Miami-Dade County Public Schools

Law Enforcement Officers Memorial High School

2017-18 Schoolwide Improvement Plan

Law Enforcement Officers Memorial High School

300 NW 2ND AVE, Miami, FL 33128

http://schoolof justice.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	84%

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	B	B	A*	A

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Law Enforcement Officers Memorial 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.

It is through integrity, duty, and justice, that we prove our bravery and provide public service to our community.

b. Provide the school's vision statement.

Provide an educational environment that meets the needs of all students while promoting university and career pathways.

2. School Environment

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

As students enter Law Enforcement Officers' Memorial High School (LEOMHS), the faculty and staff strive to get an understanding of the students' culture by meeting with parents and students to discuss their goals and intended outcome for success. Teachers build a relationship with students by showing students respect and allowing them to express themselves in a respectable manner.

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

There are several techniques LEOMHS uses to achieve an environment where students feel safe and respected. Our teachers monitor the way we call on students. Our teachers make sure that they give all students chances to participate in class. Our teachers try to increase the amount of time they wait between asking a student a question and moving on by either answering the question themselves or calling on another student. Teachers give students hints and clues to help them succeed in class. Teachers tell students directly that they believe that they have the ability to do well. The teachers' belief in them will inspire their success.

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 goal in correcting students should be to have them reflect on what they did, be sorry that they disappointed you, and make a better choice in the future. Teachers and Administrators at LEOMHS ensure this by:
Reviewing what happened
Identifying and accepting the student's feelings
Reviewing alternative actions
Explaining the building policy as it applies to the situation
Letting the student know that all students are treated the same
Invoking an immediate and meaningful consequence
Letting the student know you are disappointed that you have to invoke a consequence to his or her action
Communicating an expectation that the student will do better in the future

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.

At the end of every nine weeks, LEOMHS brings parents of students with less than a 2.5 GPA in for a meeting. We offer tutoring after school, as well as math and reading interventions guidance counselor is always available to meet with students in need.

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.

At LEOMHS, the Student Services Department monitors the students academic progress, attendance, and discipline. Parent meetings are scheduled at the end of each nine weeks for students who earn a 2.5 or below, have 10 or more absences, and have any disciplinary referrals.

Students who earn a 2.5 or below are placed on probation. Any student on probation must attend two mandatory tutoring sessions per week.

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	0	1	2	1	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	20	38	39	19	116

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	29	0	18	4	51

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

During After School Tutoring students are:
*provided the opportunity to meet proficient and distinguished performance levels because teachers are familiar with the student's individual strengths and areas needing improvement

*provided with an effective means of improving achievement by targeting the individual needs

*provided with effective instructional strategies that: increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs based on the student's data.

*provided with instruction that is consistent with, and are designed to implement the State and local improvement plans.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The Parent Involvement Plan (PIP) will be uploaded to the school website for 2017-2018.

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.

In an effort to build and sustain partnerships with local community agencies, students complete an internship with community partners during their senior year.

Local community agencies provide resources for students through classroom presentations and mentoring programs. Several agencies participate in the annual College and Career Fair.

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
Nasr, Layda	Principal
Concepcion, Lizbet	Teacher, K-12
Leyte-Vidal, Janine	Teacher, K-12
Nicholas, Malcolm	Assistant Principal
Anderson, Elle	School Counselor

b. Duties

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

• Layda M. Nasr Principal: Ensures implementation of intervention and support of professional development
based on a needs assessment to increase the school-based team's knowledge of essential strategies that
are vital to the development of (MTSS). Provides a common vision for the use of data driven instruction and

decision- making. Conveys information to parents regarding (MTSS) plans and activities the school will

provide to effectively enhance student achievement.

• Malcolm Nicholas, Assistant Principal: Assist with ensuring that the implementation of intervention and

support of professional development based on a needs assessment to increase the school-based team's

knowledge of essential strategies that are vital to the development of (MTSS). Assist with providing a common vision for the use of data driven instruction and decision- making. Assist with conveying information

to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.

• Lizbeth Concepcion, Testing Chair: Provides information about core instruction, assist in data collection,

participate in data chats, and collaborate with others to implement intervention strategies within the delivery

of instruction.

• Janine Castillo, Activities Director: Identifies and analyzes scientifically based assessments and intervention

approaches. Identifies systematic patterns of student need to appropriately implement evidence-based

intervention strategies. Assist in the implementation of progress monitoring, data collection, data analysis,

and support teachers by providing professional development opportunities.

• Elle Anderson, Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.

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.

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Leaders 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via school administration and the school's counselor, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. 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, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marcia Chisholm	Teacher
Marvelle McIntyre-Hall	Business/Community
Luisa Fonte	Education Support Employee
Jennifer Chapman	Teacher
Felix Fuentes	Parent
Barbara Valdes	Parent
Gerbenn Seraphin	Student
Jennifer Brown	Teacher
	Student
Layda M. Nasr	Principal
Marco Siervo	Teacher
Cynthia Bodden	Teacher
Milan Baker	Teacher
Sharon Storr-Bowden	Education Support Employee
Rodney Smith	Business/Community
Fernando Tabares	Parent
Enoch Jean-Mary	Student
Lila Allen	Parent
Ryan Taylor-Allen	Student
Adrian Del Valle	Student
Madelyn Fuentes	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

In evaluating last year's school improvement plan, the EESAC Committee met to discuss the needs of the school and discuss the support that they give to the students, faculty and staff.

The committee also looked at the data and discussed how the community got involved with assisting the school in improving the reading, math, and science data.

b. Development of this school improvement plan

The EESAC at Law Enforcement Officers' Memorial is the sole body responsible for final decision making at the school relating to the implementation of the SIP goals. The committee assists the Leadership team in evaluating the SIP, assists the Principal in the development of the budget, and determines the allocations of the EESAC's budget.

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

The school's annual budget is reviewed with the EESAC committee and recommendations are given to the principal on effective ways to use the budget.

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

$1200.00 were allocated for Student Awards

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
Nasr, Layda	Principal
Concepcion, Lizbet	Instructional Technology
Butler, Warren	Teacher, K-12
Chapman, Jennifer	Teacher, K-12
Siervo, Marco	Teacher, K-12
Gutierrez, Carmen	Teacher, K-12
Chisholm, Marcia	Teacher, K-12
Nicholas, Malcolm	Assistant Principal

b. Duties

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

• Builds a learning community that involves all stakeholders
• Develops a school-based literacy action plan
• Develops a writing plan to increase writing across the curriculum
• Creates an intervention plan for bubble students

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.

Each Tuesday, teachers meet in small groups (Department Meeting, Grade Level Meeting, or Faculty Meeting) to collaborate and discuss best practices. Teachers are encouraged to eat lunch together and build a sense of collegiality.

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

1. Job embedded professional development opportunities will be provided through teacher planning days and faculty meetings. Based on data reviewed there will be specific and focused professional developments on strategies to increase the areas of deficiencies.

2. Teachers have the opportunity to meet with department chairs once a week to plan, review the upcoming week's lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.

3. Leadership opportunities for Instructional Staff are encouraged to assist the Administrative Team with duties and responsibilities of the operations of the school.

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

New Teachers will meet with the Principal/Assistant Principal for extra support in any specific subject area.

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.

LEOMHS ensures its core instructional programs and materials are aligned to Florida's Standards by using the following: district-mandated textbooks and pacing guides, as well as keeping our instructors current with professional development classes and seminars.

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 Baseline tests and topic assessments to provide and differentiate instruction to meet diverse needs of students. Students who are still not meeting expectations are given Math and/or Reading Intervention.

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: 1,000

During the After School Tutorial Program students are:

provided the opportunity to meet proficient and distinguished performance levels because teachers are familiar with the student's individual strengths and areas needing improvement

provided with an effective means of improving achievement by targeting the individual needs

provided with effective instructional strategies that: increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs based on the student's data.

Strategy Rationale

To supplement in-class instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Nasr, Layda, lmnasr@dadeschools.net

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

Data is collected weekly, monthly, and quarterly. Teachers review the data with their Curriculum Leaders and Administrators in an effort to identify the student's individual needs, the classroom needs, and the school needs as a whole.

Each time the data is collected, the team evaluates the effectiveness of the strategies being used based on the increase or decrease in the data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another are the following: From "middle to high," our Student Government has a mentoring group and from "high to college" we host a College and Career Fair, as well as, offer internships with the business community and Dual Enrollment with Miami-Dade College.

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 Student Services department has an "open door policy" to all students that wish to discuss their academics and career goal.
- All 11th & 12th graders meet with the School Counselor individually a minimum or two times per year to discuss and promote academic and career planning.
-9th & 10th graders meet in a group setting twice a year to discuss and promote academic and career planning.
-Monthly visits from College and military representatives allowing students to explore Post - Secondary options.
-Students are offered the opportunity to be dually enrolled at MDC (which puts them closer to their future goals)
-Annual college & career fair.

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

-In our magnet academy classes' students are provided with real-life practical knowledge and experience in that field.
-Each academy has at least one instructor that has actual experience in the field that they are teaching.
-Each academy has at least two field trips that are applicable to their field of interest (Law, Homeland Security or Forensics)
-Many of the upper level academy courses have an internship attached to them; this affords our students the opportunity to connect their previous course work to their future career goals
-In each core subject and magnet class the students are required to conduct action research projects with their peers (at school and in the community) to gain a better awareness and understanding or their future career goals.
-Group projects are a staple in Higher Education thus our teachers assign collaborative assignments in order to acclimate our students to this style of learning.

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

-In addition to administering the PSAT in 9th and 10th grade we will also plan to administer the PLAN to 11th grade because the majority of our students take the ACT as well. The PLAN will help us to identify early on areas of weakness as it pertains to student success on the ACT.
-In 11th & 12th grade English classes, the curriculum will include SAT & ACT prep. This prep will be done to insure a higher percentage of our students qualifying for the FL Academic Scholars: Bright Futures Scholarship.
- To increase the number of graduates that would have taken at least one Dual Enrollment Course we offer dual enrollment to qualified students following the 10th grade year.
- We will constantly evaluate and better the curriculum for Math for College Readiness Class and we will offer English 4 for College Readiness. This strategy will help improve the completion (pass) rate of our graduates who enrolled in a Freshman composition class in college.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The strategies that LEOMHS uses for improving student readiness for the public post-secondary level are as follows: Our school requires that all students take the ACT and SAT during their junior year and have students retake them during senior year. We also offer the PSAT to all 10th and 11th graders. We also offer tutoring for these tests. LEOMHS takes juniors on College visits. We also have

a partnership with Miami-Dade College for taking the PERT and Dual enrollment courses. Our school also hosts an annual College and Career Fair.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is improved in all content areas, then student achievement will increase.

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 improved in all content areas, then student achievement will increase. `1a`

🔑 G097139

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Reading - African American	84.0
AMO Reading - Hispanic	85.0
AMO Reading - ED	83.0

Targeted Barriers to Achieving the Goal `3`

- Lack of rigor incorporating higher order thinking and questioning strategies

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

- Grade Level Curriculum Leaders, Professional Learning Communities (once a month), two computer labs, Promethean Boards in all classrooms, Media Center is opened before school, 2-3 computers in each classroom, all 9th/10th grade students have tablets, After School Tutoring (Mon-Thurs 2:30-3:30), Math Pull-Out Intervention.

Plan to Monitor Progress Toward G1. `8`

Teachers will use topic assessments and bi-weekly exams to monitor the students' progress.

Person Responsible

Malcolm Nicholas

Schedule

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

Evidence of Completion

Administrator will monitor progress toward goal by attending and participating in professional development, monthly grade level meetings, and professional learning communities. Administrators will monitor the effectiveness of implementation by reviewing data, conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples, and student collaborative conversation.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. 1

🔑 G097139

G1.B1 Lack of rigor incorporating higher order thinking and questioning strategies 2

🔑 B261309

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills: Implement question strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading. 4

🔑 S276633

Strategy Rationale

Classes lack the rigor necessary to address individual student needs.
By Implementing rigorous instruction across the curriculum student achievement will improve.

Action Step 1 5

Provide all content area teachers professional development on infusing Higher Order Questioning Strategies and the development of higher order thinking questions.

Person Responsible

Layda Nasr

Schedule

On 10/27/2017

Evidence of Completion

Agenda, Sign-in sheets

Action Step 2 5

During monthly grade level meetings, content area teachers will work in grade level groups to discuss best practices, identify and develop appropriate higher order questions based on the Florida Standards

Person Responsible

Layda Nasr

Schedule

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

Evidence of Completion

Lesson Plans and Development of Higher Order Questions and observation of classroom discussions.

Action Step 3 `5`

During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations.

Person Responsible

Layda Nasr

Schedule

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

Evidence of Completion

Walkthrough logs, IPEGS Observations

Action Step 4 `5`

During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning.

Person Responsible

Layda Nasr

Schedule

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

Evidence of Completion

Agenda Sign-in Sheet, observation schedule and collaboration notes.

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

Administrator will monitor fidelity by attending and participating in professional development meeting, monthly grade level meetings, and professional learning communities.

Person Responsible

Layda Nasr

Schedule

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

Evidence of Completion

Classroom walkthroughs and Lesson Plans

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

Administrators will monitor the effectiveness of implementation by conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples, and student collaborative conversation.

Person Responsible

Layda Nasr

Schedule

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

Evidence of Completion

Classroom walkthrough logs and Lesson Plans

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.B1.S1.A1 🔑 A372926	Provide all content area teachers professional development on infusing Higher Order Questioning...	Nasr, Layda	10/27/2017	Agenda, Sign-in sheets	10/27/2017 one-time
G1.MA1 🔑 M401028	Teachers will use topic assessments and bi-weekly exams to monitor the students' progress.	Nicholas, Malcolm	8/21/2017	Administrator will monitor progress toward goal by attending and participating in professional development, monthly grade level meetings, and professional learning communities. Administrators will monitor the effectiveness of implementation by reviewing data, conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples, and student collaborative conversation.	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M401026	Administrators will monitor the effectiveness of implementation by conducting classroom...	Nasr, Layda	8/21/2017	Classroom walkthrough logs and Lesson Plans	6/7/2018 weekly
G1.B1.S1.MA1 🔑 M401027	Administrator will monitor fidelity by attending and participating in professional development...	Nasr, Layda	8/21/2017	Classroom walkthroughs and Lesson Plans	6/7/2018 weekly
G1.B1.S1.A2 🔑 A372927	During monthly grade level meetings, content area teachers will work in grade level groups to...	Nasr, Layda	8/21/2017	Lesson Plans and Development of Higher Order Questions and observation of classroom discussions.	6/7/2018 monthly
G1.B1.S1.A3 🔑 A372928	During classroom instruction all content area teachers will incorporate in their daily lessons...	Nasr, Layda	8/21/2017	Walkthrough logs, IPEGS Observations	6/7/2018 daily
G1.B1.S1.A4 🔑 A372929	During Professional Learning Communities all content area teachers will share best practices in...	Nasr, Layda	8/21/2017	Agenda Sign-in Sheet, observation schedule and collaboration notes.	6/7/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 Lack of rigor incorporating higher order thinking and questioning strategies

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills: Implement question strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

PD Opportunity 1

Provide all content area teachers professional development on infusing Higher Order Questioning Strategies and the development of higher order thinking questions.

Facilitator

Ms. Jennifer Brown(Law Academy), Ms. Zielke (Language Arts Teacher), Mr. Leon (Math), Ms. Gutierrez (Math Chair), Ms.Chisholm (Science Teacher), Mr. Siervo (Social Studies Teacher), and Ms. Anderson (Counselor).

Participants

All content area teachers

Schedule

On 10/27/2017

PD Opportunity 2

During monthly grade level meetings, content area teachers will work in grade level groups to discuss best practices, identify and develop appropriate higher order questions based on the Florida Standards

Facilitator

Ms. Jennifer Brown, Ms. Carmen Gutierrez, Mr. Siervo

Participants

All content area teachers

Schedule

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

PD Opportunity 3

During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations.

Facilitator

All content area teachers

Participants

All content area teachers

Schedule

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

PD Opportunity 4

During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning.

Facilitator

Ms. Jennifer Brown, Ms. Carmen Gutierrez, Mr. Siervo

Participants

All content area teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide all content area teachers professional development on infusing Higher Order Questioning Strategies and the development of higher order thinking questions.	$0.00
2	G1.B1.S1.A2	During monthly grade level meetings, content area teachers will work in grade level groups to discuss best practices, identify and develop appropriate higher order questions based on the Florida Standards	$0.00
3	G1.B1.S1.A3	During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations.	$0.00
4	G1.B1.S1.A4	During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning.	$0.00
		Total:	$0.00