2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Edison Senior High School

6161 NW 5TH CT

Miami, FL 33127

305-751-7337

http://edison.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	90%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	100%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
NOT GRADED	B	B	C	C

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Miami Edison Senior High Schl

Principal
Trynegwa Diggs K

School Advisory Council chair
Cynthia Kyles

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Trynegwa Diggs	Principal
James Dominique	Vice-Principal
Nadine Smith	Assistant Principal
Jorge Vital	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1-principal, 1-alt. principal, 1-Union steward, 5-teachers reps, 4-parents, 2-alt. parents, 1-support staff, 1-alt. support staff, 4-community reps, 1-student, 1-alt. student.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) is a team of individuals representing the community, parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of the SAC is to assist in the developing and evaluating of the SIP and the annual school budgetIt is the responsibility of the School Advisory Council to help enhance student success.
In the process of developing the school improvement plan, SAC conducts a needs assessment that identifies internal and external factors that affect student learning. Working with the information revealed by the needs analysis, the SAC assists in clarifying the vision for the school and establishing indicators for student success. The SAC focuses on the needs of students including what they need to know

(curriculum content) and be able to do (performance application)SAC participated in the following process in the development of the school improvement plan:
-reviewed achievement data
-identified goals
-brainstormed resources and barriers
-developed strategies for prioritized barriers
-identified action steps to implement the strategies
-determined how the strategies will be monitored for fidelity of implementation
-determined how strategies will be monitored for effectiveness
-determined how progress toward each goal will be monitored

Activities of the SAC for the upcoming school year

For the upcoming school-year, the SAC committee will plan any special interests and needs of the students and community served by the school. Another primary activity of the SAC is to regularly communicate with other parents, educators, students and community about the school improvement plan. For the upcoming school year the SAC committee will also:
a. attend all regular and special meetings,
b. communicate with constituents to collect data and opinions for decision making,
c. report to constituents the actions taken by the Council
d. consider the needs of all students when making decisions.
e. review and monitor the progress towards SIP goals
* Assists the principal in the school's annual budget...."With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan.
* Assist in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.
* Approves of the expenditure of school improvement funds. [see state statutes] (lottery enhancement funds)
* Performs functions as prescribed by regulations of the school board.
* Advertises the final draft of the school improvement plan and conducts a public meeting for community suggestions for modifications and serves as an advocate in the community and the school for implementation and assists in public relations efforts related to the plan.
* Supports school improvement implementation

Projected use of school improvement funds, including the amount allocated to each project

The SAC committee funds are projected to fund academic events, lectures, etc. that represent multiple departments or affect students of multiple departments in the hopes of fostering student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Trynegwa Diggs K

Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Certification: English, (6-12) Educational Leadership, All Levels Educational Specialist (Ed.S) Educational Leadership Masters (M.A) in English Bachelor of Arts in English
Performance Record	School Grade History 2012 –P 2011- C 2010- D 2009- D 2008- F High Standards Reading: Math: 2012- 26% 48% 2011-17% 50% 2010- 17% 47% 2009- 20% 50% 2008 16% 42% Learning Gains Reading Math: L25% R L25% M 2012- 51% 54% 60% 69% 2011- 39% 65% 48% 71% 2010- 38% 72% 72% 72% 2009- 19% 73% 51% 75% 2008- 37% 67% 44% 72%

Nadine Smith		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	English, (6-12) Reading, (K-12) Educational Leadership, All Levels
Performance Record	12 11 School Grade B D AYP - Rdg N N AYP - Math N N High - Rdg 27% 19% High - Math 33% 54% Gains - Rdg 52% 39% Gains - Math 54% 65% Gains Rdg 25% 63% 48% Gains Math 25% 69% 71%

James Dominique		
Asst Principal	Years as Administrator: 4	Years at Current School: 2

Credentials	Certification: Guidance And Counseling, (prekindergarten - Grade 12) Educational Leadership, All Levels
Performance Record	12 '11 '10 '09 '08 School Grade P C C A A High Standards Rdg. P 15% 12% 63% 65% High Standards Math P 41% 42% 65% 65% Lrng Gains-Rdg. P 41% 41% 63% 65% Lrng Gains-Math P 70% 77% 70% 70% Gains-Rdg-25% P 57% 49% 76% 66% Gains-Math-25% P 65% 89% 71% 66%

Jorge Vital		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	Certifications: Ed. Leadership (all levels) Physical Education (6-12)	
Performance Record	Miami Jackson Senior High—2010-2012 '10 '09 '08 '07 '06 School Grade Pending A D C C D AYP N Y N N High Standards Rdg. 16 45 37 32 High Standards Math 55 78 75 67 Lrng Gains-Rdg. 16 29 53 45 Lrng Gains-Math 77 76 76 66 Gains-Rdg-25% 82 56 54 49 Gains-Math-25% 82 65 70 60 AMO Reading - 31 AMO Math - 28	

Instructional Coaches

# of instructional coaches
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Emily Wentzel		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Reading K-12	
Performance Record	School Grade 2012: P Proficient Reading: 23% Proficient Math: 32% Learning Gains-Reading: 51% Learning Gains Math: 44% Reading Gains, Lowest 25%- 60% Math Gains, Lowest 25%- 51%	

Anton Ragoonan

Full-time / School-based	Years as Coach: 4	Years at Current School: 4

Areas — Mathematics, Science

Credentials

Performance Record
'12 '11 '10 '09 '08
School Grade P C C D B
AYP 79% 85% 85% 79%
High Standards Rdg. 22% 15% 12% 52% 61%
High Standards Math 46% 41% 42% 37% 64%
Lrng Gains-Rdg. 64% 41% 41% 72% 63%
Lrng Gains-Math 66% 70% 77% 52% 70%
Gains-Rdg-25% 84% 57% 49% 65% 61%

Lilibet Sosa

Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas — Science

Credentials
Biology 6-12
Chemistry 6-12

Performance Record

Part-time / District-based	Years as Coach:	Years at Current School:

Areas — [none selected]

Credentials

Performance Record

Classroom Teachers

# of classroom teachers
80

 # receiving effective rating or higher
777, 971%

 # Highly Qualified Teachers
98%

 # certified in-field
64, 80%

 # ESOL endorsed
9, 11%

 # reading endorsed
5, 6%

 # with advanced degrees

68, 85%

 # National Board Certified

4, 5%

 # first-year teachers

9, 11%

 # with 1-5 years of experience

21, 26%

 # with 6-14 years of experience

34, 43%

 # with 15 or more years of experience

9, 11%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

3, 75%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Miami Edison has developed a retention and recruitment program that will ensure teachers are oriented, coached, and supported throughout the school year. At the beginning of the year, the program includesIntroduction of faculty and staff.
- Tour of the school facility and local community.
- Review of history, achievements and demographics of the school and community.
-Overview of the school and district induction opportunities and plans.
-Introduction of the district's teacher assessment system: explanation, copy of the instruments, and timeline.
-Packet of pertinent information and forms including student/parent handbook, school improvement plan, student progression plan, calendar, map of school, faculty/staff directory, code of student conduct, and copy of teacher master contract.
-Orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan and book expectations, district reporting system, room arrangements, etc.New Teacher Support Group Meetings, led by a mentor, mentor liaison or administrator, for the purpose of addressing current issues and new teacher needs. This group can be in lieu of other

school-based committee assignments.
-Opportunities for teachers to observe other teachers within the school who are implementing district and school curriculum, instruction and assessment concepts.
-Opportunities to reward and recognize the accomplishments of teachers throughout the year.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

MINT (Mentoring And Induction for New Teachers)
MINT is based on current research confirming that successful new teacher
retention practices involve mentoring, principal support, teacher collaboration,
participation in learning communities, and guided reflection. To enhance
the program's effectiveness in preparing new and early-career teachers,
MINT is also modeled from effective induction programs that offer sustained
support throughout the teacher's initial years as a classroom practitioner.
Experienced, highly-effective school-site teachers serve as mentors for
teachers who are in their first and second years in the profession.
Prospective mentors will receive specialized training that will enable them to
guide new teachers in reflecting on their practice, assessing their skills and
setting goals to facilitate professional growth. MINT utilizes high-quality
professional development activities to foster collaboration and collegiality
among new teachers, mentor teachers and the school principal. The program
also incorporates technology tools, including web logs, discussion forums
and webinars, to enhance communication and, thereby, promote supportive
learning communities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership team will be comprised of the school administrative teams, department chairs, instructional coaches and counselors. Members were selected due to their status as leaders in the building
(administrative/teacher leader). Additionally, Subject Area experts will be invited to join the team based on
the specific area or challenge being addressed. All team members will be chosen to build staff support, internal capacity and sustainability over time the team will collaborate with the School Advisory Council (SAC) utilizing data from the 2012-2013 and 2013-2014 school year. The Team will facilitate a discussion on how to increase academic rigor and student engagement in school. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion include, but are not limited to, the following:
• core instruction
• standards based instruction
• Strengthens and weaknesses of intensive academic/behavioral programs
• Mentoring, tutoring, and other services

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The team meets at least monthly to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets. Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. The team will collaborate with SAC, PBS team, and Literacy Leadership team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/ Intervention.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

science, writing, and engagement (e.g., behavior, attendance):
The data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
• Florida Comprehensive Assessment Test (FCAT)
• FCAT Writes
• Curriculum Based Measurement
• Easy CBM)
• St. Lucie County Progress Monitoring Tool
• Comprehensive English Language Learning Assessment (CELLA)
• FLKRS
• Office Discipline Referrals/Behavior Incident Reports (BIR)
• Retentions
• Absences
The data will be triangulated and analyzed to determine students who need additional instruction with evidence based interventions.
The following databases will be utilized:
• Skyward
• PMRN
• Performance Matters

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment
• Interim Assessments

- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- At-Risk Monitoring
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance
- Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan to support MTTS will include professional development for all staff on the premises of MTSS, and a
"checks and balances" approach for the meetingsProfessional Development will be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include, but are not
limited to, the following:
- Positive Behavior Support (PBS)
- CHAMPs
- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Easy CBM
- Performance Matters
- USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3
- Progress Monitoring and Graphing

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 360

Ciy Year has implemented after school programing which includes a homework power hour, push-in assistance to schools' existing programming, and student interest clubs and enrichment activities. The program fosters youth leadership and development and engages the "hard to reach" demographic of middle and high school youth by allowing them to participate in planning their own activities and programming as a way to keep them invested and committed to attending the City Year after school program.Polling took in September to determine student interest for the second hour of after school.
-Behavior Coaching Lunches: You will mentor focus behavior students during their lunch period.
-School Specific/PBIS School Initiatives: You will plug into school based behavior initiatives where the administration sees fit.
-VIP Lounge: A very special, invitation only, monthly lunch hosted by your team as a reward for students who exhibit good behavior.
-In Class Re-Direction/Re-Focusing: You will spend extra time in class to re-direct negative behavior from focus and all other students.
-Positive Contact Home: You will make at least one positive contact home emphasizing positive behavior choice made by focus students.
-One-on-One Mentoring: You will utilize any opportunity to informally or formally coach students' behavior in and out of the classroom.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through the City Year tracker. The tracker triangulates multiple data points to guide intervention. Data includes FAIR, STAR, Interim Testing and ORF.

Who is responsible for monitoring implementation of this strategy?

-City Year Directors
-City Year Program Manager
-School site Administrators

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Try Diggs	Principal
James Dominique	Vice-Principal
Nadine Smith	Assistant Principal
Jorge Vital	Assistant Principal
Gerald Jean-Baptiste	Teacher
Sherley Louis	SPED

Name	Title
Emily Wentzel	Reading Coach
Hope Grant	Reading Teacher
Sarah Cole	Teacher
Tabias Wilson	Teacher
Melisa Wray	Teacher

How the school-based LLT functions

The team will meet monthly to discuss concerns and plan activities that can be implemented school-wide. A
reading coach will serve as the chairperson and roles will be assigned throughout the year as activities are
implemented. Quarterly activities will include a cross-curricular literacy approach.

Major initiatives of the LLT

The major goals for the LLT will be as follows:
• Implement school-wide literacy strategies,
• Partner with feeder schools to promote literacy,
• Organize parent and community literacy activities.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

1) There are clear expectations that teachers will
use specified literacy strategies.
2) Administrators hold teachers accountable for the
frequent use of literacy strategies in content–area
teaching and learning.
3) There are scheduled times for teachers to meet and
discuss the successes and challenges of strategy
implementation. Teachers feel that everyone is on a
journey of improving their skills in this area and that
it is okay to be at a beginning point..
4) Courses are well supported with a variety of
teaching texts.
5) All core content, special education, ESL, and foreign language
teachers are required to participate in some form
of content-area literacy teacher professional development.
5) .Student reading is assessed at the beginning and end of
the year or the beginning of each year, and results are
reported back to the faculty.
6) Student reading is assessed at the beginning and end of
the year or the beginning of each year, and results are
reported back to the faculty.
7) Lesson plans are regularly reviewed by the instructional

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Through the academy courses, students participate in various programs such as the First Responder and EMT
vocational programs; guest speakers are also brought to meet with students regarding career paths; and students participate in job shadowing experiences throughout the school year.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students actively participate in the articulation process. Counselors meet with student and review student
academic history. This coming school year, Seniors will be mentored through the CORE program (Challenging
Our Raiders to Excellence). The mentor will meet with their students monthly to review checklist items such
as college applications, ACT and SAT testing, and scholarship possibilities.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	33%		Yes	39%
American Indian				
Asian				
Black/African American	33%		No	40%
Hispanic	31%		No	38%
White				
English language learners	19%		No	27%
Students with disabilities	38%		No	44%
Economically disadvantaged	33%		No	40%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	15%	28%
Students scoring at or above Achievement Level 4	24	6%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	91	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	13%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	16%	24%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		62%	66%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	35	16%	24%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%		No	43%
American Indian				
Asian				
Black/African American	38%		No	44%
Hispanic	33%		No	39%
White				
English language learners	38%		No	45%
Students with disabilities	48%		No	53%
Economically disadvantaged	38%		No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%		No	43%
American Indian				
Asian				
Black/African American	38%		No	44%
Hispanic	33%		No	39%
White				
English language learners	38%		No	45%
Students with disabilities	48%		No	53%
Economically disadvantaged	38%		No	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	9%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	70%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		80%	82%
Students in lowest 25% making learning gains (EOC)		84%	86%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		24%	32%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	35%	39%
Students scoring at or above Achievement Level 4	38	17%	22%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	32%	35%
Students scoring at or above Achievement Level 4	42	20%	22%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	35%	45%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	260	27%	26%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	313	35%	34%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	171	18%	17%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	260	27%	26%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	59	28%	27%
Students with grade point average less than 2.0	185	22%	21%
Students who fail to progress on-time to tenth grade	5	2%	1%
Students who receive two or more behavior referrals	313	35%	34%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	45	5%	3%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	98	70%	72%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	41	64%	66%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	157	63%	65%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental
Miami Edison SHS involves parents in the planning and implementation of the Title I Program and extend an
open invitation to our school's parent resource center in order to inform parents regarding available
programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title 1
School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the
Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with
dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule 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.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the
Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration
as documentation of compliance with NCLB Section 1118.
Confidential "as-needed services" will be provided to any students in 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 Improve Grant Funds/School Improvement Grant Initiative
Miami Edison SHS 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, classroom libraries, and Project CRISS.

Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative

designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of access to high quality public school choice options for all parents in Miami-Dade County,

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational

options, and re-culture teaching practices to establish quality school environments.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will master data anlaysis by monitoring student progress using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets for the year, and differentiate instruction.

G2. As a faculty, we will increase reading proficiency to 30% by improving vocabulary instruction and acquisition through explicit and systematic instruction in all content areas.

G3. The faculty of Miami Edison Senior H.S will implement and master effective approaches to analytical writing in all disciplines so our students will be able to transfer skills and critically think between courses and contexts at various academic levels.

G4. All teachers will effectively analyze and monitor students' writing competency by examing writing trend data within each discipline. Writing data will be measured by formative writing assessments and the culminating research paper.

G5. Increase student involvement in STEM field competitions, such as science fair, by at least 10%.

G6. EWS Early Warning Systems: During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

Goals Detail

G1. All teachers will master data anlaysis by monitoring student progress using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets for the year, and differentiate instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Thinkgate Data System FAIR(Florida Assessment In Reading) Data System

Targeted Barriers to Achieving the Goal

- -Limited instructional personnel skilled at using Thinkgate data system. -Limited instructional personnel skilled at utilizing FAIR data to guide instruction and determine student progress.

Plan to Monitor Progress Toward the Goal

Classroom observations: lessons that address students' data. Lesson Plans that are data driven. Student work folders.

Person or Persons Responsible
Assistant Principal Reading Coach

Target Dates or Schedule:
Ongoing monitoring: December 2013-May 2013

Evidence of Completion:
Classroom walkthrough feedback (email and google doc form) Samples of lesson plans that reveal the usage of data. Student work folders

G2. As a faculty, we will increase reading proficiency to 30% by improving vocabulary instruction and acquisition through explicit and systematic instruction in all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Reading Coaches Curriculum Support Specialist Assistant Principal

Targeted Barriers to Achieving the Goal

- There are many beginning teachers and new faculty that lack the knowledge and skills to explicitly teach content vocabulary.Content area teachers need continual support in using effective evidence-based literacy strategies .

Plan to Monitor Progress Toward the Goal

How to monitor for fidelity: - Monitor lesson plans for direct explict vocabulary lessons.. - Conduct classroom walkthroughs to ensure vocabulary instruction is purposeful and rigorous. - Review vocabulary esson study documentation. -Monitor coaching logs for evidence of coaching cycles and support on vocabulary instruction. -Analyze student work folders for evidence of high quality vocabulary instruction.

Person or Persons Responsible
Assistant Principal Curriculum Suport Specialist

Target Dates or Schedule:
Ongoing monitoring: Until May 2013

Evidence of Completion:
Students show learning gains in the area of vocabulary as measured by the following assessments: 1) classroom assessments 2) district interim assessments 3) FAIR assessment/ORF

G3. The faculty of Miami Edison Senior H.S will implement and master effective approaches to analytical writing in all disciplines so our students will be able to transfer skills and critically think between courses and contexts at various academic levels.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Writing academic coach. Writing curriculum specialist. Content area department chairpersons. Ongoing professional development series on content area writing.

Targeted Barriers to Achieving the Goal

- Barrier #1: There is limited evidence of students being able to generate ideas, reasons, or arguments to support analytical.

- Barrier #2: There is limited evidence of effective peer editing being implemented to impact the student's writing.

- Barrier #3: There is limited evidence of students having a strong knowledge of conventions.

Plan to Monitor Progress Toward the Goal

Data will be collected bi-weekly from student's writing samples to determine their instructional needs.

Person or Persons Responsible
Administration Literacy Coach Creative Writing Teachers

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Students will receive instruction based on their level of performance. Students will writing samples will reveal improved writing abilities

G4. All teachers will effectively analyze and monitor students' writing competency by examing writing trend data within each discipline. Writing data will be measured by formative writing assessments and the culminating research paper.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Barrier #1:Writing teachers have limited knowledge of how to disaggregate data and set learning goals and targets.

- Barrier #2: Writing teachers have limited knowledge aligning resources to diiferentiate instruction based on students' specific needs.

Plan to Monitor Progress Toward the Goal

Data will be collected bi-weekly from student's writing samples to determine their instructional needs.

Person or Persons Responsible
Administration Literacy Coach Creative Writing Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Students will receive instruction based on their level of performance. Studentsl writing samples will reveal improved writing abilities

G5. Increase student involvement in STEM field competitions, such as science fair, by at least 10%.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Biology and Research III teachers in the Science Department, along with support from Assistant Principal over Science, and Education Transformation Office personnel (CSS and IS).

- Student's families or guardians are an additional resource to help support our goal.

- The use of literacy strategies in the science classrooms.

Targeted Barriers to Achieving the Goal

- Teachers limited knowledge and understanding of rigor, Higher Order Thinking Questioning, and Accountability Talk.

- Lack of additional support for students who scored a Level 1 or Level 2 in the reading FCAT

- Low student turn-out in science competitions.

Plan to Monitor Progress Toward the Goal

Determining how many of our students have participated in STEM related activities and how the implementation has improved will be easy because our number last year was 0. This year thus far we have had 72% of our students participate in a school science fair, and others in the district fair. As activities continue to be offered, we will continue to expose students to those opportunities.

Person or Persons Responsible

Science Coach and Assistant Principal over Science.

Target Dates or Schedule:

On-going.

Evidence of Completion:

Student attendance and participation in STEM related activities.

G6. EWS Early Warning Systems: During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

Targets Supported

- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Biology and Research III teachers in the Science Department, along with support from Assistant Principal over Science, and Education Transformation Office personnel (CSS and IS).

- Student's families or guardians are an additional resource to help support our goal.

- Technology and online resources available to teachers and students, such as FCAT Explorer and FCAT Focus, GIZMOs, NBC Learn.

- The use of literacy strategies in the science classrooms.

Targeted Barriers to Achieving the Goal

- Teachers limited knowledge and understanding of rigor, Higher Order Thinking Questioning, and Accountability Talk.

- Limited use of data to drive goal setting and instruction in science.

- Lack of use of reading and writing strategies in the science classroom.

Plan to Monitor Progress Toward the Goal

Will ensure that teachers are using data in order to improve instruction and move their students.

Person or Persons Responsible
Science Coach and Assistant Principal over Science.

Target Dates or Schedule:
On-going.

Evidence of Completion:
Student learning gains.

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will master data anlaysis by monitoring student progress using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets for the year, and differentiate instruction.

G1.B1 -Limited instructional personnel skilled at using Thinkgate data system. -Limited instructional personnel skilled at utilizing FAIR data to guide instruction and determine student progress.

G1.B1.S1 Ongoing professional development on using the PMRN/FAIR data system. Ongoing professional development on using Thinkgate data system.

Action Step 1

Ongoing professional development on PMRN/FAIR and Thinkgate data system.

Person or Persons Responsible

Assistant Principal Reading Coaches Curriculum Support Specialists

Target Dates or Schedule

December 2013-May 2014: During common planning sessions and designated professional development days.

Evidence of Completion

-Professional teacher reflection. -Instructional personel data binders. -Visible classroom data. -Student data chat sheets

Facilitator:

Assistant Principal Reading Coach Curriculum Support Specialist

Participants:

Reading Teachers Language Arts Teachers Freshman Experience Teachers

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

AP will monitor the participation and quality of professional development on using data. AP will monitor the usage of data in lesson plans and data chats.

Person or Persons Responsible

Trynegwa Diggs (Principal) Nadine Smith (Assistant Principal)

Target Dates or Schedule

Ongoing monitoring: December 2013-May 2013

Evidence of Completion

1.Coach/AP/CSS Debriefs 2. Coaching Log 3. AP Classroom Walkthroughs 4. Common Planning/ Lesson Plans 5. Ongoing professional development 6. Students' work sample

Plan to Monitor Effectiveness of G1.B1.S1

-Teachers lesson plans will be monitored. -Small group instruction will be monitored for instruction that addresses the collected data.

Person or Persons Responsible

Assistant Principal Reading Coach

Target Dates or Schedule

Ongoing: December 2013-May 2013

Evidence of Completion

1.Coach/AP/CSS Debriefs 2. Coaching Log 3. AP Classroom Walkthroughs 4. Common Planning/ Lesson Plans 5. Ongoing professional development 6. Students' work sample

G2. As a faculty, we will increase reading proficiency to 30% by improving vocabulary instruction and acquisition through explicit and systematic instruction in all content areas.

G2.B1 There are many beginning teachers and new faculty that lack the knowledge and skills to explicitly teach content vocabulary.Content area teachers need continual support in using effective evidence-based literacy strategies .

G2.B1.S1 Provide professional development to teachers and support through the lesson study process in explicit instruction in academic vocabulary. Provide teachers with intensive support through common planning--utilize common planning protocols to provide teachers with time to collaborate with the instructional coach on comprehensive lesson planning, purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments, high order questioning, and explicit instruction.

Action Step 1

Develop detailed department goals aligned to the instructional focus calendar including what will be accomplished in each Common Planning Session.

Person or Persons Responsible

Reading Coaches Teachers Assistant Principal

Target Dates or Schedule

Ongoing: December 2013- May 2013

Evidence of Completion

o Common Planning Roster o Coaching Logs o Common Planning Agendas

Action Step 2

Provide a Professional Development through common planning on creating daily doable objectives that are aligned to the standard and scaffold to the highest level of Webb's Depth of Knowledge.

Person or Persons Responsible

Reading Coaches Curriculum Support Specialist Assistant Principal

Target Dates or Schedule

Ongoing: December 2013- May 2013

Evidence of Completion

o Teacher Lesson Plan binder o Finished Lesson Plans that include higher order thinking questions aligned to Task Cards. o Student work samples o Common Planning Agenda

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

Monitor that lesson delivery incorporates explicit vocabulary instruction

Person or Persons Responsible

AP/Principal

Target Dates or Schedule

Ongoing: December 2013-May 2014

Evidence of Completion

Professional development/ lesson study sign-in sheets, Professional development/ lesson study agenda Teachers reflection on the lesson study process and outcomes.

Plan to Monitor Effectiveness of G2.B1.S1

-Data from formative vocabulary assessment. -Data from Fall Interim Assessment 2013: Vocabulary benchmarks. -Data from Winter Interim Assessment 2014: Vocabulary benchmarks.

Person or Persons Responsible

Assistant Principal Reading Coach

Target Dates or Schedule

Ongoing monitoring--Until May 2014

Evidence of Completion

Analysis of Thinkgate data measuring vocabulary benchmarks. Analysis of classroom formative assessments measuring vocabulary benchmarks.

G3. The faculty of Miami Edison Senior H.S will implement and master effective approaches to analytical writing in all disciplines so our students will be able to transfer skills and critically think between courses and contexts at various academic levels.

G3.B1 Barrier #1: There is limited evidence of students being able to generate ideas, reasons, or arguments to support analytical.

G3.B1.S1 - Increase the use of Mentor texts that are related to specific instructional strategies with the goal of teaching students how to use mentor texts to generate various levels of support within their writing. - Conduct coaching cycles focused on instruction in analytical writing and conventions.

Action Step 1

Ongoing PD will occur during common planning; teachers will share ideas regarding video clips and Socratic Circles and Seminars . Coaches will model how to create and execute a lesson using video clips to develop background knowledge, leading to a Socratic Seminar Coaches will model the steps to stating an argument and supporting it with evidence

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

September to October

Evidence of Completion

Student's writing samples will show evidence of increased ability to generate ideas. "Final-E" Exit Slips

Facilitator:

Literacy Coach

Participants:

Literacy Coach

Plan to Monitor Fidelity of Implementation of G3.B1.S1

- Review lesson plans for evidence of Discovery Education clips. - . Observe Socratic Seminars for student dialogue. - Conduct administrative walkthroughs for evidence of Discovery Education and video clips and Socratic Seminars.

Person or Persons Responsible

Administration Literacy Coach

Target Dates or Schedule

Bi-weekly September-December

Evidence of Completion

Review student writing samples for evidence of increased writing ability.

Plan to Monitor Effectiveness of G3.B1.S1

Data will be collected and utilized to formulate groups for differentiated instruction. Conduct data chats with students after the administration of the Baseline assessment DI groups will be flexible to ensure students are receiving the instruction they need.

Person or Persons Responsible

Literacy Coach Creative Writing Teachers

Target Dates or Schedule

August-Baseline Assessment Daily-Exit Slips December-Midyear Assessment

Evidence of Completion

Review student writing samples for evidence of increased writing ability. Midyea rwriting data should reveal 65% or more of students achieving proficiency of 3.5-6.0

G3.B2 Barrier #2: There is limited evidence of effective peer editing being implemented to impact the student's writing.

G3.B2.S1 - Create and utilize peer editing tools focusing on the essential components of an essay written at proficiency level. -Implement and monitor effective student use of peer editing strategies such as the TAG strategy (Tell something you like, Ask a question, Give a suggestion), the CAPS strategy (Capitals, Agreement, Punctuation, Spelling), and the COPS strategy (Correct capitals, outstanding organization, perfect punctuation, spectacular spelling) to build student capacity in each area of the writing process and the FCAT Rubric.

Action Step 1

Professional development will be provided during common planning on the purpose and effectiveness of peer editing and specific strategies - Coaches will model how to create and execute a lesson using peer editing and lead a lesson study cycle that solely focuses on the methodology and effective use of peer editing

Person or Persons Responsible

Administration Literacy Coach Creative Writing Teachers

Target Dates or Schedule

September - October Bi-weekly

Evidence of Completion

Students will accurately peer edit student writing samples using the FACT Writing Rubric.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

- Review student work folders for evidence of the peer editing tool, as well as TAG and highlighting. - . Review professional development sign-in sheets and agendas. - Review Lesson Study documentation for evidence of implementation. - Review coaching logs and calendars. - Conduct administrative walkthroughs

Person or Persons Responsible

Administration Literacy Coach

Target Dates or Schedule

Bi-weekly September-October December - February

Evidence of Completion

Students will accurately peer edit student writing samples using the FACT Writing Rubric. Students' writing samples will show evidence of increased writing ability. Students' work folders will show evidence of the peer editing tool, as well as TAG and highlighting.

Plan to Monitor Effectiveness of G3.B2.S1

Review student writing samples for evidence of increased writing ability. - Review student work folders for evidence of the peer editing tool, as well as TAG and highlighting. Track student data from baseline to Midyear assessments. Secure the service of a writing interventionist to work with DI groups.

Person or Persons Responsible

Literacy Coach Creative Writing Teachers

Target Dates or Schedule

Bi-weekly September - December

Evidence of Completion

Review student writing samples for evidence of increased writing ability. - Review student work folders for evidence of the peer editing tool, as well as TAG and highlighting.

G3.B3 Barrier #3: There is limited evidence of students having a strong knowledge of conventions.

G3.B3.S1 -Implement Purdue Owl Conventions Mini Lessons, Write Start, and the use of Mentor texts to target student deficiencies. - Target convention issues on multiple instructional levels and use mentor texts to teach students how writers apply strategies in context. -Provide additional instruction through the use of explicit, corrective feedback focusing on conventions as students prepare to create, edit, and revise writing assignments

Action Step 1

- Professional development will be provided during common planning on the purpose and effectiveness of lessons in the writing classes during the bell ringer which target conventions. Aide teachers in planning for differentiated instruction to meet the needs of low level learners - Secure an interventionist to provide additional instruction for struggling students. - Enact a WAC plan that will require non-literacy departments to review conventional problems such as punctuation, grammar, subject/verb agreement.

Person or Persons Responsible

Administrators :Literacy Coach Creative Writing Teachers Curriculum Support Specialist

Target Dates or Schedule

Daily from September - February

Evidence of Completion

- Review lesson plans for evidence of mini-lessons that target conventions. - . Review student work folders for evidence of using explicit, corrective feedback to revise work for convention errors. - Conduct administrative walkthroughs for evidence of the writing mini-lessons during the bell ringer, as well as implementation of the School-wide Writing Plan

Plan to Monitor Fidelity of Implementation of G3.B3.S1

- Review lesson plans for evidence of mini-lessons which target conventions. - . Review student work folders for evidence of using explicit, corrective feedback to revise work for convention issues. - Conduct administrative walkthroughs for evidence of the writing mini-lessons during the bell ringer, as well as implementation of the School-wide Writing Plan

Person or Persons Responsible

Administration Literacy Coach Creative Writing Teachers

Target Dates or Schedule

Daily from September - February

Evidence of Completion

- Review student writing samples for evidence of increased ability in using conventions appropriately in writing.

Plan to Monitor Effectiveness of G3.B3.S1

Students will be given explicit corrective feedback to target conventions issues. Students' writing samples will reviewed for proper conventions use during the editing and revision process.

Person or Persons Responsible

Literacy Coach Creative Writing Teachers

Target Dates or Schedule

Bi-Weekly September - March

Evidence of Completion

- Student's writing samples will show evidence of increased ability in using conventions appropriately in writing.

G4. All teachers will effectively analyze and monitor students' writing competency by examing writing trend data within each discipline. Writing data will be measured by formative writing assessments and the culminating research paper.

G4.B1 Barrier #1:Writing teachers have limited knowledge of how to disaggregate data and set learning goals and targets.

G4.B1.S1 -Conduct data chats with teachers after Write Score Baseline Assessment to review strengths and weaknesses. -Train teachers to conduct data chats with students during writing conferences.

Action Step 1

Ongoing PD will occur during common planning; teachers will share ideas regarding video clips and Socratic Circles and Seminars . Coaches will model how to create and execute a lesson using video clips to develop background knowledge, leading to a Socratic Seminar Coaches will model the steps to stating an argument and supporting it with evidence

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's writing samples will show evidence of increased ability to generate ideas. Write Score data

Facilitator:

Literacy Coach

Participants:

Creative Writing Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

- Review lesson plans for evidence of data driven instruction -Review student work folders for evidence of data chats

Person or Persons Responsible

Administration Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Review student writing samples for evidence of increased writing ability. Review Midyear Write Score data for evidence of student growth

Plan to Monitor Effectiveness of G4.B1.S1

Data will be collected and utilized to formulate groups for differentiated instruction. Conduct data chats with students after the administration of the Baseline assessment DI groups will be flexible to ensure students are receiving the instruction they need.

Person or Persons Responsible

Literacy Coach Creative Writing Teachers

Target Dates or Schedule

August-Baseline Assessment Daily-Exit Slips December-Midyear Assessment

Evidence of Completion

Review student writing samples for evidence of increased writing ability. Midyear writing data should reveal 60% or more of students achieving proficiency of 3.5-6.0

G4.B2 Barrier #2: Writing teachers have limited knowledge aligning resources to diiferentiate instruction based on students' specific needs.

G4.B2.S1 -Plan data driven DI lessons during weekly common planning sessions. -Conduct coaching cycles on explicit small group instruction using the explicit instruction model: "I do", "We do, " "You do"

Action Step 1

Coach will model how to create and execute a small group lesson using data from Write Score.

Person or Persons Responsible

Literacy Coach Creative Writing Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will show increase in scores on the Write Score Midyear assessment

Plan to Monitor Fidelity of Implementation of G4.B2.S1

- Review student work folders for evidence of the peer editing tool, as well as TAG and highlighting. - .Review professional development sign-in sheets and agendas. - Review coaching logs and calendars. - Conduct administrative walkthroughs

Person or Persons Responsible

Administration Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Students folders will contain assignments taught during DI lessons. Lesson plans will show DI protocols with lessons taught in small group. Write Score data will be increased by 50%by Mid year assessment

Plan to Monitor Effectiveness of G4.B2.S1

Review student writing samples for evidence of increased writing ability. - Review student work folders for evidence of data chats -Track student data from baseline to Midyear assessments. -Secure the service of a writing interventionist to work with DI groups.

Person or Persons Responsible

Administrators Literacy Coach Creative Writing Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased scores on Write Score Midyear Assessment.

G5. Increase student involvement in STEM field competitions, such as science fair, by at least 10%.

G5.B2 Teachers limited knowledge and understanding of rigor, Higher Order Thinking Questioning, and Accountability Talk.

G5.B2.S1 Science Coach will utilize Common Planning, Professional Developments, and Lesson Studies to assist with the development of comprehensive lessons that include rigorous questioning, probing, wait time, and use of accountability talk.

Action Step 1

Will organize a Professional Development with a focus on Higher Order Thinking questioning and Accountable Talk.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

During common planning and teacher planning days,

Evidence of Completion

Teachers will be able to synthesize Higher Order Thinking questions

Facilitator:

Science Coach

Participants:

Science Coach

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Will facilitate common planning and carry out classroom observations.

Person or Persons Responsible

Science Coach and Assistant Principal over science.

Target Dates or Schedule

On-going.

Evidence of Completion

Teachers have accountable talk and higher order thinking questions embedded on lesson plans and continuously use them during the lesson.

Plan to Monitor Effectiveness of G5.B2.S1

Conduct classroom observations.

Person or Persons Responsible

Science Coach and A.P. over Science.

Target Dates or Schedule

On-going.

Evidence of Completion

Teachers have evidence of higher order thinking questions and accountable talk in lesson plans and lesson.

G5.B7 Low student turn-out in science competitions.

G5.B7.S1 Build rapport with families in order for families to support students in after school projects, meetings, and tutoring for science.

Action Step 1

Teachers will call student parents explaining the importance of being involved after school.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Teachers will keep parent contact log with record and information of the phone calls.

Plan to Monitor Fidelity of Implementation of G5.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. EWS Early Warning Systems: During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

G6.B2 Teachers limited knowledge and understanding of rigor, Higher Order Thinking Questioning, and Accountability Talk.

G6.B2.S1 Science Coach will utilize Common Planning, Professional Developments, and Lesson Studies to assist with the development of comprehensive lessons that include rigorous questioning, probing, wait time, and use of accountability talk.

Action Step 1

Will organize a Professional Development with a focus on Higher Order Thinking questioning and Accountable Talk.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

During common planning and teacher planning days,

Evidence of Completion

Teachers will be able to synthesize Higher Order Thinking questions

Facilitator:

Science Coach

Participants:

Science Coach

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Will facilitate common planning and carry out classroom observations.

Person or Persons Responsible

Science Coach and Assistant Principal over science.

Target Dates or Schedule

On-going.

Evidence of Completion

Teachers have accountable talk and higher order thinking questions embedded on lesson plans and continuously use them during the lesson.

Plan to Monitor Effectiveness of G6.B2.S1

Conduct classroom observations.

Person or Persons Responsible

Science Coach and A.P. over Science.

Target Dates or Schedule

On-going.

Evidence of Completion

Teachers have evidence of higher order thinking questions and accountable talk in lesson plans and lesson.

G6.B4 Limited use of data to drive goal setting and instruction in science.

G6.B4.S1 Teachers will learn to use data in order to evaluate effectiveness of instruction, set class goals, and differentiate instruction in the science classroom.

Action Step 1

Will facilitate Professional Development to train teachers on using Edusoft to extract student data, analyze the data, and plan for remediation and differentiate instruction from it.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

During teacher planning days.

Evidence of Completion

Presence of analyzed data reports, grouping of students, and instructional changes as evidenced in Data Binder and Lesson Plans.

Facilitator:

Science Coach

Participants:

Science Coach

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Will ensure that teachers are aware of their data and using it effectively.

Person or Persons Responsible

Science Coach and Assistant Principal over science

Target Dates or Schedule

Continuously during classroom observations.

Evidence of Completion

Present in Data Binder

Plan to Monitor Effectiveness of G6.B4.S1

Will check effective use of student groups during differentiated instruction.

Person or Persons Responsible

Science Coach and Assistant Principal over Science.

Target Dates or Schedule

Continuously.

Evidence of Completion

Groupings of students, effective collaboration among them.

G6.B6 Lack of use of reading and writing strategies in the science classroom.

G6.B6.S1 Infuse reading strategies through the reading of science passages to provide students with strategies to understand and be able to successfully analyze scientific concepts within the questions.

Action Step 1

During Common Planning, instructional coach will lead teachers of the same subject area into developing Bell ringers, Exit slips, and Lab reports which will enhance reading and writing skills while using rigorous passages and infusing Common Core standards.

Person or Persons Responsible

Ms. Sosa and Mr. Vital

Target Dates or Schedule

Ongoing

Evidence of Completion

ETO Common Planning template and agenda, detailed lesson plans including new extended instructional practices.

Facilitator:

Instructional Coach.

Participants:

Science teachers.

Plan to Monitor Fidelity of Implementation of G6.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Miami Edison Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and/or delinquent students.Title II
Our professional development is ongoing and addresses the needs of teachers. There are supports in place to make sure the skills taught are being implemented and continuously improved. Our district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Technology in classrooms will continue to be utilized to support the instructional strategies provided to students. Our school hosted the 21st Century Summer Program this past summer.
Title III
Services are provided through the district's ESOL program specialist. Education materials and ELL district support services to improve the education of immigrant and English Language Learners is included in this support.
Title X- Homeless
Our district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. We also work with local agencies closely to provide constant support for our deserving families.
Supplemental Academic Instruction (SAI)
District SAI funds provide summer school services to level one and two students

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will master data anlaysis by monitoring student progress using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets for the year, and differentiate instruction.

G1.B1 -Limited instructional personnel skilled at using Thinkgate data system. -Limited instructional personnel skilled at utilizing FAIR data to guide instruction and determine student progress.

G1.B1.S1 Ongoing professional development on using the PMRN/FAIR data system. Ongoing professional development on using Thinkgate data system.

PD Opportunity 1

Ongoing professional development on PMRN/FAIR and Thinkgate data system.

Facilitator

Assistant Principal Reading Coach Curriculum Support Specialist

Participants

Reading Teachers Language Arts Teachers Freshman Experience Teachers

Target Dates or Schedule

December 2013-May 2014: During common planning sessions and designated professional development days.

Evidence of Completion

-Professional teacher reflection. -Instructional personel data binders. -Visible classroom data. -Student data chat sheets

G3. The faculty of Miami Edison Senior H.S will implement and master effective approaches to analytical writing in all disciplines so our students will be able to transfer skills and critically think between courses and contexts at various academic levels.

G3.B1 Barrier #1: There is limited evidence of students being able to generate ideas, reasons, or arguments to support analytical.

G3.B1.S1 - Increase the use of Mentor texts that are related to specific instructional strategies with the goal of teaching students how to use mentor texts to generate various levels of support within their writing. - Conduct coaching cycles focused on instruction in analytical writing and conventions.

PD Opportunity 1

Ongoing PD will occur during common planning; teachers will share ideas regarding video clips and Socratic Circles and Seminars . Coaches will model how to create and execute a lesson using video clips to develop background knowledge, leading to a Socratic Seminar Coaches will model the steps to stating an argument and supporting it with evidence

Facilitator

Literacy Coach

Participants

Literacy Coach

Target Dates or Schedule

September to October

Evidence of Completion

Student's writing samples will show evidence of increased ability to generate ideas. "Final-E" Exit Slips

G4. All teachers will effectively analyze and monitor students' writing competency by examing writing trend data within each discipline. Writing data will be measured by formative writing assessments and the culminating research paper.

G4.B1 Barrier #1:Writing teachers have limited knowledge of how to disaggregate data and set learning goals and targets.

G4.B1.S1 -Conduct data chats with teachers after Write Score Baseline Assessment to review strengths and weaknesses. -Train teachers to conduct data chats with students during writing conferences.

PD Opportunity 1

Ongoing PD will occur during common planning; teachers will share ideas regarding video clips and Socratic Circles and Seminars . Coaches will model how to create and execute a lesson using video clips to develop background knowledge, leading to a Socratic Seminar Coaches will model the steps to stating an argument and supporting it with evidence

Facilitator

Literacy Coach

Participants

Creative Writing Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's writing samples will show evidence of increased ability to generate ideas. Write Score data

G5. Increase student involvement in STEM field competitions, such as science fair, by at least 10%.

G5.B2 Teachers limited knowledge and understanding of rigor, Higher Order Thinking Questioning, and Accountability Talk.

G5.B2.S1 Science Coach will utilize Common Planning, Professional Developments, and Lesson Studies to assist with the development of comprehensive lessons that include rigorous questioning, probing, wait time, and use of accountability talk.

PD Opportunity 1

Will organize a Professional Development with a focus on Higher Order Thinking questioning and Accountable Talk.

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

During common planning and teacher planning days,

Evidence of Completion

Teachers will be able to synthesize Higher Order Thinking questions

G6. EWS Early Warning Systems: During the 2012-2013 school year 63 percent of academically at-risk students graduated in 4 years. Our goal for 2013-2014 school year is to increase the graduation of at-risk students to 65%.

G6.B2 Teachers limited knowledge and understanding of rigor, Higher Order Thinking Questioning, and Accountability Talk.

G6.B2.S1 Science Coach will utilize Common Planning, Professional Developments, and Lesson Studies to assist with the development of comprehensive lessons that include rigorous questioning, probing, wait time, and use of accountability talk.

PD Opportunity 1

Will organize a Professional Development with a focus on Higher Order Thinking questioning and Accountable Talk.

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

During common planning and teacher planning days,

Evidence of Completion

Teachers will be able to synthesize Higher Order Thinking questions

G6.B4 Limited use of data to drive goal setting and instruction in science.

G6.B4.S1 Teachers will learn to use data in order to evaluate effectiveness of instruction, set class goals, and differentiate instruction in the science classroom.

PD Opportunity 1

Will facilitate Professional Development to train teachers on using Edusoft to extract student data, analyze the data, and plan for remediation and differentiate instruction from it.

Facilitator

Science Coach

Participants

Science Coach

Target Dates or Schedule

During teacher planning days.

Evidence of Completion

Presence of analyzed data reports, grouping of students, and instructional changes as evidenced in Data Binder and Lesson Plans.

G6.B6 Lack of use of reading and writing strategies in the science classroom.

G6.B6.S1 Infuse reading strategies through the reading of science passages to provide students with strategies to understand and be able to successfully analyze scientific concepts within the questions.

PD Opportunity 1

During Common Planning, instructional coach will lead teachers of the same subject area into developing Bell ringers, Exit slips, and Lab reports which will enhance reading and writing skills while using rigorous passages and infusing Common Core standards.

Facilitator

Instructional Coach.

Participants

Science teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

ETO Common Planning template and agenda, detailed lesson plans including new extended instructional practices.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. The faculty of Miami Edison Senior H.S will implement and master effective approaches to analytical writing in all disciplines so our students will be able to transfer skills and critically think between courses and contexts at various academic levels.

G3.B1 Barrier #1: There is limited evidence of students being able to generate ideas, reasons, or arguments to support analytical.

G3.B1.S1 - Increase the use of Mentor texts that are related to specific instructional strategies with the goal of teaching students how to use mentor texts to generate various levels of support within their writing. - Conduct coaching cycles focused on instruction in analytical writing and conventions.

Action Step 1

Ongoing PD will occur during common planning; teachers will share ideas regarding video clips and Socratic Circles and Seminars . Coaches will model how to create and execute a lesson using video clips to develop background knowledge, leading to a Socratic Seminar Coaches will model the steps to stating an argument and supporting it with evidence

Resource Type

Other

Resource

Funding Source

Amount Needed

G4. All teachers will effectively analyze and monitor students' writing competency by examing writing trend data within each discipline. Writing data will be measured by formative writing assessments and the culminating research paper.

G4.B1 Barrier #1:Writing teachers have limited knowledge of how to disaggregate data and set learning goals and targets.

G4.B1.S1 -Conduct data chats with teachers after Write Score Baseline Assessment to review strengths and weaknesses. -Train teachers to conduct data chats with students during writing conferences.

Action Step 1

Ongoing PD will occur during common planning; teachers will share ideas regarding video clips and Socratic Circles and Seminars . Coaches will model how to create and execute a lesson using video clips to develop background knowledge, leading to a Socratic Seminar Coaches will model the steps to stating an argument and supporting it with evidence

Resource Type

Other

Resource

Funding Source

Amount Needed