Miami Jackson Senior High School

2017-18 Schoolwide Improvement Plan

Miami Jackson Senior High School

1751 NW 36TH ST, Miami, FL 33142

http://generals.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	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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,](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:](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 Miami Jackson 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.

Miami Jackson Senior High School is to be the high school of choice for all students in our community by providing students preparation essentials for their entry into institutions of higher learning, vocational programs, or the workforce.

b. Provide the school's vision statement.

Miami Jackson Senior High School is to provide the optimal learning environment through our commitment to excellence, and to facilitate the full integration of our students into a rapidly changing technological and increasingly complex multi-cultural society.

2. School Environment

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

The school learns about students' culture and builds relationships with teachers and students through classroom interactions, 9th Grade Orientation, Open House, Parent Night, and a variety of other school functions. Here at Miami Jackson Senior High, we pride ourselves in getting to know our student population and understanding the needs of our multicultural stakeholders. Students are monitored by our Student Services staff to ensure that relationships are built between the students and staff, and all administrators have an open door policy.

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

Miami Jackson Senior High School prides itself in maintaining a safe and respectful environment for our students. We have security on every floor and in every open area, anyone entering the building must show appropriate identification and must wear a pass the entire time they are in the building. We have a discipline team that ensures all students treat each other and the staff with respect, and engage in open dialogue if and when a conflict arises. We have staff for our various after school activities to ensure students are safe. In addition, tutoring and mentoring services are offered by City Year Corps members as an extension of services provided to students during the school day.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Miami Jackson Senior High school we use the following Positive Behavior Support (PBS) Tier 1 Problem Solving process to set Tier 1 goals, and we monitor academic and behavioral data to evaluate progress towards those goals several times a year. Students seen as at risk are monitored by Student Services, as well as the disciplinary team. Clear expectations are set forth to ensure their success. Personnel is trained and implements the positive behavior support system with fidelity. The Leadership team meets weekly and uses the problem-solving process to first carry out, monitor, and adjust if necessary, the supports that are defined in the School Improvement Plan (SIP). Annual goals are monitored three times a year and new action steps are aligned and readjusted to meet the goals.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.These students receive one-on-one interventions, after school tutoring, Penda Learning labs, and counseling.
Finally, the team meets for an End of Year Tier 1 problem solving session and evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus, or prevention/early intervention efforts.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Tier 1 and Tier 2 worksheets document are provided to all members of the staff and supports any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of
implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency.
The 8 step problem solving process then becomes a structure for these meetings, and data is reviewed each time the group meets. Data gathered through the process informs the discussion at leadership, grade level, attendance review, Tier 2, and Tier 3 PBS meetings. If a student continually exhibits behavior not conducive to the learning environment they may meet with their counselor, our social worker or any administrator. Students are also mentored by our City Year Corp members after school and during lunch.

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.

Attendance is monitored on a daily basis through attendance bulletin and an attendance committee. Suspensions are monitored through our Response to Intervention system. Students scoring a failure in reading, mathematics, or science are provided with additional intensive support through interventions, after school tutoring, and computer based programs.
Students with attendance issues meet regularly with student counselors or our social worker to address the issue and excessive absences can lead to being placed on contract which dictate clear guidelines and expectations to rectify the matter.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	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	12	39	17	43	111
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	199	261	246	228	934

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	192	36	195	92	515

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

The RtI Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response? What data will be used?))
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis The team will assess, analyze and adjust plans as necessary to meet student needs and maintain fidelity with the School Improvement Plan. Individuals from the RtI Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition
to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly.
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on Tier 1 worksheets completed three times per year. The Problem-Solving process is used to first to carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

B. Family and Community Engagement

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

Miami Jackson Senior High involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops as needed with flexible times to accommodate our parents' schedule as part of 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), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Miami Jackson Senior High School builds and sustains partnerships with the community through various initiatives. We work with the University of Miami that supports our science department through Science Made Sensible and Project Volcano, and through an on-sight health clinic for the community and staff. We have a faculty-to-faculty meeting yearly with Miami-Dade college to ensure our curriculum and their curriculum is aligned. We are also partners with Florida Power and Light who has provided us with solar arrays so students can see clean energy in action. We hold evening events where community partners are invited to attend and share out information, such as the Curriculum Showcase. We also work closely with the City of Miami and there Youth Empowerment program and with Big Brothers Big Sisters to assist in providing our students with resources to ensure their success. Another partnership is with the Education Fund to ensure our students have access to a post secondary education. Dade partners are critical to the school's advancement and 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
Turner, Rennina	Principal
Barreto-Maloney, Ana	Assistant Principal
Saavedra, Chris	Assistant Principal
Williams, Veronica	Assistant Principal
Sterling, John	Assistant Principal
Williams, Melvia	Instructional Coach
Ospina, Diana	Instructional Coach
Vieux, Alexandria	Instructional Coach
Figueroa, Jocelyn	Instructional Coach

b. Duties

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

Tier 1(Leadership Team)

• Administrator(s) Rennina L. Turner (Principal), Christian Saavedra (Vice Principal), Ana Barreto-Maloney (Assistant Principal), John Sterling (Assistant Principal) , Veronica Williams(Assistant Principal) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving;

Sylvia Quinones(Test Chairperson)
Apryl Floyd (SPED Chairperson)
Alexia Rolle (Counselor)
Yvonne Farrington-Russell (Counselor)
Sandra Hawkins (Counselor)
Tamieka McLaughlin (Activities Director)
Lavanda Simpkins (Social Worker)

• In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team Assistant Principal John Sterling, Assistant Principal Ana Barreto- Maloney, Assistant Principal Veronica Williams, Vice Principal Christian Saavedra, Reading Coaches Diana Ospina and Melvia Williams, Math Coach Alexandria Vieux and Science Coach Jocelyn Figueroa will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, Jessiann Sanchez- Ibanez (Graduation

Coach), Sylvia Quinones (Test Chairperson), Apryl Floyd (SPED Chairperson), Alexia Rolle (Counselor),Yvonne Farrington-Russell (Counselor), Sandra Hawkins (Counselor) and parent/ guardian make up the Tier 3 SST Problem Solving Team.
.
Principal: Provides a mission and objectives that reflect the steps of the RtI model to meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the RtI Leadership Team.

Ensures the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Core Teachers: Provides tiered instruction to students needing additional support with mastering benchmarks. Consistently desegregates data to align lesson plans, resources, instructional delivery, assessments and interventions to address individual needs.

SPED Teachers: Provides information about instructional and behavioral accommodations for Tier 3 interventions. Collaborates with core teachers in utilizing SPED strategies and materials.

Curriculum Coaches: Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.

School Psychologist: Assist in providing psychological evaluations and consultation services for students and parents who are required to receive Tier I, Tier 2, and Tier 3 instruction. The school psychologist will also provide assistance in analyzing data and be an integral part in providing problem solving strategies to the RtI leadership team.

Test Chairperson: Generates, maintains, and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments; as well as information regarding attendance, suspensions / expulsions trends.

Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with students serviced by the RtI model.

The RtI Leadership team will focus on addressing individual student needs. The team will do so by utilizing the RtI process. The team will collect data, analyze it, and apply effective interventions.

The first level of support is the core instructional and behavioral practices designed for all students in the general curriculum.

The second level of support is the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students who need further support.

The third level of support is the intensive intervention which provides additional academic and / or behavioral support to individual students.

The RtI Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and student achievement.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
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Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis. The team will assess, analyze and adjust plans as necessary to meet student needs and maintain fidelity with the School Improvement Plan. Individuals from the Rtl Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for

the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Miami Jackson Senior High ensures students requiring additional remediation are assisted through After-School Tutorial Programs and Summer School. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include a Parental Program; City Year after school tutoring; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part D
Miami Jackson Senior High receives district funds to support the Educational Alternative Outreach Program. Services are coordinated with District Drop-Out Prevention programs.

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, and ESOL endorsement
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocol.
• training on the use of data and accountability talks

Title III
Miami Jackson Senior receives Title III funds to supplement and enhance programs for English Language Learners (ELL) and immigrant students by providing tutorial programs, parent outreach activities, professional developments on how to implement best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, and supplementary instructional materials which include hardware and software for Reading, Literacy Skills, Mathematics, and Science.

Title X- Homeless
Miami Jackson Senior High through the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Programs such as the Homeless Children and Youth Program assist schools with the identification, enrollment, attendance, and transportation of homeless students. Training by the Homeless Liaison for registrars on the procedures for enrolling homeless students and for school counselors ensures children are not to be stigmatized or separated, segregated or isolated on their status and are provided with all entitlements.

Supplemental Academic Instruction (SAI)
Miami Jackson Senior High will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
Miami Jackson Senior high addresses violence and drug prevention services for students through curriculum implemented by classroom teachers, through social worker visits, and the use of our school counselors.

Miami Jackson Senior High's counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Miami Jackson Senior High offers students the opportunity to participate in an anger management group, and in collaboration with the peer mediation program, discuss strategies and programs which promote proactive measures to offset violence.

Miami Jackson Senior High participates with the City of Miami and the Miami Youth Council in promoting safety within the community.
Nutrition Programs
1) Miami Jackson Senior High 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 and our HIP.
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.

Adult Education
High school completion courses are available to all Miami Jackson Senior High students in the evening based on the senior high school recommendation. Courses can also be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

With 80% of twelfth grade students meeting graduation requirements in 2016-2017, Miami Jackson Senior High will collaborate with the Adult Education Program to help increase the graduation rate by 2%.

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 to them, 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 post secondary degrees.

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

Readiness for post secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Miami Jackson Senior High offers outstanding academies as well as a business magnet , featuring two National Academy Foundation Programs: International Business and Finance and Information Technology. The school houses four career academies which include the Generals (Freshman) Academy, Health and Public Services Academy, Business and Information Technology, and Family and Consumer Services. Our newest program is our Agritechnology program. Each academy allows students to participate in an internship program within their area of interest. The academies also

provide students with an array of post education options which include acquiring licenses, as well as to attending a variety of colleges and universities with which the district has articulation agreements.

Other
Parental
Miami Jackson Senior High involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, and other referral services. We increase parental engagement/ involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops as needed, with flexible times to accommodate our parents' schedule, as part of 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. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rennina L. Turner	Principal
Debra Reddick	Education Support Employee
Melissa McKinney-Peltrau	Teacher
Tamieka McLaughlin	Teacher
Victor Vazquez-Hernandez	Business/Community
Brdigett Burns-McDowell	Student
Maria Mercado	Education Support Employee
Ron Butler	Principal
Gerardo Abascal	Teacher
Agostinho Ferreira	Teacher
Alethia Hinds	Teacher
Elizabeth Alfonso	Parent
Ana Macy	Parent
Maria Morales	Parent
Lamyra Thompson	Student
Addaly Borrero	Student
Ditzel Joseph	Student
Kevin Quesada	Business/Community

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 ESSAC held an end of year meeting where all strategies implemented in the School Improvement plan were reviewed and evaluated. the meeting consisted of a quorum and suggestions were made for the following year. Overall, it was felt that the school is moving in a positive direction as all areas of achievement showed improvement from the prior year. At present 25% of our students are reading at grade level, 28% are proficient in math, for a 1% and 14% increase respectively.

b. Development of this school improvement plan

In order to ensure that our vision and purpose remain current and aligned with the school's expectations for student learning and school effectiveness, we review our SIP at least four times a year with the school's Educational Excellence School Advisory Council (EESAC), with the Literacy Leadership Team, and with the faculty. The EESAC is comprised of students, parents, teachers, community representatives and school administrators. The ESSAC assists in the development, editing and implementation of the School Improvement Plan, their input is invaluable in the development, implementation and evaluation of the plan throughout the year. The various department chairpersons, instructional coaches and administrators sit on the school's Literacy Leadership Team. The EESAC reviews and approves the SIP at the beginning of the year, and at conclusion of each nine weeks, the committee analyzes the effectiveness of the school improvement strategies and evaluates summative data to drive instruction.

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

The school's annual budget and plan consists of a collaboration between the EESAC, leadership team and district initiatives.

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

The total amount allocated for school improvement funds provided last year was $7504.56; $4,203 was used to purchase instructional resources to use during extended day learning. $2,999 was provided to the principal which was used for student incentives and $302.56 was used to recognize community stakeholders during a career fair.

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
Turner, Rennina	Principal
Barreto-Maloney, Ana	Assistant Principal
Saavedra, Chris	Assistant Principal
Williams, Melvia	Instructional Coach
Ospina, Diana	Teacher, K-12
Williams, Veronica	Assistant Principal
Sterling, John	Assistant Principal
Figueroa, Jocelyn	Instructional Coach
Vieux, Alexandria	Instructional Coach

b. Duties

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

The Major initiatives for the 2017-2018 school year will be as follows:
Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
Assist instructional staff in data collection ,analysis and appropriate use of FAIR and Interim data to guide instruction.
Adhere to the Framework of Effective Instruction (FEI).
Facilitate professional development on differentiated instruction, digital convergence, higher order questioning and STEM.
Enhance the use of literacy best practices across all core subject areas including but not limited to Reading , Language Arts, Writing, Science,Social Studies and Mathematics.
Implement Differentiated Instruction for all disciplines by utilizing data to drive instruction and group students according to data.
Incorporating intervention activities across the curriculum.
Implement higher order thinking skills.
Implement rigorous activities through use of higher order questioning, Webb's Depth of Knowledge, and accountability talk.
Promote the use of Socratic circles.
Ensuring that students are familiar with their data and their areas of strengths and those areas in need of further development.
Promote collegiality among the staff through professional learning communities and Teacher Teams.

D. Public and Collaborative Teaching

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

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

Miami Jackson Senior High School encourages a positive working relationship between teachers by having common planning built into the schedule by department. Each department then meets weekly to plan and share best practices. We also have professional learning communities for those that wish to participate and frequently have lesson studies by department. We believe that it is important to have a positive working relationship with our staff and all common planning sessions are attended by the administartor over that department.

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

The school has partnered with Teach for America (TFA) to recruit and retain highly qualified teachers in core subject areas. Also, staff works with the district's instructional staffing office to identify highly qualified staff members. The principals and assistant principals oversee this process, and also monitor implementation of the MINT Mentor program within the school to retain newly hired staff members.

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

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following two courses:
I. Overview of Mentoring and Induction for New Teachers (MINT)
II. Introduction to Instructional Mentoring
• Teachers new to the profession (without previous teaching experience) are eligible to receive a site-based mentor.
• Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
• A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, math coach, National Board Certified Teacher, etc.
• Teachers are paired with a buddy or mentor based on their content area when at all possible and to ensure they recieve the support and information necessary to succeed in the profession.

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.

The school ensures that core instructional programs are aligned to the standards through professional development, the use of common planning, unwrapping the standards prior to planning, planning with item specifications to ensure we are targeting the tested benchmarks ,and the use of material's that are aligned to Florida Standards. We plan with the end in mind, and inspect what we expect.

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.

The school uses data to provide differentiated instruction in all core content areas using but not limited to:
• FAIR assessment
• Diagnostic Indicators, Ongoing Progress Monitoring Tools
• Oral Reading Fluency Measures
• Mid-Year Assessments
• State/Local Math and Science assessments
• Topic Assessments
• FSA
• PENDA Learning

• Student grades
• Edgenuity
• Vocabulary.com
• Write to Learn
• I- World
• HMH Math
• School site specific assessments
• EOC's
• Assessing Comprehension and Communication in English State-to State (ACCESS)
• School Site Monthly Assessments
• Practice Scholastic Aptitude Test (P-SAT)
• Scholastic Aptitude Test (SAT)
• American College Test (ACT)
• Post-Secondary Education Readiness Test (PERT)
• Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance

Instructions are modified or supplemented to assist students that are having difficulty attaining proficient advanced levels on assessments by providing them with after-school tutoring, Saturday School, differentiated instructions, interventions, coaching support, and computer based programs.

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

Strategy: Extended School Day

Minutes added to school year: 4,500

Miami Jackson Senior High provides extended opportunities for student learning through after school enrichment opportunities. Students are provided with incentives to promote consistent attendance and increased student achievement in core subject areas. Students are targeted based on academic levels, including the Lowest 30%, "Bubble' students", and academically advanced students. The curriculum is provided by the district and contains research-based strategies to implement in lessons with students. Teachers are provided with common planning time to collaborate at the beginning of each extended learning opportunity.

Strategy Rationale

Through providing students with extended learning opportunities in a smaller environment we believe that students will have a greater understanding of the curriculum and standards.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Turner, Rennina, rennina@dadeschools.net

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

Data is collected based on attendance at extended learning opportunities and analyzed with the Leadership Team to determine effectiveness of implemented strategies during instruction.

Strategy: Weekend Program

Minutes added to school year: 2,340

Miami Jackson Senior High provides extended opportunities for student learning after school enrichment opportunities. Students are provided with incentives to promote consistent attendance and increased student achievement in core subject areas. Students are targeted based on academic levels, including the Lowest 25%, 'Bubble' students, and academically advanced students. The curriculum is provided by the district and contains research-based strategies to implement in lessons with students. Teachers are provided with common planning time to collaborate at the beginning of each extended learning opportunity.

Strategy Rationale

Interventions are aligned to specifically target those students that are considered bubble students. Interventionist work closely with these students during intervention to target deficiencies based on the data. In Science and Math students are assigned to the PENDA program, this program has a translator which works very well with our ESOL population.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Figueroa, Jocelyn, jafigueroa@dadescools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected based on attendance at intervention opportunities and analyzed with the Leadership Team to determine effectiveness of implemented strategies during instruction.

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, § 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.

Incoming freshman are targeted through articulation by school counselors at feeder pattern schools in the eighth grade. Once they arrive at Miami Jackson Senior High School they attend ninth grade orientation to familiarize them with the expectations for their success. All ninth graders are placed in a freshman experience class where they receive instruction on high school and post-secondary expectations.

Outgoing cohorts have a CAP Adviser to assist them with post-secondary plans, as well as a graduation coach. Student within Special Education are provided with a transition coach to assist with vocational rehabilitation. Miami Jackson also has frequent college fairs within the school and at the universities. We have a College Club that promotes post secondary education. A Senior Night is held to ensure parents and students have a firm understanding of requirements toward graduation and those for a post secondary education.

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 entering Miami Jackson Senior High select one of four career academies: Academy of Business and Finance, Academy of Information Technology, Academy of Consumer and Family Services or Academy of Health and Public Services, and most recently through our Agricultural science addition. Students are assigned to an academy, and performance based projects are assigned within each academy to ensure the student has a foundation and knowledge of the career direction being acquired.

The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at post-secondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. We offer the AP Cambridge Capstone program and are offering both AP Research and AP Seminar. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students.

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

Miami Jackson Senior High develops its curriculum so that students observe how one discipline affects the other and how all disciplines can be utilized in real world settings. Students participate in extra-curricular activities which include completing community service hours, clubs, and / or participating in auxiliaries.

All ninth grade students are enrolled in a Freshman Experience course to help prepare them for career development and post-secondary endeavors. Students research career offerings and the necessary education requirements needed for graduation.

Our Career & Technical Education programs allow students to get the ADOBE bundle certification, certified nursing assistant, EKG technician, serve-safe, Quickbooks, agriscience technology certified.

Advanced Placement courses are also offered to our 9th through twelfth grade students in the areas of Science, Social Studies, Languages, and Art.

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

All students entering Miami Jackson Senior High select one of four career academies: Academy of Information Technology, Academy of Business and Finance, Academy of Consumer and Family Services or Academy of Health and Public Services. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired.

The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at post-secondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of Business, English, Mathematics, and Sports Administration.
With Secondary School Reform, the Articulation, Transition, and Orientation board rule in place, Miami Jackson Senior High is able to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-Site Student Services professionals, such as the College Assistance Program Advisor (CAP), help students plan life after high school, and

for success in post-secondary academic institutions. Miami Jackson Senior High School had an 80% graduation rate in 2016-2017 school year with a standard diploma.

SAT/ACT courses are offered as part of the regular curriculum for both reading and mathematics and Miami Jackson is an ACT testing site. The counselors also review the College Board's College Bound Seniors – High School Reports each year to monitor trends and make adjustments to the curriculum offerings. Students are also offered the Post Secondary Readiness Test (PERT).

All ninth grade students are enrolled in a Freshman Experince0 course to help prepare them for high school expectations, career development and post-secondary endeavors. Students research career offerings and the necessary education requirements needed to complete high school. Students also are given strategies which focus on educational achievement, personal / social development, career, community awareness, and health and wellness which support student success.

Through our partnership with the Ed Fund and Bayside Foundation Grant, Miami Jackson collaborates with College Club who works in partnership with schools to develop a sustainable model for raising college enrollment rates community-wide. This past year 72% of our senior class went on to a post- secondary institution. The teachers and counselors are also trained as part of the college going mentality. In addition, the program works with students to help them with the necessary testing for college entrance throughout the school year.

Students are afforded opportunities within the school year to visit companies and businesses to experience their potential career in action. Students within the National Academy Foundation courses all participate in a career internship during their eleventh grade year. Other students may enter the CEO Internship Program to experience the workplace of their choice.

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.

Miami Jackson uses the following strategies for improving student readiness for the public post-secondary level by providing our seniors with ACT/SAT Prep courses, PERT testing, Dual Enrollments courses, Advanced Placement courses, and interventions and after school tutoring when necessary. Students are also exposed to college fairs beginning in the 9th grade. We also have a faculty to faculty meeting once yearly with Miami-Dade College to ensure we are providing our students with the necessary skills to meet Miami-Dade College expectations.

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.

G2.   If we focus on ongoing support and services in the areas of positive school culture then we should see an increase in student attendance, and a decrease in referrals.

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]

🔑 G096707

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Gains District Assessment	28.0

Targeted Barriers to Achieving the Goal [3]

- There is limited evidence of teachers effectively using reading strategies across all core subject areas that allows for mastery of the strategy to ensure understanding.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Instructional coaches, Professional Learning Communities, ETO curriculum support staff, academic discourse discussion starter stems, instructional frameworks, higher order questioning strategies, administrative classroom walkthroughs, observational classrooms, Pacing Guides, City Year, common planning framework, lesson plans and core textbooks.

Plan to Monitor Progress Toward G1. [8]

Provide coaching cycles and the use of observational classrooms for teachers who need support in the effective use of the monthly identified reading strategy. Monitor student mastery through unit and topic assessments.

Person Responsible

Veronica Williams

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Meetings, agendas administrative reflection logs, data, and student discourse.

G2. If we focus on ongoing support and services in the areas of positive school culture then we should see an increase in student attendance, and a decrease in referrals. `1a`

🔑 G096708

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	55.0
FSA ELA Achievement	28.0
Math Gains	33.0

Targeted Barriers to Achieving the Goal `3`

- Students and staff are unaware of the school-wide vision for success, which hinders a positive school culture.

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

- PBS Coach, Attendance Clerk, Social Worker, Academic Couselors, Principal

Plan to Monitor Progress Toward G2. `8`

Monitor students attendance and referrals.

Person Responsible
Rennina Turner

Schedule
Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion
Attendance bulletin and referrals.

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

🔑 G096707

G1.B1 There is limited evidence of teachers effectively using reading strategies across all core subject areas that allows for mastery of the strategy to ensure understanding. 2

🔑 B260118

G1.B1.S1 Facilitate a Professional Learning Community on reading strategies across all core subject areas and ensure that all departments are using said strategy throughout the month. 4

🔑 S275567

Strategy Rationale

To increase students reading proficiency through the use of mastered reading strategies.

Action Step 1 5

Lesson planning will focus on targeted reading strategies across all core subject areas, and coaches will monitor the effective use of said strategies to ensure student mastery.

Person Responsible

Veronica Williams

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

As evidenced by lessons that incorporate monthly reading strategies and academic discourse that enhances student engagement.

Action Step 2 5

Professional development will be provided to non ELA teachers to ensure understanding of reading strategy and how to implement it effectively in their subject area.

Person Responsible

Veronica Williams

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

sign in sheets, agenda, PD resources

Action Step 3 `5`

Weekly walkthroughs will be conducted by the assigned administrator over the core subject arears to ensure the fidelity of reading strategy implementation.

Person Responsible

Rennina Turner

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

walkthrough logs

Action Step 4 `5`

Lesson Planning will focus on targeted strategies across all core subject areas, and coaches will monitor the effective use of said strategies to ensure student mastery.

Person Responsible

Veronica Williams

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

As evidenced by lesson plans that incorporate monthly core strategies and academic discourse that enhances student engagement.

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

Utilize common planning to develop engaging lessons that incorporate the identified reading strategy for the month across all core subject areas and ensure they are being done with fidelity.

Person Responsible

Veronica Williams

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Agenda, Sign-in Sheets, Participant Handouts, Follow-up Activity Artifacts

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

Identified reading strategies will be evident in all core subject area classrooms.

Person Responsible

Melvia Williams

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Agenda, sign in sheets, lesson plans, student engagement.

G2. If we focus on ongoing support and services in the areas of positive school culture then we should see an increase in student attendance, and a decrease in referrals. [1]

🔑 G096708

G2.B1 Students and staff are unaware of the school-wide vision for success, which hinders a positive school culture. [2]

🔑 B260120

G2.B1.S1 School-wide vision for success will be imparted daily during morning announcements, administration will conduct weekly check-ins to ensure all stakeholders are familiar with the vision for success. [4]

🔑 S275572

Strategy Rationale

To improve the school culture and increase attendance and decrease referrals.

Action Step 1 [5]

Equally distribute students to counselors.

Person Responsible

Ana Barreto-Maloney

Schedule

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

Evidence of Completion

All counselors will have comparable student loads.

Action Step 2 [5]

Attendance Committee meet as needed to address students who exhibit signs of missing frequently.

Person Responsible

Ana Barreto-Maloney

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Sign-in, agenda, attendance bulletin.

Action Step 3 5

Students exhibiting one or more of the early warning systems will meet with their counselors to ensure they understand the vision for success and monthly meetings will be held to monitor progress.

Person Responsible

Ana Barreto-Maloney

Schedule

Every 3 Weeks, from 9/25/2017 to 5/25/2018

Evidence of Completion

A decrease in the number of students exhibiting one or more signs on the early warning system.

Action Step 4 5

Discipline Committee will meet with parents of students identified as missing school frequently to address student absences and provide support

Person Responsible

Ana Barreto-Maloney

Schedule

Biweekly, from 9/11/2017 to 6/7/2018

Evidence of Completion

Sign-in, agenda, plan of action

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

Increased student attendance and a decrease in referrals..

Person Responsible

Ana Barreto-Maloney

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Even disbursement of students will allow counselors to address absenteeism and student referrals will decrease.

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

Increased attendance and decreased referrals.

Person Responsible

Ana Barreto-Maloney

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

attendance bulletin, decreased referrals.

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					
G2.MA1 🔍 M398518	Monitor students attendance and referrals.	Turner, Rennina	8/21/2017	Attendance bulletin and referrals.	5/25/2018 biweekly
G2.B1.S1.A1 🔍 A370125	Equally distribute students to counselors.	Barreto-Maloney, Ana	9/25/2017	All counselors will have comparable student loads.	5/25/2018 monthly
G2.B1.S1.A2 🔍 A370126	Attendance Committee meet as needed to address students who exhibit signs of missing frequently.	Barreto-Maloney, Ana	9/11/2017	Sign-in, agenda, attendance bulletin.	5/25/2018 monthly
G2.B1.S1.A3 🔍 A370127	Students exhibiting one or more of the early warning systems will meet with their counselors to...	Barreto-Maloney, Ana	9/25/2017	A decrease in the number of students exhibiting one or more signs on the early warning system.	5/25/2018 every-3-weeks
G1.MA1 🔍 M398515	Provide coaching cycles and the use of observational classrooms for teachers who need support in...	Williams, Veronica	9/25/2017	Meetings, agendas administrative reflection logs, data, and student discourse.	6/7/2018 biweekly
G1.B1.S1.MA1 🔍 M398511	Identified reading strategies will be evident in all core subject area classrooms.	Williams, Melvia	9/25/2017	Agenda, sign in sheets, lesson plans, student engagement.	6/7/2018 weekly
G1.B1.S1.MA1 🔍 M398512	Utilize common planning to develop engaging lessons that incorporate the identified reading...	Williams, Veronica	9/25/2017	Agenda, Sign-in Sheets, Participant Handouts, Follow-up Activity Artifacts	6/7/2018 weekly
G1.B1.S1.A1 🔍 A370118	Lesson planning will focus on targeted reading strategies across all core subject areas, and...	Williams, Veronica	9/25/2017	As evidenced by lessons that incorporate monthly reading strategies and academic discourse that enhances student engagement.	6/7/2018 weekly
G1.B1.S1.A2 🔍 A370119	Professional development will be provided to non ELA teachers to ensure understanding of reading...	Williams, Veronica	9/25/2017	sign in sheets, agenda, PD resources	6/7/2018 monthly
G1.B1.S1.A3 🔍 A370120	Weekly walkthroughs will be conducted by the assigned administrator over the core subject arears to...	Turner, Rennina	9/25/2017	walkthrough logs	6/7/2018 weekly
G1.B1.S1.A4 🔍 A370121	Lesson Planning will focus on targeted strategies across all core subject areas, and coaches will...	Williams, Veronica	9/25/2017	As evidenced by lesson plans that incorporate monthly core strategies and academic discourse that enhances student engagement.	6/7/2018 monthly
G2.B1.S1.MA1 🔍 M398516	Increased attendance and decreased referrals.	Barreto-Maloney, Ana	8/21/2017	attendance bulletin, decreased referrals.	6/7/2018 weekly
G2.B1.S1.MA1 🔍 M398517	Increased student attendance and a decrease in referrals..	Barreto-Maloney, Ana	9/25/2017	Even disbursement of students will allow counselors to address absenteeism and student referrals will decrease.	6/7/2018 biweekly
G2.B1.S1.A4 🔍 A370128	Discipline Committee will meet with parents of students identified as missing school frequently to...	Barreto-Maloney, Ana	9/11/2017	Sign-in, agenda, plan of action	6/7/2018 biweekly

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.B1 There is limited evidence of teachers effectively using reading strategies across all core subject areas that allows for mastery of the strategy to ensure understanding.

G1.B1.S1 Facilitate a Professional Learning Community on reading strategies across all core subject areas and ensure that all departments are using said strategy throughout the month.

PD Opportunity 1

Lesson planning will focus on targeted reading strategies across all core subject areas, and coaches will monitor the effective use of said strategies to ensure student mastery.

Facilitator

Melvia Williams and Diana Ospina

Participants

All Core Subject Area Teachers

Schedule

Weekly, from 9/25/2017 to 6/7/2018

PD Opportunity 2

Professional development will be provided to non ELA teachers to ensure understanding of reading strategy and how to implement it effectively in their subject area.

Facilitator

Ms. Melvia Williams, Ms. Diana Ospina

Participants

Non ELA Core Subject Area Teachers

Schedule

Monthly, from 9/25/2017 to 6/7/2018

PD Opportunity 3

Lesson Planning will focus on targeted strategies across all core subject areas, and coaches will monitor the effective use of said strategies to ensure student mastery.

Facilitator

Ms. Melvia WIlliams, Ms. Diana Ospina

Participants

Non ELA Core SUbject Area Teachers

Schedule

Monthly, from 9/25/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Lesson planning will focus on targeted reading strategies across all core subject areas, and coaches will monitor the effective use of said strategies to ensure student mastery.	$0.00
2	G1.B1.S1.A2	Professional development will be provided to non ELA teachers to ensure understanding of reading strategy and how to implement it effectively in their subject area.	$0.00
3	G1.B1.S1.A3	Weekly walkthroughs will be conducted by the assigned administrator over the core subject arears to ensure the fidelity of reading strategy implementation.	$0.00
4	G1.B1.S1.A4	Lesson Planning will focus on targeted strategies across all core subject areas, and coaches will monitor the effective use of said strategies to ensure student mastery.	$0.00
5	G2.B1.S1.A1	Equally distribute students to counselors.	$0.00
6	G2.B1.S1.A2	Attendance Committee meet as needed to address students who exhibit signs of missing frequently.	$0.00
7	G2.B1.S1.A3	Students exhibiting one or more of the early warning systems will meet with their counselors to ensure they understand the vision for success and monthly meetings will be held to monitor progress.	$0.00
8	G2.B1.S1.A4	Discipline Committee will meet with parents of students identified as missing school frequently to address student absences and provide support	$0.00
		Total:	$0.00