

Homestead Senior High School



2017-18 Schoolwide Improvement Plan

Homestead Senior High School

2351 SE 12TH AVE, Homestead, FL 33034

<http://homesteadhigh.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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	19
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 Homestead Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Homestead Senior High School is to prepare students to develop their human potential and intellectual skills by providing a quality, relevant, and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.

b. Provide the school's vision statement.

Homestead Senior High School's vision is to help students develop their talents and intellectual skills to become informed, caring, responsible, and productive citizens of their community, state, nation, and world. It is our mission to prepare students to develop their human potential and intellectual skills by providing a quality, relevant and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.

At Homestead Senior High School, we believe that:

1. All students learn and grow in a safe, disciplined environment.
2. All students have the basic right to quality instruction and education.
3. By adapting instruction to students' abilities and levels, learning styles and interests, students will value their instruction and education.
4. All students can achieve academic excellence.
5. Character building, multicultural sensitivity and global awareness are integral parts of quality curriculum.
6. Academic standards drive classroom instruction, not standardized tests.
7. Teachers adapt their classroom instruction using a variety of learning styles and tools to meet the needs of all students.
8. Our capacity to grow and learn will be enhanced in an environment of trust, collaboration, and interdependence. Working collaboratively to make data based decisions concerning curriculum and instructional priorities will support our vision, mission, and beliefs.
9. Professionalism in the classroom and throughout the school should guide our behaviors and interactions.
10. Teachers and administrators committed to effective leadership and continuous improvement build a quality school.

Programs are designed to infuse rigor and effective strategies that challenge and evoke active student participation; hence, embracing student individuality. Students are strategically placed in the appropriate programs to maximize student achievement. Homestead Senior High School's curriculum is designed to prepare students to be competitive and marketable in a global and technological world.

2. School Environment

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

In an effort to increase "Bronco Pride" at Homestead Senior High School all stakeholders have made a concerted effort to build positive relationships between teachers, staff, and students. Every day during the change of class the schools Alma Mater is played to instill a sense of pride. The overall appearance of the school has also been a top priority. Murals have been installed depicting students engaged in academic settings as well as sports and club activities. In addition to the murals, six 55

inch monitors were installed in the main lobby to display students academic achievements and participation in extra curricular activities. A club day was also set up during lunches to provide all students with an opportunity to become involved in extra curricular activities. Our students' cultures are celebrated throughout the year through performances, evening events, bulletin boards and displays.

We have introduced a variety of new course offerings and clubs designed to provide students with opportunities to explore different career choices and participate in extra curricular activities. Students can choose from our Dual Enrollment courses , HIP, Best Buddies, Broncettes Dance Team, Women of Tomorrow, SGA, GSA, Project Unify with Special Olympics, or Police Explorers. A dynamic Partnership with South Dade Technical College also provides students with an opportunity to participate in nursing and other medical related courses that will lead to industry certification.

Additionally, we are proud to announce two special initiatives in which Homestead Senior High School will be participating in for the 2017-2018 school year. We have been awarded the Betsey Kaplan Music grant. This grant will allow us to continue offering music education to our students and provide us with the financial ability to acquire new band instruments and to create feeder programs in our local K-8 and middle schools. We have also been selected to participate in a Building and Construction Pre-Apprenticeship program. Students will have an opportunity to learn about the Building and Construction industry and participate in paid apprenticeships with local companies. Students will be able to gain hands-on experience to transition into the world of work upon graduation.

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

School leaders have adopted and created clear expectations for maintaining safety. The administration has made significant changes to the building to create a sense of pride, where students feel safe and respected before during and after school. The cafeteria was repainted and new seating was purchased and installed in the main dining facility. Major hallways have been repainted which includes a bright orange Homestead Pride wall adorned with a new logo. Senior murals that had fallen victim to graffiti were replaced with portrait replicas that have been restored and commemorated to the respective class with a small plaque. Murals of students who have achieved proficiency on topic assessments, FSA and EOC exams have also been added. Additionally, to promote school pride, the outside of the building has been repainted and the logo as well as school colors have been placed at the main entrance and the south side of the school building.

The Dean of Discipline oversees the school's security monitors. The designated assistant principal meets with the Dean of Discipline and security monitors weekly to address security concerns and upcoming events. On the outside of the building trees have been cut down and trimmed to ensure the view of security cameras is not obstructed. Additional security monitors have been hired to ensure student and staff safety during afterschool activities which include clubs, sports and academic tutoring. This effort has greatly assisted security personnel in ensuring that the campus is safe for all stakeholders.

Additionally, all health inspections, as well as fire and emergency evacuation drills are conducted to comply with local and state regulations.

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.

The school utilizes a Positive Behavior Support (PBS) coach to assist with implementing the PBS model school wide. The program is designed to reward students for demonstrating positive behavior. All teachers are trained through professional development opportunities conducted at the school.

The District's "Student Code of Conduct" is followed to ensure transparency and equity for all stakeholders.

The Alternative to Suspension features a progressive course of discipline along with early interventions for students who need it. In addition, The Bronco Learning Center was created to provide mentorship and educational remediation in core subject areas for students who are excluded from classes. A school based attendance monitoring system has been created to monitor student tardies and absences. This system also assists with identifying students for early interventions.

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.

School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide and coordinate programs to meet the needs of students as necessary. Four grade level counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. School social workers link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success. The Special Education Department (SPED) offers programs for students including: Varying Exceptionalities, (VE), Emotional Behavior Disorder (EBD), Trainable Mentally Handicapped (TMH), Autism Spectrum Disorder (ASD) and Intellectual Disabilities (IND) that help meet the needs of its diverse population. Within the SPED department, there is Program Specialist, Department Chairperson, EBD clinician and Behavior Management Teacher (BMT) that work with students to meet their individual needs. Individual Education Plans (IEP's) and Gifted (EP'S) are reviewed and updated annually. SPED teachers are assigned a case load at the beginning of the school year and complete IEP's with the assistance of the Program Specialist and Department Chairperson.

The school also utilizes a Positive Behavior Support (PBS) coach to assist with implementing the PBS model school wide. The program is designed to reward students for demonstrating positive behavior. Outside agencies that provide student and family assistance include the Migrant Program, Miami-Dade College, Florida International University, and Diplomas Now, which includes City Year and Communities in School.

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 even if the absence is excused
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- The use of school based program to track student tardies, referrals, and absences
- Weekly EWI (Early Warning Intervention) meetings facilitated by Attendance Review Committee.
- MCUSA personnel work with at risk students during Elective classes.

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	31	89	63	78	261
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	239	304	306	236	1085

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	264	67	254	124	709

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

City Year and hourly interventionists are employed to provide in school and afterschool tutoring for these students. In class tutoring requires the use of differentiated instruction with a tailored curriculum based on student data. Saturday school tutoring and specific intervention technology and software such as Carnegie Learning, IXL, Reading Plus, Edgenuity, and GIZMOS are used to enhance and enrich classroom instruction. Student data chats are conducted by the classroom teachers as well as administrators. These data chats allow students to reflect on their progress and commit to ways to continue to improve. The counselors and support staff also assist with providing truancy interventions as well as other social service support.

Additionally, for the 2017-2018 school year MCUSA has partnered with Homestead Senior High school and other schools within the district. The program is designed to help at-risk kids overcome behavioral issues such as academic underachievement, violent behavior, anger management, bullying, chemical dependence, oppositional defiance, negative peer influences, grief/loss, low self-esteem, and more. Mentoring Coaches meet with students utilizing a push-in model through elective classes.

Communities In School will also be assisting students through the CHAMP (Communities Helping Adolescents Mentor Program). This program is designed to mentor twenty students exhibiting early warning indicators.

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

Parents and Families will be engaged via various professional development and informative sessions geared at assisting students in their academic progress.

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.

Parents of Homestead Senior are involved in the planning and implementation of the Title I Program and receive an open invitation to our school's Parent Resource Center. Our commitment is to inform parents regarding available programs, their rights under "Every Student Succeeds Act" (ESSA) which is an improvement over the expired NCLB Act and other referral services. Homestead Senior will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Annual Title I Orientation Meeting and other documents/activities necessary in order to comply with dissemination and reporting requirements. Homestead Senior conducted an informal parent survey to determine the specific needs of our parents, and will schedule subsequent workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Homestead Senior will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08), 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. Emphasis will also be placed on establishing a viable Parent Teacher Student Association (PTSA).

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.

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
Louis, Samuel	Principal
Gonzalez, Jeffery	Assistant Principal
Salomatoff, Beverley	Assistant Principal
Boynton, Catina	Assistant Principal
Almagro, Tania	Teacher, K-12
Bugeja, Vincent	Teacher, Career/Technical
Coakley, George	Teacher, K-12
Eustache-Cooper, Lizbertha	Instructional Coach
Furnari, Sherry	Instructional Coach
Jackson, Regina	Instructional Coach
Newbury, Nick	Teacher, K-12
Pena, Jose	Assistant Principal
Rivera-Rosado, Doribel	Instructional Coach
Lungi, Cynthia	Teacher, ESE
Ruperto, Sylvia	Teacher, K-12
Barbon-Betancourt, Grether	Teacher, K-12
Medina, James	Teacher, ESE
Lieb, Michael	Teacher, K-12

b. Duties

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

The school's Vice Principal, Jeffery Gonzalez, assists the principal in data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities. The Vice Principal also supervises mathematics, science, Florida Virtual School, physical education and assists with facilitating common planning. The Vice Principal collaborates with the leadership team to review student data, make instructional decisions, and guide the work of the instructional coaches.

The school's Assistant Principals (Catina Boynton, Jose Pena & Beverley Salomatoff) assist the principal by carrying out the vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development is provided to all staff. The assistant principals also supervise ELA, Social Science, ESOL, Dual Enrollment, Fine Arts, World Languages, AFROTC, and CTE. The Assistant Principals collaborate with the leadership team to review student data, make instructional decisions, and guide the work of the instructional coaches.

The Instructional Coach(es) Reading/Math/Science (Cooper, Rivera-Rosado/Funari/Brooks) develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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.

Ms. Lungi, Mr. Medina and Mr. Lieb work together to ensure our Students with Disabilities are properly placed in the appropriate academic setting and receive services as outlined in their Individual Educational Plans.

Ms. Ruperto serves as the CAP Advisor and graduation coach. She collaborates with teachers, instructional coaches and all key stakeholders to ensure that students are articulating through high school at an appropriate rate. She guides students in key decision making that will lead to future post-secondary success. The graduation coach also problem solves alongside the leadership team to identify barriers to students graduating and works to implement an action plan to increase graduation rates.

Ms. Barbon-Betancourt serves as the Activities Director and works alongside the school site leadership team. She collaborates with teachers and students alike to maximize the high school experience by providing cultural activities that help to facilitate and build strong teacher student relationships. She works closely with the leadership team to build strong community partnerships as well as promote and maintain a healthy school culture.

Mr. Newbury serves as the Athletic Director and works alongside the school site leadership team. He ensures that the schools athletic program meets all district and state guidelines.

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 school's Principal provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS/Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Title I, Part A

Services are funded to ensure that students requiring additional remediation are assisted through before and

after-school tutoring programs. 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. They identify and analyze existing

literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify

systematic patterns of student's need while working with district personnel to identify appropriate, evidence based

intervention strategies and assist with whole school screening programs that provide early intervening services for children to be considered “at risk”. They 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. Homestead Senior houses

a Migrant Program that assists highly- transient students with support services, including academic, personal, social, career-counseling and behavioral services. Additionally, our Community Involvement Specialist (CIS) coordinates parental programs geared towards helping parents develop literacy-supportive

homes, address attendance issues, and help students prepare for their EOC and FSA exams. The CIS also conducts home visits to address attendance concerns. Homestead Senior also works closely with South Dade Adult Education Center to provide courses for students who are in need of credit recovery. Homestead Senior High collaborates with South Dade Skills Center to transition students who need academic redirection after extensive counseling and intervention strategies have taken place.

Title I, Part C- Migrant

Homestead Senior High School provides services and support to migrant students and parents. The District

Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment

of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated

with the 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, ESOL
- 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 protocols

Title III

The following programs are provided for ELL and immigrant students at Homestead Senior. These services

include tutorial programs, software for the development of language and literacy skills (i.e. Teen Biz), and reading and supplementary instructional materials.

Title VI, Part B - NA

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

Homestead Senior High School students identified as homeless under the McKinney-Vento Act to eliminate

barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation.

Violence Prevention Programs

Homestead Senior added a Police Explorers program for the 2017-2018 school year. The program is designed to foster a safe learning environment. The school resource officer spearheads the program that meets weekly with members. Students assist the SRO during school functions to provide assistance to students and parents.

Nutrition Programs

1) Homestead 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.

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.

Housing Programs - N/A

Head Start- N/A

Adult Education

High school completion courses are available to all eligible Homestead Senior High School students in the

evening based on the senior high school's recommendation. Courses can be taken for credit recovery,

promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary

to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4

year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry Certifications. Readiness for postsecondary will

strengthen with the integration of academic and career technical components and a coherent sequence of

courses. Academy teachers and counselors recruit regular, disadvantaged, and special needs students each

Spring.

Job Training

Academy leaders will be meeting with industry leaders in their respective fields to identify job training opportunities in their pertinent careers. These job training opportunities will expose students to industry related

objectives, requirements, and the expectations of the job (i.e. dressing for success, interviewing, etc.).

Other

Parents of Homestead Senior will be involved in the planning and implementation of the Title I Program and

will receive an open invitation to visit our school's Parent Resource Center which is designed to inform parents about available programs, their rights under ESAS and other referral services.

Homestead Senior will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Policy; the Title I Annual Orientation Meeting (held prior to Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Homestead Senior will conduct informal parent surveys to determine the specific needs of our parents, and will schedule subsequent workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Homestead Senior will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08), 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 State and Federal requirements. 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.

School Improvement Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention and classroom libraries. Additionally, Title I School Improvement Grant/Funds support funding and assistance to schools in Differentiated Accountability based on need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Guillermo Munoz	Principal
Tameyla Moore	Teacher
Carolyn Givens	Education Support Employee
Alma Trinidad	Teacher
Jason Crespo	Teacher
Pamela Ezell	Parent
Adam Koivisto	Teacher
Rodrick Sharpe	Teacher
Daniel Garcia	Education Support Employee
Sheryl Parrish	Parent
Leilani Weist	Parent
Akiko Wilson	Parent
Meckaylah Brinson	Student
Patricia Brinson	Parent
Anaeli Ramos	Business/Community
Karina Hamilton	Teacher
Efrain Santos	Student
Sarai Gabay	Student
Sylvia Ruperto	Teacher

b. Duties

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

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

Utilizing the 8-Step Planning and Problem Solving Model the EESAC made adjustments throughout the 2016- 2017 school year to the School Improvement Plan (SIP). Mid year adjustments saw a decrease in the number of school wide goals. Monthly meetings provided all stakeholder with an opportunity to review the SIP and provide financial assistance to teachers and programs designed to assist student academic performance.

b. Development of this school improvement plan

The School Advisory Council, for the 2017-2018 school year will assist in the writing and review of suggested modifications by program areas. Members of the SAC will work with their respective departments in the creation of strategies designed to address deficiencies and improve academic performance. The committee will meet during our scheduled EESAC meetings to monitor and update strategies as needed throughout the school year to ensure compliance.

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

School Improvement funds will be utilized as requests are submitted to the ESSAC committee for consideration. The committee will review each proposal and determine the monetary amount to be allocated. All stakeholders will receive training on the submission of requests.

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

October:

SPED-Math- Ms. Ogliastri. 161

SPED-Math. Ms. Ogliastri 200

ELA Mr. Sharpe 598

ELA Mr. Sharpe 427.50

Science Mr. González 77.99

Science Mr. González 747.70

Science Mr. González 293.85

Science Mr. González. 96.24

Science Ms. Jackson 544.00

Principal Mr. Munoz. 2,999

Science Mr. González. -747.70

November:

PE Ms. Macon 795.96

January:

Activities Ms. McQueen 300.48

Activities Ms. McQueen 175.00

February:

ELL Mr. Caserta 968.00

ELL Mr. Caserta 570.00

ELL Rosa 282.15

ELL Moore 145.00

March:

Math Mr. Sobalvarro. 911.00

June:

ELL Mr. Caserta -32.00

Total Funds Awarded \$9,489.17

EESAC Beginning Balance \$10, 390.58

Balance (\$901.41)

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
Louis, Samuel	Principal
Gonzalez, Jeffrey	Assistant Principal
Boynton, Catina	Instructional Coach
Salomatoff, Beverley	Assistant Principal
Eustache-Cooper, Lizbertha	Instructional Coach
Pena, Jose	Assistant Principal
Jackson, Regina	Instructional Coach
Furnari, Sherry	Instructional Coach
Rivera-Rosado, Doribel	Instructional Coach
Howard, Nancy	Teacher, K-12
Amador, Lesbia	School Counselor

b. Duties

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

This year the team hopes to increase parental involvement as it pertains to literacy. This will be done by hosting a series of Literacy Nights for parents and students. For the past 2 years, the school hosted a PI Night- that provided parents with a closer look at the EOCs and FSA requirements in an effort to support their children at home.

For the 2017-2018 school year, our emphasis will be to increase the amount of nonfiction text that is being read by the students. The team also plans to increase cross curricula planning and infusion of specific literacy strategies school-wide.

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.

Common planning time is provided weekly for teachers to collaborate on comprehensive lesson planning. District pacing guides and the Instructional Focus Calendar are used to assist teachers with their planning. Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Academic coaches and assistant principals help facilitate the common planning process to ensure that the lessons developed by teachers are aligned to benchmark objectives and yield rigorous end products to monitor student comprehension. The school's teacher mentoring program also provides teachers with an opportunity to collaborate and build positive working relationships.

Additionally, school wide professional development sessions provide teachers from different disciplines with an opportunity to collaborate and share best practices. Teacher leaders/master teachers/ district personnel are usually selected to provide specific professional development for their peers. The lesson study process, peer observations, and professional learning communities also help to foster positive working relationships between teachers.

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

1. Establishing a mentor/mentee program partnering a novice teacher with a experienced teacher within the same department. Ms. Nancy Howard, Social Studies Department Chairperson, oversees the program and meets with the mentees/mentors on a regular basis.

2. Provide professional development (PD) opportunities that assists highly qualified teachers with deepening their content knowledge. Professionals will have an opportunity to attend District and school based PD within their curricular area(s). These PDs are either offered through the district or coordinated in-house by the PD liaison.

3. In an effort to retain highly qualified teachers In-house support networks, including collaborative planning, lesson study groups, and professional learning communities will be offered. These are coordinated schoolwide or department specific with the guidance of the instructional coaches and assistant principals.

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

At Homestead Senior High, we have established a mentor/mentee program partnering novice teachers with experienced teachers within the same department. Ms. Nancy Howard, Social Studies Department Chairperson, oversees the program and meets with the mentees/mentors on a regular basis. At the beginning of the school year novice teachers are paired with their mentor teacher and attend a meet and greet session. At this session, novice teachers receive instruction on utilizing grade book, attendance procedures and basic instructional strategies. Mentors continue to meet with their novice teachers on a bi-weekly basis to discuss classroom strategies and school wide curriculum initiatives. Release time is provided for both the mentor and mentee for classroom observations, feedback, coaching and planning. Assistant Principals assist with monitoring compliance and maintain appropriate documentation to ensure novice teachers are afforded quality assistance in becoming highly qualified instructors. All mentors are MINT certified.

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's core instructional programs are aligned to the Florida Standards through the alignment and use of state and district instructional pacing guides, core texts, instructional routines and frameworks. Literacy courses and objectives are in compliance with the state's Comprehensive Research-Based Reading Plan (CRRP). Fidelity to these models are maintained through administrative walkthroughs and feedback, department and faculty meetings, professional development and strategic coaching and common planning.

Programs utilized: IXL, Reading Plus, Read 180, Khan Academy, Penda, Gizmos, HMH PMT, EDPUZZLES, NOREDINK, Achieve 3000, Imagine Learning and Edgnuity.

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 District mini-Topic Assessments, mid-year assessments, FAIR-FS, teacher/textbook generated assessments as well as data derived from computer software to monitor student progress throughout the school year. School personnel monitors and adjusts curriculum, instruction and assessment to ensure vertical and horizontal alignment. As part of the district guidelines, the school participates in Instructional Reviews designed to monitor progress. Implementation Plans are developed with Curriculum Support Specialists and the leadership team. Plans address the action steps that will be implemented to address identified strategies.

Data points were utilized in the creation of the master schedule to target students needing additional support. City Year corp members and hourly interventionists are utilized in reading and mathematics classrooms to assist with differentiating instruction to ensure learner success. Instructional staff also use data to modify lesson plans, incorporate scaffolding and plan appropriately for differentiated instruction.

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: 11,760

Students are afforded the opportunity to retake courses that they were unsuccessful in by participating in night school and summer school. In addition, students are provided an opportunity to receive remediation and enrichment during Saturday school and after school tutorial sessions.

These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists.

Strategy Rationale

These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists. Current student data is used to develop the lesson plan objectives and the targeted area of support. In addition, instructional coaches provide training and modeling of specific best practices to interventionists and teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boynton, Catina, cjackboynton@dadeschools.net

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

Data includes mini in class assessments as well as topic assessments provided by the district. Using the data chat process, all stakeholders are able to determine whether or not students are making progress and devise a plan for further enrichment or remediation. The effectiveness of the intervention materials are also discussed.

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 following strategies are utilized to assist incoming cohorts of students:

- Students are placed in a Freshman Experience class (this class is designed to orient students to the requirements of high school and equip them with tools that aid them in navigating successfully through high school).
- Students and parents attend a ninth grade orientation meeting prior to the opening of school.
- Counselors visit classrooms and explain the graduation requirements and programs available.

The following strategies are utilized to assist outgoing cohorts of students:

- Students meet with Mr. Headley, senior counselor, to determine if all graduation requirements have been met
- the graduation coach meets with all students
- Senior Night is conducted on a yearly basis. At this event, parents will be informed of the requirements for graduation as well as their child's progression towards graduation concerning the number of credits earned, GPA, status of FSA Reading assessment and Algebra 1 EOC.
- The cap advisor, Ms. Repurto, works with students to ensure ACT, SAT testing has been completed
- FASFA Nights are held to assist students with college applications and funding.
- College Fairs are held at the school site as well as district sponsored events
- Collaboration with South Dade Education Center to provide school to work options
- Visits to local colleges
- Professional working relationships with local Colleges (F.I.U. and Miami-Dade College)
- CTE opportunities to receive Industry Certifications prior to graduation

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.

The school site counselors visit every class to complete the articulation process. During this time, students learn their options and are guided as to the path they are to take to complete high school. In addition, the school hosts a career fair as well as college fairs to provide students with information on their post secondary choices. Guest presentations are conducted in house to expose and inform students to the entrance requirements to various colleges. Additionally, students are provided with an opportunity to tour local colleges. Students also have full access to a guidance counselor as well as a CAP advisor. Homestead Senior High School works closely with Miami-Dade College and Florida International University to ensure students are prepared for their post secondary experience.

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

The school offers several academic tracks that lead to industry certification. This allows students to navigate through high school with a plan of either entering the work force or attending college. There are also several course offerings in Dual Enrollment and Advance Placement that allows students to leave high school with college course credits. Students are also taking specific course strands in various academies that can be transferred to the post secondary level.

For the 2017-2018 school year, students attending Homestead Senior High School will have an opportunity to become involved in the Building Trades and Construction Development program designed to provide them with industry certifications and internships.

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

Students have an opportunity to take various courses that lead to industry certification as well as participate in student internships with local businesses to experience first hand the technical skills needed to become successful productive member of our society. The Academy of Hospitality and Tourism provides students with classes in marketing, sports and entertainment management and Entrepreneurship.

Our partnership with South Dade Technical College provides our nursing students with the courses needed to obtain their Certified Nursing Assistance credentials (CNA) and work towards completing their Licensed Practical Nursing (LPN) certification.

For the 2017-2018 school year, we have expanded the partnership with South Dade Technical College to provide students with an opportunity to take classes in cosmetology and auto mechanics. These new courses will also lead to industry certification.

There is also a graduation coach/college advisor on site to provide various workshops on college and career readiness.

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.

Utilizing the most recent High School Feedback Report for Homestead Senior High School the following strategies will be incorporated to improve student readiness for the public postsecondary level:

- create retake classes to provide additional support for students to pass the FSA
- increase the number of graduates who complete a college prep curriculum (Khan Academy)
- increase the percentage of graduates who complete at least one dual enrollment course
- work with the testing chairperson and CAP advisor to offer the PSAT for tenth graders
- increase the percentage of students scoring at or above college level cut scores in mathematics by providing rigorous instruction ,tutoring and enrichment opportunities utilize the graduation coach and CAP advisor to
- increase student participation in postsecondary institutions
- increase the number of students who are successful on the PERT Math assessment

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

G096924

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Bio I EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- Difficulty aligning instruction to the learning targets, executing through the gradual release and developing rigorous end product due to the complexity of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches Administration Common Planning Process Professional Development Supplemental Materials Core texts Technology (tablets) Curriculum Support Specialist (CSS); Instructional Supervisor (IS); Assistant Principal; McGraw-Hill Supplemental Algebra Resources; Carnegie Cognitive Tutor Program; Item Specifications; District Pacing Guides; ETO Unit Plans; Core Textbooks and Online Resources; Promethean Technology; Double-Dose Classes for Non-Proficient Students primary source text, secondary source text, textbook resources, stimulus, graphic organizers, student-centered reading strategies, DBQ's, Discovery Learning.

Plan to Monitor Progress Toward G1. 8

District assessment data, computer generated reports, informal classroom assessments, student exit tickets

Person Responsible

Catina Boynton

Schedule

Monthly, from 9/28/2017 to 6/8/2018

Evidence of Completion

Data chat logs Individual student/teacher/school data reports Student Work Folders Interim Assessment data EOC data FSA data

Action Plan for Improvement


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

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G096924

G1.B2 Difficulty aligning instruction to the learning targets, executing through the gradual release and developing rigorous end product due to the complexity of the standards. **2**

 B260737

G1.B2.S1 To implement purposeful collaborative planning sessions with an emphasis on Instructional Delivery and student engagement. **4**

 S276128

Strategy Rationale

Teachers can work with peers as well as an instructional coach to ensure that the lesson plans that are developed are aligned to the standards being taught and incorporate student engagement techniques.

Action Step 1 **5**

The school based Action Plan will be developed by faculty members during Synergy and the Initial Instructional Review.

Person Responsible

Catina Boynton

Schedule

Monthly, from 9/28/2017 to 6/8/2018

Evidence of Completion

Department meeting agenda and sign in sheet along with the completed Action Plan

Action Step 2 **5**

Utilize revised common planning protocols and the coaching cycle to assist teachers in developing an understanding of planning aligned lessons that embed student engagement via the Gradual Release of Responsibility Model effectively.

Person Responsible

Catina Boynton

Schedule

Weekly, from 9/28/2017 to 6/8/2018

Evidence of Completion

Agendas from common planning and final lesson plans reflect aligned lessons targeting the Florida Standards.

Action Step 3 **5**

Provide purposeful professional development to staff on Instructional Planning and Instructional Delivery.

Person Responsible

Catina Boynton

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Agendas from PD opportunities, lesson plans, student work samples, PPT presentations

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

Follow up via administrative walk throughs and review of the documented coaching cycle and teacher lesson plans.

Person Responsible

Catina Boynton

Schedule

Weekly, from 9/28/2017 to 6/8/2018

Evidence of Completion

Documented lesson plans, coaches log and administrative walk through logs, student work samples, PD agendas

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

Review of student data via informal teacher assessments and district assessments.

Person Responsible

Catina Boynton







Schedule

Monthly, from 9/28/2017 to 6/8/2018

Evidence of Completion

Review of students work samples and student data on informal and formal assessments will determine whether or not students have a full understanding of standards being taught.

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.B2.S1.A3  A371605	Provide purposeful professional development to staff on Instructional Planning and Instructional...	Boynton, Catina	10/2/2017	Agendas from PD opportunities, lesson plans, student work samples, PPT presentations	6/1/2018 monthly
G1.MA1  M399844	District assessment data, computer generated reports, informal classroom assessments, student exit...	Boynton, Catina	9/28/2017	Data chat logs Individual student/ teacher/school data reports Student Work Folders Interim Assessment data EOC data FSA data	6/8/2018 monthly
G1.B2.S1.MA1  M399840	Review of student data via informal teacher assessments and district assessments.	Boynton, Catina	9/28/2017	Review of students work samples and student data on informal and formal assessments will determine whether or not students have a full understanding of standards being taught.	6/8/2018 monthly
G1.B2.S1.MA1  M399841	Follow up via administrative walk throughs and review of the documented coaching cycle and teacher...	Boynton, Catina	9/28/2017	Documented lesson plans, coaches log and administrative walk through logs, student work samples, PD agendas	6/8/2018 weekly
G1.B2.S1.A1  A371603	The school based Action Plan will be developed by faculty members during Synergy and the Initial...	Boynton, Catina	9/28/2017	Department meeting agenda and sign in sheet along with the completed Action Plan	6/8/2018 monthly
G1.B2.S1.A2  A371604	Utilize revised common planning protocols and the coaching cycle to assist teachers in developing...	Boynton, Catina	9/28/2017	Agendas from common planning and final lesson plans reflect aligned lessons targeting the Florida Standards.	6/8/2018 weekly

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.B2 Difficulty aligning instruction to the learning targets, executing through the gradual release and developing rigorous end product due to the complexity of the standards.

G1.B2.S1 To implement purposeful collaborative planning sessions with an emphasis on Instructional Delivery and student engagement.

PD Opportunity 1

Utilize revised common planning protocols and the coaching cycle to assist teachers in developing an understanding of planning aligned lessons that embed student engagement via the Gradual Release of Responsibility Model effectively.

Facilitator

Literacy Coaches, District CSS and IS, Teacher Leaders,

Participants

All instructional staff

Schedule

Weekly, from 9/28/2017 to 6/8/2018

PD Opportunity 2

Provide purposeful professional development to staff on Instructional Planning and Instructional Delivery.

Facilitator

Instructional Coaches, CSS and IS personnel assigned to the school, Outside Program Representatives

Participants

all instructional staff

Schedule

Monthly, from 10/2/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance 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.B2 Difficulty aligning instruction to the learning targets, executing through the gradual release and developing rigorous end product due to the complexity of the standards.

G1.B2.S1 To implement purposeful collaborative planning sessions with an emphasis on Instructional Delivery and student engagement.

TA Opportunity 1

The school based Action Plan will be developed by faculty members during Synergy and the Initial Instructional Review.

Facilitator

Literacy Coaches, District CSS and IS, Teacher Leaders,

Participants

All instructional staff

Schedule

Monthly, from 9/28/2017 to 6/8/2018

VII. Budget

1	G1.B2.S1.A1	The school based Action Plan will be developed by faculty members during Synergy and the Initial Instructional Review.	\$0.00
2	G1.B2.S1.A2	Utilize revised common planning protocols and the coaching cycle to assist teachers in developing an understanding of planning aligned lessons that embed student engagement via the Gradual Release of Responsibility Model effectively.	\$0.00
3	G1.B2.S1.A3	Provide purposeful professional development to staff on Instructional Planning and Instructional Delivery.	\$0.00
Total:			\$0.00