Coral Gables Senior High School

2014-15 School Improvement Plan

Coral Gables Senior High School

450 BIRD RD, Coral Gables, FL 33146

http://cghs.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	72%

Alternative/ESE Center	Charter School	Minority
No	No	89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	B

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 purpose of Coral Gables Senior High School is to provide our students our students with essential knowledge and skills to become high school graduates, integral community members, and to encourage a cooperative and multicultural society.
Through stakeholder collaboration, we create a safe learning environment within an interactive, engaging setting, which provides for the individual needs of our diverse student population.

Provide the school's vision statement

Coral Gables Senior High School will teach, inspire, and motivate our students to be prepared for post-secondary education or career to become integral members of a global society.

School Environment

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

Living in a global society, our teachers are called upon to instruct and work with students with very different ethnicities and beliefs from those to which they have been accustomed. Therefore, it is vital that our teachers continuously educate themselves, discovering all that they can about their students and their backgrounds in order to gradually acquire cultural competence. At Coral Gables Senior High School, our teachers are encouraged to practice cross-cultural communication by: building relationships with students and their parents; listening empathetically to their students and families; looking for cultural interpreters in school or in the community who can serve as resources in assisting them to add to their cultural funds of knowledge; taking advantage of available resources: books, articles, films, music, audio recordings, and a variety of material from the Internet that might aid them in learning more about their students' cultures. Ultimately, such an approach help our teachers to understand and respect diverse students and to guide these students more effectively toward academic and personal success and fulfillment.

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

Coral Gables Senior High creates an environment where students feel safe and respected before during and after school by creating clear policies and procedures for student and staff conduct; by frequent and effective communication with parents, families, and the school community; and by being attentive to classroom management as well as the requisite professional development. Our administration emphasizes safety for students and staff as a prerequisite for learning. To help students become accountable for their actions, our school has established structures, such as the frequent presence of school staff in bathrooms, hallways, and after school activities. By clearly setting expectations and modeling appropriate behavior and good citizenship, our faculty and staff encourage students to help promote school safety, which authentically contributed to changing students' perspectives from one of "ratting out" their friends to one of civic responsibility to their school.

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

Coral Gables Senior High implements our board approved Code of Student Conduct for Secondary Schools manual and is posted on our school's website and is available in English, Spanish, and Creole. The manual explicitly follows and infuses progressive discipline, the consequences for each infraction, and clearly defines behaviors and range of corrective strategies. All corrective strategies used by our school-site administrators are in compliance with School Board rules and policies and are discussed during faculty meeting and student orientation to ensure that the system is fairly and consistently enforced. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

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

Coral Gables Senior High School has a highly qualified team of guidance counselors who provide counseling on a one-on-one basis, as well as group sessions. There is a counselor assigned to every academy who help students with the required courses to complete the program they have chosen, and also assist in placing students in internships. With the help of the community, teachers, and other support personnel, our students are assigned mentors that will guide them and support them throughout their high school experience.
Our school has a team of professionals including a nurse, social worker and two health aides, HealthConnect, that offers physical, mental and behavioral health services and also provide referrals to outside agencies.
Additionally, in order to ensure the social-emotional needs of all students and meet the compliance standards with the American with Disabilities Act (ADA), there are wheelchair accessible bathrooms, ramps, elevators and information written in Braille throughout the building. When elevators cannot be used in an emergency evacuation, there are individuals assigned to assist students in wheelchairs or with any physical disabilities. Strobe lights go on, when the fire alarm goes off, to warn hard of hearing or deaf individuals.
Because of increasing numbers of students who have severe allergies to peanuts and the need to address the issue in a sensitive manner, we are currently a "Peanut Free School". This initiative does not bring attention to the students who are allergic and thus, nurture their social-emotional needs.
Finally, Coral Gables Senior High School has a Special Education Department supporting students with special needs, a full-time gifted program,dual enrollment, program for English Language Learners, pull-out and push-in models for students needing additional assistance in math,reading and/or writing. This continuum of services address the needs of all our students.

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

The Early Warning System implemented by Coral Gables Senior High School, is designed to identify students who show early warning signs that they are at-risk for dropping out of high school on a regular basis--after the first 20 or 30 days of school, and after every grading period thereafter. These indicators are related to attendance, course failures, grade point average (GPA), credit accumulation, and behavior. CGHS identifies students who are struggling in school (an early indicator of risk), match these students with appropriate interventions, and monitor their progress during those interventions. The implementation process draws on research on data-driven decision making. We follow a systemic plan that establishes roles and responsibilities, reviews the EWS data, interprets the EWS

data, assigns and provides interventions, monitors students and interventions, and evaluates and refines the EWS process as needed.

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
	9	**10**	**11**	**12**	
Attendance below 90 percent	111	145	173	232	661
One or more suspensions	141	206	150	9	506
Course failure in ELA or Math	156	200	193	75	624
Level 1 on statewide assessment	327	215	33	0	575
Level 1 in Reading	197	161	0	0	358
Level 1 Math	130	54	33	0	217
Failed a Reading Course	63	82	52	38	235
Retention	3	2	8	0	13
GPA less than 2.0	184	140	104	18	446
Failed 2 or more courses in any subject	155	164	137	54	510
Absent 18 or more days	111	145	173	232	661
Grade 9 Students with More than 1 absence in first 20 days	78	0	0	0	78

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following intervention strategies are implemented to improve the academic performance of students identified by the early warning system: Implementation of the Gradual Release of Responsibility model; use of data driven technology; technology; Florida Continuous Improvement Model; Differentiated Instruction (DI); Response to Intervention (RTI); behavioral and attendance Contracts; tutoring; Saturday school; academic counseling; referrals to outside agencies; encouraging of parental involvement; push-in and pull-outs; progressive discipline; home visits by social worker and/or truancy officer; and referrals to outside agencies.

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

Our Goal for the 2014-2015 school year is to increase the percentage of parents participating in school wide activities to 55 percent. Fifty percent of our parents participating in school wide activities in 20 Barriers:
The barriers are: lack of participation in school wide activities by parents of ELL students due to language barrier and school wide activities conflicting with parents' work schedule.
Our targets for this year are: to provide opportunities with the PTSA to conduct meetings at different times, morning, evening and on weekends; have a translator available at all parent meetings to promote participation and ensure understanding of all discuss items; and to monitor parents' attendance at monthly parent meeting and school sponsored activities. Additionally, we will also offer training to parents on how to use the Parent Portal. This training will be provided during our Back-to-School Night by administration and faculty.

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

To build lasting community support for schools that facilitates student achievement, Coral Gables Senior High School has developed communication strategies that routinely reach diverse community groups. The process of building such partnerships, called public engagement, is ongoing, two-way communication between our school and the community that we serve. In order to accomplish our goal we Involve parents, teachers, members of the business community, and others in the process of identifying academic goals and standards and measures of progress resulting in a powerful vehicle for improving student achievement and influencing the direction and success of our school programs. We believe that parents who understand and support educational standards will help their children meet these expectations. When the community supports the standards, it is more likely to provide the resources to meet them. Accountability is essential in maintaining public confidence, and accountability begins with shared understanding of desired results. Public engagement also gives school systems and stakeholders the opportunity to learn about trends among youth and in the community that might influence academic outcomes. The entire community benefits from understanding social and health conditions that interfere with learning, such as teen pregnancy, inadequate nutrition, and lack of health care.
We believe that by inviting parents, members of the business community, and service organizations to identify academic goals and standards and quantify measures of progress "sends the message that what students learn and how well they learn it isn't an issue just for teachers and administrators but is a real priority for the community as well". Therefore, we accomplish our goal through the following process:
Focus groups, which bring together a diverse group of ten to fifteen people to discuss a specific topic, help us understand what issues we are facing and also pinpoint key issues that will establish agendas for larger public forums.
Polling services engage the public. Although polling renders more superficial input than focus groups, it can give us an overview of the public's thinking. One advantage of poll questions is that they can be incorporated into the public-engagement process at any time. In the beginning they can be used to monitor public sentiment on education reform issues, and later, to gauge public understanding of and support for new curriculum development.
Public meetings, such as our monthly EESAC meetings, provide an opportunity for diverse groups to talk about critical issues. These forums also provide our school administration, faculty, staff, parents, students and the general public a chance to understand opposing sides of an issue, which can help to build consensus and create a sense of participatory government.
Email is a powerful, low-cost tool that can be used to connect school personnel with parents, business people, and other audiences. Email responses on issues cannot be considered a representative sample of opinions, but they are a convenient way to communicate with diverse audiences.
In conclusion, we use a collaborative approach where all stakeholders are given the opportunity to

participate in the process of identifying our school's and students' unique needs and participate in the problem-solving process and thus, increase student achievement.

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
Costa, Adolfo	Principal
Diaz, Aida	Assistant Principal
Diaz, Nestor	Principal
Hernandez, Lazaro	Assistant Principal
Evans, Joseph	Assistant Principal

Duties

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

Coral Gables Senior High delegates and assigns duties to our MTSS/RtI Leadership Team. The team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systemic approach to teaching and aligns processes and procedures. They reach decisions through the process of consensus. Additionally, they disseminate information to their assigned departments and monitor the fidelity and effectiveness of our School Improvement goals and strategies.

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 team meets every other week to review data and to make 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 activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, make decisions to take corrective actions as needed. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation by meeting regularly with the department chairs and the curriculum council.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school

focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees

have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
High School Only
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Other:
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Adolfo Costa	Principal
Alan Bashaw	Principal
Michael Van Dyk	Teacher
Stephanie Hofmann	Teacher
Paul Munnerlyn	Teacher
Sherry Furnari	Teacher
Iris Pooler	Teacher
Carlos de la Camara	Teacher
Diana Van Wyk	Teacher
Karen Gray	Teacher
John Bryant	Education Support Employee
Angela Kim	Parent
Qiana Mays	Parent
Marlene Riesco	Parent
Donna Carter	Parent
Loretta Dawson	Parent
Ysbeliana Linares	Parent
Valerie Montesino	Student
Teague Scanlon	Student
Alexander Duran	Student
Daylene Perez	Student
Gloria De los Reyes	Business/Community
Joan Reitsma	Business/Community
Aida Shafer	Business/Community

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

The EESAC was involved in the preparation and evaluation of the school improvement plan. Through our monthly scheduled meetings, the EESAC was given the results of all state and district assessments. The results were discussed, as well as the implemented strategies, to determine if there was a need for revision. At our last EESAC meeting, based on the data that was provided by our administration, the EESAC reached consensus that our school improvement plan had been effective as evidenced by an increase in student achievement.

Development of this school improvement plan

The EESAC is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan (SIP) and assists in the annual preparation and evaluation of the SIP. Student Performance Data is reviewed strengths and weaknesses are identified. A SIP is developed that will enhance the students' strengths and provide intervention strategies for their weaknesses. This is accomplished through collaboration with all stakeholders and

by reaching consensus. The SIP is monitored throughout the school year and if necessary, adjustments and revisions are made to the plan.

Preparation of the school's annual budget and plan

Our principal introduces our school's annual budget and plan in one of our monthly EESAC meetings. In this meeting the EESAC asked questions and offered suggestions, concerns and collaborated on the annual budget. Consensus was reached and the principals budget and plan was adopted.

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

The total of the school improvement funds allocated to our school last year was $16,868.00. The monies were used as follows: $2,999.00 for student incentives for accomplishments and $13,869.00 for after school and Saturday tutoring.

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
Costa, Adolfo	Principal
Diaz, Aida	Assistant Principal
Diaz, Nestor	Assistant Principal
Leal, Sandy	Teacher, K-12
Molina, Eric	Teacher, K-12
Monzon, Ayleen	Teacher, K-12
Reinoso, Rebeca	Teacher, K-12
Ginory, Marieta	Teacher, K-12
Reisert, Robert	Teacher, Career/Technical
Camacho, Yvette	Teacher, K-12
Lauter, Patricia	Teacher, K-12
Sorondo, Lilia	Teacher, K-12
Blackmon, Daniel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team for the 2014-2015 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/

RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that will be used include the following:
* Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum.
* Incorporate the blended curriculum to reflect the common core standards across the curriculum.
* Increase the student use of Reading Plus program by offering incentives to students.

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

In order to encourage positive working relationships between teachers, including collaborative planning and instruction, Coral Gables is implementing Professional Learning Communities (PLCs). Through PLCs teachers are given opportunities to discuss strategies, best practices and brainstorm solutions for a particular problem. The PLCs meet on a regular basis and serve as a collaborative venue for an ultimate, common goal-- increasing student performance and achievement.

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

1. Provide highly qualified teachers with opportunities for professional growth
2. Review applicant's resumes for appropriate certification for open positions
3. College Campus Job Fairs and e-recruiting at Universities
4. Partnering new teachers with veteran staff
5. Give highly qualified teachers opportunities to apply for leadership roles within the school
6. Regular meeting of new teachers with Principal/APC
7. Recognizing accomplishments and accolades of teachers through morning announcements, school newspaper, etc.

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

MINT Trained and certified teachers:
Sherry Furnari
Paula Munnerlyn
Diana Van Wyk
These teachers are paired up with beginning teachers because of the following reasons:
~They are veteran teachers who have been MINT trained and certified.
~ They will plan collaboratively with their mentee.
~ They are willing to participate in weekly meeting to discuss and share best practices.

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

All programs of study at Coral Gables Senior High School are aligned to the state and District standards and initiatives. Every subject area has a set of required standards that must be taught and implemented during the school year. This guiding documentation is the base that creates our strategic planning process by aligning the curriculum, instructional strategies and assessments to the

state and national standards and education's best practices.

The planning for the new school year is an ongoing, collaborative process involving all stakeholders. Leadership team, reading coaches, academy leaders and department heads meet regularly to analyze, review and disaggregate the school data from various sources such as interim test results, FCAT results, EOC examinations, attendance rates, number of disciplinary referrals, feedback from parents and students and the needs of our community. This collection and analysis of data is used to create specific documents such as Curriculum Maps and the Instructional Focus Calendars. The Instructional Focus Calendar is a guide that is followed by all core subject teachers. It is a very useful and effective tool that provides teachers with a guide and a timeline as to target benchmarks. This puts the entire department "on the same page". Therefore, if a student's schedule has to be changed and he/she gets a different teacher, the student can pick up where he/she left off in his other classroom.

Through participation in professional development opportunities and Professional Learning Communities our faculty is trained and instructed on the Florida Standards, differentiated instruction, and how to infuse them throughout the curricula and align them to Florida's 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

Coral Gables Senior High school implements the Florida's Continuous Improvement Mode, an ongoing
process in which data analysis drives classroom instruction in areas of needed improvement. Based on the resulting data, students who have achieved mastery receive enrichment to challenge them further. Others receive tutorials or remediation to bring their skills up to accepted standards. Differentiated Instruction is infused throughout all academic subjects.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are as follow: RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction. Our school ensures every teacher contributes to literacy improvement of every student by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Creating a schedule with an uninterrupted 90 minute reading block

•Providing instruction based on student needs

•Providing instruction aligned with the Language Arts Florida Standards for their grade level

•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

•Administering assessments which measure instructed standards

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

Strategy: Extended School Day

Minutes added to school year: 2,700

Students will have the opportunity to participate in the following:
After School Tutoring: Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, U.S. History, SAT/ACT to assist them in passing state required assessments.

Strategy Rationale

Students' participation in extended school day will provide students needing remediation with additional instruction in their area(s) of deficiency(ies), thus, maximizing student achievement and performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Costa, Adolfo, pr7071@dadeschools.net

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

The data is collected through bi-weekly mini-assessments to monitor if students are on target with the tested item specifications on each assessment that they are receiving tutoring and intervention.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:
• The promotion of increased student participation and performance in Advanced Placement® (AP)coursework
• The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and

high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success
• The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
• Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
• Grant-making assistance to seek out and obtain funding for many of these programs and initiatives:
• Selection of a 4 year course of study in an academy
• Meeting with counselor to assist in course selection
• Grant-making assistance to seek out and obtain funding for many of these programs and initiatives
• Increased use of technology to research careers
• Career and College Fairs
• Internships within or community
• Guest speakers
• E-Pep
• Academy Awareness Day
The ACT Online Prep Program, funded by the district, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/ or school.
Coral Gables Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds.
Coral Gables Senior High School's percentage of graduates completing a college prep curriculum is 81%; enrolled in Algebra I course before 9th grade is 27%; completed at least one level 3 high school math course is 42%; and completed a Dual Enrollment (DE) math course is 4%.
The Sunshine State Standards is focused on creating a greater emphasis on math preparedness. We will continue to encourage students to take AP, IB, or DE classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarship Program.
Throughout the school year; numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Coral Gables alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.
Coral Gables has a high percentage of graduates in Florida's public post-secondary institutions 68% and state community and/or state universities 62%. This is due in part by the continuous awareness program established in school by our College Assistance Program (CAP). The school CAP counselors create and distribute a monthly newsletter to the students to keep them abreast of the upcoming college visitation information, the scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

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

Coral Gables Senior High applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
• Incorporating the Academy and Small Learning Community (SLC) Model
• Selection of academy by students in grade 9
• Incorporating more academic content in vocational courses
• Vocational and core teachers plan together to enhance academic competencies in vocational programs
• Making the academic curriculum more career oriented and vocationally relevant

• Industry Certification available throughout the Academies for the students completing the 4 year tract

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

Students in grade 10 will participate in the October administration of the PSAT. The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not college ready will be provided with remediation and additional opportunities to the PERT exam. Seniors who are not college ready are enrolled in a Florida College Prep class for reading writing and mathematics in order to assist them in transitioning to college.

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

Coral Gables Senior High implements the following strategies for improving student readiness for the public postsecondary level: creating a high school experience where all students can succeed through aligned assessment methods, engaging curricula, and innovative teaching practices; and guiding and supporting students through each phase of transition to a postsecondary level in a personalized, yet structured route to postsecondary education. These strategies are infused throughout our academies and curricula.

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.   We will increase student achievement by improving core instruction in all content areas

G2.   We will use the Early Warning System to identify at-risk students to provide them with support and interventions to increase achievement.

G3.   We will prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

G4.   We will increase parental involvement in our school to positively impact student achievement, to contribute to higher quality education, increase the rate of students graduating in 4 years with a standard high school diploma and to improve our school's overall performance.

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. We will increase student achievement by improving core instruction in all content areas 1a

🔍 G043002

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - Asian	89.0
AMO Reading - African American	55.0
AMO Reading - ED	63.0
AMO Reading - ELL	45.0
AMO Reading - Hispanic	68.0
AMO Reading - SWD	49.0
AMO Reading - White	83.0
CELLA Listening/Speaking Proficiency	50.0
CELLA Reading Proficiency	33.0
FAA Reading Proficiency	64.0
FSA - English Language Arts - Proficiency Rate	53.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	69.0
AMO Math - All Students	47.0
AMO Math - Asian	88.0
AMO Math - African American	42.0
AMO Math - ED	45.0
AMO Math - ELL	41.0
AMO Math - Hispanic	47.0
AMO Math - SWD	43.0
AMO Math - White	55.0
FAA Mathematics Proficiency	73.0
Algebra I EOC Pass Rate	52.0
Geometry EOC Pass Rate	61.0
Math Gains	65.0
Math Lowest 25% Gains	62.0
Bio I EOC Pass	63.0
CELLA Writing Proficiency	34.0
FAA Writing Proficiency	34.0

Resources Available to Support the Goal 2

- After-school tutoring, AlgebraNation, Professional Learning Communities best practices and technology, Walkthroughs by administration, Correct implementation of co-teaching model to support core curriculum instruction, Beacon Webinars to increase teachers' knowledge of the Math Florida Standards, Lead teacher by subject level, Tablets for 9th graders, Promethean Board, online resources by subject level, TI-84 graphing calculators.

Targeted Barriers to Achieving the Goal 3

- Limited use of Gradual Release of Responsibility Model within instruction

- Lack of guided instruction

- Lack of familiarity with new technology within the classroom, i.e. Promethean boards

- Lack of content knowledge of the Florida Standards

Plan to Monitor Progress Toward G1. `8`

Data disaggregation, Interim Assessments and the Florida Standards Assessment or EOCs (or the FCAT 2.0 for science)

Person Responsible
Adolfo Costa

Schedule
Weekly, from 11/6/2014 to 5/29/2015

Evidence of Completion
Increase in student achievement

G2. We will use the Early Warning System to identify at-risk students to provide them with support and interventions to increase achievement. [1a]

Targets Supported [1b]

🔍 G047933

Indicator	Annual Target
1+ Absences First 20 Days - Grade 09	78.0
Truancy rate	661.0
Attendance Below 90% Grade 09	111.0
Attendance Below 90% Grade 10	145.0
Attendance Below 90% Grade 11	173.0
Attendance Below 90% Grade 12	232.0
One or More Suspensions	506.0
GPA below 2.0 - H.S.	184.0
Retained Students	13.0
Course Failures Mathematics	12.0
2+ Course Failures - Grade 09	156.0
Level 1 - All Grades	217.0

Resources Available to Support the Goal [2]

- Leadership Team, Guidance Counselor, Saturday and After School Tutoring, Media Center open 2 hours after school, Social Worker

Targeted Barriers to Achieving the Goal [3]

- Students and parents are not always knowledgeable about the District's Attendance Policy.

- Students are not always knowledgeable about classroom rules, school-wide procedures, Code of Student Conduct.

- Students and parents are not always aware of high school graduation requirements

Plan to Monitor Progress Toward G2. [8]

Students' academic records will be reviewed throughout the year to inform students of missing credits, unexcused absences, failing of required course(s), etc.

Person Responsible

Adolfo Costa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Academic reports of students, report cards, progress reports, attendance reports

G3. We will prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1a

G049744

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	70.0

Resources Available to Support the Goal 2

- AP coordinator, Dual-Enrollment classes, Advanced Placement classes, Web based certification programs for Photo Shop , Web based certification programs for DreamWeaver

Targeted Barriers to Achieving the Goal 3

- Students in CTE courses are not always ready for Industry Certification exams

- Lack of non-exposure of students to advanced math, science and technology courses

- Moderate participation in STEM-related competitions through many of our academy classes

Plan to Monitor Progress Toward G3. 8

Student practice tests, tutorials, in-class tutoring, master schedule, student schedule, report cards, STEM-related competitions

Person Responsible

Adolfo Costa

Schedule

Monthly, from 1/12/2015 to 5/29/2015

Evidence of Completion

Artifacts, student work-product, lesson plans, master schedule, students schedules,competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.

G4. We will increase parental involvement in our school to positively impact student achievement, to contribute to higher quality education, increase the rate of students graduating in 4 years with a standard high school diploma and to improve our school's overall performance. 1a

🔍 G049779

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.14

Resources Available to Support the Goal 2

- Automated telephone calls, technology (email, school website, etc.), interpreters (English/Spanish/Creole), PTSA, EESAC

Targeted Barriers to Achieving the Goal 3

- Parental engagement opportunities conflict with parents' work schedule.

- Many of our students' parents do not speak or understand the English language.

Plan to Monitor Progress Toward G4. 8

Parent sign-in sheets

Person Responsible
Aida Diaz

Schedule
Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion
Parent sign-in sheets, mass communication documentation (emails, automated phone calls, etc.)

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. We will increase student achievement by improving core instruction in all content areas `1`

🔑 G043002

G1.B1 Limited use of Gradual Release of Responsibility Model within instruction `2`

🔑 B118572

G1.B1.S1 Gradual Release of Responsibility `4`

🔑 S130353

Strategy Rationale

An instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

Action Step 1 `5`

The principal will provide professional development for instructional staff based on the Gradual Release of Responsibility Model within a focused and effective lesson. Instructional staff will then develop strategic lesson plans that exhibit the GRRM.

Person Responsible

Adolfo Costa

Schedule

On 9/25/2014

Evidence of Completion

Lesson plans, sign in sheet, deliverables (artifacts)

Action Step 2 `5`

The Curriculum Support Specialist will conduct components of the coaching cycle with individuals chosen with the instructional staff.

Person Responsible

Adolfo Costa

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work, note taking/ note making, coaches debrief

Action Step 3 `5`

The Curriculum Support Specialist will provide support for teachers with coaching cycles and collaborative planning.

Person Responsible

Adolfo Costa

Schedule

Monthly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Lesson plans, note making/note taking coaches debrief

Action Step 4 `5`

Instructional Staff and Curriculum Support Specialist will conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well as meaningful reflection.

Person Responsible

Adolfo Costa

Schedule

Monthly, from 11/17/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work product, artifacts, walk-throughs

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

Agenda and sign-in sheets

Person Responsible

Adolfo Costa

Schedule

On 9/25/2014

Evidence of Completion

Teacher participation evidenced by sign-in sheets

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

Lesson plans, deliverables (artifacts)

Person Responsible

Adolfo Costa

Schedule

On 5/29/2015

Evidence of Completion

Student work product, lesson plans

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

Walk-throughs by administrators, Department Chairs and Curriculum Support Specialist(s)

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work product, data chats, or quizzes, teacher made assessments

G1.B1.S2 Academic Writing [4]

S130354

Strategy Rationale

An instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing

Action Step 1 [5]

Provide professional development for instructional staff based on the Gradual Release of Responsibility Model within a focused and effective lesson. Instructional staff will then develop strategic lesson plans that exhibit the GRRM

Person Responsible

Adolfo Costa

Schedule

On 9/25/2014

Evidence of Completion

Lesson plans, sign in sheet, deliverables (artifacts)

Action Step 2 [5]

Conduct components of the coaching cycle with individuals chosen within the instructional staff

Person Responsible

Adolfo Costa

Schedule

Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work, note taking/ note making, coaches debrief

Action Step 3 `5`

Curriculum team will conduct walk throughs and look for the various stages of the GRRM such as, student collaboration and accountable talk, focused and strategic instruction, and modeling.

Person Responsible

Adolfo Costa

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work, student folders, student accountable talk, student collaboration

Action Step 4 `5`

Provide support for teachers with coaching cycles and collaborative planning

Person Responsible

Adolfo Costa

Schedule

Weekly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Lesson plans, note making / note taking, coaches debrief

Action Step 5 `5`

Conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well as meaningful reflection

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Lesson plan, sign in sheet, artifacts that are part of the collaborative lesson, note taking / note making during lesson

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

Agenda and sign-in sheets reflecting faculty participation

Person Responsible

Adolfo Costa

Schedule

On 9/25/2014

Evidence of Completion

Lesson plans, student work product, artifacts (deliverables)

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

Walk throughs, Lesson plans, student work, note taking/ note making, coaches debrief

Person Responsible

Adolfo Costa

Schedule

Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Evidence of gradual release of responsibility (collaboration, student directed, etc.)

G1.B2 Lack of guided instruction 2

B118588

G1.B2.S1 Guided instruction, small group instruction facilitated by the teacher for a short period of time meant to develop meaningful understanding of concepts. 4

S131318

Strategy Rationale

Teachers need to implement guided instruction in their classrooms so that students develop meaningful understanding of concepts, thus maximize learning gains

Action Step 1 5

Professional Development Activity demonstrating guided instruction

Person Responsible

Adolfo Costa

Schedule

On 11/4/2014

Evidence of Completion

Lesson plans, sign in sheet, deliverables (artifacts)

Action Step 2 5

Conduct Professional Learning Communities meeting discussing guided instruction

Person Responsible

Adolfo Costa

Schedule

Monthly, from 11/26/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, Professional Learning Communities agenda and paperwork

Action Step 3 `5`

Conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well implementation of guided instruction

Person Responsible

Adolfo Costa

Schedule

Monthly, from 11/26/2014 to 5/29/2015

Evidence of Completion

Department chairs, Curriculum Support Specialist(s)

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

Agenda, walk throughs, lesson plans

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 11/26/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student product (deliverables, artifacts)

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

Lesson plans, student work, student folders, student accountable talk, student collaboration

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 11/26/2014 to 5/29/2015

Evidence of Completion

Student work, student folders, student accountable talk, walk-throughs

G1.B3 Lack of familiarity with new technology within the classroom, i.e. Promethean boards 2

B118589

G1.B3.S1 Professional Development opportunities to maximize the use of technology in the classroom 4

S131357

Strategy Rationale

Tablets, SMART Boards and the Internet are all tools that can be used to improve the delivery of lessons and provide specific instructional plans based on individual student needs.

Action Step 1 5

Professional Development or Professional Learning Communities designated for the use of technology in the classroom

Person Responsible

Adolfo Costa

Schedule

Quarterly, from 11/4/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, Professional Learning Communities documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Walk throughs, lesson plans infusing technology

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 11/6/2014 to 5/29/2015

Evidence of Completion

Infusion of technology in the classroom to maximize student achievement

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Walk throughs, lesson plans

Person Responsible

Adolfo Costa

Schedule

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

Evidence of Completion

Use of technology in the classroom

G1.B4 Lack of content knowledge of the Florida Standards `2`

B118590

G1.B4.S1 Professional Development Activities during Early Release and/or Teacher Planning Days designated by the District for in-service with emphasis on Florida Standards `4`

S131367

Strategy Rationale

Both the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) were approved by the Florida State Board of Education on February 18, 2014. Teachers need training in their implementation.

Action Step 1 `5`

Professional Development Activities will be provided on the use of technology in the classroom to increase student achievement

Person Responsible

Adolfo Costa

Schedule

Quarterly, from 10/23/2014 to 5/29/2015

Evidence of Completion

Teachers using available technology in the classroom

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Walk throughs, lesson plans, student work product, artifacts

Person Responsible

Adolfo Costa

Schedule

Weekly, from 11/26/2014 to 5/29/2015

Evidence of Completion

Agendas, sign-in sheets, use of technology in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Walk throughs, lesson plans

Person Responsible

Adolfo Costa

Schedule

Weekly, from 11/6/2014 to 5/29/2015

Evidence of Completion

Teachers infusing technology in the classroom

G2. We will use the Early Warning System to identify at-risk students to provide them with support and interventions to increase achievement. 1

🔑 G047933

G2.B1 Students and parents are not always knowledgeable about the District's Attendance Policy. 2

🔑 B119702

G2.B1.S1 Freshmen orientation for students and parents explaining the District's and our school's attendance policy 4

🔑 S131874

Strategy Rationale

Students and parents are not always knowledgeable about the District's Attendance Policy. Therefore, if they are given information it would decrease absenteeism.

Action Step 1 5

Orientation will be provided to education incoming freshmen and parents about attendance policy

Person Responsible

Adolfo Costa

Schedule

On 8/12/2014

Evidence of Completion

Sign-in sheets

Action Step 2 5

On going monitoring by administrators and counselors of students with unexcused absences

Person Responsible

Adolfo Costa

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily attendance bulletin

Action Step 3 `5`

Automated phone calls to home to alert parent(s) of students' absence from school

Person Responsible

Adolfo Costa

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Phone calls to home

Action Step 4 `5`

Progressive discipline for students with unexcused absences

Person Responsible

Adolfo Costa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Documentation of disciplinary referrals with evidence of progressive discipline

Action Step 5 `5`

Detention Hall

Person Responsible

Adolfo Costa

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, detention slips

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

Monitoring of daily attendance of students

Person Responsible

Adolfo Costa

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance reports

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

Monitoring of students, consequences of unexcused absences explained on a timely manner

Person Responsible

Adolfo Costa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students' attendance reports and attendance referrals

G2.B1.S2 Monitoring of students with one or more behavior referrals 4

Strategy Rationale

S136372

By monitoring students with behavior referrals and following the Secondary Student Code of Conduct students and parents will be aware of progressive discipline.

Action Step 1 5

Students with one or more behavior referrals will be monitored by administration, a progressive discipline plan will be implemented and when appropriate, referrals to outside agencies will be provided.

Person Responsible

Adolfo Costa

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Review of student referrals, teachers' documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

On-going monitoring of referrals, indoor and outdoor suspensions, implementation of progressive discipline

Person Responsible

Adolfo Costa

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Indoor and outdoor suspension reports, student attendance, referrals, documentation of parent/teacher/administration conferences

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

On-going monitoring of referrals, indoor and outdoor suspensions, implementation of progressive discipline

Person Responsible

Adolfo Costa

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Indoor and outdoor suspension reports, student attendance, referrals, documentation of parent/teacher/administration conferences

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Ongoing monitoring of indoor/outdoor suspensions reports, teacher/administration/parent/student conferences

Person Responsible

Adolfo Costa

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Student indoor and outdoor suspension reports, teacher referrals, counselors' reports

G2.B1.S3 Informing of students and parents of graduation requirements, failing grades and providing early interventions to decrease failing a course or low performance in EOCs and standardized tests. 4

S136380

Strategy Rationale

If students are aware of graduation requirements including required credits and early intervention is provided, there will be an increase in student achievement.

Action Step 1 5

Provide academic counseling for students and their parents to inform them of graduation requirements, failing grades, etc.

Person Responsible

Adolfo Costa

Schedule

Quarterly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Interim reports, report cards, Interim Assessments, EOCs or FCAT results

Action Step 2 5

Provide tutoring in core subjects for struggling students

Person Responsible

Adolfo Costa

Schedule

Weekly, from 1/12/2015 to 3/27/2015

Evidence of Completion

Students' grades, Interim Assessments results, student work product

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Students' report cards, EOCs/FCAT results, and transcripts will be reviewed by counselors and/or teachers

Person Responsible

Adolfo Costa

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Students' report cards, work product, Interim and EOCs results, tutoring sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Students report cards, tutoring attendance, Interim Assessments, counselors' and teachers' notes

Person Responsible

Adolfo Costa

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets for tutoring sessions, documentation of parent/student/teacher/counselor conferences, report cards, EOCs and FCAT results

G2.B2 Students are not always knowledgeable about classroom rules, school-wide procedures, Code of Student Conduct. 2

B119703

G2.B2.S1 The Code of Student Conduct will be reviewed by teachers, administrators, and counselors throughout the year. 4

S132728

Strategy Rationale

If students are knowledgeable of the Code of Student Conduct and their consequences for infractions, disciplinary referrals will decrease.

Action Step 1 5

The Code of Student Conduct will be reviewed periodically by teachers, administrators and counselors

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students' and parents' signatures, teachers lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Daily monitoring of referrals, notifications to parents

Person Responsible

Adolfo Costa

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Disciplinary referrals, documentation of parent contact, indoor and outdoor suspension reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Monitoring of student disciplinary referrals by reviewing suspension reports

Person Responsible

Adolfo Costa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Suspension reports, disciplinary referrals

G2.B2.S2 Progressive discipline will be infused `4`

🔑 S132729

Strategy Rationale

If students know that consequences for each infraction will result in progressive discipline, disciplinary referrals will decrease.

Action Step 1 `5`

Progressive discipline (warning, detention, referral, suspension, etc.)

Person Responsible

Adolfo Costa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Notations in teachers' gradebook, disciplinary reports

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Early intervention such as parent, student and teacher conferences

Person Responsible

Adolfo Costa

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher documentation, disciplinary reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Accurate records of progressive discipline by teachers and administrators

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Notations in gradebook, entries in computer, disciplinary incidents reports

G2.B3 Students and parents are not always aware of high school graduation requirements 2

🔧 B119705

G2.B3.S1 Academic advisement will be given to at-risk students. 4

🔧 S132914

Strategy Rationale

Early intervention will result in increased student achievement and less failures.

Action Step 1 5

Counselors will review at-risk students grades, schedules, etc. and discuss options for remediation.

Person Responsible

Adolfo Costa

Schedule

Quarterly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Report cards, counselors' notes, documentation of conferences

Action Step 2 5

Counselors will notify parents that their child is at risk, recommend solutions and action for resolution.

Person Responsible

Adolfo Costa

Schedule

Quarterly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Report cards, progress reports, documentation of conferences

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Counselors will review and target students who are at risk through the Early Warning System.

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Attendance reports, report cards, progress reports, student/teacher/counselor conference(s) documentation

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Counselors, teachers and administrators will identify, monitor and provide interventions for remediation

Person Responsible

Adolfo Costa

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Tutoring sign-in sheets, attendance bulletin, push-in/pull-out documentation

G2.B3.S2 After school tutoring will be provided for students in core subjects. 4

S132915

Strategy Rationale

After school tutoring will provide students with the opportunity to improve their grades and increase the passing rate of EOC tests.

Action Step 1 5

Lower performing or at-risk students will attend mandatory tutoring sessions.

Person Responsible

Schedule

Biweekly, from 11/7/2014 to 3/27/2015

Evidence of Completion

Attendance sheets of students attending tutoring

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Students who are struggling with core subjects will attend after school tutoring sessions.

Person Responsible

Adolfo Costa

Schedule

Biweekly, from 11/6/2014 to 4/17/2015

Evidence of Completion

Artifacts, attendance sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

At-risk students will be monitored to verify their participation in tutoring sessions.

Person Responsible

Adolfo Costa

Schedule

Weekly, from 11/6/2014 to 4/17/2015

Evidence of Completion

Sign-in sheets, student artifacts

G2.B3.S3 Pull-out and pull-in for remediation [4]

S132916

Strategy Rationale

Early intervention through additional instruction in areas of deficiencies will increase student achievement.

Action Step 1 [5]

Pull-out and push-in tutoring provided for students needed remediation

Person Responsible

Adolfo Costa

Schedule

Weekly, from 11/17/2014 to 3/27/2015

Evidence of Completion

Student work product, artifacts, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S3 [6]

Provide students with intervention to increase academic performance

Person Responsible

Adolfo Costa

Schedule

Weekly, from 11/17/2014 to 3/27/2015

Evidence of Completion

Sign-in sheets, student work product, tutoring records

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Monitor progress of students and interventions

Person Responsible

Adolfo Costa

Schedule

Weekly, from 11/17/2014 to 3/27/2015

Evidence of Completion

Sign-in sheets, student work product and artifacts

G3. We will prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1

G049744

G3.B1 Students in CTE courses are not always ready for Industry Certification exams 2

B124528

G3.B1.S1 Tutoring to prepare students for their Industry Certification Exams 4

S136589

Strategy Rationale

If students are prepared for their exams, they are more likely to achieve passing scores.

Action Step 1 5

CTE practice tests with feedback/tutoring offered in their class

Person Responsible

Adolfo Costa

Schedule

Monthly, from 1/12/2015 to 5/29/2015

Evidence of Completion

Practice tests, student work product

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Practice tests, worksheets, tutorials, etc.

Person Responsible

Adolfo Costa

Schedule

Monthly, from 1/12/2015 to 5/29/2015

Evidence of Completion

Student work product, practice tests, tutorials

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Practice tests, tutorials

Person Responsible

Aida Diaz

Schedule

Monthly, from 1/12/2015 to 5/29/2015

Evidence of Completion

Artifacts, practice tests, quizzes

G3.B2 Lack of non-exposure of students to advanced math, science and technology courses [2]

B124678

G3.B2.S1 Identify students eligible for Dual Enrollment and Advanced Placement courses [4]

S136639

Strategy Rationale

If eligible students are identified more students will be exposed to advanced math, science, and technology courses.

Action Step 1 [5]

Student grades, interests and academic achievement identified by counselors/teachers

Person Responsible

Adolfo Costa

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Report cards, achievement tests, student interviews

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Discuss with students the advantages of Dual-Enrollment/Advanced Placement classes

Person Responsible

Adolfo Costa

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Students schedules, report cards, interviews, assemblies

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Register eligible students in Dual Enrollment/Advanced Placement classes

Person Responsible

Adolfo Costa

Schedule

On 5/29/2015

Evidence of Completion

Students' schedules, master schedule

G3.B2.S2 Recruit eligible students for Dual Enrollment and Advanced Placement courses `4`

🔑 S136640

Strategy Rationale

Through recruitment more students will be exposed to advanced math, science and technology courses.

Action Step 1 `5`

Teachers will refer students for AP and Dual-Enrollment

Person Responsible

Adolfo Costa

Schedule

Semiannually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Report cards, teacher recommendations, student achievement tests, documentation of academic advisement

Action Step 2 `5`

Recruiting in middle schools

> ### Person Responsible
>
> Adolfo Costa
>
> ### Schedule
>
> Biweekly, from 10/3/2014 to 5/29/2015
>
> ### *Evidence of Completion*
>
> Recruiting videos, agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

The number of students participating will be tracked and efforts will be made to recruit more participants

> ### Person Responsible
>
> Adolfo Costa
>
> ### Schedule
>
> Monthly, from 8/12/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> Students schedules, master schedule

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

> ### Person Responsible
>
> Adolfo Costa
>
> ### Schedule
>
> Quarterly, from 8/11/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> Competition models, the number of students participating and passing Industry Certification exams

G3.B3 Moderate participation in STEM-related competitions through many of our academy classes [2]

B124681

G3.B3.S1 Participate in through academy classes STEM-related competitions [4]

S136689

Strategy Rationale

By participating in STEM-related competitions the percentage of students passing Industry Certification exams will increase.

Action Step 1 [5]

Research opportunities for STEM-related competitions

Person Responsible

Adolfo Costa

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Enter STEM-related competitions

Person Responsible

Adolfo Costa

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Enter STEM related competitions

Person Responsible

Adolfo Costa

Schedule

Monthly, from 8/11/2014 to 10/3/2014

Evidence of Completion

Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.

G4. We will increase parental involvement in our school to positively impact student achievement, to contribute to higher quality education, increase the rate of students graduating in 4 years with a standard high school diploma and to improve our school's overall performance. `1`

🔑 G049779

G4.B1 Parental engagement opportunities conflict with parents' work schedule. `2`

🔑 B124632

G4.B1.S1 Parents will be notified in English and Spanish of parent engagement opportunities and interpreters will be provided `4`

🔑 S136546

Strategy Rationale

If parents are provided with interpreters, they will be more likely to participate.

Action Step 1 `5`

Announce parent engagement opportunities through various channels (Internet, phone calls, etc.)

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Parent sign-in logs

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

Sign-in sheets, logs of mass communication to parents via email, automated telephone calls, etc.

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Review the sign-in logs of parental participation and identify trends in attendance

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

Review the Parent Engagement sign-in logs and determine if there is an increase or decrease of parental participation

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Parent sign-in logs, documentation of mass communication (email, automated telephone calls, etc.)

G4.B1.S2 Offer parent engagement opportunities during different times of the day. (morning, afternoon, and evening) 4

S136547

Strategy Rationale

If parent engagement opportunity are offered during times that do not conflict with their work schedule, they are more like to participate.

Action Step 1 5

Monthly calendar reflecting parental engagement opportunities (morning, afternoon, and evening)

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets reflecting trends in attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Parental engagement opportunities at different times during the day

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, evidence of mass communication (emails, automated calls, etc.)

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Parental engagement opportunities to accommodate parents' work schedules

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Parents sign-in sheet, documentation of mass communication (automated telephone calls, email, school website)

G4.B2 Many of our students' parents do not speak or understand the English language. `2`

🔧 B124633

G4.B2.S1 Interpreters will be provided for parents during parental engagement opportunities `4`

🔧 S138578

Strategy Rationale

By providing interpreters, parents are more likely to attend and/or participate parental engagement opportunities

Action Step 1 `5`

Inform parents that interpreters will be provided

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Translation of topics that are discussed during parental engagement opportunities

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Translating topics that are discussed during parental engagement opportunities

Person Responsible

Aida Diaz

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Increased parental participation, sign-in sheets, increased student achievement

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	The principal will provide professional development for instructional staff based on the Gradual Release of Responsibility Model within a focused and effective lesson. Instructional staff will then develop strategic lesson plans that exhibit the GRRM.	Costa, Adolfo	9/25/2014	Lesson plans, sign in sheet, deliverables (artifacts)	9/25/2014 one-time
G1.B1.S2.A1	Provide professional development for instructional staff based on the Gradual Release of Responsibility Model within a focused and effective lesson. Instructional staff will then develop strategic lesson plans that exhibit the GRRM	Costa, Adolfo	9/25/2014	Lesson plans, sign in sheet, deliverables (artifacts)	9/25/2014 one-time
G1.B2.S1.A1	Professional Development Activity demonstrating guided instruction	Costa, Adolfo	11/4/2014	Lesson plans, sign in sheet, deliverables (artifacts)	11/4/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Professional Development or Professional Learning Communities designated for the use of technology in the classroom	Costa, Adolfo	11/4/2014	Sign-in sheets, Professional Learning Communities documentation	5/29/2015 quarterly
G1.B4.S1.A1	Professional Development Activities will be provided on the use of technology in the classroom to increase student achievement	Costa, Adolfo	10/23/2014	Teachers using available technology in the classroom	5/29/2015 quarterly
G2.B1.S1.A1	Orientation will be provided to education incoming freshmen and parents about attendance policy	Costa, Adolfo	8/12/2014	Sign-in sheets	8/12/2014 one-time
G2.B2.S1.A1	The Code of Student Conduct will be reviewed periodically by teachers, administrators and counselors	Costa, Adolfo	8/18/2014	Students' and parents' signatures, teachers lesson plans	6/5/2015 biweekly
G2.B2.S2.A1	Progressive discipline (warning, detention, referral, suspension, etc.)	Costa, Adolfo	8/18/2014	Notations in teachers' gradebook, disciplinary reports	6/5/2015 weekly
G2.B3.S1.A1	Counselors will review at-risk students grades, schedules, etc. and discuss options for remediation.	Costa, Adolfo	9/5/2014	Report cards, counselors' notes, documentation of conferences	5/29/2015 quarterly
G2.B3.S2.A1	Lower performing or at-risk students will attend mandatory tutoring sessions.		11/7/2014	Attendance sheets of students attending tutoring	3/27/2015 biweekly
G2.B1.S2.A1	Students with one or more behavior referrals will be monitored by administration, a progressive discipline plan will be implemented and when appropriate, referrals to outside agencies will be provided.	Costa, Adolfo	9/8/2014	Review of student referrals, teachers' documentation	5/29/2015 weekly
G2.B1.S3.A1	Provide academic counseling for students and their parents to inform them of graduation requirements, failing grades, etc.	Costa, Adolfo	9/25/2014	Interim reports, report cards, Interim Assessments, EOCs or FCAT results	5/29/2015 quarterly
G4.B1.S1.A1	Announce parent engagement opportunities through various channels (Internet, phone calls, etc.)	Diaz, Aida	8/11/2014	Parent sign-in logs	5/29/2015 monthly
G4.B1.S2.A1	Monthly calendar reflecting parental engagement opportunities (morning, afternoon, and evening)	Diaz, Aida	8/11/2014	Sign-in sheets reflecting trends in attendance	5/29/2015 monthly
G3.B1.S1.A1	CTE practice tests with feedback/ tutoring offered in their class	Costa, Adolfo	1/12/2015	Practice tests, student work product	5/29/2015 monthly
G3.B2.S1.A1	Student grades, interests and academic achievement identified by counselors/ teachers	Costa, Adolfo	8/11/2014	Report cards, achievement tests, student interviews	5/29/2015 monthly
G3.B2.S2.A1	Teachers will refer students for AP and Dual-Enrollment	Costa, Adolfo	8/11/2014	Report cards, teacher recommendations, student achievement tests, documentation of academic advisement	5/29/2015 semiannually
G3.B3.S1.A1	Research opportunities for STEM-related competitions	Costa, Adolfo	8/11/2014	Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.	5/29/2015 monthly
G2.B3.S3.A1	Pull-out and push-in tutoring provided for students needed remediation	Costa, Adolfo	11/17/2014	Student work product, artifacts, sign-in sheets	3/27/2015 weekly
G4.B2.S1.A1	Inform parents that interpreters will be provided	Diaz, Aida	8/11/2014	Sign-in sheets	5/29/2015 monthly
G1.B1.S1.A2	The Curriculum Support Specialist will conduct components of the coaching cycle with individuals chosen with the instructional staff.	Costa, Adolfo	10/3/2014	Lesson plans, student work, note taking/ note making, coaches debrief	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A2	Conduct components of the coaching cycle with individuals chosen within the instructional staff	Costa, Adolfo	10/3/2014	Lesson plans, student work, note taking/ note making, coaches debrief	5/29/2015 weekly
G1.B2.S1.A2	Conduct Professional Learning Communities meeting discussing guided instruction	Costa, Adolfo	11/26/2014	Sign-in sheets, Professional Learning Communities agenda and paperwork	5/29/2015 monthly
G2.B1.S1.A2	On going monitoring by administrators and counselors of students with unexcused absences	Costa, Adolfo	8/18/2014	Daily attendance bulletin	6/5/2015 daily
G2.B3.S1.A2	Counselors will notify parents that their child is at risk, recommend solutions and action for resolution.	Costa, Adolfo	9/5/2014	Report cards, progress reports, documentation of conferences	5/29/2015 quarterly
G2.B1.S3.A2	Provide tutoring in core subjects for struggling students	Costa, Adolfo	1/12/2015	Students' grades, Interim Assessments results, student work product	3/27/2015 weekly
G3.B2.S2.A2	Recruiting in middle schools	Costa, Adolfo	10/3/2014	Recruiting videos, agendas	5/29/2015 biweekly
G1.B1.S1.A3	The Curriculum Support Specialist will provide support for teachers with coaching cycles and collaborative planning.	Costa, Adolfo	10/17/2014	Lesson plans, note making/note taking coaches debrief	5/29/2015 monthly
G1.B1.S2.A3	Curriculum team will conduct walk throughs and look for the various stages of the GRRM such as, student collaboration and accountable talk, focused and strategic instruction, and modeling.	Costa, Adolfo	10/13/2014	Lesson plans, student work, student folders, student accountable talk, student collaboration	5/29/2015 weekly
G1.B2.S1.A3	Conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well implementation of guided instruction	Costa, Adolfo	11/26/2014	Department chairs, Curriculum Support Specialist(s)	5/29/2015 monthly
G2.B1.S1.A3	Automated phone calls to home to alert parent(s) of students' absence from school	Costa, Adolfo	8/18/2014	Phone calls to home	6/5/2015 daily
G1.B1.S1.A4	Instructional Staff and Curriculum Support Specialist will conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well as meaningful reflection.	Costa, Adolfo	11/17/2014	Lesson plans, student work product, artifacts, walk-throughs	5/29/2015 monthly
G1.B1.S2.A4	Provide support for teachers with coaching cycles and collaborative planning	Costa, Adolfo	10/17/2014	Lesson plans, note making / note taking, coaches debrief	5/29/2015 weekly
G2.B1.S1.A4	Progressive discipline for students with unexcused absences	Costa, Adolfo	8/18/2014	Documentation of disciplinary referrals with evidence of progressive discipline	6/5/2015 weekly
G1.B1.S2.A5	Conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well as meaningful reflection	Costa, Adolfo	10/17/2014	Lesson plan, sign in sheet, artifacts that are part of the collaborative lesson, note taking / note making during lesson	5/29/2015 biweekly
G2.B1.S1.A5	Detention Hall	Costa, Adolfo	9/1/2014	Sign-in sheets, detention slips	5/29/2015 daily
G1.MA1	Data disaggregation, Interim Assessments and the Florida Standards Assessment or EOCs (or the FCAT 2.0 for science)	Costa, Adolfo	11/6/2014	Increase in student achievement	5/29/2015 weekly
G1.B1.S1.MA1	Walk-throughs by administrators, Department Chairs and Curriculum Support Specialist(s)	Costa, Adolfo	9/26/2014	Lesson plans, student work product, data chats, or quizzes, teacher made assessments	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Agenda and sign-in sheets	Costa, Adolfo	9/25/2014	Teacher participation evidenced by sign-in sheets	9/25/2014 one-time
G1.B1.S1.MA2	Lesson plans, deliverables (artifacts)	Costa, Adolfo	9/25/2014	Student work product, lesson plans	5/29/2015 one-time
G1.B2.S1.MA1	Lesson plans, student work, student folders, student accountable talk, student collaboration	Costa, Adolfo	11/26/2014	Student work, student folders, student accountable talk, walk-throughs	5/29/2015 biweekly
G1.B2.S1.MA1	Agenda, walk throughs, lesson plans	Costa, Adolfo	11/26/2014	Lesson plans, student product (deliverables, artifacts)	5/29/2015 biweekly
G1.B3.S1.MA1	Walk throughs, lesson plans	Costa, Adolfo	11/5/2014	Use of technology in the classroom	5/29/2015 weekly
G1.B3.S1.MA1	Walk throughs, lesson plans infusing technology	Costa, Adolfo	11/6/2014	Infusion of technology in the classroom to maximize student achievement	5/29/2015 biweekly
G1.B4.S1.MA1	Walk throughs, lesson plans	Costa, Adolfo	11/6/2014	Teachers infusing technology in the classroom	5/29/2015 weekly
G1.B4.S1.MA1	Walk throughs, lesson plans, student work product, artifacts	Costa, Adolfo	11/26/2014	Agendas, sign-in sheets, use of technology in the classroom	5/29/2015 weekly
G1.B1.S2.MA1	Walk throughs, Lesson plans, student work, note taking/ note making, coaches debrief	Costa, Adolfo	10/3/2014	Evidence of gradual release of responsibility (collaboration, student directed, etc.)	5/29/2015 weekly
G1.B1.S2.MA1	Agenda and sign-in sheets reflecting faculty participation	Costa, Adolfo	9/25/2014	Lesson plans, student work product, artifacts (deliverables)	9/25/2014 one-time
G2.MA1	Students' academic records will be reviewed throughout the year to inform students of missing credits, unexcused absences, failing of required course(s), etc.	Costa, Adolfo	8/18/2014	Academic reports of students, report cards, progress reports, attendance reports	6/5/2015 quarterly
G2.B1.S1.MA1	Monitoring of students, consequences of unexcused absences explained on a timely manner	Costa, Adolfo	8/18/2014	Students' attendance reports and attendance referrals	6/5/2015 weekly
G2.B1.S1.MA1	Monitoring of daily attendance of students	Costa, Adolfo	8/18/2014	Attendance reports	6/5/2015 daily
G2.B2.S1.MA1	Monitoring of student disciplinary referrals by reviewing suspension reports	Costa, Adolfo	8/18/2014	Suspension reports, disciplinary referrals	6/5/2015 weekly
G2.B2.S1.MA1	Daily monitoring of referrals, notifications to parents	Costa, Adolfo	8/18/2014	Disciplinary referrals, documentation of parent contact, indoor and outdoor suspension reports	6/5/2015 daily
G2.B3.S1.MA1	Counselors, teachers and administrators will identify, monitor and provide interventions for remediation	Costa, Adolfo	9/5/2014	Tutoring sign-in sheets, attendance bulletin, push-in/pull-out documentation	5/29/2015 monthly
G2.B3.S1.MA1	Counselors will review and target students who are at risk through the Early Warning System.	Costa, Adolfo	9/5/2014	Attendance reports, report cards, progress reports, student/teacher/ counselor conference(s) documentation	5/29/2015 biweekly
G2.B2.S2.MA1	Accurate records of progressive discipline by teachers and administrators		8/18/2014	Notations in gradebook, entries in computer, disciplinary incidents reports	6/5/2015 daily
G2.B2.S2.MA1	Early intervention such as parent, student and teacher conferences	Costa, Adolfo	8/18/2014	Teacher documentation, disciplinary reports	6/5/2015 daily
G2.B3.S2.MA1	At-risk students will be monitored to verify their participation in tutoring sessions.	Costa, Adolfo	11/6/2014	Sign-in sheets, student artifacts	4/17/2015 weekly
G2.B3.S2.MA1	Students who are struggling with core subjects will attend after school tutoring sessions.	Costa, Adolfo	11/6/2014	Artifacts, attendance sheets	4/17/2015 biweekly
G2.B1.S2.MA1	Ongoing monitoring of indoor/outdoor suspensions reports, teacher/ administration/parent/student conferences	Costa, Adolfo	9/5/2014	Student indoor and outdoor suspension reports, teacher referrals, counselors' reports	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	On-going monitoring of referrals, indoor and outdoor suspensions, implementation of progressive discipline	Costa, Adolfo	9/5/2014	Indoor and outdoor suspension reports, student attendance, referrals, documentation of parent/teacher/ administration conferences	5/29/2015 weekly
G2.B1.S2.MA1	On-going monitoring of referrals, indoor and outdoor suspensions, implementation of progressive discipline	Costa, Adolfo	9/5/2014	Indoor and outdoor suspension reports, student attendance, referrals, documentation of parent/teacher/ administration conferences	5/29/2015 weekly
G2.B3.S3.MA1	Monitor progress of students and interventions	Costa, Adolfo	11/17/2014	Sign-in sheets, student work product and artifacts	3/27/2015 weekly
G2.B3.S3.MA1	Provide students with intervention to increase academic performance	Costa, Adolfo	11/17/2014	Sign-in sheets, student work product, tutoring records	3/27/2015 weekly
G2.B1.S3.MA1	Students report cards, tutoring attendance, Interim Assessments, counselors' and teachers' notes	Costa, Adolfo	9/5/2014	Sign-in sheets for tutoring sessions, documentation of parent/student/ teacher/counselor conferences, report cards, EOCs and FCAT results	5/29/2015 monthly
G2.B1.S3.MA1	Students' report cards, EOCs/FCAT results, and transcripts will be reviewed by counselors and/or teachers	Costa, Adolfo	9/8/2014	Students' report cards, work product, Interim and EOCs results, tutoring sign-in sheets	5/29/2015 monthly
G3.MA1	Student practice tests, tutorials, in-class tutoring, master schedule, student schedule, report cards, STEM-related competitions	Costa, Adolfo	1/12/2015	Artifacts, student work-product, lesson plans, master schedule, students schedules,competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.	5/29/2015 monthly
G3.B1.S1.MA1	Practice tests, tutorials	Diaz, Aida	1/12/2015	Artifacts, practice tests, quizzes	5/29/2015 monthly
G3.B1.S1.MA1	Practice tests, worksheets, tutorials, etc.	Costa, Adolfo	1/12/2015	Student work product, practice tests, tutorials	5/29/2015 monthly
G3.B2.S1.MA1	Register eligible students in Dual Enrollment/Advanced Placement classes	Costa, Adolfo	8/11/2014	Students' schedules, master schedule	5/29/2015 one-time
G3.B2.S1.MA1	Discuss with students the advantages of Dual-Enrollment/Advanced Placement classes	Costa, Adolfo	8/11/2014	Students schedules, report cards, interviews, assemblies	5/29/2015 annually
G3.B3.S1.MA1	Enter STEM related competitions	Costa, Adolfo	8/11/2014	Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.	10/3/2014 monthly
G3.B3.S1.MA1	Enter STEM-related competitions	Costa, Adolfo	8/11/2014	Competition models, final scores and awards from competitions, and the number of students participating and passing Industry Certification exams.	5/29/2015 monthly
G3.B2.S2.MA1	[no content entered]	Costa, Adolfo	8/11/2014	Competition models, the number of students participating and passing Industry Certification exams	6/5/2015 quarterly
G3.B2.S2.MA1	The number of students participating will be tracked and efforts will be made to recruit more participants	Costa, Adolfo	8/12/2014	Students schedules, master schedule	6/5/2015 monthly
G4.MA1	Parent sign-in sheets	Diaz, Aida	8/11/2014	Parent sign-in sheets, mass communication documentation (emails, automated phone calls, etc.)	5/29/2015 monthly
G4.B1.S1.MA1	Review the Parent Engagement sign-in logs and determine if there is an increase or decrease of parental participation	Diaz, Aida	8/11/2014	Parent sign-in logs, documentation of mass communication (email, automated telephone calls, etc.)	5/29/2015 monthly
G4.B1.S1.MA1	Sign-in sheets, logs of mass communication to parents via email, automated telephone calls, etc.	Diaz, Aida	8/11/2014	Review the sign-in logs of parental participation and identify trends in attendance	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.MA1	Translating topics that are discussed during parental engagement opportunities	Diaz, Aida	8/11/2014	Increased parental participation, sign-in sheets, increased student achievement	5/29/2015 monthly
G4.B2.S1.MA1	Translation of topics that are discussed during parental engagement opportunities	Diaz, Aida	8/11/2014	Sign-in sheets	5/29/2015 monthly
G4.B1.S2.MA1	Parental engagement opportunities to accommodate parents' work schedules	Diaz, Aida	8/11/2014	Parents sign-in sheet, documentation of mass communication (automated telephone calls, email, school website)	5/29/2015 monthly
G4.B1.S2.MA1	Parental engagement opportunities at different times during the day	Diaz, Aida	8/11/2014	Sign-in sheets, evidence of mass communication (emails, automated calls, etc.)	5/29/2015 monthly

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. We will increase student achievement by improving core instruction in all content areas

G1.B1 Limited use of Gradual Release of Responsibility Model within instruction

G1.B1.S1 Gradual Release of Responsibility

PD Opportunity 1

The principal will provide professional development for instructional staff based on the Gradual Release of Responsibility Model within a focused and effective lesson. Instructional staff will then develop strategic lesson plans that exhibit the GRRM.

Facilitator

Reading Chair, Curriculum Support Specialist

Participants

Core subjects teachers and department chairs

Schedule

On 9/25/2014

G1.B1.S2 Academic Writing

PD Opportunity 1

Provide professional development for instructional staff based on the Gradual Release of Responsibility Model within a focused and effective lesson. Instructional staff will then develop strategic lesson plans that exhibit the GRRM

Facilitator

Curriculum Support Specialist, Reading Chair

Participants

Department Chairs, core subjects teachers

Schedule

On 9/25/2014

PD Opportunity 2

Conduct lesson study with key teachers within the instructional staff to develop mastery through collaborative and strategic planning, as well as meaningful reflection

Facilitator

Curriculum Support Specialist(s), Department Chairs

Participants

Core subject teachers

Schedule

Biweekly, from 10/17/2014 to 5/29/2015

G1.B2 Lack of guided instruction

G1.B2.S1 Guided instruction, small group instruction facilitated by the teacher for a short period of time meant to develop meaningful understanding of concepts.

PD Opportunity 1

Professional Development Activity demonstrating guided instruction

Facilitator

Curriculum Support Specialist, PD Liason

Participants

Core subject teachers

Schedule

On 11/4/2014

PD Opportunity 2

Conduct Professional Learning Communities meeting discussing guided instruction

Facilitator

Department Chairs, PD Liason

Participants

Core Subject Teachers

Schedule

Monthly, from 11/26/2014 to 5/29/2015

G1.B3 Lack of familiarity with new technology within the classroom, i.e. Promethean boards

G1.B3.S1 Professional Development opportunities to maximize the use of technology in the classroom

PD Opportunity 1

Professional Development or Professional Learning Communities designated for the use of technology in the classroom

Facilitator

Department Chairs, PD Liason

Participants

Instructional staff

Schedule

Quarterly, from 11/4/2014 to 5/29/2015

G1.B4 Lack of content knowledge of the Florida Standards

G1.B4.S1 Professional Development Activities during Early Release and/or Teacher Planning Days designated by the District for in-service with emphasis on Florida Standards

PD Opportunity 1

Professional Development Activities will be provided on the use of technology in the classroom to increase student achievement

Facilitator

PD Liason, Department Chairs, Selected teachers

Participants

Instructional staff

Schedule

Quarterly, from 10/23/2014 to 5/29/2015

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 2: We will use the Early Warning System to identify at-risk students to provide them with support and interventions to increase achievement.	17,003
Goal 3: We will prepare students to be college and career ready through STEM and/or CTE initiatives and programs.	3,000
Goal 4: We will increase parental involvement in our school to positively impact student achievement, to contribute to higher quality education, increase the rate of students graduating in 4 years with a standard high school diploma and to improve our school's overall performance.	2,000
Grand Total	**22,003**

Goal 2: We will use the Early Warning System to identify at-risk students to provide them with support and interventions to increase achievement.		
Description	**Source**	**Total**
B1.S3.A2 - Notes	School Improvement Funds	17,003
B3.S2.A1 - Notes		0
Total Goal 2		**17,003**

Goal 3: We will prepare students to be college and career ready through STEM and/or CTE initiatives and programs.		
Description	**Source**	**Total**
B2.S2.A2 - Recruiting video(s) will be produced and selected teachers will go to feeder pattern schools, to recruit students to our school.	General Fund	3,000
Total Goal 3		**3,000**

Goal 4: We will increase parental involvement in our school to positively impact student achievement, to contribute to higher quality education, increase the rate of students graduating in 4 years with a standard high school diploma and to improve our school's overall performance.		
Description	**Source**	**Total**
B1.S1.A1 - Notes	General Fund	2,000
Total Goal 4		**2,000**