Alonzo And Tracy Mourning Senior High Biscayne Bay Campus

2014-15 School Improvement Plan

Alonzo And Tracy Mourning Senior High Biscayne Bay Campus

2601 NE 151ST ST, Miami, FL 33160

http://atmourning.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	65%

Alternative/ESE Center	Charter School	Minority
No	No	74%

School Grades History

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

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 Mission of Alonzo and Tracy Mourning Senior High is to support student learning through the cooperation, devotion and determination of all stakeholders, including parents, students, teachers, administrators, support personnel, and the communities in which our students live. We intend to provide our students with the best academic choices and diverse educational opportunities. We will strive to establish an environment that fosters high standards and expectations, challenges all students to reach their fullest potential, and empowers them to become productive, successful and socially conscious members of our ever changing world.

Provide the school's vision statement

The vision of Alonzo and Tracy Mourning Senior High is to provide the highest quality of education through small learning communities and challenge our students to achieve and demonstrate academic excellence by acquiring the knowledge and skills needed to succeed in a competitive, ever-changing global society.

School Environment

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

A survey is given to all 9th graders to learn about their cultural background. The school collaboratively celebrates different cultures through Hispanic Heritage Month, African-American Month, Jewish Heritage.

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

• School leadership that supports staff, students and parent
• Community/parental involvement
• Culture of cooperation—social and emotional skills modeled and taught
• School communication with all stakeholders
• A safety committee made up of key stakeholders (union, public safety officials, parents, community, students,
administrators, etc.)
• A safety/emergency preparedness plan in place
• Ongoing evaluation and practice of the safety/emergency preparedness plan
• Early identification and intervention for students at risk.

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

1. A student code of conduct handout:
The student document is more simplistic in scope and language than the faculty handbook, explaining the program in a positive and supportive manner. It includes:
-The overall statement of belief and purpose

-An introduction explaining the process and purpose
-An explanation of the steps to be followed
2. A faculty handbook.
The faculty document is much more comprehensive than the student version. It includes:
-The overall statement of belief and purpose
-An introduction explaining the process and purpose
-An explanation of the processes to be followed
-Forms to be used in the system
-A list of suggested readings for positive behavior management
-A rank ordered listing of future staff development topics and speakers
3. Forms to be used in the program
-Referral of student by teacher
-Student history form to keep accurate records on students' behaviors
-Parent contact form (informing them of their children's behavior and offering to meet with them)
-Administrative intervention report form and the plan to help student change behavior
-Student conference form with signatures of all parties to the agreement(s)
-Proposed follow-up plan to an incident and check-off form to keep track of progress
-Progress report

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

1.) Academic counseling, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek secondary academic opportunities;
2.) Personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.

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 school has a twenty - nine percent rate of students with attendance below 90 percent. Student rate is as follows, 9th grade 14 percent, 10th grade 22 percent, 11th grade 32 percent and 12th grade 45 percent.
• The suspension rate is 37 percent with one or more suspensions.
• Students who failed English or Reading is as follows 9th grade 25 students, 10th grade 40 students, 11th grade 40 students, and 12th grade 5 students. Students who failed a mathematics course are as follows 9th grade 69 students, 10th grade 62 students, 11th grade 8 students and 12th grade 11 students.
• Students who scored a Level 1 score on the statewide, standardized assessments in English Language Arts are reported as follows 9th grade 18 percent and 10th grade 13 percent. Students who scored a Level 1 score on the statewide, standardized assessments in Mathematics are reported as follows 9th grade 14 percent, 10th grade 30 percent and 11th grade 48 percent.

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	51	93	146	181	471
One or more suspensions	0	0	0	606	606
Course failure in ELA or Math	94	102	28	16	240
Level 1 on statewide assessment	103	73	19	0	195
	0	0	0	0	

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

Require a Senior Parent Night and subsequent At-risk Nights to ensure parents and students are apprised of their current graduation status and the resources available to them. Counselors will meet with seniors to distribute credit histories, recommend interventions and course recovery options.

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

Hold evening parent workshops to ensure parents and students are apprised of their current college requirements and the resources available to them.
• CAP adviser and administration will meet with seniors to distribute college information, Sat/ACT information, FASFA information, scholarship opportunities and course recovery options.
• New Student Parent Orientation
• Back to School night
• At risk parent night

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

The school builds and sustains Dade partners through effective, frequent communication and visits. Our partners help provide incentives for student academic achievement as well as positive behaviors. Our partners also assist us with school beautification.

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
Garcia, Lisa	Principal
Hart, David	Assistant Principal
Medina, Eddie	Assistant Principal
Tudor, Stephanie	Assistant Principal
Concepcion, Alberto	Teacher, K-12
Cooper, Lawrence	Guidance Counselor
Meras, Ines	Teacher, K-12
Rodriguez, Ileana	Teacher, K-12
Roe, John	Teacher, K-12

Duties

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

Lisa Garcia, Principal, Over sees all operations of the school. Will schedule regular meetings and ensure follow up of action steps.
David Hart, Assistant Principal; over sees plant operation, transportation Social Studies and Elective departments.
Eddie Medina, Assistant Principal, overs Reading and Language Arts, SPED and ELL departments.
Stephanie Tudor, Assistant Principal oversees Mathematics, Student Services and Science departments and master schedule
Larry Cooper,Head of Student Services oversees that the student progression plan is followed for every students.
Ileana Rodriguez, College Assistance Adviser, meets with students to inform them about post secondary opportunities.
Bert Concepcion, Test Chair, coordinates all school wide testing.
John Roe, Athletic Director ensures that the school is in compliance with FHSSA, GMAC ad School Board policies in the area of athletics.
Ines Meras , Activities Director ensures that the school is in compliance with all school board policies as it pertains to activities.

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

MTSS Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The team meets to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments from Instruction in Reading (FAIR), Progress Monitoring and Reporting Network

(PMRN), and Reading Plus. After reviewing the data, the team provides feedback on revising the strategies needed.

Title III

Alonzo and Tracy Mourning Senior High School provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12)

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

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

• reading and supplementary instructional materials (K-12) hardware and software for the development of language and literacy skills in Reading, Mathematics and Science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

Title X- Homeless

Alonzo and Tracy Mourning Senior High School:

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

• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart 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 twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

• Alonzo and Tracy Mourning Senior High School adheres to and implements the nutritional requirements stated in the District Wellness Policy.

• Nutrition education, as per state statute, is taught through physical education.

• The School Food Service Program that provides school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

Adult Education

High school completion courses are available to all eligible students through adult education program, based on the senior high school's recommendation. Courses can be taken for credit recovery purposes.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisa Garcia	Principal
Carl Hoover	Teacher
Beulah Gay	Teacher
Ines Meras	Teacher
Michelle Cooper	Teacher
Victor Fernandez	Teacher
Deborah Duncan	Teacher
Christine Shipman	Education Support Employee
Leslie Golan	Parent
Gloria Willinger	Parent
Jessica Zirulnikoff	Parent
Jacqueline Roch-Hernandez	Parent
Willie Pittman	Parent
Katarina Weloff	Student
Raimundo Socorro	Business/Community
Valerie Morgan	Business/Community
Cathy Artounian	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

SIP was evaluated at the September 2014 ESSAC meeting. It was determined that the schools test scores improved over the pervious year. ESSAC will continue to support programs that are directly linked to student achievement.

Development of this school improvement plan

The School Advisory Council:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan;

Preparation of the school's annual budget and plan

Through ESSAC teachers are able to apply for mini-grants and other classroom needs. ESSAC also funds student incentives and Saturday Academy.

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

A school wide incentive plan will be created for all grade levels to motivate students to actively participate in assessments.

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
Garcia, Lisa	Principal
Hart, David	Assistant Principal
Medina, Eddie	Assistant Principal
Tudor, Stephanie	Assistant Principal
Hernandez, Zaida	Teacher, K-12
martin, sergio	Teacher, K-12
Oneil, Allison	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:
•including representation from all curricular areas on the LLT
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning
•developing a school wide organizational model that supports literacy instruction in all classes
•encouraging the use of data to improve teaching and student achievement

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

Alonzo and Tracy Mourning Sr. High has created an action plan for math, science, language arts, and social studies to meet to collaboratively plan by subject area. Teachers will share best practices and create a collaborative lesson plan with in common subject areas.

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

The leadership team and the iHEAT district support team will provide support and professional development opportunities that develop the staff as professionals and increase their effectiveness in the classroom.

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

Mentoring and induction for New Teachers (MINT) Program: Pairing of novice teachers with mentor teachers. Teachers will meet regularly to discuss the following : best practices, effective classroom practices, lesson planning and other topics.

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

Teachers have been provided on-going training on the Florida Standards and utilize district pacing guides to guide instruction. Core instructional materials will be purchased that align to the Florida standards.

Instructional Strategies

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

Alonzo and Tracy Mourning Sr. High conducts interim assessments in all tested areas. Administration meets with individual teachers to analyze the data and provide support. Teachers use the data to conduct student data chats to create awareness and set goals. Teachers with the support of interventionists work with students to differentiate instruction on weakest benchmarks.

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: Weekend Program

Minutes added to school year: 1,800

Provide identified students with additional remediation through before and after school in the areas of Reading, Algebra 1, Geometry, Biology and U.S. History.
Provide before and after school volunteer tutoring.

Strategy Rationale

The weekend program has been successful after analyzing assessment data in correlation to the students who participated.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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

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

District interim data will be used to determine effectiveness of strategies used.

Strategy: Weekend Program

Minutes added to school year: 2,520

Provide identified students with additional remediation through Saturday Academy in the areas of Reading, Algebra 1, Geometry, Biology and U.S. History.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

District interim data will be used to determine effectiveness of strategies used.

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

Academic and career planning are provided by Guidance Counselors, Academy Leaders, and College
Advisement Placement Counselor.
Students are able to participate in grade level assemblies.
Academy students are able to participate in academy lead activities.
Athletic department supports academic success through weekly progress monitoring of athletes.

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

Academic and career planning are provided by Guidance Counselors, Academy Leaders, and College
Advisement Placement Counselor.
Students are able to participate in college recruitment seminars,college tour and school based and district college fairs.
Academy students are able to participate in community based internships.

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

Applied and integrated courses are found in the Academy of Hospitality and Tourism (AOHT), Academy of Information Technology (IT), Scholars Academy, Academy of Legal Studies, leadership development and an on-going partnership Florida International University and Miami-Dade College. Students are provided opportunities for internships and technology certifications.

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

The district ConectEdu program is available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the SAT/ACT and postsecondary academia. We will continue to track all of our 11th graders who scored a Level 3 or higher on the FCAT Reading or Algebra/Geometry EOC Exam and encourage them to take the SAT, ACT, and/or PERT, in order to determine their "readiness" for postsecondary academia.

PSAT will be administered to all tenth graders and to those ninth grade students demonstrating mastery in their courses and on informal and formal assessments.

Small group counseling will be established to assist students in proper course selection. Provide information guidelines for steps to college. Host college visitations.

The school has added on campus dual enrollments courses in Economics, Introduction to Education, World and American Literature, American Civilization and Teaching Diverse Populations.

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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

Alonzo and Tracy Mourning Sr. High conducts vertical teaming meetings with the feeder pattern K-8 schools. The school also hosts an annual college fair exploring the different options for future positions. Seventh and eighth grade have the opportunity to advance in science class from David Lawrence Jr. K-8.

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

G2. We will use the early warning systems to identify at-risk students to provide support and intervention to increase student achievement.

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

G4. We will increase support to parents to build strong , continuing family and community involvement in all aspects of school programs and activities to support student achievement.

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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

G048218

Indicator	Annual Target
AMO Math - ELL	66.0
AMO Math - SWD	66.0
AMO Reading - ELL	46.0
AMO Reading - SWD	56.0
Bio I EOC Pass	66.0
CELLA Writing Proficiency	47.0
AMO Reading - African American	61.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal `2`

- Promethean Boards, lap top carts, tablets, positive school climate, iHeat support team, Department Chairs, teachers early release professional development days

Targeted Barriers to Achieving the Goal `3`

- Surface level questioning. Depth of Knowledge at recall/skills/:Level 1-2

Plan to Monitor Progress Toward G1. `8`

Follow-up and monitor the implementation of the developed lessons.

Person Responsible

Lisa Garcia

Schedule

Weekly, from 10/28/2014 to 11/26/2014

Evidence of Completion

Lesson plans and administrative walk-throughs

G2. We will use the early warning systems to identify at-risk students to provide support and intervention to increase student achievement. 1a

🔍 G049691

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	24.0
One or More Suspensions	35.0
GPA below 2.0 - H.S.	10.0

Resources Available to Support the Goal 2

- Attendance reports, teachers, Student Services, Communication with selected students and parents, EESAC budget for student incentives, after school tutoring services, Code of Student Conduct, School website, Discipline & suspension reports, academic records from gradebook

Targeted Barriers to Achieving the Goal 3

- An analysis of early warning system data reveals 29% of the students missed 10% or more instructional time during the 2013-2014 school year. These results are due to parents and students being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is understood that lost instructional time contributes directly to increasing the probability of student failure, due to the fact that students that are not in school typically do not make up missed work.

- An analysis of early warning system data reveals 37% of students received one or more suspensions. These results are due to parents and students being unfamiliar with the procedures and content of the Code of Student Conduct and that they are in need of further clarification when it comes to consequences for student infractions.

Plan to Monitor Progress Toward G2. 8

Monitor that all at-risk students.

Person Responsible
David Hart

Schedule
Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion
Parent conference logs, report cards, referral information.

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

G049692

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	

Resources Available to Support the Goal 2

- STEM Summer Bridge, FPL/MDCPS Photo-voltaic Partnership,Discovery education, SECME, The Fairchild Challange,Dream In Green: Green Schools Challenge,Mu Alpha Theta Honor Society, Miami-Dade County Youth Fair CTE Contests, Industry Certificatoin,

Targeted Barriers to Achieving the Goal 3

- Enrolling students in one or more accelerated STEM-related courses.

Plan to Monitor Progress Toward G3. 8

Monitor SAT/ACT / PERT scores as related to STEM courses.

Person Responsible

Ileana Rodriguez

Schedule

Semiannually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Students meeting college readiness scores on SAT/ACT/PERT.

G4. We will increase support to parents to build strong , continuing family and community involvement in all aspects of school programs and activities to support student achievement. 1a

G050323

Targets Supported 1b

Indicator	Annual Target
Truancy rate	

Resources Available to Support the Goal 2

- PTSA, Student Services, athletes and activities, CAP adviser, social worker, TAP program, Project Upstart

Targeted Barriers to Achieving the Goal 3

- Parent involvement at school functions.

Plan to Monitor Progress Toward G4. 8

Ticket sales for sporting events will be monitored for participation.

Person Responsible
John Roe

Schedule
Weekly, from 9/1/2014 to 5/15/2015

Evidence of Completion
Increase in number of tickets sold at sporting events.

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. To increase student achievement by improving core instruction in all content areas. 1

🔑 G048218

G1.B1 Surface level questioning. Depth of Knowledge at recall/skills/:Level 1-2 2

🔑 B120179

G1.B1.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. 4

🔑 S131986

Strategy Rationale

Lack of higher order thinking questions asked.

Action Step 1 5

Provide Professional Development on effective and research based instructional strategies.

Person Responsible

Stephanie Tudor

Schedule

On 9/18/2014

Evidence of Completion

Action Step 2 5

"Develop and implement lessons that utilize effective and research based instructional strategies "

Person Responsible

Zaida Hernandez

Schedule

Weekly, from 9/22/2014 to 11/22/2014

Evidence of Completion

Teacher developed lesson plan

Action Step 3 5

Provide Professional Development on Anchor Charts and Gradual Release

Person Responsible

Lisa Garcia

Schedule

Evidence of Completion

PD Agenda, Sign-in Sheets, Handouts, Sample Lesson Plan

Action Step 4 5

Create a planning template for each of the accountability courses.

Person Responsible

Stephanie Tudor

Schedule

Daily, from 10/9/2014 to 10/20/2014

Evidence of Completion

Completed planning template from each EOC, ICE ,AP course.

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

Follow-up and monitor the implementation of the developed lessons.

Person Responsible

Lisa Garcia

Schedule

Weekly, from 9/29/2014 to 11/26/2014

Evidence of Completion

Teacher lesson plans, administrator walk through notes

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

Conduct instructional walkthroughs by administration to assess the improvement on the implementation of the developed lessons.

Person Responsible

Lisa Garcia

Schedule

Weekly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Lesson plans and administrative walk through notes

G2. We will use the early warning systems to identify at-risk students to provide support and intervention to increase student achievement. [1]

G049691

G2.B1 An analysis of early warning system data reveals 29% of the students missed 10% or more instructional time during the 2013-2014 school year. These results are due to parents and students being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is understood that lost instructional time contributes directly to increasing the probability of student failure, due to the fact that students that are not in school typically do not make up missed work. [2]

B124393

G2.B1.S1 Create and implement an incentive/reward program to encourage improved student attendance. [4]

S137922

Strategy Rationale

Students with poor attendance need additional encouragement and incentives to equate school attendance with positive reinforcement..

Action Step 1 [5]

Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school's website.

Person Responsible

David Hart

Schedule

Weekly, from 8/18/2014 to 9/12/2014

Evidence of Completion

Teacher Attendance Down Load System (TADLS),

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

Administration will monitor the various attendance reports through Gradebook and Teacher Attendance Down Load System (TADLS) to ensure fidelity

Person Responsible

David Hart

Schedule

Weekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Reports from Gradebook and Teacher Attendance DownLoad System (TADLS)

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

Administration will monitor the various attendance reports through Gradebook and Teacher Attendance Down Load System (TADLS).

Person Responsible

David Hart

Schedule

Weekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Reports from Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)

G2.B2 An analysis of early warning system data reveals 37% of students received one or more suspensions. These results are due to parents and students being unfamiliar with the procedures and content of the Code of Student Conduct and that they are in need of further clarification when it comes to consequences for student infractions. 2

B126033

G2.B2.S1 Inform parents of the school's expectations for student behavior via various forms of communication (letters sent home, Connect-Ed messages, and posting on school website). 4

S137924

Strategy Rationale

New technologies require additional modes of communication in addition to sending printed material home via backpack.

Action Step 1 5

Grade-level student orientation assemblies detailing school wide policies and procedures will be held during the first two weeks of school.

Person Responsible

David Hart

Schedule

On 9/12/2014

Evidence of Completion

Orientation assembly agenda

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

The Secondary Code of Student Conduct will be posted on the school's website and parent letters will be sent home informing parents of this availability.

Person Responsible

David Hart

Schedule

Evidence of Completion

School website postings.

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

Administration will monitor student discipline reports on a monthly basis to determine effectiveness based on students' progress

Person Responsible

Eddie Medina

Schedule

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

Evidence of Completion

Suspension and discipline reports

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

🔑 G049692

G3.B1 Enrolling students in one or more accelerated STEM-related courses. `2`

🔑 B126036

G3.B1.S1 Vertically aligning the STEM courses so that a higher percentage of students are able to take accelerated STEM related courses. `4`

🔑 S137932

Strategy Rationale

By preparing students for the rigors of accelerated STEM course work more students will be prepared to complete STEM related courses..

Action Step 1 `5`

Provide professional time for science teachers to meet and align science courses.

Person Responsible

Stephanie Tudor

Schedule

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

Evidence of Completion

Department meeting minutes, instructional focus calendars, course flow chart

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

Monitor and support department with aligning courses

Person Responsible

Stephanie Tudor

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

Science course flow chart, instructional focus calendars.

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

Monitor student subject selection of accelerated STEM related courses

Person Responsible

Lawrence Cooper

Schedule

Monthly, from 1/26/2015 to 7/1/2015

Evidence of Completion

Master schedule will reflect an increase in participation of students taking accelerated STEM related courses.

G4. We will increase support to parents to build strong , continuing family and community involvement in all aspects of school programs and activities to support student achievement. 1

G050323

G4.B1 Parent involvement at school functions. 2

B126046

G4.B1.S1 Increase parent involvement at sporting events. 4

S137947

Strategy Rationale

Hold senior night for each sport and invite families to participate.

Action Step 1 5

The athletic department will invite all parents to participate in a senior sports night.

Person Responsible

John Roe

Schedule

Every 6 Weeks, from 10/1/2014 to 5/15/2015

Evidence of Completion

Postings of events n the school website.

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

Administration will monitor senior night events.

Person Responsible

Eddie Medina

Schedule

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

Evidence of Completion

Minutes from administrative meetings.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 [7]

Recognition of students who have improved daily attendance over prior year.

Person Responsible

John Roe

Schedule

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

Evidence of Completion

Student recognition awards.

G4.B1.S2 Hold a Senior parent night [4]

🔑 S137948

Strategy Rationale

To inform senior parents of all senior activities and graduation requirements.

Action Step 1 [5]

Hold information night for all senior parents

Person Responsible

Ines Meras

Schedule

On 9/10/2014

Evidence of Completion

Parent sign in sheets

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

Administration will monitor graduation report

Person Responsible

Stephanie Tudor

Schedule

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

Evidence of Completion

Percent of students graduating on time.

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

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Discussions with Student Services personal

Person Responsible

Stephanie Tudor

Schedule

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

Evidence of Completion

Graduation o f on time graduates and at -risk students.

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	Provide Professional Development on effective and research based instructional strategies.	Tudor, Stephanie	9/18/2014		9/18/2014 one-time
G4.B1.S1.A1	The athletic department will invite all parents to participate in a senior sports night.	Roe, John	10/1/2014	Postings of events n the school website.	5/15/2015 every-6-weeks
G4.B1.S2.A1	Hold information night for all senior parents	Meras, Ines	9/10/2014	Parent sign in sheets	9/10/2014 one-time
G2.B1.S1.A1	Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school's website.	Hart, David	8/18/2014	Teacher Attendance Down Load System (TADLS),	9/12/2014 weekly
G3.B1.S1.A1	Provide professional time for science teachers to meet and align science courses.	Tudor, Stephanie	8/18/2014	Department meeting minutes, instructional focus calendars, course flow chart	6/5/2015 monthly
G2.B2.S1.A1	Grade-level student orientation assemblies detailing school wide policies and procedures will be held during the first two weeks of school.	Hart, David	8/18/2014	Orientation assembly agenda	9/12/2014 one-time
G1.B1.S1.A2	"Develop and implement lessons that utilize effective and research based instructional strategies "	Hernandez, Zaida	9/22/2014	Teacher developed lesson plan	11/22/2014 weekly
G1.B1.S1.A3	Provide Professional Development on Anchor Charts and Gradual Release	Garcia, Lisa	10/9/2014	PD Agenda, Sign-in Sheets, Handouts, Sample Lesson Plan	one-time
G1.B1.S1.A4	Create a planning template for each of the accountability courses.	Tudor, Stephanie	10/9/2014	Completed planning template from each EOC, ICE ,AP course.	10/20/2014 daily
G1.MA1	Follow-up and monitor the implementation of the developed lessons.	Garcia, Lisa	10/28/2014	Lesson plans and administrative walk-throughs	11/26/2014 weekly
G1.B1.S1.MA1	Conduct instructional walkthroughs by administration to assess the	Garcia, Lisa	10/6/2014	Lesson plans and administrative walk through notes	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	improvement on the implementation of the developed lessons.				
G1.B1.S1.MA1	Follow-up and monitor the implementation of the developed lessons.	Garcia, Lisa	9/29/2014	Teacher lesson plans, administrator walk through notes	11/26/2014 weekly
G2.MA1	Monitor that all at-risk students.	Hart, David	9/1/2014	Parent conference logs, report cards, referral information.	6/5/2015 monthly
G2.B1.S1.MA1	Administration will monitor the various attendance reports through Gradebook and Teacher Attendance Down Load System (TADLS).	Hart, David	8/18/2014	Reports from Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)	5/31/2015 weekly
G2.B1.S1.MA1	Administration will monitor the various attendance reports through Gradebook and Teacher Attendance Down Load System (TADLS) to ensure fidelity	Hart, David	8/18/2014	Reports from Gradebook and Teacher Attendance DownLoad System (TADLS)	5/31/2015 weekly
G2.B2.S1.MA1	Administration will monitor student discipline reports on a monthly basis to determine effectiveness based on students' progress	Medina, Eddie	8/18/2014	Suspension and discipline reports	6/5/2015 monthly
G2.B2.S1.MA1	The Secondary Code of Student Conduct will be posted on the school's website and parent letters will be sent home informing parents of this availability.	Hart, David	8/25/2014	School website postings.	one-time
G3.MA1	Monitor SAT/ACT / PERT scores as related to STEM courses.	Rodriguez, Ileana	9/1/2014	Students meeting college readiness scores on SAT/ACT/PERT.	6/5/2015 semiannually
G3.B1.S1.MA1	Monitor student subject selection of accelerated STEM related courses	Cooper, Lawrence	1/26/2015	Master schedule will reflect an increase in participation of students taking accelerated STEM related courses.	7/1/2015 monthly
G3.B1.S1.MA1	Monitor and support department with aligning courses	Tudor, Stephanie	9/1/2014	Science course flow chart, instructional focus calendars.	6/5/2015 every-6-weeks
G4.MA1	Ticket sales for sporting events will be monitored for participation.	Roe, John	9/1/2014	Increase in number of tickets sold at sporting events.	5/15/2015 weekly
G4.B1.S1.MA1	Recognition of students who have improved daily attendance over prior year.	Roe, John	10/1/2014	Student recognition awards.	5/15/2015 quarterly
G4.B1.S1.MA1	Administration will monitor senior night events.	Medina, Eddie	10/1/2014	Minutes from administrative meetings.	5/15/2015 monthly
G4.B1.S2.MA1	Discussions with Student Services personal	Tudor, Stephanie	8/18/2014	Graduation o f on time graduates and at -risk students.	6/5/2015 weekly
G4.B1.S2.MA1	Administration will monitor graduation report	Tudor, Stephanie	8/18/2014	Percent of students graduating on time.	6/5/2015 weekly

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

G1.B1 Surface level questioning. Depth of Knowledge at recall/skills/:Level 1-2

G1.B1.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Provide Professional Development on effective and research based instructional strategies.

Facilitator

Eugenio Gant, iHEAT CSS

Participants

Language Arts Department

Schedule

On 9/18/2014

PD Opportunity 2

Provide Professional Development on Anchor Charts and Gradual Release

Facilitator

Eugenio Gant, iHEAT

Participants

Instructional staff

Schedule

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 1: To increase student achievement by improving core instruction in all content areas.	5,200
Grand Total	**5,200**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A2 - Notes	School Improvement Funds	5,200
Total Goal 1		**5,200**