of our School Improvement goals and strategies.

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 team meets every other week to review data and to make instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, make decisions to take corrective actions as needed. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation by meeting regularly with the department chairs and the curriculum council.

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (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)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.

• The District Homeless 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 School Homeless Liaison 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

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

High School Only
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

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 postsecondary 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 postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Other:

Borinquen Health Care

• Borinquen Health Care offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• Borinquen Health Care reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• Borinquen Health Care delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• Borinquen Health Care enhances the health education activities provided by the schools and by the health department.
• Borinquen Health Care offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Adolfo Costa	Principal
Alan Bashaw (Adult Vocational)	Principal
Iris Pooler	Teacher
Karen Gray	Teacher
Joan Reitsma	Business/Community
Aida Shafer	Business/Community
Africa Andrews	Teacher
Sylvia Yanez	Education Support Employee
Sherry Proctor-Minor	Teacher
Benjamin Groff	Teacher
Lissette Riera	Teacher
Katie Molina	Student
Alyssa Lamadriz	Student
Thomas Lund-Hansen	Parent
Anne Saliamonas	Parent
J. Robert Kirk	Parent
Lynn Stevenson	Parent
Yvonne Fournier	Parent
Robert C. Troy	Business/Community
Diana Van Wyk	Teacher
Natalie de la Vega	Teacher
Hedieh Sepheri	Parent
Quisha Johnson	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) was the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function was to bring together all stakeholders and involve them in an authentic role in decisions which affected instruction and the delivery of programs.

The EESAC was involved in the preparation and evaluation of the school improvement plan. Through our monthly scheduled meetings, the EESAC was given the results of all state and district assessments. The results were discussed, as well as the implemented strategies, to determine if there was a need for revision. At our last EESAC meeting, based on the data that was provided by our administration, the EESAC reached consensus that our school improvement plan had been effective as evidenced by an overall increase in student achievement.

b. Development of this school improvement plan

The EESAC is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan (SIP) and assists in the annual preparation and evaluation of the SIP. Student Performance Data is reviewed, strengths and weaknesses are identified. A SIP, enhancing the students' strengths, providing intervention strategies for weaknesses, and reducing the barriers that we encounter in reaching our goals to maximize student progress, is created. This is accomplished through collaboration with all stakeholders and by reaching consensus. The SIP will be monitored throughout the school year and if necessary, adjustments and revisions will be made to the plan.

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

Our principal introduces our school's annual budget and plan in one of our monthly EESAC meetings. In this meeting the EESAC asks questions and offers suggestions, concerns and collaborate on the annual budget. Consensus is reached and the principals budget and plan is adopted.

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

The EESAC Budget reflecting $16,871.00 was allocated as follows: $2999.00 for Student Incentives and $13,872 was allocated for the tutoring program on Saturdays/After School.

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
Ullivarri, Tony	Principal
Diaz, Aida	Assistant Principal
Evans, Joseph	Assistant Principal
Barrow-Schoenblatt, Tracey	Teacher, K-12
Fumero, Jessica	Teacher, K-12
Monzon, Ayleen	Teacher, K-12
Sorondo, Lilia	Teacher, K-12
Albion, Debra	Teacher, K-12
Campagna, Stephen	Teacher, K-12
Cosgrove, Stephanie	Teacher, K-12
Delgado, Lisette	Teacher, K-12
Herrera, Amanda	Teacher, K-12
Herrera, Yanitza	Teacher, K-12
Phillips, Tanya	Teacher, K-12
Romero, Louis	Teacher, K-12
Rouit-Gonzalez, Florence	Teacher, K-12
Sires, Tracy	Teacher, K-12
Carranza, Ann	Teacher, K-12
Van Wyk-Lamb, Diana	Teacher, K-12
Zuniga, Ana	Teacher, K-12
Andrews, Africa	Teacher, ESE
Riera, Lissette	School Counselor
Garcia, Julio	Teacher, K-12
Hernandez, Carlos	Teacher, K-12
Gutierrez, Telio	Teacher, K-12
Diaz, Nestor	Assistant Principal
Hernandez, Lazaro	Assistant Principal

b. Duties

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

The major initiative of the Literacy Leadership Team for the 2017-2018 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work product. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that will be used include the following:
* Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum.
* Incorporate the blended curriculum to reflect the common core standards across the curriculum.
* Increase the student use of Reading Plus program by offering incentives to students.
* Increase collaboration and common planning among teachers in their departments.

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.**

In order to encourage positive working relationships between teachers, including collaborative planning
and instruction, Coral Gables is implementing Professional Learning Communities (PLCs). Through
PLCs teachers are given opportunities to discuss strategies, best practices and brainstorm solutions for
a particular problem. The PLCs meet on a regular basis and serve as a collaborative venue for an
ultimate, common goal-- increasing student performance and achievement. Also, faculty members will be
given the opportunity to participate in the Teachers Observing Other Teachers (TOOT) initiative.
Additionally, CGHS encourages faculty and staff to use the One Drive program to disseminate
information. Training on how to use One Drive will be provided throughout the school year.

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

1. Provide highly qualified teachers with opportunities for professional growth
2. Review applicant's resumes for appropriate certification for open positions
3. College Campus Job Fairs and e-recruiting at Universities
4. Partnering new teachers with veteran staff
5. Give highly qualified teachers opportunities to apply for leadership roles within the school
6. Regular meeting of new teachers with Principal/APC
7. Recognizing accomplishments and accolades of teachers through morning announcements, school
newspaper, etc.

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

MINT Trained and certified teachers:
Paula Munnerlyn
Diana Van Wyk
Telio Gutierrez
Tracey Barrow-Schoenblatt
Africa Andrews
Niurka Prado
Yanitza Herrera
Robert Reisert
Jessica Furmero
Ana Zuniga
Tanya Phillips
Stephen Campagna
Ann Carranza
Sergio Cartas

These teachers are paired up with beginning teachers because of the following reasons:
~They are veteran teachers who have been MINT trained and certified.
~ They will plan collaboratively with their mentee.
~ They are willing to participate in weekly meeting to discuss and share best practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All programs of study at Coral Gables Senior High School are aligned to the state and District standards and initiatives. Every subject area has a set of required standards that must be taught and implemented during the school year. This guiding documentation is the base that creates our strategic planning process by aligning the curriculum, instructional strategies and assessments to the state and national standards and education's best practices.

The planning for the new school year is an ongoing, collaborative process involving all stakeholders. Leadership team, reading coaches, academy leaders and department heads meet regularly to analyze, review and disaggregate the school data from various sources. Florida Standards Assessments, EOC examinations, attendance rates, number of disciplinary referrals, feedback from parents and students and the needs of our community. This collection and analysis of data is used to create specific documents such as Curriculum Maps and the Instructional Focus Calendars. The Instructional Focus Calendar is a guide that is followed by all core subject teachers. It is a very useful and effective tool that provides teachers with a guide and a timeline as to target benchmarks. This puts the entire department "on the same page". Therefore, if a student's schedule has to be changed and he/she gets a different teacher, the student can pick up where he/she left off in his other classroom.

Through participation in professional development opportunities and Professional Learning Communities our faculty is trained and instructed on the Florida Standards, differentiated instruction, and how to infuse them throughout the curricula and align them to Florida's standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Coral Gables Senior High school implements the Florida's Continuous Improvement Model, an ongoing
process in which data analysis drives classroom instruction in areas of needed improvement. Based on the resulting data, students who have achieved mastery receive enrichment to challenge them further. Others receive tutorials or remediation to bring their skills up to accepted standards. Differentiated Instruction is infused throughout all academic subjects.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are as follow: RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction. Our school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block.
•Providing instruction based on student needs .
•Providing instruction aligned with the Language Arts Florida Standards for their grade level .

•Providing resources to support instruction.
•Administering assessments which measure instructed standards.
.Providing accommodations and/or modifications in all core subjects for students with disabilities.

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

Strategy: After School Program

Minutes added to school year: 6,000

Students will have the opportunity to participate in the following:
After School Tutoring: Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, and U.S. History to assist them in passing state required assessments.

Strategy Rationale

Students' participation in after school day will provide students needing remediation with additional instruction in their area(s) of deficiency(ies), thus, maximizing student achievement and performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ullivarri, Tony, pr7071@dadeschools.net

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

The data is collected through bi-weekly mini-assessments to monitor if students are on target with the tested item specifications on each assessment that they are receiving tutoring and intervention.

Strategy: Summer Program

Minutes added to school year: 2,400

Incoming 9th grade students participate in a week long camp focused on high school study skills, laboratory skills, 9th grade survival/transitioning skills, networking and school traditions.

Strategy Rationale

Assisting incoming 9th grade students with the high school transition.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ullivarri, Tony, pr7071@dadeschools.net

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

Graduation rate of these students is monitored through their senior year.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Incoming students participate in a summer program and an orientation assembly. For outgoing students senior exit surveys are conducted.

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.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

* The Advanced Placement promotion of increased student participation and performance in Advanced Placement (AP) coursework
* The promotion of increased student participation and performance in Dual Enrollment classes
* Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
* Selection of a 4 year course of study in an academy
* Meeting with counselor to assist in course selection
* Increased use of technology to research careers
* Career and College Fairs
* Internships within or community
* Guest speakers
* Academy Awareness Day

Coral Gables Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds.

The Sunshine State Standards is focused on creating a greater emphasis on math preparedness. We will continue to encourage students to take AP, IB, or DE classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarship Program.

Throughout the school year; numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Coral Gables alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.

Coral Gables has a high percentage of graduates in Florida's public post-secondary institutions 68% and state community and/or state universities 62%. This is due in part by the continuous awareness

program established in school by our College Assistance Program (CAP). The school CAP counselors create and distribute a monthly newsletter to the students to keep them abreast of the upcoming college visitation information, the scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

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

Coral Gables Senior High applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
• Incorporating the Academy and Small Learning Community (SLC) Model
• Selection of academy by students in grade 9
• Incorporating more academic content in vocational courses
• Vocational and core teachers plan together to enhance academic competencies in vocational programs
• Making the academic curriculum more career oriented and vocationally relevant
• Industry Certification available throughout the Academies for the students completing the 4 year tract

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

Students in grade 10 will participate in the October administration of the PSAT. The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not college ready will be provided with remediation and additional opportunities to the PERT exam. Seniors who are not college ready are enrolled in a Florida College Prep class for reading writing and mathematics in order to assist them in transitioning to college.

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.

Coral Gables Senior High implements the following strategies for improving student readiness for the public post-secondary level: creating a high school experience where all students can succeed through aligned assessment methods, engaging curricula, and innovative teaching practices; and guiding and supporting students through each phase of transition to a post-secondary level in a personalized, yet structured route to post-secondary education. These strategies are infused throughout our academies and curricula.

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

Strategic Goals Detail

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

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

🔑 G096687

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Asian	89.0
AMO Reading - African American	55.0
AMO Reading - ED	63.0
AMO Reading - ELL	45.0
AMO Reading - Hispanic	68.0
AMO Reading - SWD	49.0
AMO Reading - White	83.0
CELLA Listening/Speaking Proficiency	50.0
CELLA Reading Proficiency	33.0
FSAA ELA Achievement	64.0
FSA ELA Achievement	53.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	69.0
AMO Math - All Students	47.0
AMO Math - Asian	88.0
AMO Math - African American	42.0
AMO Math - ED	45.0
AMO Math - ELL	41.0
AMO Math - Hispanic	47.0
AMO Math - SWD	43.0
AMO Math - White	55.0
4-Year Grad Rate (Standard Diploma)	73.0
Algebra I EOC Pass Rate	52.0
Geometry EOC Pass Rate	61.0
Math Gains	65.0
Math Lowest 25% Gains	62.0
Bio I EOC Pass	63.0
CELLA Writing Proficiency	34.0
FAA Writing Proficiency	34.0

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge of the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: After-school tutoring, Professional Learning Communities Best Practices and Technology, walkthroughs by administration, correct implementation of co-teacher model to support core curriculum instruction, Beacon Webinars to increase teachers' knowledge of the ELA Florida Standards, tablets for 9th and 10th graders, online resources by subject level, multiple computer labs within the school, at least 4 computers per classroom, Promethean boards, Department chairs, Reading Plus, 9th Grade Inquiry skills course, tablets, Achieve 3000, PrepWorks, Iworld,

interventionists that can perform push in / pull out model, Write Score, observational teachers, cross curricular teaming, I-Ready and Unique Learning System for Students with Significant Cognitive Disabilities.

- Mathematics: After-school tutoring, AlgebraNation, Professional Learning Communities Best Practices and Technology, walkthroughs by administration, correct implementation of co-teacher model to support core curriculum instruction, Beacon Webinars to increase teachers' knowledge of the Math Florida Standards, Lead teacher by subject level, Tablets for 9th and 10th graders, Promethean Board, online resources by subject level, TI-84 graphing calculators, I-Ready and Unique Learning System for Students with Significant Disabilities.

- Science: After-school tutoring, NBC Links, Gizmos, Professional Learning Communities Best Practices and Technology, walkthroughs by administration, correct implementation of co-teacher model to support core curriculum instruction, Department Chair, Beacon Webinars to increase teachers' knowledge of Florida Standards, tablets for 9th and 10th graders, Bring Your Own Device, Promethean Boards, online resources by subject level, and Unique Learning System for Students with Significant Disabilities.

- Social Science: After-school tutoring, History Links, Google Earth, NBC Links, Professional Learning Communities Best Practices and Technology, walkthroughs by administration, correct implementation of co-teacher model to support core curriculum instruction, Beacon Webinars to increase teachers' knowledge of Florida Standards, tablets for 9th and 10th graders, Promethean Board, online resources by subject level, textbooks on tablets, One Drive, Edmodo and Managebac used for student/teacher course communication, History Labs, Library of Congress used for Primary Source Document Based Question Activities, Law Classes with attorneys working with the students, competitions to reinforce and enhance learning: Mock Trial, Model United Nations, Program in National Studies Simulation (with FIU) Theodore Gibson Oratorical, Holocaust Speaker Seminars, and Unique Learning System for Students with Significant Disabilities.

- Technology: Promethean Boards; IPads, iPad carts, Tablets, Bring Your Own Device (BYOD), Digital Convergence, One Drive, Computer Labs, Professional Learning Communities Best Practices and Technology

Plan to Monitor Progress Toward G1. 8

Data disaggregation, Quarterly Assessments, Topic Tests, Mid Year Assessments and the Florida Standards Assessment or EOCs

Person Responsible
Tony Ullivarri

Schedule
Monthly, from 11/7/2017 to 5/26/2018

Evidence of Completion
Increase in student achievement

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

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

🔑 G096687

G1.B4 Lack of content knowledge of the Florida Standards [2]

🔑 B260069

G1.B4.S1 Professional Development Activities, by departments, emphasizing Florida Standards, Beacon Educator online Professional Development Webinars on Florida Standards and/or Teacher Planning Days designated by the District for in-service with emphasis on Florida Standards [4]

🔑 S275523

Strategy Rationale

Both the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) were approved by the Florida State Board of Education on February 18, 2014. Although training has been provided, teachers need more instruction on the new standards.

Action Step 1 [5]

Professional Development Activities will be provided on the use of technology in the classroom to increase student achievement

Person Responsible

Tony Ullivarri

Schedule

Quarterly, from 10/19/2017 to 5/25/2018

Evidence of Completion

Teachers using available technology in the classroom

Action Step 2 [5]

Collaboration, training,and discussions on Florida Standards will be implemented throughout the year during department meetings.

Person Responsible

Tony Ullivarri

Schedule

Quarterly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, lesson plans, samples of student work (artifacts)

Action Step 3 5

Instructional leaders will participate in monthly iCADS to support content area instruction.

Person Responsible

Tony Ullivarri

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

iCAD schedule, agendas

Action Step 4 5

Leadership team will meet to review school wide data for ongoing progress monitoring.

Person Responsible

Tony Ullivarri

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Data binder (digital)

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

The implementation of the strategy will be monitored through walk-throughs, lesson plans, student work product, and artifacts.

Person Responsible

Tony Ullivarri

Schedule

Weekly, from 11/17/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, use of technology in the classroom

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

The administrators will monitor the effectiveness of the implementation through formal and informal observations.

Person Responsible

Tony Ullivarri

Schedule

Weekly, from 10/30/2017 to 5/25/2018

Evidence of Completion

Teachers infusing technology in the classroom

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 🔍 M398400	The administrators will monitor the effectiveness of the implementation through formal and informal...	Ullivarri, Tony	10/30/2017	Teachers infusing technology in the classroom	5/25/2018 weekly
G1.B4.S1.MA1 🔍 M398401	The implementation of the strategy will be monitored through walk-throughs, lesson plans, student...	Ullivarri, Tony	11/17/2017	Agendas, sign-in sheets, use of technology in the classroom	5/25/2018 weekly
G1.B4.S1.A1 🔍 A369971	Professional Development Activities will be provided on the use of technology in the classroom to...	Ullivarri, Tony	10/19/2017	Teachers using available technology in the classroom	5/25/2018 quarterly
G1.B4.S1.A2 🔍 A369972	Collaboration, training,and discussions on Florida Standards will be implemented throughout the...	Ullivarri, Tony	9/25/2017	Sign-in sheets, lesson plans, samples of student work (artifacts)	5/25/2018 quarterly
G1.B4.S1.A3 🔍 A369973	Instructional leaders will participate in monthly iCADS to support content area instruction.	Ullivarri, Tony	9/25/2017	iCAD schedule, agendas	5/25/2018 monthly
G1.B4.S1.A4 🔍 A369974	Leadership team will meet to review school wide data for ongoing progress monitoring.	Ullivarri, Tony	9/25/2017	Data binder (digital)	5/25/2018 monthly
G1.MA1 🔍 M398402	Data disaggregation, Quarterly Assessments, Topic Tests, Mid Year Assessments and the Florida...	Ullivarri, Tony	11/7/2017	Increase in student achievement	5/26/2018 monthly

V. Professional Development Opportunities

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

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

G1.B4 Lack of content knowledge of the Florida Standards

G1.B4.S1 Professional Development Activities, by departments, emphasizing Florida Standards, Beacon Educator online Professional Development Webinars on Florida Standards and/or Teacher Planning Days designated by the District for in-service with emphasis on Florida Standards

PD Opportunity 1

Professional Development Activities will be provided on the use of technology in the classroom to increase student achievement

Facilitator

PD Liason, Department Chairs, Selected teachers

Participants

Instructional staff

Schedule

Quarterly, from 10/19/2017 to 5/25/2018

PD Opportunity 2

Collaboration, training,and discussions on Florida Standards will be implemented throughout the year during department meetings.

Facilitator

PD Liason, Department Chairs, Selected teachers

Participants

Instructional staff

Schedule

Quarterly, from 9/25/2017 to 5/25/2018

PD Opportunity 3

Instructional leaders will participate in monthly iCADS to support content area instruction.

Facilitator

District Curriculum Office

Participants

Department Heads

Schedule

Monthly, from 9/25/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	**Professional Development Activities will be provided on the use of technology in the classroom to increase student achievement**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7071 - Coral Gables Senior High School	School Improvement Funds		$0.00
2	G1.B4.S1.A2	**Collaboration, training,and discussions on Florida Standards will be implemented throughout the year during department meetings.**				**$0.00**
3	G1.B4.S1.A3	**Instructional leaders will participate in monthly iCADS to support content area instruction.**				**$0.00**
4	G1.B4.S1.A4	**Leadership team will meet to review school wide data for ongoing progress monitoring.**				**$0.00**
					Total:	**$0.00**