



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **South Dade Senior High School**

28401 SW 167TH AVE

Homestead, FL 33030

305-247-4244

<http://sdhs.dadeschools.net/>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 82%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 87%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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## SIP Authority and Template

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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.

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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

South Dade Senior High School

##### Principal

Javier Perez

##### School Advisory Council chair

Albert Garcia

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

Name	Title
Javier Perez	Principal
Juan De Armas	Assistant Principal
Selene Gomez	Assistant Principal
Maria Mayo	Assistant Principal
Artis Miller	Assistant Principal
Donna Alexander	Food Services Manager
Mark Auxier	School Security Monitor
Judith Betancourt-Macias	Student Services Chair
Sherronni Brady	Magnet Lead
Albert Garcia	Magnet Lead
Davin J. Granberry	BMT
Lourdes Haun	IB Magnet Lead
Greg Isom	CSI Instructor
Robert Jones	Head Custodian
Karen Kropp-Hernandez	Test Chair
Michael Polizzano	Athletic Director
Charmaine Underwood	Activities director

#### 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**

The composition of SAC is as follows: Principal – 1; Alternate Principal – 1; Union Steward – 1; Teachers – 5; Alternate Teachers – 1; Educational Support Employee – 1; Alternate Educational Support – 1; Parents – 5; Alternate Parent – 1; Students – 2; Alternate Student – 1; Business/Community Representative - 2

### **Involvement of the SAC in the development of the SIP**

SAC meets with all stakeholders involved in the development of the SIP to determine the school's needs. Once the committees complete the SIP, SAC reviews the SIP and recommends strategies to improve areas requiring improvement. The SIP committees incorporate SAC recommendations and present the final version for approval by SAC.

### **Activities of the SAC for the upcoming school year**

During the 2013-14 school year, SAC will be involved in the following activities:

1. Review the 2013-14 SIP and the Mid-Year SIP.
2. Discuss the current bylaws and determine if any changes need to be made.
3. Discuss student performance issues and provide strategies to improve student performance.
4. Discuss the creation of several committees to improve student attendance, parental involvement, and to attract more business partners.
5. Discuss attendance boundary issues and provide district with necessary documents.
6. Discuss the secondary school reform waiver to labor contract provisions and provide district will necessary documents.
7. Consider request for funds for programs that are aligned to the SIP.
8. Discuss any other issues or concerns that may arise during the school year.

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

The projected use of SAC school improvement funds is as follows:

1. Funds for student incentives and performance recognition - \$5,000.00
2. Funds for competitive events for student organizations -\$8,000.00
3. Funds for teacher sponsored programs aligned to the SIP - \$3,000.00

### **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**

NA

## **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**

5

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Javier Perez**

Principal

Years as Administrator: 7

Years at Current School: 1

**Credentials**

PE, ED LEADERSHIP, SCHOOL PRINCIPAL

**Performance Record**

2013 2012  
 School Grade D C  
 Rdg. Proficiency 48% 46%  
 Math Proficiency 39% 44%  
 Rdg. Lrg. Gains pts 62 64  
 Math Lrg.Gains pts 56 63  
 Rdg. Imp. Low. 25% pts 57 68  
 Math Imp. Low. 25% pts 65 59  
 Rdg. AMO 58 54  
 Math AMO 54 50  
 '11 '10 '09  
 School Grades B B B  
 AYP N N N  
 High Stds Rdg 62 48 49  
 High Stds Math 57 77 80  
 High Stds Write 78 84 89  
 High Stds Sci. 43 38 34  
 Lrng Gains-Rdg 62 56 59  
 Lrng Gains-Math 68 65 69



**SELENE E. GOMEZ**

Asst Principal

Years as Administrator: 8

Years at Current School: 6

**Credentials**

M.S., B.S. / SPEC LEARN DISAB, ED LEADERSHIP

**Performance Record**

2013 2012  
 School Grade Pending C  
 Rdg. Proficiency 36% 36%  
 Math Proficiency 44% 43%  
 Rdg. Lrg. Gains pts 61 58  
 Math Lrg.Gains pts 56 51  
 Rdg. Imp. Low. 25% pts 64 66  
 Math Imp. Low. 25% pts 69 65  
 Rdg. AMO 50 45  
 Math AMO 38 32  
 '11 '10 '09  
 School Grades C D D  
 AYP N N N  
 High Stds Rdg 34 35 29  
 High Stds Math 43 64 58  
 High Stds Write 95 88 81  
 High Stds Sci. 36 24 20  
 Lrng Gains-Rdg 42 44 40  
 Gains-R-25 42 41 45  
 Gains-M-25 61 61 64

**MARIA L. MAYO**

Asst Principal

Years as Administrator: 5

Years at Current School: 4

**Credentials**

M.S., B.S. H.S.A./ MG GENERAL SCI, ED LEADERSHIP

**Performance Record**

2013 2012  
 School Grade Pending C  
 Rdg. Proficiency 36% 36%  
 Math Proficiency 44% 43%  
 Rdg. Lrg. Gains pts 61 58  
 Math Lrg.Gains pts 56 51  
 Rdg. Imp. Low. 25% pts 64 66  
 Math Imp. Low. 25% pts 69 65  
 Rdg. AMO 50 45  
 Math AMO 38 32  
 '11 '10 '09  
 School Grades C D NA  
 AYP N N NA  
 High Stds Rdg 34 35 NA  
 High Stds Math 43 64 NA  
 High Stds Write 95 88 NA  
 High Stds Sci. 36 24 NA  
 Lrng Gains-Rdg 42 44 NA  
 Gains-R-25 42 41 NA  
 Gains-M-25 61 61 NA

**JUAN C. DE ARMAS**

Asst Principal

Years as Administrator: 7

Years at Current School: 5

**Credentials**

M.S., B.S./MG ENG, ESOL, ESE, ED LEADERSHIP

**Performance Record**

2013 2012  
 School Grade Pending C  
 Rdg. Proficiency 36% 36%  
 Math Proficiency 44% 43%  
 Rdg. Lrg. Gains pts 61 58  
 Math Lrg.Gains pts 56 51  
 Rdg. Imp. Low. 25% pts 64 66  
 Math Imp. Low. 25% pts 69 65  
 Rdg. AMO 50 45  
 Math AMO 38 32  
 '11 '10 '09  
 School Grades C D D  
 AYP N N N  
 High Stds Rdg 34 35 29  
 High Stds Math 43 64 58  
 High Stds Write 95 88 81  
 High Stds Sci. 36 24 20  
 Lrng Gains-Rdg 42 44 40  
 Gains-R-25 42 41 45  
 Gains-M-25 61 61 64

**ARTIS MILLER**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

SOCIAL SCIENCE, ED LEADERSHIP

2013 2012

School Grade Pending N/A

Rdg. Proficiency 36% N/A

Math Proficiency 44% N/A

Rdg. Lrg. Gains pts 61 N/A

Math Lrg.Gains pts 56 N/A

Rdg. Imp. Low. 25% pts 64 N/A

Math Imp. Low. 25% pts 69 N/A

Rdg. AMO 50 N/A

Math AMO 38 N/A

**Performance Record**

'11 '10 '09

School Grades N/A N/A N/A

AYP N N N

High Stds Rdg N/A N/A N/A

High Stds Math N/A N/A N/A

High Stds Write N/A N/A N/A

High Stds Sci. N/A N/A N/A

Lrng Gains-Rdg N/A N/A N/A

Note: Mr. Miller worked at Mac Arthur South which is an alternative educational center, where students transition for a specific period of time.

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Ruby Jenkins**

Full-time / School-based                      Years as Coach: 7                      Years at Current School: 2

**Areas**                      Reading/Literacy

**Credentials**                      EdD. ORG LEADERSHIP, ENG, READING

**Performance Record**

2013 2012  
 School Grade Pending A  
 Rdg. Proficiency 36% 33%  
 Math Proficiency 44% 39%  
 Rdg. Lrg. Gains pts 61 61  
 Math Lrg.Gains pts 56 58  
 Rdg. Imp. Low. 25% pts 64 65  
 Math Imp. Low. 25% pts 69 68  
 Rdg. AMO 50 40  
 Math AMO 38 39  
 '11 '10 '09  
 School Grades A D F  
 AYP N N N  
 High Stds Rdg 29 35 29  
 High Stds Math 60 64 58  
 High Stds Write 75 88 81  
 High Stds Sci. 31 24 20  
 Lrng Gains-Rdg 45 44 40  
 Gains-R-25 N/A 41 45  
 Gains-M-25 N/A 61 64

**Arles Carballo**

Full-time / School-based                      Years as Coach: 9                      Years at Current School: 1

**Areas**                      Mathematics, Science

**Credentials**                      B.S./6-12 BIOLOGY, 6-12 CHEMISTRY

**Performance Record**

2013 2012

School Grade N/A N/A

Rdg. Proficiency N/A N/A

Math Proficiency N/A N/A

Rdg. Lrg. Gains pts N/A N/A

Math Lrg.Gains pts N/A N/A

Rdg. Imp. Low. 25% pts N/A N/A

Math Imp. Low. 25% pts N/A N/A

Rdg. AMO N/A N/A

Math AMO N/A N/A

'11 '10 '09

School Grades D D F

AYP N N N

High Stds Rdg 17 20 16

High Stds Math 47 50 42

High Stds Write 76 79 73

High Stds Sci. 27 18 19

Lrng Gains-Rdg 38 19 37

Lrng Gains Math 72 73 67

<b>Bernard Johnson</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 1</b>
<b>Areas</b>	Mathematics	
<b>Credentials</b>	B.S. Mechanical Engineering /6-12 MATHEMATICS	
<b>Performance Record</b>	2013 2012 School Grade Pending C Rdg. Proficiency 36% 43% Math Proficiency 44% 55% Rdg. Lrg. Gains pts 61 63 Math Lrg.Gains pts 56 63 Rdg. Imp. Low. 25% pts 64 70 Math Imp. Low. 25% pts 69 71 Rdg. AMO 50 40 Math AMO 38 39 '11 School Grades B AYP Y High Stds Rdg 43 High Stds Math 54 High Stds Write 73 High Stds Sci. 31 Lrng Gains-Rdg 66 Gains-R-25 68 Gains-M-25 73	

**Classroom Teachers**

<b># of classroom teachers</b>	169
<b># receiving effective rating or higher</b>	169, 100%
<b># Highly Qualified Teachers</b>	55%
<b># certified in-field</b>	161, 95%
<b># ESOL endorsed</b>	26, 15%
<b># reading endorsed</b>	17, 10%
<b># with advanced degrees</b>	67, 40%
<b># National Board Certified</b>	7, 4%

**# first-year teachers**

4, 2%

**# with 1-5 years of experience**

34, 20%

**# with 6-14 years of experience**

72, 43%

**# with 15 or more years of experience**

59, 35%

**Education Paraprofessionals**

**# of paraprofessionals**

8

**# Highly Qualified**

1, 13%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

1

**# 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**

1. Regular meetings of new teachers with leadership team.
  2. Partnering new teachers with veteran staff.
  3. Hire experienced teachers who are highly qualified and have a proven track record in increasing student achievement.
  4. Request the assistance of district and region personnel in identifying and referring highly qualified teachers to our school when experienced teachers are not available.
- The principal and assistant principals are responsible for implementing these strategies.

**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**

New teachers are paired with experienced teachers that mentor them by modeling lessons, informal observations and meetings.

**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/Rtl Leadership Team's role will be to gather and analyze data to adjust academic and behavioral goals and to monitor the fidelity of the delivery of instruction and interventions on a regular basis; providing a systematic check and balances process to ensure student achievement and literacy, to promote school safety, increase attendance, and prevent student failure through early interventions.

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

Javier Perez, Principal; Maria Mayo, Assistant Principal; Selene G. Gomez, Assistant Principal; Artis Miller, III, Assistant Principal; Juan C. De Armas Assistant Principal; Albert, J. Garcia, EESAC Chairperson; Magnet Lead Teacher; Lourdes Haun; Patricia Hollinger, Language Arts Department Chairperson; Anna Menendez, Reading Department Chair; Ruby Jenkins, Reading Coach; Bernard Johnson, Math Coach, Arles Carballo , Science Coach; Mario Morales, Science Department Chairperson; Rafael Briosio , Social Studies Department Chair; Cheryl A. Ruffin, Math Department Chairperson; Yolanda Mendoza, ESE Department Chair; Davin Granberry, BMT; Karen Kropp-Hernandez, Test Chairperson, Advanced Academics Coordinator, Union Steward.

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

The administrators, instructional coaches and academic coaches will meet on a regular basis to review the effectiveness of strategies being implemented and revise as needed.

**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**

The MTSS/Rtl Leadership Team will utilize formative and summative data to drive instruction. The team will meet on a regular basis to collect data, analyze data, and report on students' progress. Interim Assessments, FCAT, FAIR and the CELLA will be used as the data sources. Edusoft, Thinkgate, and the PMRN will be utilized to access and analyze all the data. Academic and behavioral goals will be modified and support will be allocated based on the individual needs of each student. Behavioral data will be collected through district generated reports. Support will be provided to all core instruction students (Tier 1). Supplemental instruction and interventions will be provided to students in addition to effective core instruction who have not mastered the content (Tier 2), and intensive instructional support will be provided in addition to effective core instruction and supplemental instruction / interventions to individual students whose rate of progress is minimal (Tier 3).

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

The MTSS/Rtl team at South Dade Senior High School will avail itself of State, District, and Regional directed MTSS/Rtl professional development workshops. Team members who attend workshops will share best practices with the administration, teachers, and coaches during department meetings, and professional learning community meetings.

The MTSS team will meet on a biweekly basis to discuss data points and examine each instructional tier of support for students. In addition, we will identify students that are not making progress within their tier of instruction to provide further re-evaluation strategies.

**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:** 4,500

Students will be tiered based on their needs in the area of Reading (Grade 9 & Grade 10), Mathematics (Algebra 1 & Geometry), and Science (Biology).

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

After-school tutorial teachers will assess student work and make the necessary accommodations to meet the individual needs of students.

In lieu of a faculty meeting , teachers will meet by departments to collaborate within each subject area; common planning.

**Who is responsible for monitoring implementation of this strategy?**

Administrator over after-school tutorial program and assigned after-school personnel.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Javier Perez	Principal
Maria Mayo	Assistant Principal
Selene G. Gomez	Assistant Principal
Artis Miller, III	Assistant Principal
Juan C. De Armas	Assistant Principal
Albert, J. Garcia	EESAC Chairperson
Lourdes Haun	Magnet Lead Teacher
Sherronni Brady	Magnet Lead Teacher
Patricia Hollinger	Language Arts Department Chairperson
Anna Menendez	Reading Department Chair
Ruby Jenkins	Reading Coach
Bernard Johnson	Math Coach
Arles Carballo	Science Coach
Mario Morales	Science Department Chairperson

Name	Title
Rafael Brioso	Social Studies Department Chair
Cheryl A. Ruffin	Math Department Chairperson
Yolanda Mendoza	ESE Department Chair
Davin Granberry	BMT
Karen Kropp-Hernandez	Test Chairperson, Advanced Academics Coordinator, Union Steward

### How the school-based LLT functions

The school-based LLT will meet on a regular basis to develop efficient schedules for collecting, submitting and analyzing assessment data. The LLT will coordinate initial training and continued professional development for classroom teachers.

### Major initiatives of the LLT

The major initiative of the LLT this year will be to develop a school-based literacy plan of action. The CRRP will be utilized by teachers. The ETO Pacing Guides and district mandated programs will be implemented. Reading instruction will occur across the curriculum through implemented strategies based on data collected and the ETO Literacy Instructional Focus Calendar. Analyze assessment data and differentiating instruction as appropriate.

## Every Teacher Contributes to Reading Instruction

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

Reading is taught by all teachers. The ETO's Pacing Guides will be used in all subject areas in order to align the reading instructional focus. Each week a 'word of the week' (WOW) is promoted school-wide. Social Studies teachers will infuse reading strategies within the curriculum. Cross-curricular project-based learning will occur through the academies which will align with the reading benchmarks. Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

## 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

Students in yearbook, TV production and journalism courses apply the contents learned in their language arts classes. The school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (SECME) and the Science Honor Society.

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our

mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of the ETO's pacing guides and IFC, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. South Dade Senior High School will maintain its partnership with community organizations, universities, and parents, through the Parent Teacher Association.

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

South Dade Senior High School's current design as a magnet academy school takes into account the individual interests of students, this serves as the foundation for the framework of the six academies. South Dade Senior High School has also partnered with College Summit to develop peer leaders among the student body who will receive training in the steps required for a post-secondary transition into college, these students return to the school and work with seniors who might not otherwise consider college as part of their life after high school.

### **Strategies for improving student readiness for the public postsecondary level**

The 2012-2013 Scholarship Report for South Dade Senior High School shows that our students have been offered over \$3,389,980 in scholarships (Academic Scholarships \$2,539,540, Athletic \$686,750 and other \$163,690); in addition to the Florida's Bright Futures Scholarship Program that shows that our students have been offered a total of \$48,000 for the Florida Academic Scholarship, \$396,000 for the Florida Medallion Scholarship and \$21,600 for the Gold Seal Vocational Scholarship.

Our school continues to strive in improving our student's readiness for postsecondary level by working closely with the middle schools and our counselors acting as a liaison between the curriculum counsel, administration, students, faculty, parents and community. A 9th grade transition academy model is in place and coupled with a new wall-to-wall construct for learning in grades 9-11. South Dade Senior High School has Industry Certification thus improving students' success with an exit certificate qualifying them for immediate employment or further study. South Dade Senior High School students participate in dual enrollment with Miami-Dade College. South Dade Senior High School has an active and growing Advanced Placement program through College Board and an International Baccalaureate academy. South Dade Senior High School is also a National Academy Foundation school which will open new horizons for its newly established magnet academy in business and technology.

South Dade Senior High School has a full-time, on-site College Assistance Program (CAP) advisor who acts as a liaison between institutions of higher learning and the high school. The CAP advisor routinely meets with admissions staff, arranges school visits and conducts an informative college forum.

Classroom visitations yield information sharing sessions about everything from vocational programs to university life, financial aid, postsecondary plans, and career choices. Several workshops are given throughout the year for parents and students to meet prospective college personnel. The CAP advisor also works closely with the counseling staff to apprise them of scholarship opportunities, postsecondary school requirements and canvassing student interest. Students are able to schedule appointments with the CAP advisor and their parents but an open-door policy exists for immediate concerns. Cap Advisor also insures SAT/ACT and college application waivers are readily available throughout the year so all South Dade Senior's juniors and seniors are able to take college entrance exams and apply for college without worrying about financial constraints.

The Testing Department is reporting that due to the state concordant score substitution for FCAT passing scores, many more students are attempting the SAT/ACT who would not have prior to the allowed substitution, therefore, more students are experiencing success on a college level test and realizing their potential for a postsecondary education. Record numbers of students are attempting the ACT. The P.S.A.T. given to all of the 10th graders and open to Juniors, paid for by the State of Florida to give students more substantive feedback on their strengths and weaknesses prior to taking the SAT/ACT for

college admittance and allowing for the recognition of potential prior to a decision on postsecondary work or study.

## 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	50%	36%	No	55%
American Indian		0%		
Asian	58%	31%	No	63%
Black/African American	38%	23%	No	44%
Hispanic	48%	36%	No	53%
White	69%	15%	No	72%
English language learners	27%	11%	No	34%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	44%	31%	No	50%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	302	20%	25%
Students scoring at or above Achievement Level 4	230	15%	17%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	55%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	37%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

**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)	154	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	61	22%	30%

**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	437	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****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	38%	44%	Yes	45%
American Indian				
Asian				
Black/African American	32%	34%	Yes	39%
Hispanic	38%	44%	Yes	45%
White	44%	54%	Yes	50%
English language learners	32%	22%	No	39%
Students with disabilities	35%	23%	No	42%
Economically disadvantaged	37%	41%	Yes	43%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	30%
Students scoring at or above Level 7		[data excluded for privacy reasons]	29%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		56%	60%
Students in lowest 25% making learning gains (EOC)		69%	72%

**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.		41%	47%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	28%	33%
Students scoring at or above Achievement Level 4	16	3%	5%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	201	26%	30%
Students scoring at or above Achievement Level 4	92	12%	14%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	36%
Students scoring at or above Level 7		[data excluded for privacy reasons]	34%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	276	35%	48%
Students scoring at or above Achievement Level 4	73	9%	14%

**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)	4		5
Participation in STEM-related experiences provided for students	232	27%	40%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> 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	54	16%	20%
Passing rate (%) for students who take CTE-STEM industry certification exams		76%	78%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1175	37%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	158	13%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	260	68%	70%
Passing rate (%) for students who take CTE industry certification exams		68%	70%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	10	90%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	632	19%	18%
Students in ninth grade with one or more absences within the first 20 days	44	0%	0%
Students in ninth grade who fail two or more courses in any subject	238	29%	28%
Students with grade point average less than 2.0	660	21%	20%
Students who fail to progress on-time to tenth grade	9	1%	1%
Students who receive two or more behavior referrals	1179	36%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	810	24%	23%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	91	3%	1%
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)	546	71%	73%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	104	51%	53%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	484	65%	67%

## Goals Summary

- G1.** Fidelity to the gradual release model of instruction
- G2.** Increase the use of higher order critical thinking skills across the curriculum
- G3.** Increase the use of active literacy learning strategies across the curriculum.

## Goals Detail

## G1. Fidelity to the gradual release model of instruction

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (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 - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- 3 Literacy Coaches and ETO CSS support

### Targeted Barriers to Achieving the Goal

- Limited knowledge of the gradual release model

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## G2. Increase the use of higher order critical thinking skills across the curriculum

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (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 - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- ETO CSS/ 3 Literacy Coaches

### Targeted Barriers to Achieving the Goal

- Insufficient use of higher order critical thinking strategies aligned to the curriculum

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G3. Increase the use of active literacy learning strategies across the curriculum.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (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 - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- We currently have a Reading Coach and ETO Literacy support.

**Targeted Barriers to Achieving the Goal**

- Inconsistent use of active literacy strategies and best practices



## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

MTSS/Rtl TEam

**Target Dates or Schedule:**

on-going

**Evidence of Completion:**

Formative classroom assessments from the literature and reading series and district interim assessments will be analyzed and used to evaluate progress, along with the summative assessment results of the 2014 FCAT reading 2.0.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Fidelity to the gradual release model of instruction

#### G1.B1 Limited knowledge of the gradual release model

##### G1.B1.S1 Provide coaching cycles for teachers identified in need of support with gradual release model

#### Action Step 1

Identify teachers in need of coaching support and implement coaching cycles. Cycle will include model, co-teach, debrief, and observations.

#### Person or Persons Responsible

Literacy Coaches will follow through with coaching cycle

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Administrative classroom walk-throughs, note-taking/note-making sheets and coaching logs

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G1.B1.S1

Formative class assessments, along with district interim testing will be reviewed and instruction adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Formative assessments from reading and english series, quizzes and district interim testing

### G2. Increase the use of higher order critical thinking skills across the curriculum

#### G2.B1 Insufficient use of higher order critical thinking strategies aligned to the curriculum

**G2.B1.S1** Conduct professional development to increase teacher knowledge about higher order critical thinking skills

#### Action Step 1

Develop the necessary resources and activities in order to conduct professional development.

#### Person or Persons Responsible

Literacy Coaches

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Agenda, materials collected, exit slips, sign-in sheets

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G2.B1.S1

Formative class assessments, along with district interim testing will be reviewed and instruction adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative assessments from reading and english series, quizzes and district interim testing

### G2.B1.S2 Provide coaching cycles for teachers identified in need of support with higher order critical thinking activities

**Action Step 1**

Identify teachers who need support in critical thinking activities/strategies

**Person or Persons Responsible**

Administrative Team/Literacy Team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Administrative walk-throughs, coaching logs/calendars

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B1.S2

Formative class assessments, along with district interim testing will be reviewed and instruction adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative assessments from reading and english series, quizzes and district interim testing

### G2.B1.S3 Promote the use of rigorous written end products

**Action Step 1**

Provide writing to learn strategies and writing across the curriculum

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student portfolios, administrative walk throughs, and lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B1.S3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B1.S3

Formative class assessments, along with district interim testing will be reviewed and instruction adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Formative assessments from reading and english series, quizzes and district interim testing

### G3. Increase the use of active literacy learning strategies across the curriculum.

#### G3.B1 Inconsistent use of active literacy strategies and best practices

**G3.B1.S1** Conduct professional development to increase knowledge about active literacy learning strategies

#### Action Step 1

Provide professional development via common planning, early release, and teacher planning days.

#### Person or Persons Responsible

Literacy coaches will conduct professional development and administrative team will monitor implementation via classroom walk throughs.

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

student folders, rigorous written end products supported by text, end of skill assessments, administrative walk-through's, lesson plans, PD sign in sheets.

#### Facilitator:

Literacy Coaches/ETO CSS

#### Participants:

Teachers

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

Monitoring of student work and ongoing assessments

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student work, quizzes and district interim testing

### Plan to Monitor Effectiveness of G3.B1.S1

Formative class assessments, along with district interim testing will be reviewed and instruction adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative Assessments from reading and english series, quizzes and tests, District interim tests

### **G3.B1.S2 Establish a schedule for model classroom observations**

#### **Action Step 1**

Develop an observational classroom by providing coaching cycle that showcase active literacy learning strategies.

#### **Person or Persons Responsible**

Literacy coaches will provide coaching cycles to observational teacher. Administrators will monitor the coaching cycle and the observational classroom routine.

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Evidence of this will be through coaching logs, walk-throughs, note-taking/note-making sheets, and observational classroom calendar.

#### **Facilitator:**

Academic Coaches and/or ETO CSS

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Monitoring of student work and ongoing assessments

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Student work, quizzes and district interim testing



## Plan to Monitor Effectiveness of G3.B1.S2

Formative class assessments, along with district interim testing will be reviewed and instruction adjusted as needed.

### **Person or Persons Responsible**

LLT

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

Formative assessments from reading and english series, quizzes and district interim testing

## 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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning. Opportunities, such as, after-school tutoring programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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 Resource Program; Title I CHESS; Stay-In –School/South Florida Workforce, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

South Dade Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. South Dade Senior High School provides counselors to migrant students, as well as, a Community Involvement Specialist to ensure student school attendance. The goal of the Migrant Education Program is to ensure that all migrant students attain challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. Title I funds are used to identify eligible students and provide education and support services. These services include; academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, counseling, testing services, and health services. Title I funds support high quality education programs for migrant children and help ensure that migrant children who move to other states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Federal funds are allocated by formula to State Education Agencies Program, based on each state’s per pupil expenditure for education and number of eligible migratory children, age 3 through 21, residing within the state. South Dade Senior High School will serve over 74 migrant students this year.

#### Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. South Dade Senior High School has a joint venture with the Stay in School Program/South Florida Workforce which provides students and families with multi-year, year round services that will support students to develop strategies for graduation and for entering the workforce post graduation. Students are identified as “at risk” of dropping out of school, functioning below two grade levels, low grade point average, and deficiencies in basic skills. Support services through the Stay in School program include intensive counseling, academic assistance, summer employment, internships and assistance in applying for post-secondary education training opportunities.

#### Title II

The district uses supplemental funds for improving basic education as follows;

- Professional Development is utilized to certify qualified mentors for the New Teacher Program.
- Professional Development is utilized for add-on endorsement programs, such as reading, gifted, ESOL.
- Professional Development and substitute release for Professional Development Liaisons (PDL) at each

school focusing on Professional Learning Community (PLC) development and facilitation, as well as, common planning opportunity in lieu of the Faculty Meeting where the Departments share requirements and techniques to improve instruction.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrant and English Language Learners. South Dade Senior High School provides tutorial programs for the ELL students utilizing Empower 3000, FCAT Explorer and the Plato Lab which employs one instructor to assist students with bi-lingual tutoring as needed. Reading and supplementary materials are provided to the students by the ESOL Department Chairperson and the reading, math and science coaches. Behavioral and mental health counseling services are provided by the Migrant Counselor, and the Bi-lingual Academic School Counselor.

#### Title VI, Part B - NA

#### Title X- Homeless

Miami-Dade Public Schools and the District Homeless Social Worker provide resources such as clothing, school supplies, and social service referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Also, the School Social Worker assists families by providing community resources that assist the homeless.

#### Supplemental Academic Instruction (SAI) - NA

#### Violence Prevention Programs

South Dade Senior High School along with District, offers a non-violence and anti-drug program, DFY-IT to students that incorporate field trips, community service, drug tests, and counseling. To help diminish violence at South Dade Senior High School, several activities take place. The Anti-Bullying Committee set up a bullying reporting website. Awareness was raised through posters that were placed throughout the school and a bullying reporting box was placed in Student Services. After the reports were analyzed counselors and administrators provided services such as mediation as needed. Articles were written in the school newspaper, The Scene, and the school staff was provided with training by staff and district support personnel at different faculty meetings and Professional Development opportunities on Early Release/Professional Development Days. The custodial staff was also given training to assist them in identifying bullying and how to intervene. The district's plan is expected to support the efforts at South Dade Senior High School where professionals will continue to develop and present activities to assist with this problem. In addition, CD's, titled "Real Choices, the Non-Violence Track", sponsored by the Miami-Dade Violence Intervention Project were given to select teachers and counselors to share and give to students. Also, during Red Ribbon Week assemblies were held that featured a youth program with anti-gang, anti-drug messages and anti-bullying messages. South Dade Senior High School supports the Gay Straight Alliance Club, along with the Faculty Sponsor. Also, as part of the Superintendent's Violence Prevention Initiatives, the Office of Mental Health and Crisis Management Services in partnership with The Parent Academy are providing a series of FREE regional workshops and resource fairs for parents.

#### Nutrition Programs

South Dade Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. South Dade Senior High School's Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs - N/A

#### Head Start- N/A

#### Adult Education

High school completion courses are available to all eligible South Dade Senior High School students through a partnership with South Dade Educational Center in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study at South Dade Senior High School students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available to them and devise a plan for how to acquire the skills necessary to

take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce

requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. South Dade Senior High School currently offers the following career and technical education programs: Sports, Nutrition & Health Science, International Baccalaureate, International Finance, Business & Technology, Professional Services, Law Studies and Public Safety and Visual & Performing Arts. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades nine through twelve.

#### Job Training

South Dade Senior High School offers three job training programs that will provide students with job skills that afford them the opportunity to increase their awareness of the workforce within the global economy. The Cooperative Diversified Education (CDE) Program is offered to students who are at or above their required high school credits. Also, there is the Work Experience component which is for the student who is below credit requirement and "at risk" of dropping out. In addition, the Diversified Cooperative Technology Program is offered to students with disabilities. These programs offer an in class component to assist them with employability skills and on-the-job training supported by the teacher and the supervisor at the worksite.

## 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.*

### G3. Increase the use of active literacy learning strategies across the curriculum.

#### G3.B1 Inconsistent use of active literacy strategies and best practices

##### G3.B1.S1 Conduct professional development to increase knowledge about active literacy learning strategies

###### PD Opportunity 1

Provide professional development via common planning, early release, and teacher planning days.

###### Facilitator

Literacy Coaches/ETO CSS

###### Participants

Teachers

###### Target Dates or Schedule

ongoing

###### Evidence of Completion

student folders, rigorous written end products supported by text, end of skill assessments, administrative walk-through's, lesson plans, PD sign in sheets.

**G3.B1.S2** Establish a schedule for model classroom observations

**PD Opportunity 1**

Develop an observational classroom by providing coaching cycle that showcase active literacy learning strategies.

**Facilitator**

Academic Coaches and/or ETO CSS

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Evidence of this will be through coaching logs, walk-throughs, note-taking/note-making sheets, and observational classroom calendar.

## 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	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

#### G3. Increase the use of active literacy learning strategies across the curriculum.

##### G3.B1 Inconsistent use of active literacy strategies and best practices

##### G3.B1.S1 Conduct professional development to increase knowledge about active literacy learning strategies

#### Action Step 1

Provide professional development via common planning, early release, and teacher planning days.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G3.B1.S2** Establish a schedule for model classroom observations

**Action Step 1**

Develop an observational classroom by providing coaching cycle that showcase active literacy learning strategies.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**