Brucie Ball Educational Center

2014-15 School Improvement Plan

Brucie Ball Educational Center

11001 SW 76TH ST, HOMEBOUND, Miami, FL 33173

http://merrick.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Brucie Ball Educational Center is to provide a quality educational program that maximizes the potential of our students with special needs. Individualized instruction in the school, home and/or hospital environment is designed to target each student's unique needs. Our mission includes providing an educational experience which will enable each student to participate in the community to the fullest extent possible and to achieve their academic goals.

Provide the school's vision statement

The vision of Brucie Ball Educational Center is to recognize the worth and dignity of students by addressing their academic and social needs in a compassionate and respectful manner.

School Environment

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

Initial information about a homebound student's culture and background is gathered in an intake meeting to appropriately place the student into one of our instructional models. Initial contact by the teacher is made via telephone to discuss specific information regarding the student's needs. Itinerant teachers for the Hospitalized/Homebound Instructional Program and Community Based Program for the Intellectually Disabled population instruct students in their homes and therefore form close relationships with family members and care givers. Teleclass teachers are able to conference with parents regularly over the phone as needed and parents are welcome to come into the school site to meet with their child's teacher in person. School based teachers are in regular contact with the parents of their students through phone conferencing, paper communications sent home with the child, and parent and teacher conferences in the school building.

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

Our school creates safe learning environments in multiple educational settings. The teleclass program encourages students to feel comfortable and safe verbalizing school and/or personal issues. Students/parents can ask to be placed on a separate line on the multi-telepatcher system to speak privately with the teacher. Itinerant Hospitalized/Homebound and Community Based teachers respect the environment and culture of the home/educational setting of their students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teleclass teachers set up guidelines for students to follow regarding proper phone etiquette, including mutual respect for peers and teachers, taking turns when speaking, and using appropriate language. Initial intake meetings for alternative education teleclass students include a review of academic and behavioral policies and procedures, behavioral contracts and agreements, truancy monitoring, and parent/teacher/student conferences. Due to the nature of our itinerant programs, students are

instructed individually and therefore individualized behavioral contracts are implemented by each student's teacher as needed.

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

Our school considers counseling for students entering the Hospitalized/Homebound program with a psychiatric medical diagnosis. District clinicians provide counseling services to students identified through IEP team meetings to be in need of individual counseling. A district assigned person will help coordinate Functional Assessment of Behaviors (FAB) and Behavioral Intervention Plans (BIP) for identified students. Two consultative teachers will work with parents, students, and Miami-Dade County Public School (M-DCPS) personnel to help successfully transition a student back to a M-DCPS school and less restrictive environment.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Hospital/Homebound students are too medically ill to attend their regular schools and their medical condition often necessitates cancelling of scheduled instructional time by an itinerant teacher. Teachers will notify and document excessive student absences after a child has missed two itinerant teacher visits. After four itinerant teacher visits, the school social worker will make a home visitation. After missing six itinerant teacher visits, the assistant principal will make a home visitation. Students who failed courses in English Language Arts or Mathematics are identified by our school counselor or our intake team and students are then placed in the appropriate intervention classes and are provided with additional instruction by certified content area teachers. Retention meetings are held at the end of the year to determine if students will be retained or promoted and to consider summer school needs for remediation. All level 1 students in English Language Arts or Mathematics are identified and placed in the appropriate intervention class.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	6	7	12	9	11	23	21	24	26	36	25	15	224
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	0	1	3	0	2	7	9	8	24	11	14	7	89
Level 1 on statewide assessment	0	0	0	11	12	6	15	13	15	26	27	8	0	133
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total
	K	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	8	26	21	19	45	43	47	76	74	47	22	440

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

Teachers will notify and document excessive student absences after a child has missed two itinerant teacher visits. After four itinerant teacher visits the school social worker will make a home visitation. After six itinerant teacher visits, the assistant principal will make a home visitation. Students who failed courses in English Language Arts or Mathematics are identified by our school counselor or our intake team and students are then placed in the appropriate intervention classes and are provided with additional instruction by a certified content area teachers. Retention meetings are held at the end of the year to determine if student will be retained, promoted and to consider summer school needs for remediation. All level 1 students in English Language Arts or Mathematics are identified and placed in the appropriate intervention class. In the past several years, no students have been suspended while enrolled at Brucie Ball Educational Center.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

During the 2013-2014 school year, parent participation in school wide activities was 10%. Our goal for the 2014-2015 school year is to increase parent participation by 4 percentage points. School-wide activities will be implemented to involve our families to meet their needs. Utilizing teleconferencing bridges, weekly parent conferences will be held to address the academic and behavioral needs of under performing homebound students. Online technology such as Edmodo, My Big Campus, and Poll Everywhere will be implemented to improve communication and to involve all of our stakeholders. The school social worker will make home visits to provide support to the family and assist them with making contact and referrals to outside agencies. The transition coordinators will work with families to ensure successful transition back to the home school following dismissal from HHIP. A Cancer Support Group will conduct group meetings to support families challenged by their child's illness.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school has a Dade Partners liaison who assists in formalizing relationships between our school and businesses/organizations to bring resources together to support educational success. The Dade Partners Program mobilizes and channels resources into the school based on targeted strategic goals, engages stakeholders by serving as the vehicle to foster a greater understanding of the school system

and its programs, provides role models for students, enhances communication between Miami-Dade County Schools and the community, and promotes a positive environment for education and business

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Wehking, Deborah	Principal
Blum, Stephanie	Assistant Principal
Sardinas, Alex	Assistant Principal
Martinez, Ray	Teacher, K-12
Corbin, Maria	Teacher, ESE
Stille, Jackie	Teacher, ESE

Duties

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

The Leadership Team is comprised of the Principal, Deborah Wehking, Assistant Principals, Alex Sardinas and Stephanie Blum, and three Department Heads, Ray Martinez, Maria Corbin, and Jacqueline Stille. The Leadership Team meets weekly and works collaboratively to problem solve as issues and concerns arise through an ongoing, systematic examination of available data. The goal in all decision-making is to have a positive impact on student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and to prevent student failure through early intervention. The team identifies problems and develops strategies related to improving instruction and student achievement.
The Department Heads assume responsibility for facilitating the smooth operation of the faculty and staff in their respective departments. They monitor timelines to ensure compliance with local, state, and federal requirements. They respond to requests for information or assistance from teachers and parents.
The Principal is responsible for the safe and smooth operation of all the programs in the school, and receives administrative support and assistance from the Assistant Principals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team uses a multifaceted process to identify and align resources to meet the needs of students.The leadership team, comprised of the Principal, two Assistant Principals. and three Department Heads, meets weekly. The team collaborates regarding decisions impacting student performance. Adjustments are made as necessary. The Principal has ultimate responsibility for all budgetary decisions, but input from the members of the leadership team is sought and valued. Assistant Principal, Alex Sardinas, is assigned to monitor the property control inventory including instructional materials and technology resources to ensure they are allocated to maximize student

performance.

Assistant Principal, Stephanie Blum, is assigned to monitor FTE reporting for the school. Most personnel are funded through state and local funds. There are also positions funded through the Federal IDEA Grant.

Nutrition Program funds help provide free breakfast to all students and free or reduced lunch to qualifying students. IDEA funds are used to support Exceptional Education students and programs at Brucie Ball Educational Center.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Deborah Wehking	Principal
Patricia Ravinet	Teacher
Michelle Bautista	Parent
Hilda Marquez	Parent
Aida Rufin	Parent
Tracy Samara	Parent
Gus Lima	Business/Community
Pam Smith	Teacher
Zeida Ibarra	Teacher
Robin Leavitt	Teacher
Jose Corugedo	Teacher
Jackie Villalobos	Education Support Employee
Estanne Perrier	Education Support Employee
Beatrice Collazo	Business/Community
Linda Pistrowski	Parent
Christine Sheng	Teacher
Adrian Nogues	Parent
Jorge Valdes	Parent

Duties

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

Evaluation of last year's school improvement plan

Both mid and end of the year, the SAC committee meets to review and revise the school improvement plan. Mrs. Blum lead a discussion about the school improvement plan strategies and implementation, fidelity, and effectiveness, including recommendations for next school year. One of the recommendations was to establish a school book club, whereby teachers would pre-read and develop instructional units for a school-wide reading initiative. The council was in agreement regarding the recommendations made.

Development of this school improvement plan

The purpose of the Brucie Ball Educational Center School Advisory Council (SAC) is to work to ensure improved student, achievement and stakeholder involvement. One of the ways the Council will do this is by preparing and evaluation the School Improvement Plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of Schol Improvement and Education Accountability. The SAC reviews and approves the School Improvement Plan, and evaluates it mid year. Upon approval by the SAC, the SIP is submitted for review and acceptance by the District.

Preparation of the school's annual budget and plan

The Council has met and agreed by consensus to put the available SAC funds, approximately $1,208.00. into trust to be used to purchase small items such as food related student incentives, gift cards to be used as student incentives, student or staff recognition certificates or plaques, or paper for copying Individual Educational Plans.

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

Available funds were spent on gift cards and student activities aligned with academic performance and attendance,

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Blum, Stephanie	Assistant Principal
Sardinas, Alex	Assistant Principal
Weber, Sue	Instructional Coach
Wehking, Deborah	Principal
Weiss, Maude	Teacher, K-12
Myers, Scott	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to build capacity of literacy instruction within the school across the content areas and the primary focus will be the transition to Florida Standards in the area of literacy. The team will support students' efforts and content area teachers will be trained to use and to teach reading strategies that are effective for their subject areas. The reading coach will model lessons to demonstrate the infusion of reading in the content areas.
The LLT will focus on initiatives to ensure fidelity in the use of core, supplemental, and intervention reading programs, given the limitations resulting from the highly restrictive setting of homebound students. The LLT will determine strategies and professional development needs to provide teachers the support and resources to assist with utilization of strategies and skills from the Florida Standards for grades K-12. The LLT will use research-based instructional materials and strategies to provide

reading instruction across the curriculum, provide training to promote reading instruction in all of the content areas, identify students in need of iii intervention and place those students in intervention programs, as well as provide tutoring for these students, identify and implement technology resources, when available, for students to promote literacy and extend instructional time, proper placement of students in appropriate intensive reading classes, and promote effective strategies for literacy in writing across the content areas. The Principal and Reading Coach will monitor collection and utilization of assessment data, including progress monitoring data, observational data, and in-program assessment data. The Principal and the Reading Coach will consider student assessment data, classroom observational data, the professional development included in the teachers' Individual Professional Development Plan, and the School Improvement Plan when planning professional development for the school.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The strategies implemented to encourage positive working relationships between teachers, including collaborative planning and instruction, include common planning times for the itinerant hospital/homebound and community-based teachers. A separate common planning time is provided for the teleclass teachers. Best instructional practices are discussed during department meetings, when teachers are encouraged to share ideas and strategies that work well for them. Collaboration occurs during common planning time. Regularly scheduled Professional Learning Communities (PLC's) are an integral part of building positive working relationships through collaboration. Teachers and support staff work together to model and analyze research-based strategies for instruction through student work products.

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

In order to recruit and retain highly qualified teachers, the school's administration uses e-Recruit to identify possible highly qualified candidates for open positions. The district and school administrations organize professional development activities to keep instructional staff abreast of current, best practices. At the school level, teachers are praised for a good job as a way of showing appreciation for hard work they do on behalf of MDCPS students. In addition, our district tries to attract and retain qualified teachers by offering competitve salaries.

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

In accordance with the district's Mentoring and Induction of New Teachers (MINT), each first year teacher is assigned a MINT trainined mentor. New and experienced teachers are paired, so that the beginning teacher receives the support needed during the first year to be successful and to maximize student achievement. The mentoring takes place on a weekly basis and opportunities are provided for the new teacher to observe veteran teachers as well as chances for the mentor to visit the new teacher during instruction to provide constructive feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school uses current state adopted core instructional materials and programs. Teachers follow the Miami-Dade Public Schools Pacing Guides for all core content area courses. The Pacing Guides are closely aligned to the Florida Standards. The teachers' lesson plans must be correlated to the specific Florida Standard they are targeting to ensure the performance tasks are aligned with the new standards. The Administrative, School Leadership, and Literacy Leadership team hold regularly scheduled meetings with staff to provide support with the utilization and implementation of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers are provided training on how to pull data from Thinkgate, State-Wide Assessment scores (SAT-10, FCAT, EOC, SAT, ACT, PERT, etc) and progress reports from various online learning programs (Reading Plus, Compass Learning Odyssey, iReady, etc.). Data chats are then conducted with each student and their parent/guardian. During the data chat meeting, academic strengths and weakness are identified and discussed. Instructional strategies are data driven and tailored to meet the individual needs of each student. Research-supported interventions and materials are implemented to assist and target specific skills or deficiencies. The student's progress is regularly monitored through progress monitoring assessments and differentiated instruction is continually adapted based on individual needs. The Response to Intervention (RtI) team meets regularly to identify students in need of intervention based on assessment data indicating below grade level or deficient performance. Students are placed in tier 2 intervention classes for reading and/or math as indicated by assessment scores. Students targeted for intervention based on assessment data, are provided additional assistance and support such as after-school tutoring, computer-based intervention programs, and additional practice materials to strengthen the deficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,080

A subject area certified teacher will provide small group tutoring via the teleconferencing bridge. Data driven instruction will be focused on skills students need to pass the subject area End of Course Assessments (EOC) or State Assessment.

Strategy Rationale

Additional instructional time will provide students with the opportunity to strengthen the skills required on state wide assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Blum, Stephanie, sblum@dadeschools.net

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

The data from EOC scores, prior FCAT and SAT-10 scores, and PERT will be analyzed and used to determine the effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Brucie Ball Educational Center will administer the state-wide kindergarten screening tool Florida Kindergarten Readiness Screener (FLKRS) to determine the readiness of each child coming into kindergarten. Data from the screening, including the Early Childhood Observation System (ECHOS), will assist teachers in planning for instruction. Strategies will be implemented to involve parents to assist their children be more prepared for learning. Parents will be given a Guide to Grade Level Skills for the Florida Standards at open house. Our Staffing and Transition Specialists will work with parents, students, and home school staff to successfully transition students into and out of the Homebound/Hospitalized Instructional Program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All secondary students complete an annual post-secondary transition check list. In addition, an individual education plan (IEP) meeting takes place for each homebound student when he/she enrolls in Brucie Ball Educational Center, and annually thereafter if the student is still enrolled at Brucie Ball Educational Center. Transition planning begins at age 14 for Brucie Ball Educational Center students as part of the development of their initial and annual IEPs. In this transition plan, the student provides input on future goals including career, educational and personal goals. The intake specialist goes over this plan, as well as the student's schedule of classes, keeping in mind their chosen academic and career track. Electives are based on the school's course offerings as well as the student's interests.

Transition meetings are also held with each graduating student specifically to assist them to prepare for post-secondary endeavors by providing them with information on two- and four- year colleges, universities, vocational and career schools and facilitating access to state vocational rehabilitation services when applicable.

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Teachers implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

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

Teachers will include tasks and assignments that have a career focus. Teachers' instruction will use an integrated approach to learning that makes a connection for students to see between what they are learning and how they will be able use that information outside of the school. Teachers will infuse job related skills that are necessary for successful employement in the work force.

Instructional methods for this integrated curriculum often include "applied teaching methods and modeling strategies" so that learning is more contextualized, more integrated or interdisciplinary, student-centered, active, and project based. Teachers increase their knowledge of workplace practice and authentic applications of their subjects, to create high-quality integrated curricula that combine academic and vocational skills, to adopt teaching roles that support authentic learning, and to develop alternative assessments that provide meaningful feedback.

The foundation of all efforts to improve high school students' transition to post secondary education and/or careers is an applied and integrated curriculum that connects academic and vocational learning. This curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. An applied and integrated curriculum embodies what research shows about meaningful, engaged learning. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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

Each senior preparing for graduation is invited to participate in a transition IEP facilitated by a District Transition Specialist. When appropriate, a representative from the Florida Office of Vocational Rehabilitation attends. The purpose of these individual meetings is to assist the student and his/her family to develop a post-secondary plan. When appropriate, connection with a vocational school, college or university is facilitated. Financial assistance from Vocational Rehabilitation and/or use of the FAFSA form to begin the process of seeking financial assistance is facilitated. All seniors must complete an online Senior Exit Survey.

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

The High School Feedback Report Trends Data does not include our general education students graduation rate and PERT scores, as all of our graduating Seniors are dismissed from the Homebound Program and return to their home schools before graduation. However, efforts are made to improve students' post secondary readiness. Students are encouraged to take the PERT, ACT, and SAT. Students not meeting the college readiness standards are enrolled in College Readiness Math or Reading course. Tutoring will be offered to targeted students who need additional support via

teleconferencing. A career readiness elective, Career Prep, is offered as an elective to all Seniors. It focuses on post secondary skills or employment skills.

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

G2. Improve academic achievement through project-based learning that integrates science and math utilizing technology.

G3. Improve academic achievement by decreasing cancellations and absences.

G4. Increase parents' involvement in their child's education.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. 1a

Targets Supported 1b

🔍 G044476

Indicator	Annual Target
AMO Math - ED	45.0
AMO Math - All Students	44.0
AMO Math - African American	44.0
AMO Math - Hispanic	43.0
AMO Math - ELL	40.0
AMO Math - SWD	43.0
AMO Reading - All Students	52.0
AMO Reading - African American	53.0
AMO Reading - Hispanic	52.0
AMO Reading - ELL	45.0
AMO Reading - White	53.0
AMO Reading - SWD	52.0
AMO Reading - ED	55.0
FAA Writing Proficiency	26.0
FAA Mathematics Proficiency	27.0
FAA Reading Proficiency	27.0
FAA Science Proficiency	35.0
FCAT 2.0 Science Proficiency	40.0
Bio I EOC Pass	42.0
Algebra I EOC Pass Rate	34.0
Geometry EOC Pass Rate	28.0

Resources Available to Support the Goal 2

- Experienced homebound/hospitalized teachers, reading coach, paper-based intervention programs, online instructional resources, tutoring through teleconferencing.

Targeted Barriers to Achieving the Goal 3

- High percentage of students functioning below grade level.

Plan to Monitor Progress Toward G1. 8

Quarterly assessment data from District, State, formative and summative assessment results.

Person Responsible
Stephanie Blum

Schedule
Quarterly, from 9/17/2014 to 5/13/2015

Evidence of Completion
Student grades and assessment and progress monitoring data.

G2. Improve academic achievement through project-based learning that integrates science and math utilizing technology. `1a`

G047031

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
Bio I EOC Pass	42.0
AMO Math - All Students	44.0

Resources Available to Support the Goal `2`

- Experienced, highly qualified homebound/hospitalized teachers, science and math teachers, reading coach, online instructional resources,

Targeted Barriers to Achieving the Goal `3`

- High percentage of students functioning below grade level.

Plan to Monitor Progress Toward G2. `8`

Quarterly projects in the second through fourth grading periods will be used to determine progress toward the goal of improved academic achievement through project-based learning.

Person Responsible

Stephanie Blum

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Project grades based on the complexity of the project and meeting of standards.

G3. Improve academic achievement by decreasing cancellations and absences. 1a

G044717

Targets Supported 1b

Indicator	Annual Target
Attendance rate	92.5

Resources Available to Support the Goal 2

- Teachers, counselor, social worker, assistant principals and incentives for attendance,behavioral and academic successes.

Targeted Barriers to Achieving the Goal 3

- Homebound/Hospitalized students are too ill to attend their home schools and their medical condition often necessitates cancelling of instructional time. However, students with psychiatric diagnoses tend to have higher rates of absenteeism than their medically ill counterparts.

Plan to Monitor Progress Toward G3. 8

Quarterly review of students' attendance, grades, and assessment data

Person Responsible

Deborah Wehking

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Improved attendance records, student grades, and assessment data.

G4. Increase parents' involvement in their child's education. `1a`

G044509

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Parents, teachers, administration, and community agencies.

Targeted Barriers to Achieving the Goal `3`

- Brucie Ball Educational Center serves students throughout Miami-Dade County. Therefore, parents often live far from the school. Parents face many challenges due to the medical condition of their child. This makes it difficult for them to attend meetings at Brucie Ball Educational Center which may be quite far from their residence.

Plan to Monitor Progress Toward G4. `8`

Administrator review of initial IEPs for parent signatures.

Person Responsible
Stephanie Blum

Schedule
Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion
Parent signature present on the initial IEP and parent participation at the meeting.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement by improving core instruction in all content areas. 1

🔑 G044476

G1.B1 High percentage of students functioning below grade level. 2

🔑 B109335

G1.B1.S1 Infuse a variety of higher order thinking strategies into the delivery of instruction in core content areas. 4

🔑 S120848

Strategy Rationale

Increasing higher order thinking in students will increase instructional rigor and student achievement.

Action Step 1 5

During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.

Person Responsible

Sue Weber

Schedule

Monthly, from 9/17/2014 to 5/13/2015

Evidence of Completion

Student work products will be presented to professional learning communities by teachers; teachers will provide/receive feedback.

Action Step 2 `5`

Through department meetings, teachers will be provided professional development to evaluate text for complexity and develop higher order thinking questions from the complex text.

Person Responsible

Sue Weber

Schedule

Monthly, from 10/20/2014 to 5/18/2015

Evidence of Completion

Teacher use of complex text and higher order thinking questions during instruction, as noted during observations and classroom visitations.

Action Step 3 `5`

Teachers will infuse public domain text into instructional planning, and delivery.

Person Responsible

Sue Weber

Schedule

Monthly, from 10/20/2014 to 5/15/2015

Evidence of Completion

Observation of the incorporation of public domain text during instruction and samples of student's work.

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

Evidence of the use of higher order thinking strategies to increase academic rigor will be seen during observations and classroom visitations, and noted on teacher lesson plans.

Person Responsible

Deborah Wehking

Schedule

Quarterly, from 9/17/2014 to 5/4/2015

Evidence of Completion

Teacher lesson plans, observations, improvement on assessment scores, and progress monitoring results.

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

Data analysis of student assessments indicating reading comprehension progress.

Person Responsible

Deborah Wehking

Schedule

Quarterly, from 9/17/2014 to 5/13/2015

Evidence of Completion

Student grades and data trends that indicate improvement in student achievement.

G1.B1.S2 Use the gradual release of responsibility model as an instructional framework to support students in acquiring academic skills. `4`

S120849

Strategy Rationale

Gradual release will improve student achievement in content areas and increase academic rigor.

Action Step 1 `5`

During monthly faculty meetings, professional development will be provided to the teachers on the gradual release model.

Person Responsible

Stephanie Blum

Schedule

Monthly, from 10/20/2014 to 5/18/2015

Evidence of Completion

The attendance roster of the monthly faculty meeting will demonstrate participation in professional development related to the gradual release model.

Action Step 2 5

During monthly department meetings, teachers will be provided follow up professional development on the gradual release model.

Person Responsible

Stephanie Blum

Schedule

Monthly, from 10/27/2014 to 5/18/2015

Evidence of Completion

The attendance roster of the department meeting will demonstrate participation in follow up professional development related to the gradual release model.

Action Step 3 5

Teachers will receive use the gradual release of responsibility model to support students in acquiring new academic skills.

Person Responsible

Stephanie Blum

Schedule

Monthly, from 10/20/2014 to 5/18/2015

Evidence of Completion

Administrative observation of the use of the gradual release model in teacher observations and classroom visitations.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Administrative Team will ensure that professional development for and support in the use of the gradual release model is provided to the homebound/hospitalized teachers, and that the teachers are using the strategy.

Person Responsible

Stephanie Blum

Schedule

Monthly, from 10/1/2014 to 5/15/2015

Evidence of Completion

Evidence of the implementation of the the gradual release model with fidelity will be feedback from teachers at department meetings, and observation of lesson plans and instruction by administrators.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The effectiveness of the use of the gradual release plan will be monitored by the administrative team's observations of instruction and analysis of formative assessment data.

Person Responsible

Stephanie Blum

Schedule

Monthly, from 10/1/2014 to 5/15/2015

Evidence of Completion

Evidence of the effectiveness of the strategy will be found in student grades and formative assessment data.

G2. Improve academic achievement through project-based learning that integrates science and math utilizing technology. 1

🔑 G047031

G2.B1 High percentage of students functioning below grade level. 2

🔑 B116956

G2.B1.S1 Build in opportunities for teachers to collaborate and develop project-based learning that integrates science and math through the use of technology and state-adopted core curriculum materials. 4

🔑 S128696

Strategy Rationale

Through project-based learning, students experience self-discovery and make curricular connections; therefore creating these opportunities through teacher collaboration will improve student performance.

Action Step 1 5

Collaboration during Professional Learning Community meetings and common planning time will support development of project-based learning activities.

Person Responsible

Stephanie Blum

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Student projects

Action Step 2 5

On the professional development date in November, teachers will participate in a project-based learning training.

Person Responsible

Stephanie Blum

Schedule

On 11/4/2014

Evidence of Completion

Teacher lesson plans reflecting quarterly project-based learning activity that incorporates math and science.

Action Step 3 5

Students' completion of project-based learning activities that incorporate math and science.

Person Responsible

Stephanie Blum

Schedule

Quarterly, from 11/5/2014 to 5/29/2015

Evidence of Completion

Students' work products presented at Professional Learning Community meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Fidelity of implementation will be monitored through administrative observation of instruction, lesson plans, and student projects.

Person Responsible

Stephanie Blum

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Lessons that include project-based learning that incorporates science, math and/or technology and final student work products and/or projects.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Effectiveness will be monitored through administrative observation of instruction and student projects, as well as analysis of formative and summative assessment data.

Person Responsible

Stephanie Blum

Schedule

Every 2 Months, from 10/27/2014 to 5/29/2015

Evidence of Completion

The projects generated by students will be used to demonstrate whether teacher collaboration is supporting increased rigor in the use of project-based learning. Formative and summative assessments will be used to demonstrate improved academic achievement.

G3. Improve academic achievement by decreasing cancellations and absences. [1]

G044717

G3.B1 Homebound/Hospitalized students are too ill to attend their home schools and their medical condition often necessitates cancelling of instructional time. However, students with psychiatric diagnoses tend to have higher rates of absenteeism than their medically ill counterparts. [2]

B110113

G3.B1.S1 A successive plan of action that includes specific interventions related to attendance of homebound/hospitalized students will be implemented. [4]

S121612

Strategy Rationale

Our goal is to ensure that children are placed in the correct educational setting and able to access the services needed for academic success.

Action Step 1 [5]

Upon the second unexcused absence or cancellation, the teacher will hold a conference with the parent and student to reinforce the need for improved attendance.

Person Responsible

Jackie Stille

Schedule

Biweekly, from 9/12/2014 to 5/15/2015

Evidence of Completion

Student case management records will document teacher/parent conferences related to student attendance.

Action Step 2 [5]

After the fourth unexcused absence or cancellation, the school social worker will make a home visit to determine if counseling or other family services are needed.

Person Responsible

Ivys Rodriguez

Schedule

Monthly, from 9/12/2014 to 5/15/2015

Evidence of Completion

Student case management records will document school social worker/parent conferences related to student attendance.

Action Step 3 [5]

After the sixth unexcused absence or cancellation, the Assistant Principal will schedule an Interim IEP meeting to evaluate the appropriateness of the educational setting.

Person Responsible

Stephanie Blum

Schedule

Monthly, from 9/12/2014 to 5/15/2015

Evidence of Completion

The students' Individual Educational Plans (IEPs) will document meetings and their outcomes.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Fidelity of implementation will be monitored by administrative review of attendance records, student referrals, student services records and IEP meeting conference notes.

Person Responsible

Deborah Wehking

Schedule

Monthly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Examination of student records.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 [7]

Effectiveness of implementation will be monitored by reviewing student attendance records, and formative and summative assessment data.

Person Responsible

Deborah Wehking

Schedule

Quarterly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Improved attendance rate and assessment data that indicates improved academic achievement.

G4. Increase parents' involvement in their child's education. 1

G044509

G4.B1 Brucie Ball Educational Center serves students throughout Miami-Dade County. Therefore, parents often live far from the school. Parents face many challenges due to the medical condition of their child. This makes it difficult for them to attend meetings at Brucie Ball Educational Center which may be quite far from their residence. 2

B109419

G4.B1.S1 Intake meetings will increasingly be held at the home school of incoming students. 4

S120942

Strategy Rationale

The home school is geographically closer to the student's residence making it easier for the parent to be in attendance, and facilitating participation by educators who are familiar with the student.

Action Step 1 5

When a valid Request for Consideration of Enrollment in Homebound Program is received the Intake Specialist will contact the parent of the student and notify him or her of the upcoming intake IEP meeting to be held at the home school.

Person Responsible

Carmen Rivera

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Notification of Meeting in Ed Plan, plus emails, telephone logs, and communication forms

Action Step 2 5

The Intake Specialist will coordinate the date and time of the IEP meeting with the home school.

Person Responsible

Carmen Rivera

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Notification of Meeting in Ed Plan, plus emails, telephone logs, and communication forms

Action Step 3 `5`

Intake/Individual Educational Plan will be held at the student's home school.

Person Responsible

Carmen Rivera

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Completed IEP with the appropriate signatures and student entry into Homebound/ Hospitalized Instruction.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Administrators will monitor fidelity of implementation by reviewing Ed Plan records to observe whether the number of meetings held at home schools is increasing, and if parental presence at these meetings is increasing.

Person Responsible

Stephanie Blum

Schedule

Daily, from 8/18/2014 to 5/25/2015

Evidence of Completion

IEP completed including signatures of home school personnel and parents.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administrators will monitor for effectiveness by noting the change in the number of parents attending initial Intake/IEP meetings.

Person Responsible

Stephanie Blum

Schedule

Daily, from 8/4/2014 to 5/25/2015

Evidence of Completion

Parent attendance at the initial IEP intake meeting evidenced by the parent signature on the IEP documenting attendance at the meeting.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.	Weber, Sue	9/17/2014	Student work products will be presented to professional learning communities by teachers; teachers will provide/receive feedback.	5/13/2015 monthly
G1.B1.S2.A1	During monthly faculty meetings, professional development will be provided to the teachers on the gradual release model.	Blum, Stephanie	10/20/2014	The attendance roster of the monthly faculty meeting will demonstrate participation in professional development related to the gradual release model.	5/18/2015 monthly
G3.B1.S1.A1	Upon the second unexcused absence or cancellation, the teacher will hold a conference with the parent and student to reinforce the need for improved attendance.	Stille, Jackie	9/12/2014	Student case management records will document teacher/parent conferences related to student attendance.	5/15/2015 biweekly
G2.B1.S1.A1	Collaboration during Professional Learning Community meetings and common planning time will support development of project-based learning activities.	Blum, Stephanie	10/27/2014	Student projects	5/29/2015 quarterly
G4.B1.S1.A1	When a valid Request for Consideration of Enrollment in Homebound Program is received the Intake Specialist will contact the parent of the student and notify him or her of the upcoming intake IEP meeting to be held at the home school.	Rivera, Carmen	8/18/2014	Notification of Meeting in Ed Plan, plus emails, telephone logs, and communication forms	5/29/2015 daily
G1.B1.S1.A2	Through department meetings, teachers will be provided professional development to evaluate text for complexity and develop higher order thinking questions from the complex text.	Weber, Sue	10/20/2014	Teacher use of complex text and higher order thinking questions during instruction, as noted during observations and classroom visitations.	5/18/2015 monthly
G1.B1.S2.A2	During monthly department meetings, teachers will be provided follow up professional development on the gradual release model.	Blum, Stephanie	10/27/2014	The attendance roster of the department meeting will demonstrate participation in follow up professional development related to the gradual release model.	5/18/2015 monthly
G4.B1.S1.A2	The Intake Specialist will coordinate the date and time of the IEP meeting with the home school.	Rivera, Carmen	8/18/2014	Notification of Meeting in Ed Plan, plus emails, telephone logs, and communication forms	5/29/2015 daily
G2.B1.S1.A2	On the professional development date in November, teachers will participate in a project-based learning training.	Blum, Stephanie	11/4/2014	Teacher lesson plans reflecting quarterly project-based learning activity that incorporates math and science.	11/4/2014 one-time
G3.B1.S1.A2	After the fourth unexcused absence or cancellation, the school social worker will make a home visit to determine if counseling or other family services are needed.	Rodriguez, Ivys	9/12/2014	Student case management records will document school social worker/parent conferences related to student attendance.	5/15/2015 monthly
G1.B1.S1.A3	Teachers will infuse public domain text into instructional planning, and delivery.	Weber, Sue	10/20/2014	Observation of the incorporation of public domain text during instruction and samples of student's work.	5/15/2015 monthly
G1.B1.S2.A3	Teachers will receive use the gradual release of responsibility model to support students in acquiring new academic skills.	Blum, Stephanie	10/20/2014	Administrative observation of the use of the gradual release model in teacher observations and classroom visitations.	5/18/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A3	Intake/Individual Educational Plan will be held at the student's home school.	Rivera, Carmen	8/18/2014	Completed IEP with the appropriate signatures and student entry into Homebound/Hospitalized Instruction.	5/29/2015 daily
G2.B1.S1.A3	Students' completion of project-based learning activities that incorporate math and science.	Blum, Stephanie	11/5/2014	Students' work products presented at Professional Learning Community meetings.	5/29/2015 quarterly
G3.B1.S1.A3	After the sixth unexcused absence or cancellation, the Assistant Principal will schedule an Interim IEP meeting to evaluate the appropriateness of the educational setting.	Blum, Stephanie	9/12/2014	The students' Individual Educational Plans (IEPs) will document meetings and their outcomes.	5/15/2015 monthly
G1.MA1	Quarterly assessment data from District, State, formative and summative assessment results.	Blum, Stephanie	9/17/2014	Student grades and assessment and progress monitoring data.	5/13/2015 quarterly
G1.B1.S1.MA1	Data analysis of student assessments indicating reading comprehension progress.	Wehking, Deborah	9/17/2014	Student grades and data trends that indicate improvement in student achievement.	5/13/2015 quarterly
G1.B1.S1.MA1	Evidence of the use of higher order thinking strategies to increase academic rigor will be seen during observations and classroom visitations, and noted on teacher lesson plans.	Wehking, Deborah	9/17/2014	Teacher lesson plans, observations, improvement on assessment scores, and progress monitoring results.	5/4/2015 quarterly
G1.B1.S2.MA1	The effectiveness of the use of the gradual release plan will be monitored by the administrative team's observations of instruction and analysis of formative assessment data.	Blum, Stephanie	10/1/2014	Evidence of the effectiveness of the strategy will be found in student grades and formative assessment data.	5/15/2015 monthly
G1.B1.S2.MA1	The Administrative Team will ensure that professional development for and support in the use of the gradual release model is provided to the homebound/hospitalized teachers, and that the teachers are using the strategy.	Blum, Stephanie	10/1/2014	Evidence of the implementation of the the gradual release model with fidelity will be feedback from teachers at department meetings, and observation of lesson plans and instruction by administrators.	5/15/2015 monthly
G2.MA1	Quarterly projects in the second through fourth grading periods will be used to determine progress toward the goal of improved academic achievement through project-based learning.	Blum, Stephanie	10/27/2014	Project grades based on the complexity of the project and meeting of standards.	5/29/2015 quarterly
G2.B1.S1.MA1	Effectiveness will be monitored through administrative observation of instruction and student projects, as well as analysis of formative and summative assessment data.	Blum, Stephanie	10/27/2014	The projects generated by students will be used to demonstrate whether teacher collaboration is supporting increased rigor in the use of project-based learning. Formative and summative assessments will be used to demonstrate improved academic achievement.	5/29/2015 every-2-months
G2.B1.S1.MA1	Fidelity of implementation will be monitored through administrative observation of instruction, lesson plans, and student projects.	Blum, Stephanie	10/27/2014	Lessons that include project-based learning that incorporates science, math and/or technology and final student work products and/or projects.	5/29/2015 quarterly
G3.MA1	Quarterly review of students' attendance, grades, and assessment data	Wehking, Deborah	9/8/2014	Improved attendance records, student grades, and assessment data.	6/5/2015 quarterly
G3.B1.S1.MA1	Effectiveness of implementation will be monitored by reviewing student attendance records, and formative and summative assessment data.	Wehking, Deborah	9/8/2014	Improved attendance rate and assessment data that indicates improved academic achievement.	5/15/2015 quarterly
G3.B1.S1.MA1	Fidelity of implementation will be monitored by administrative review of	Wehking, Deborah	9/8/2014	Examination of student records.	5/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	attendance records, student referrals, student services records and IEP meeting conference notes.				
G4.MA1	Administrator review of initial IEPs for parent signatures.	Blum, Stephanie	8/18/2014	Parent signature present on the initial IEP and parent participation at the meeting.	5/25/2015 monthly
G4.B1.S1.MA1	Administrators will monitor for effectiveness by noting the change in the number of parents attending initial Intake/IEP meetings.	Blum, Stephanie	8/4/2014	Parent attendance at the initial IEP intake meeting evidenced by the parent signature on the IEP documenting attendance at the meeting.	5/25/2015 daily
G4.B1.S1.MA1	Administrators will monitor fidelity of implementation by reviewing Ed Plan records to observe whether the number of meetings held at home schools is increasing, and if parental presence at these meetings is increasing.	Blum, Stephanie	8/18/2014	IEP completed including signatures of home school personnel and parents.	5/25/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 High percentage of students functioning below grade level.

G1.B1.S1 Infuse a variety of higher order thinking strategies into the delivery of instruction in core content areas.

PD Opportunity 1

During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.

Facilitator

Sue Weber, Stephanie Blum

Participants

Teachers

Schedule

Monthly, from 9/17/2014 to 5/13/2015

PD Opportunity 2

Through department meetings, teachers will be provided professional development to evaluate text for complexity and develop higher order thinking questions from the complex text.

Facilitator

Sue Weber Reading Coach

Participants

Homebound/Hospitalized Teachers

Schedule

Monthly, from 10/20/2014 to 5/18/2015

PD Opportunity 3

Teachers will infuse public domain text into instructional planning, and delivery.

Facilitator

Sue Weber Reading Coach

Participants

Homebound/Hospitalized Teachers

Schedule

Monthly, from 10/20/2014 to 5/15/2015

G1.B1.S2 Use the gradual release of responsibility model as an instructional framework to support students in acquiring academic skills.

PD Opportunity 1

During monthly faculty meetings, professional development will be provided to the teachers on the gradual release model.

Facilitator

Sue Weber, Reading Coach, Stephanie Blum, Assistant Principal

Participants

Homebound/Hospitalized Teachers

Schedule

Monthly, from 10/20/2014 to 5/18/2015

PD Opportunity 2

During monthly department meetings, teachers will be provided follow up professional development on the gradual release model.

Facilitator

Stephanie Blum, Assistance Principal

Participants

HHIP Teachers

Schedule

Monthly, from 10/27/2014 to 5/18/2015

PD Opportunity 3

Teachers will receive use the gradual release of responsibility model to support students in acquiring new academic skills.

Facilitator

Stephanie Blum, Assistance Principal

Participants

Homebound/Hospitalized Teachers

Schedule

Monthly, from 10/20/2014 to 5/18/2015

G2. Improve academic achievement through project-based learning that integrates science and math utilizing technology.

G2.B1 High percentage of students functioning below grade level.

G2.B1.S1 Build in opportunities for teachers to collaborate and develop project-based learning that integrates science and math through the use of technology and state-adopted core curriculum materials.

PD Opportunity 1

On the professional development date in November, teachers will participate in a project-based learning training.

Facilitator

Stephanile Blum, Assistant Principal

Participants

Homebound/Hospitalized Teachers

Schedule

On 11/4/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 3: Improve academic achievement by decreasing cancellations and absences.	1,208
Grand Total	**1,208**

Goal 3: Improve academic achievement by decreasing cancellations and absences.		
Description	**Source**	**Total**
B1.S1.A1 - The EESAC has met and agreed to place $1,207.62 in trust to be used for small purchases such as food related student incentives, gift cards to be used as student incentives.	School Improvement Funds	1,208
Total Goal 3		**1,208**