

Miami-Dade County Public Schools

Miami Edison Senior High School



2017-18 Schoolwide Improvement Plan

Miami Edison Senior High School

6161 NW 5TH CT, Miami, FL 33127

<http://edison.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	92%
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	C*	D

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Edison 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 Edison Senior High School seeks to be a safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement are embedded within our school culture to inspire lifelong learners to flourish in a global society.

b. Provide the school's vision statement.

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse population. Students will be empowered through engaging social educational relationships, real world experiences, community and business partnerships whereby students are equipped with the essential tools to enable them to achieve their highest potential in their post secondary endeavors and to become lifelong learners.

2. School Environment

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

Miami Edison Senior High School provides educational opportunities for students with diverse backgrounds. We serve a large immigrant community who mostly speak English as their second language. Teachers are charged with upholding the curriculum standards while still differentiating their instruction and scaffolding learning tasks to address students' needs. Through job-embedded professional development, faculty/departamental meetings, and common planning, teachers are able to share best practices and discuss how best to serve our students.

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

Miami Edison Senior High School creates an environment where students feel safe and respected by providing a clean campus that is welcoming and inviting. The staff is comprised of a diverse group of individuals who are invested in the well being and academic achievement of students. Various activities, such as clubs, academic specific programs, and incentive based programs are available before, during, and after school in order to bolster student pride and provide a platform for students to express themselves. The City Year Program has also been instrumental in creating a positive atmosphere for all students before, during, and after school. They are an added layer of support that students have access to throughout the school day, after school for tutoring, and in the morning as they enter the building.

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.

Miami Edison Senior High School provides support through positive behavior support (PBS) tenets school-wide. Although we no longer have a PBS Coach, there is a school-wide focus on empowering teachers to implement and maintain a progressive discipline plan that maintains a safe classroom environment, supports consistent instructional routines within the classroom, yet enables the teacher

to redirect inappropriate behavior and escalate issues that need administrative intervention. Teachers are equipped with and trained on a plan that references various levels of student interruptions(infractions), support personnel designated to assist, and options for resolutions to reinforce or redirect behaviors.

Miami Edison Senior High also has created a school-wide list of student expectations. The administrative team met with all faculty/staff prior to the opening of schools to collaborate on five (5) student expectations that would be discussed in every teachers' classroom and during all opening of school grade-level assemblies in order to present a unified effort in curtailing behaviors that could impede classroom instruction.

At faculty and departmental meetings for the duration of the school year, we will continue to discuss, refine, and tweak our school-wide behavioral systems as necessary.

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

Miami Edison Senior High School ensures the social-emotional needs of all students are being met by providing counseling, mentoring, and other pupil services which include, but are not limited to, the following: Girl Power, Alternative to Suspension Programs, City Year programs, Gang Alternative Program, Peer Mediation, Mentoring, Youth Violence Prevention, Transgender Awareness, Grade-level meetings, and other like programs.

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 below 90 percent
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	1	42	8	17	68	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	71	111	128	119	429	

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	69	34	80	44	227	

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

It is the assertion of the leadership team at Miami Edison Senior High School that improving core instruction in all content areas will improve the academic performance of students. To that end, the Miami Edison Senior High leadership team utilizes the Instructional Review process that has been implemented by the Office of Academic Transformation and our school-site strategic observations, feedback protocol, and coaching support to ascertain areas of growth and strength.

This process affords us the opportunity to inform the following intervention strategies: in-house, small-group interventions through reading and math, Saturday Academy, fidelity to district intervention programs through reading and math, after-school tutoring, and CORE, a program for seniors that will be implemented for the 2017-2018 school year to assist with monitoring, mentoring, and providing support for seniors to ensure that they meet their graduation requirements.

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 Edison SHS seeks to build positive relationships with families to increase parental involvement and keep parents informed of their child's progress.

In an effort to facilitate positive outcomes with parents, we strive to capitalize on the following activities and/or events.

1. During the Summer, Miami Edison Senior High School hosts an informational meeting for parents of all incoming ninth (9th) grade students. During this meeting, the school's mission, vision, and upcoming school-wide goals are shared. In addition, parents are made aware of school-wide expectations, academic requirements, and school-wide support for entering students.
2. Open House is an annual event that allows the school to showcase what we are doing to improve the academic achievement of all students.
3. Miami Edison Senior High School hosts several grade-level evening meetings throughout the school year for various purposes such as informational meetings regarding testing, SENIOR nights for FAFSA/graduation readiness and senior activities, specific forums where parents can meet with the counselors, Activities Director, Test Chairperson, and the administrative team.
4. The Educational Excellence School Advisory Committee (EESAC) meets monthly. Parent representatives are an integral component of the function of this committee and the support it provides to the school as we seek to incentivize academic achievements and provide academic resources and support for all students.
5. The school's website is currently being revised to update information, however, the calendar function is in use. Parents, faculty, staff, and students may access the calendar to ascertain school events and upcoming meetings.

In addition to the aforementioned points, the administrative team provides an inviting and professional level of assistance for all parents. All notices for students are disseminated in English, Spanish, and Haitian-Creole, and we also send Connect-Ed messages to reach out to parents when necessary. At Miami Edison SHS, we also seek to increase parental involvement through the development of our Title I School- Parent Compact. This process begins during Open House and leads to further

activities such as Title I Orientation meetings and other activities that are necessary in order to comply with the dissemination and reporting requirements for Title I schools.

We also conduct informal, parent surveys to determine specific needs and to schedule workshops that are pertinent to their needs. These efforts are noted on the Title I Administration Parental Involvement Monthly school reports.

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.

The Educational Excellence School Advisory Committee (EESAC) is one vehicle that is used to build and sustain partnerships with local community representatives in order to support our school-wide initiatives.

Additionally, Miami Edison SHS's alumni president meets monthly with the principal to ascertain needs in order to assist with getting funding for various items that are needed within the school.

The Athletic Director has also secured partnerships in the community that have been instrumental in providing funds and items that students need on a regular basis.

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
Maycock, Leon	Principal
Dominique, James	Assistant Principal
Lee, Vernatta	Assistant Principal
Campbell, Juan	Assistant Principal
Backhouse Prentis, Thecla	Instructional Coach
Olibrice, Monfort	Instructional Coach
Napier, Antonio	Teacher, K-12
Belliston, Devin	Instructional Coach
Calixte, Yvonnnette	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.

The administrative team and instructional leadership team meet weekly to review universal screening data, observational data, and progress monitoring data. Based on this information, action plans, short and long term goals, and instructional coaching support are delineated to address instructional deficiencies. Professional development needs are also addressed through individual planning, common planning, and departmental meeting sessions.

The weekly meetings allow the teams to consistently plan for specific objectives that need to be met by department, execute the planned objectives weekly, assess the work, and reconvene to refine and/or reflect on what was accomplished.

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 Instructional Leadership team (ILT) is comprised of the school administrative team, instructional coaches and other key support personnel. Members were selected due to their status as leaders in the building

(administrative/teacher leader).

Through the use of Power BI provided by the Office of Academic Transformation (OAT), the first phase of meeting the needs of all students is facilitated through data based placement decisions. During the summer, the administrative team, instructional coaches, and counselors utilize Power BI for scheduling to ensure that students are placed in core courses and/or remedial courses appropriately in order to align previous data from multiple sources, course requirements, and curriculum to effectively meet students' academic needs.

Once students are scheduled, the administrative team and ILT begin the process of working with the instructional staff to disaggregate data, utilize pacing guides and instructional resources to begin the planning process for lessons, and we (administrators and ILT) begin to plan for interventions.

Because we are afforded the opportunity to have City Year Corp members assigned to our school, we are able to begin interventions in ninth (9th) grade right away. We also hire outside interventionists as necessary, although those services usually begin a little later in the school year.

Other layers of support are planned for and implemented throughout the duration of the school year to prepare students for assessments. Those activities consist of, but are not limited to, the following:

- * In-House Push-In support by the instructional coaches
- * Saturday Academy
- * Tutoring Services
- * Targeted Camps
- * Changing instructional frameworks to allow more time on task for interventions
- * Support from OAT with additional interventions delivered by Curriculum Support Specialists (CSS)

The Team will facilitate a discussion on how to increase academic rigor and student engagement in school. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- core instruction
- standards based instruction
- Strengthens and weaknesses of intensive academic/behavioral programs
- Mentoring, tutoring, and other services

Additionally, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and/or delinquent students. Title II

Our professional development is ongoing and addresses the needs of teachers. There are supports in place to make sure the skills taught are being implemented and continuously improved. Our district receives

supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Technology in classrooms will continue to be utilized to support the instructional strategies provided to students. Our school hosted the 21st Century Summer Program this past summer.

Title III

Services are provided through the district's ESOL program specialist. Education materials and ELL district support services to improve the education of immigrant and English Language Learners is included in this support.

Title X- Homeless

Our district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. We also work with local agencies closely to provide constant support for our deserving families.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Virgina Ducksworth	Education Support Employee
Mathew Cuomo	Teacher
Alvin T. Smith	Business/Community
Michael Nozile	Business/Community
Tanya Mosely	Parent
Sharlene Castella	Parent
Nekesha Obas	Student
Shaketha Ritchie	Teacher
Malcolm Howard	Teacher
Lilia Uria	Teacher
Andrew Martin	Teacher
Brian Geffrard	Student
Leon Maycock	Principal

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 School Advisory Council's role in the evaluation of last year's school improvement plan was to review the goals that were set by the Instructional Leadership Team based on the Instructional

Review process and internal school-site observations in order to evaluate their overall impact on student achievement.

b. Development of this school improvement plan

The School Advisory Council (SAC) is a team of individuals representing the community, parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of the SAC is to assist in the developing and evaluating of the SIP and the annual school budget. It is the responsibility of the School Advisory Council to help enhance student success.

In the process of developing the school improvement plan, SAC conducts a needs assessment that identifies internal and external factors that affect student learning. Working with the information revealed by the needs analysis, the SAC assists in clarifying the vision for the school and establishing indicators for student success. The SAC focuses on the needs of students including what they need to know (curriculum content) and be able to do (performance application). SAC participated in the following process in the development of the school improvement plan:

- reviewed achievement data
- identified goals
- brainstormed resources and barriers
- developed strategies for prioritized barriers
- identified action steps to implement the strategies
- determined how the strategies will be monitored for fidelity of implementation
- determined how strategies will be monitored for effectiveness
- determined how progress toward each goal will be monitored

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

The School Advisory Council reviewed the school's budget and discussed the proposals that were presented to ensure that they were aligned with students' needs.

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

The total EESAC funds allotted to school for the 2016-2017 school year was \$3,783.00. The amount transferred to the Principal for incentives was \$2,576.09. These monies were used to fund SAC fund a Miami Edison Senior High annual school-wide field event that is utilized to reward all students for their academic achievements throughout the school year.

Please see the breakdown for the event below:

1. \$806.00 - Freefold Enterprise Game Truck
2. \$125.00 - DJ Service
3. \$925.00 - Fun City Interactive Games
4. \$640.13- Jetro - Food Services
5. \$79.96 - Food Services

The total amount left in the EESAC budget was \$1,206.91.

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
Campbell, Juan	Assistant Principal
Dominique, James	Assistant Principal
Lee, Vernatta	Assistant Principal
Olibrice, Monfort	Instructional Coach
Belliston, Devin	Instructional Coach
Backhouse Prentis, Thecla	Instructional Coach
Maycock, Leon	Principal
Edwards, Ariel	Administrative Support
Calixte, Yvonnnette	Instructional Coach

b. Duties

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

The literacy leadership team is comprised of the instructional leaders in the building. The major goals for the LLT for the 2017-2018 school year are:

- Implementation of a school-wide novel for the 2nd half of the year to kick off literacy month
- Organize parent and community literacy activities

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 Edison Senior High School encourages positive working relationships between teachers through offering a plethora of opportunities for collaboration and discussion.

Although common planning, faculty meetings, and departmental meetings are all built into the schedule, the leadership team provides "ice breakers," creative faculty team building activities, and open discussion starters regarding school-wide goals in order to cultivate a culture of leaders who feel empowered to contribute to the vision/mission of the school. Mr. Maycock, Principal, takes the lead, along with the administrative team, in ensuring that teachers have a "voice" and are participatory in decision making as it pertains to school-wide goals, concerns, and procedures.

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

Miami Edison has developed a retention and recruitment program that will ensure teachers are oriented, coached, and supported throughout the school year. At the beginning of the year, the program includes Introduction of faculty and staff.

- Tour of the school facility and local community.
- Review of history, achievements and demographics of the school and community.
- Overview of the school and district induction opportunities and plans.
- Introduction of the district's teacher assessment system: explanation, copy of the instruments, and timeline.
- Packet of pertinent information and forms including student/parent handbook, school

improvement plan, student progression plan, calendar, map of school, faculty/staff directory, code of student conduct, and copy of teacher master contract.

-Orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan and book expectations, district reporting system, room arrangements, etc. New Teacher Support Group Meetings, led by a mentor, mentor liaison or administrator, for the purpose of addressing current issues and new teacher needs. This group can be in lieu of other school-based committee assignments.

-Opportunities for teachers to observe other teachers within the school who are implementing district and school curriculum, instruction and assessment concepts.

-Opportunities to reward and recognize the accomplishments of teachers throughout the year.

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

MINT (Mentoring And Induction for New Teachers)

MINT is based on current research confirming that successful new teacher retention practices involve mentoring, principal support, teacher collaboration, participation in learning communities, and guided reflection. To enhance the program's effectiveness in preparing new and early-career teachers, MINT is also modeled from effective induction programs that offer sustained support throughout the teacher's initial years as a classroom practitioner. Experienced, highly-effective school-site teachers serve as mentors for teachers who are in their first and second years in the profession.

Prospective mentors will receive specialized training that will enable them to guide new teachers in reflecting on their practice, assessing their skills and setting goals to facilitate professional growth. MINT utilizes high-quality professional development activities to foster collaboration and collegiality among new teachers, mentor teachers and the school principal. The program also incorporates technology tools, including web logs, discussion forums and webinars, to enhance communication and, thereby, promote supportive learning communities.

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 administrator that is responsible for each of the core instructional program areas is tasked with ensuring that all instructional materials are aligned to Florida's standards.

To that end, administrators work closely with the region and instructional coaches to access and disseminate the most up-to-date materials and resources.

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.

Multiple data points are used throughout the school year to provide information for teachers in order to guide instructional planning, instructional resource utilization, and instructional delivery.

At the beginning of the school year, most core teachers are utilizing data from the end of the previous school year. Once the school year is under way, the following data points are utilized: Diagnostic assessments, teacher-made assessments, student end products, topic assessments, FAIR, READ 180/Systems 44, PERT, and other like assessments.

Teachers then collaborate with administrators, coaches, and other teachers to disaggregate data in order to inform decisions about grouping for interventions, small-group, targeted instruction, and instructional planning.

Once instructional decisions are made, teachers progress monitor on a regular basis to ensure that groupings are fluid throughout the school year and students' deficiencies are being remediated.

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: 6,720

City Year has implemented after school programming which includes a homework power hour, push-in assistance to schools' existing programming, and student interest clubs and enrichment activities. The program fosters youth leadership and development and engages the "hard to reach" demographic of middle and high school youth by allowing them to participate in planning their own activities and programming as a way to keep them invested and committed to attending the City Year after school program. Polling took in September to determine student interest for the second hour of after school.

- Behavior Coaching Lunches: You will mentor focus behavior students during their lunch period.
- School Specific/PBIS School Initiatives: You will plug into school based behavior initiatives where the administration sees fit.
- VIP Lounge: A very special, invitation only, monthly lunch hosted by your team as a reward for students who exhibit good behavior.
- In Class Re-Direction/Re-Focusing: You will spend extra time in class to re-direct negative behavior from focus and all other students.
- Positive Contact Home: You will make at least one positive contact home emphasizing positive behavior choice made by focus students.
- One-on-One Mentoring: You will utilize any opportunity to informally or formally coach students' behavior in and out of the classroom.

Strategy Rationale

Miami Edison Senior High is comprised of a fragile population of second language learners. Our current proficiency rate in reading for 9th and 10th grades is 18%. Therefore, it is necessary to provide opportunities for students to receive extra layers of academic support.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Maycock, Leon , lmaycock@dadeschools.net

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

Data is collected through the City Year tracker. The tracker triangulates multiple data points to guide intervention. Data includes FAIR, interim assessments, program assessments, and teacher-made assessments.

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.

The use of data is key when planning for an incoming cohort of students. Prior to the beginning of a school year, we utilize placement data that has been provided in Power BI to facilitate teacher placement discussions and how best to service our incoming population. We often look at the data for the outgoing cohort from a grade to map out what worked, what didn't work, and what we can change or tweak for the upcoming school year.

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.

Students actively participate in the articulation process. Counselors meet with students and review student academic history. This coming school year, Seniors will be mentored through the CORE program (Challenging Our Raiders to Excellence). The mentor will meet with their students monthly to review checklist items such as college applications, ACT and SAT testing, and scholarship possibilities. In addition we also provide enrichment opportunities through our CTE and Dual Enrollment programs. Based on PSAT scores and teacher recommendations, students are selected for AP and Cambridge courses.

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

Through the academy courses, Culinary Arts, Digital Design, Adobe Illustrator, Photoshop, and EKG/EMR, students are able to earn certifications that will provide them post-secondary career opportunities; guest speakers are also brought to meet with students regarding career paths; and students participate in job shadowing experiences throughout the school year.

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

The Act Online Prep Program, funded by Title 1 Program, will be made mandatory for all seniors. This will allow students the opportunity to receive individualized feedback and instructions in preparations for the ACT and post secondary academia. Additionally, the ACT Standards will be referenced in guiding development of relevant courses to increase rigor of content. Every student will receive an individual password to access the ACT Online Prep Program from home and or school. In addition, the College Summit program will be run through the ACT Prep class in order to answer students' questions about college selection, campus life, et al. Further, Miami Edison will continue to solidify the academy process for all students. Every student will choose a career academy that will provide them real world experience, as well as internship opportunities throughout their high school career. In addition we also provide enrichment opportunities through our CTE and Dual Enrollment programs. Based on PSAT scores and teacher recommendations, students are selected for AP and Cambridge courses.

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.

After reviewing the High School Feedback report, three strategies that Miami Edison Senior High School will employ to improve student readiness for the public postsecondary level are the following:

1. Increase the number of students who participate in college entrance exams, such as ACT and SAT.
2. Provide more opportunities for students to be enrolled in acceleration courses such as AP, dual enrollment, and Cambridge.
3. Improve instruction in the core academic areas in order to bolster student achievement on statewide assessments.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. 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

G096836

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Targeted Barriers to Achieving the Goal 3

- Teachers' limited understanding of aligning the purpose, product, and process for effective lesson planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, District Pacing Guides, Supplemental Instructional Guides, Curriculum Support Specialists, Collaborative Planning, Curriculum Materials, Technology sites, Administrative Walk-throughs/Feedback, Lesson Study, etc...

Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed throughout the school year to determine progress toward the goal and/or targets are: diagnostic assessments, mid-year assessments, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.

Person Responsible

Leon Maycock

Schedule

Monthly, from 9/18/2017 to 6/7/2018

Evidence of Completion

The data that will be collected and used throughout the school year to determine progress toward the goal and/or targets are: diagnostic assessments, mid-year assessments, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


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

 G096836

G1.B1 Teachers' limited understanding of aligning the purpose, product, and process for effective lesson planning. **2**

 B260485

G1.B1.S1 Through Professional Development, Common Planning, and Individualized Support Plans, teachers will plan effective lessons that are clear, logical, sequential, and aligned to standards-based learning. **4**

 S275891

Strategy Rationale

Teachers will experience various methods of professional development that will lead to more targeted lesson planning and execution.

Action Step 1 **5**

Through common planning the instructional coaches will provide essential planning resources, model the planning process, with an emphasis on the Framework for Effective Instruction, and incorporate "look-fors" from our internal and external instructional reviews. Teachers will then plan for upcoming lessons using this process. This planning process will be ongoing.

Person Responsible

Vernatta Lee

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Common Planning Agenda & Sign-In Common Planning Resources and Materials
Professional Development Sessions (Sign-Ins, Agendas, Power Points, Artifacts) Lesson
Plans Walk-through Documents/Observation Feedback Coaching Documents for Cycles

Action Step 2 5

Instructional Coaches will craft individualized plans for teachers based on administration's next steps, and begin coaching cycles with teachers identified as needing additional support in the lesson planning and/or implementation process.

Person Responsible

Vernatta Lee

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Coaching and Curriculum Support Logs Common Planning Agenda & Sign-In Lesson Plans and Student End-Products Administrative Walkthrough/Observation Feedback - Logs

Action Step 3 5

The administrator and instructional coaches will implement short action plan cycles that are targeted to the literacy department's needs. These cycles mimic coaching cycles with a department wide scope.

Person Responsible

Vernatta Lee

Schedule

Every 3 Weeks, from 9/18/2017 to 6/7/2018

Evidence of Completion

Action Plan Documents Coaching Logs & Coaching Notes Administrator Walkthrough Logs Professional Development Resources & Sign-In Sheets

Action Step 4 **5**

Provide professional development using the "Teach Like A Champion 2.0" resource to build teacher capacity.

Person Responsible

Vernatta Lee

Schedule

Monthly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Professional Development Monthly Resources PD Sign-In Sheets Lesson Plans//Student End Products Administrator Walkthrough Logs Coaching Cycle Logs & Notes

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

Administration, Teachers and Instructional Coaches will work collectively to ensure that this process is monitored and refined as necessary.

Person Responsible

Vernatta Lee

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Observation Feedback/Walk-through Logs, Lesson plans, student work products, Coaching Logs, Administrator Walkthrough Logs

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

Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support. Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.

Person Responsible

Leon Maycock








Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Observation Notes, Administrative Walkthrough Documents, Coaching Logs, Professional Development Resources

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.MA1  M399275	The data that will be collected and reviewed throughout the school year to determine progress...	Maycock, Leon	9/18/2017	The data that will be collected and used throughout the school year to determine progress toward the goal and/or targets are: diagnostic assessments, mid-year assessments, and topic assessments, end products from lesson plans that went through the common planning process, common planning agendas/sign-ins, observation notes/observation logs, instructional coach logs of coaching cycles, and Curriculum Support Logs of Support objectives.	6/7/2018 monthly
G1.B1.S1.MA1  M399267	Administration will conduct walk-throughs to observe implementation of lessons, and if needed,...	Maycock, Leon	9/18/2017	Lesson Plans, Observation Notes, Administrative Walkthrough Documents, Coaching Logs, Professional Development Resources	6/7/2018 weekly
G1.B1.S1.MA1  M399268	Administration, Teachers and Instructional Coaches will work collectively to ensure that this...	Lee, Vernatta	9/18/2017	Observation Feedback/Walk-through Logs, Lesson plans, student work products, Coaching Logs, Administrator Walkthrough Logs	6/7/2018 biweekly
G1.B1.S1.A1  A370959	Through common planning the instructional coaches will provide essential planning resources, model...	Lee, Vernatta	9/18/2017	Common Planning Agenda & Sign-In Common Planning Resources and Materials Professional Development Sessions (Sign-Ins, Agendas, Power Points, Artifacts) Lesson Plans Walk-through Documents/Observation Feedback Coaching Documents for Cycles	6/7/2018 weekly
G1.B1.S1.A2  A370960	Instructional Coaches will craft individualized plans for teachers based on administration's next...	Lee, Vernatta	9/18/2017	Coaching and Curriculum Support Logs Common Planning Agenda & Sign-In Lesson Plans and Student End-Products Administrative Walkthrough/Observation Feedback - Logs	6/7/2018 biweekly
G1.B1.S1.A3  A370961	The administrator and instructional coaches will implement short action plan cycles that are...	Lee, Vernatta	9/18/2017	Action Plan Documents Coaching Logs & Coaching Notes Administrator Walkthrough Logs Professional Development Resources & Sign-In Sheets	6/7/2018 every-3-weeks
G1.B1.S1.A4  A370962	Provide professional development using the "Teach Like A Champion 2.0" resource to build teacher...	Lee, Vernatta	9/18/2017	Professional Development Monthly Resources PD Sign-In Sheets Lesson Plans//Student End Products Administrator Walkthrough Logs Coaching Cycle Logs & Notes	6/7/2018 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.B1 Teachers' limited understanding of aligning the purpose, product, and process for effective lesson planning.

G1.B1.S1 Through Professional Development, Common Planning, and Individualized Support Plans, teachers will plan effective lessons that are clear, logical, sequential, and aligned to standards-based learning.

PD Opportunity 1

Through common planning the instructional coaches will provide essential planning resources, model the planning process, with an emphasis on the Framework for Effective Instruction, and incorporate "look-fors" from our internal and external instructional reviews. Teachers will then plan for upcoming lessons using this process. This planning process will be ongoing.

Facilitator

Thecla Prentiss/Yvonne Calixte

Participants

All ELA, ELL, Writing, Freshman Experience Teachers

Schedule

Weekly, from 9/18/2017 to 6/7/2018