Miami Coral Park Senior High

2014-15 School Improvement Plan

Miami Coral Park Senior High

8865 SW 16TH ST, Miami, FL 33165

http://cphs.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	82%

Alternative/ESE Center	Charter School	Minority
No	No	97%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The principal will provide the instructional leadership such that the mission of Miami Coral Park Senior High School is to facilitate and provide a vigorous and safe learning environment that will enable all students to achieve their full potential and become responsible, competitive, productive citizens in a continually changing, technologically driven, interdependent global society.

Provide the school's vision statement

It is the vision of Miami Coral Park Senior High School to provide the highest quality education to all students by utilizing a collaborative partnership with all stakeholders.

School Environment

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

The school employs over 140 faculty members to serve its approximately 2,800 student body. Academic rapport is built by the school's ability to offer over 140 different courses to students across a spectrum that includes regular, honors, Advanced Placement, Dual Enrollment, and an Engineering Magnet program affiliated with the College of Engineering at Florida International University. The school promotes its academic programs through the school-wide curriculum fair, the school newspaper and the school website. Our ninth grade World History AP teacher is part of the articulation process and visits the middle schools in order to inform and encourage students at the middle school level to begin taking AP classes in the 9th grade. Miami Coral Park has established a collaborative relationship with Florida International University School of Engineering and students in the Magnet Engineering program have the opportunity to attend college level courses on the FIU campus. These students receive both college and high school credit and often receive acceptance to FIU's engineering program upon graduation and other equally prestigious programs across the nation.

The school offers a rich academic program for its English Language Learner (ELL) population consisting of almost 500 students. In order to provide for our ELL students, tutoring is offered in Reading, Algebra, Geometry, and Biology. Additionally, the Home Language Assistance Programs (HLAP) is utilized by teachers and students to offer help in diverse content areas so that students are able to find success in a variety of content areas. The Special Education (SPED) program includes more than 400 students identified as Emotionally Handicapped (EH), Learning Disabled (LD), Autistic, Physically Challenged, or Educably Mentally Handicapped (EMH) and, Profoundly Mentally Handicapped (PMH). These students are supported by an art therapist, clinical social worker, behavioral management therapist, and staffing specialist-each of whom closely monitor the implementation of respective Individualized Education Plans (IEP). We also have over 400 gifted students who are a part of the SPED program. Our master schedule reflects a broad range of co-teaching classes that provide greater academic challenges and opportunities to the school's SPED population.

In addition, the school has a variety of clubs that celebrate varied ethnicities, academic interest, and service to the community. The sports program further builds relationships as the coaches serve as mentors for the students monitoring not only their physical education but their academic success.

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

Miami Coral Park Senior High makes every effort to provide a comprehensive high school experience. Currently, Coral Park offers 10 sports in which students can participate, totaling 19 boys and girls teams. The school also has a strong collection of extracurricular clubs and organizations. Many of the clubs are locally and nationally recognized for their accomplishments and service. Among the most active clubs in the school are the Future Business Leaders of America (FBLA), the Future Educators of America (FEA), Gay Straight Alliance (GSA), and various Honor Societies. Miami Coral Park Senior High School endeavors to link with the community in various ways. The surrounding churches have worked hand in hand with our students in various beautification projects throughout the school. The school's JROTC program is strong and accomplished. Students are assessed by the skills and standards expected of our armed forces. Some of our students plan on continuing their arm forces training upon graduation.
The school promotes anti-bullying campaigns and provides positive role models through its 5000 Role Model program. The school is supervised by a full staff of seecurity monitors and 5 administrators that ensure the safety and well being of its student body.
Parent meetings are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter. Miami Coral Park Senior High wants to ensure that parents feel at home and are empowered stakeholders in their child's education. Therefore they are encouraged to seek membership to the school's SAC and are invited to attend the monthly meeting whether they are members or not.

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

MCPSHS have both a District and school-wide behavioral system in place. The District has an Alternative to Suspension plan with suspension centers throughout the District where students may be sent in lieu of an outdoor suspension. The District has a Code of Student Conduct that has clearly established policies and procedures for behavior. There are five levels of incidents, each with a suggested or prescribed consequence. In addition, MCPSHS has a progressive discipline plan which is more specific as it relates to specific offenses, such as tardiness to school and uniform violations. As an alternative to suspension, the school has an afterschool detention center every Wednesday and Thursday and a Saturday School program. Students are encouraged to do the right thing through the use of positive reinforcement, building rapport, and parental contact. In addition, participation in school events are a motivating factor for students to adhere to School Board policies and school procedures. A positive message is delivered on the school Public Announcement system and on bulletin boards throughout the school.

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

MCPSHS ensures the social-emotional needs of all students by utilizing its human resources; school administration, student services, social worker, community liaison, school resource officer, school security, clerical personnel, club sponsors, teachers, etc. The student services department meets with students on a daily basis, as needed or referred. School administrators contact parents and mentor students. The social worker conducts home visits and ensures students are accounted for. Clerical personnel assists with first aid, administering medication, and trouble shooting. The school resource officer speaks with students who are connsidered "at risk" on decision making skills and consequences of behavior. The teachers who serve as academic leaders, coaches, and club sponsors serve as role models and mentors on a daily basis.

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's EWS will utilize the following indicators:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	87	152	138	208	585
One or more suspensions	80	80	80	51	291
Course failure in ELA or Math	74	100	76	20	270
Level 1 on statewide assessment	118	89	47	0	254

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

Attendance interventions and incentives, Alternative to Suspensions (detention and Saturday School). MTSS/RtI tiered interventions, parental contact by teachers, counselors, administrators, special interest clubs, extended school-day activities (after-school tutoring and Saturday School), college fairs and visits, varied elective courses, and intensive reading and math courses.

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?
Yes

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

Description

See Title I PIP

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

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
Hidalgo, Alicia	Principal
Cadaval, David	Assistant Principal
Parris, Quintera	Assistant Principal
Sanchez, Elizabeth	Assistant Principal
Sell, Yvette	Assistant Principal
Condis, Emilio	Administrative Support
Rivera, Patricia	Administrative Support
Gomis, Esmeralda	Other
Dinicola, John	
Garcia, Annette	Other
Ferreiro, Wendy	Teacher, K-12
Gooding, Rosalind	Teacher, K-12
Marrero, Mariela	Teacher, K-12
Alvarez, Luis	Teacher, K-12
Shamdasani, Jai	Teacher, K-12
Alonso, Gloria	Teacher, K-12
Motley, Janice	Teacher, K-12
Perez, Ofelia	Attendance/Social Work
Sosa, Ana	Administrative Support

Duties

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

Administration:
Ms. Alicia Hidalgo - Principal
Dr. David Cadaval – Assistant Principal
Ms. Quintera Parris – Assistant Principal
Ms. Elizabeth Sanchez – Assistant Principal
Ms. Yvette Sell – Assistant Principal
Weekly Leadership Team meetings are held where shared decision making is made. Provide a common vision for the use of data-based decision-making. Schedules and facilitates regular MTSS/

RtI meetings. Ensures adequate professional development to support MTSS/RtI implementation, and allocates resources to ensure the implementation of interventions and strategies specified in the SIP.
Support Personnel:
John Dinicola - Guidance
Ofelia Perez – School Social Worker
Ana Sosa - Community Liaison Specialist
Communicates with parents regarding school-based MTSS/RtI plans and activities. Provides quality services and expertise on issues ranging from behavioral management to at risk prevention.
Select Curriculum Team Members:
Ms. Rosalind Gooding – Reading
Mr. Luis Alvarez/Mr. Jai Shamdasani – Mathematics
Ms. Wendy Ferreiro/Ms. Mariela Marrero– Language Arts
Mr. Gloria Alonso – Science
Ms. Janice Motley – Social Studies
Provide information about core instruction, participate in student data collection, deliver of Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Esmerelda Gomis - ESE Program Specialist
Annette Garcia – BMT
Ms. Diana Zimney – ESE
Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers via co-teaching.
Curriculum team members will also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The team will pinpoint appropriate, evidence based intervention strategies, assists in the design and implementation of programs, and progress monitor strategies and instruction via data collection and data analysis. Participate in the design and delivery of professional development; and provides support for assessment.
All members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by intervention levels
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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 MTSS Leadership Team uses the Response to Intervention Problem Solving Model throughout Tiers 1, 2, and 3, to monitor academic and behavioral data and to evaluate progress towards previously stated goals found in the SIP. The team will meet at least four times per year at the beginning of each grading period.
The four steps utilized to determine goals, strategies, and responses are as follows:
1. Problem Identification – What is the problem?- Needs Assessment
2. Problem Analysis - Why is the problem occurring? – Data Analysis
3. Intervention Design/Implementation – What are we going to do about it? – Strategies
4. Response to Intervention – Is it working? – Evaluation of school-wide programs.
By following the four -step process detailed above the MTSS/RtI Leadership Team will maintain a problem solving system to bring out the best in our teachers, and our students.
At every MTSS/RtI Leadership Team meeting the agenda's focal point will be the monitoring, progression, and revision of the SIP goals and proposed interventions for individual and student subgroups. The goals of each team meeting are featured below:
1. Monitor, and analyze academic and behavior data to evaluate progress made. (The collection of

data for all levels of intervention is ongoing so that the effectiveness of school programs is evaluated on a consistent basis.)

2. Determine professional development for faculty as indicated by student intervention and achievement needs based on the collected data.

3. Determine students' expected levels of progress towards proficiency by developing and examining clear indicators of student growth to consistently assist in examining the validity and effectiveness of program delivery.

4. Develop systems of communication by updating faculty on procedures and progress.

5. Design, implement, and evaluate both daily instruction and specific interventions. Ensure that students in need of intervention are receiving appropriate supplemental instruction with fidelity.

6. Respond to subgroups and individual students who have not shown a positive response and those who have met proficiency by reevaluating interventions and creating enrichment activities to meet the academic needs of all students.

Miami Coral Park Senior High School provides services to ensure students requiring additional remediation are assisted through after-school programs or Adult Education. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Another program that is integrated into the school-wide program is Peer Mediation. This is a program that has a peer-to-peer approach to conflict resolution. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Miami Coral Park Senior High receives funds to support the Educational Outreach Program. Services are coordinated with District Drop-out Prevention Program. Incentives are provided to students with perfect attendance and the parent liaison and the school's social worker assist the administration to contact parents' of students who are truant.

Miami Coral Park Senior High 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, ELL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Services are provided through District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

• Tutorial programs to target students' FCAT weaknesses in Reading, Mathematics, Writing, and Science.

• Parent out-reach activities

• Behavioral/mental counseling services

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

• Coaching and mentoring for ELL and content area teachers

Miami Coral Park Sr. High will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Miami Coral Park Sr. High offers a non-violence anti- drug program to students that incorporates community service and counseling

1) Miami Coral Park Sr. High 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 vending machine snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

High school completion courses are available to all eligible Miami Coral Park Senior High 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.

By promoting Career Pathways and Programs of Study students will become academy program completer and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Parental Involvement:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Miami Coral Park Senior High School's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Additionally, parents will also be introduced to the Parent Liaison to further familiarize themselves with the Programs provided through Title I. Increased parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys will be conducted to determine specific needs of our parents. Once assessed, workshops, Parent Academy Courses, etc., may be scheduled to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report

School Advisory Council (SAC)

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

Name	Stakeholder Group
Francisco Sanchez	Teacher
Alicia Hidalgo	Principal
Robert Novak	Principal
Cheryll Small	Teacher
Valerie Petersen	Teacher
Maria Sierra	Teacher
Roberto Perez	Teacher
Leonel Marrero	Teacher
Maytee Rios	Teacher
Charlie Delahoz	Teacher
Horacio Sierra	Education Support Employee
Thyla Buergo	Student
Lourdes Garcia	Student
Jorge Chabo	Student
Reinol Diaz	Student

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

In its opening meeting for 2014-2015, the SAC reviewed the data from the previous school-year and discussed the Annual Measureable Objectives (AMO's). It was determined the English Language Learners (ELL) and the Students with Disabilities (SWD) needed additional academic assistance to master the reading content. Students in US History End of Course Assessments mastered the content and exceeded expectations.

Development of this school improvement plan

SAC is responsible for decisions related to the implementation of the SIP goals. The committee analyzes the data collected from the previous and current school year. Goals and strategies are written in accordance to the data by various departments and a rationale for the utilization of said strategies are presented to SAC. The committee assists and evaluates the SIP goals and strategies at the beginning of the school year. The SAC's budget is reviewed and allocations are made that impact the delivery and instruction of programs at the school site featured to support the SIP goals.

Preparation of the school's annual budget and plan

The SAC allowed for an open forum in which faculty members and students made proposals to the SAC to receive funds. It is within these approvals that a budget will be prepared. The funds will be used to improve students achievement, provide incentives, and support the overall instructional program.

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

SAC will allocate funds for activities that focus on student achievement and academic enrichment for the upcoming school year. Student incentive programs for the purposes of improving MCPSH's

attendance, honor roll, graduation rates, and decreasing dropout and suspension rates will be supported via SAC funds allocated. Instructional resources for the maintenance and implementation of interventions/strategies as outlined by the SIP will also considered by SAC for purchase. $2999.00/ special purpose; $416.00/Art Basel; $207.64/Attendance; $385.00/FBLA; $525.90/FCAT Snacks; $140.00/FFL.

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
Hidalgo, Alicia	Principal
Sanchez, Elizabeth	Assistant Principal
Cadaval, David	Assistant Principal
Parris, Quintera	Assistant Principal
Sell, Yvette	Assistant Principal
Gooding, Rosalind	Teacher, K-12
Ferreiro, Wendy	Teacher, K-12
Marrero, Mariela	Teacher, K-12
Motley, Janice	Teacher, K-12
Rodriguez, Manuel	Teacher, K-12
DeLaHoz, Carlos	Teacher, Career/Technical
Alvarez, Luis	Teacher, K-12
Shamdasani, Jai	Teacher, K-12
Sierra, Horacio	Guidance Counselor
Alonso, Gloria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

-Establishing research based reading strategies using the Language Arts Florida Standards across content area courses that include electives such as physical education.
-Developing vocabulary acquisition, both specific and across the content areas through vocabulary practice, drills, quizzes, Readding Plus, etc.
-Providing incentives to improve the attendance in after school and Saturday school tutoring in reading.
-To invite members from the community to read, discuss and analyze literary works to promote the joy of reading.
- Promoting partnerships with neighboring universities to expand literacy in the content areas of mathematics and science.
- Working with District Curriculum Support Specialists to increase rigor and deep teaching through

effective lesson planning that focuses on literacy.
-Coordinating Home Language Assistance Program to assist ELL students with vocabulary acquisition in the content areas of social studies, science, mathematics, and technology.
The LLT will continue to promote the use of data for driving instruction, including data chats amongst staff and between staff and students. Additionally, an increased focus on Differentiated Instruction will be evident in the classroom setting, and will be monitored on an ongoing basis by department chairpersons and school administrators.

Public and Collaborative Teaching

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

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

The school conducts biweekly faculty meetings of which one session is used for departmental meetings. These meetings are utilized for course-alike planning. In addition, the school will use the four early release days for curriculum planning, with a special emphasis on incorporating the Florida Standards in Language Arts and Mathematics. The school District is also providing two Curriculum Support Specialists a month to work with teacher's across the content areas.

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

Partnering of new/early career teachers with expert teachers.
Participation in the Mentoring and Induction for New Teachers (MINT) Program.
Establishment of a new/early career teacher professional learning community for the purposes of providing support and instruction on effective classroom practices.
Professional development sessions led by highly effective teachers.

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

In order to provide new/early career teachers with ongoing support MCPSHS will create a mentoring team. The team will consist of expert teachers who display strong interpersonal skills, enthusiasm for the teaching profession, show a vast knowledge of their content area, know various strategies that engage students and enhance student achievement, and are familiar with the utilization of data to drive instruction.
Members of the mentoring teach hold a variety of positions within MCPSHS Leadership Team, and other are NBCT.
Mentors meet with their mentees on a bi-weekly basis to discuss topics specific to their needs, and on a monthly basis as a professional learning community to discuss general about pedagogy.
Mentees are given the opportunity to observe their mentors in a classroom setting. Mentors will also model instructional practices and classroom management techniques

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

The school utilizes the District adopted textbooks and resources that are aligned with the Florida Standards. In addition, teachers follow the District pacing guides that provide a framework for the

scope and sequence of instruction. Interim assessments are administered twice a year to ensure mastery of the Florida Standards.

Instructional Strategies

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

The schoool uses the data made available to it prior to the start of the school year in conjunction with student subject selection sheets to enroll students in courses that meet State requirements and best fit their needs. This data may include but is not limited to End of Course Assessments, final grades in academic subjects, ACT/SAT, FCAT, Adanced Placement scores, and industry certification. As select intervals, the school reassesses fresh student data (interim assessments and grades) and differentiates the instruction through the use of interventions to address the needs of the students. These modifications may include: push-in, pull-out, cooperative learning groups, student pairings, leveled coursework, all using the MTSS/RtI model.

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: 1,800

Professional development is offered by both in-house teacher leaders and District Curriculum Support Speciallists in order to increase the quality of learning and enrich and accelerate the curriculum. Monthly faculty meetings are used for curriculum development and course-alike planning. In addition, four early release school days are also used to further train instructional personnel on the use of the Florida Standards. Two District provided full professional development days will be utilized for technlogy integration, data analysis, and immplementation of the Florida Standards.

Strategy Rationale

By increasing core instruction in all content areas through the effective implementation of the Florida Standards, students will receive instruction that is rigorous, focused, and modified to meet their needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hidalgo, Alicia, pr7271@dadeschools.net

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

The collection of data utilized to determine effectiveness includes the fall and winter Interim Assessments, teacher made assessments and students' grade average. The data is analyzed by the content area teacher, and the schools' MTSS Team.

Strategy: Summer Program

Minutes added to school year: 1,440

The Engineering Magnet students participate in summer institutes that allow the students' to apply the principles learned throughout the year.

Strategy Rationale

Student morale and interest are peaked through the possibility of applied science and post-secondary career and college interest is expanded.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dinicola, John, jdinicola@dadeschools.net

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

Competition results will be used to determine curriculum adjustments or additions.

Strategy: Extended School Day

Minutes added to school year: 1,440

Miami Coral Park Senior High School has a tutoring program that features aide for students in Reading, Algebra, Geometry, and Biology. Teachers refer students for tutoring based on their performance on interim assessments, class average, and previous scores on FCAT or EOC exams. Students can also voluntarily sign-up for tutoring if they want additional support. Notification of tutoring will be given to parents via letters, ConnectEd, and the school's website. Prior to the testing season parents are called and given updates of students' attendance and encourage them to continue tutoring.
Tutoring sessions are differentiated based on students' needs so that instruction is focused and time is utilized efficiently.

Strategy Rationale

By providing intervention, students are able to supplement their classroom instruction leading to mastery of course content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hidalgo, Alicia, pr7271@dadeschools.net

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

Student grades in classroom assessments will be used to modify the afterschool tutoring curriculum.

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

The school hosts grade level orientation sessions for students whereby they receive graduation requirements, grade level expectations, post-secondary information, participation in school activities and atheletics. In addition, freshmen receive a "New Student Orientation". Counselors, administrators, and teachers meet on a daily basis throughut the school year with students to address questions, make recommmended subject selections, and offer curricular guidance.

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

At the beginning of the school year counselors meet with individual students to go over students' academic progress through the analysis of the students' credit profile. Students at each grade level are given their GPA, the list of courses they still need to complete in order to fulfill graduation requirements, and are explained opportunities available to them at Miami Coral Park Senior High School. In the spring of every year, students and parents participate in the course selection process that exposes them to next year's curriculum to inform their course selection. After the course selection process, students meet one-on-one with a counselor to decide what classes will be taken. Parents are encouraged to attend these meetings and final course selection is sent home for parental signature. The school offers students elective courses in art, business, technology, and diversified career education. Many courses focus on job skills and computer skills.
A full-time College Advisor (CAP) will spend time with all students on college planning through career fairs, and grade level meetings. The counselor also provides students with a financial aid workshop and sends monthly electronic scholarship bulletins, which are also available on our school's website. Students are encouraged to seek financial support by applying to a variety of scholarships and grant programs. In the past five years Miami Coral Park Senior High School has gleaned more than $60,000,000 in scholarships.

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

Miami Coral Park Senior High School offers elective courses in art, business, technology, and diversified career training. Students have the opportunity to work towards earning Industry Certification in: Photoshop, AutoCAD, Dreamweaver, Mouse, ProStart, and CDA from the Department of Children and Families. In addition, Miami Coral Park Senior High School has a Magnet Engineering Program that works closely with Florida International University to provide students with a rich curriculum through hands-on activities. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant.
Through the lesson study process, teachers plan and deliver lessons with a cross curricula focus to integrate career related experiences throughout a students' high school tenure.

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

An analysis of the High School Feedback Report, indicated that Miami Coral Park Senior High School has a higher rate than both the district and the state in the following pre-graduation indicators: Percent of graduates who scored mastery in mathematics and the percent of graduates who took the SAT and PERT. Miami Coral Park Senior High School also had a higher rate than the district in the following pre-graduation indictors: Percent of graduates who scored at level 3 or better on the 10th grade FCAT in reading and percent of graduates with standard high school diploma who took the

SAT/ACT/PERT and scored at or above college-level cut scores in Math, Reading, Writing.
The High School Feedback Report also indicted that Miami Coral Park Senior High School had a higher rate than both the district and the state in the following post-graduation indicators: Percent of 2013 graduated enrolled in a Florida public postsecondary institution in Fall 2013, percent of 2013 graduates at a community college and technical education center in Florida in 2013, percent of graduates enrolled in college credit courses in Fall 2013 at a Florida public post-secondary institution earning a GPA above 2.0, percent of graduates enrolled in college credit courses at independent college and universities of Florida earning a GPA above 2.0, percent of graduates who successfully completed Intermediate Algebra (for elective credit only) and entry-level math (for math credit), and percent of graduates who successfully completed the remedial reading or writing courses as well as other college-level English.
The following are strategies have proven to be effective for Miami Coral Park's student population, which we will continue to implement, are the following:
-Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth and eleventh grade student who might interested in taking the test to do so.
- MCPSHS became an SAT and ACT testing center to give students better access to these exams.
-Students in eleventh and twelfth grade will be provided with SAT preparation for the verbal section of the examination in their language arts classes. Additionally, students are required to take the SAT or ACT in order to participate in activities or in athletics programs.
-Partner our engineering students with local colleges to provide support for students through dual enrollment and summer enrichment programs.
- Students will participate in career planning through the state's Facts.org website and complete the ePEP, portfolio, interest inventory, and monitoring their Bright Futures award eligibility.

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

The school will implement strategies geared towards addressing th High School Feedback Report as soon as the data is made available. The school offers advanced coursework that will prepare students for postsecondary work through the honors, Advanced Placement, magnet, and career and technical classes.

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 and provide the support and interventions necessary and available to increase student achievement.

G3.   We will prepare students for college and career readiness by increasing student participation and achievement rates in STEM/CTE and industry certification through rigorous learrning opportunities.

G4.   See Title I PIP

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

Targets Supported 1b

G047179

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - ELL	55.0
AMO Reading - ED	68.0
AMO Reading - Hispanic	70.0
AMO Reading - SWD	53.0
AMO Reading - White	71.0
AMO Math - ELL	56.0
AMO Math - SWD	44.0
AMO Math - White	67.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	53.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	62.0
Math Gains	67.0
Math Lowest 25% Gains	68.0
CELLA Reading Proficiency	31.0
CELLA Listening/Speaking Proficiency	48.0
CELLA Writing Proficiency	31.0
FAA Reading Proficiency	64.0
FAA Mathematics Proficiency	64.0
AMO Reading - African American	62.0

Resources Available to Support the Goal 2

- Pull-out, push-in, afterschool and Saturday tutoring, instructional technology programs (Carnegie Learning, GIZMOS, Reading Plus, TeenBiz), Topic Tests, professional development sessions, faculty meetings and early release days, District Curriculum Content Support Specialists, item specifications and District Pacing Guides in Language Arts/Reading, Mathematics, Science, and Social Studies, incentives, University Affiliations (FIU), Home Language Assistance Program (HLAP), laboratory experiments, course-alike lesson plans, and primary/ancillary/supplemental textbook resources.

Targeted Barriers to Achieving the Goal 3

- Limited training in the effective implementation of LAFS and MAFS with a focus on deep teaching and learning.

Plan to Monitor Progress Toward G1. `8`

Fall and winter interim assessment data on the tested benchmarks per the District pacing guides base on the Florida Standards.

Person Responsible

Alicia Hidalgo

Schedule

On 4/17/2015

Evidence of Completion

Grade, subgroup, and individual teacher data reports and data protocol sheets.

G2. We will use the Early Warning System to identify at-risk students and provide the support and interventions necessary and available to increase student achievement. `1a`

🔍 G050442

Targets Supported `1b`

Indicator	Annual Target
1+ Absences First 20 Days - Grade 09	12.0
Truancy rate	
One or More Suspensions	10.0
Level 1 - Grade 09	27.0
GPA below 2.0 - H.S.	12.0
On-time Progression to Grade 10	
Attendance rate	

Resources Available to Support the Goal `2`

- School personnel (social worker, counselors, administators, SCSI coordinator, security, attendance clerks and registrar, teachers, Community Involvement Specialist), COGNOS school reports, electronic gradebook reports, Control-D reports, incentives (awards ceremonies, food and nutrition, verbal recognition), Student Case Management System, District Code of Student Conduct, progressive discipline plan, clubs and activities, on the job (OJT) training opportunities, Connect-Ed message system, and enrichment and intervention opportunities.

Targeted Barriers to Achieving the Goal `3`

- Limited language acquisition and social integration.

Plan to Monitor Progress Toward G2. `8`

The following will data will be used: COGNOS reports on attendance, Control-D reports on Referral codes, failure reports from the electronic gradebook.

Person Responsible

Alicia Hidalgo

Schedule

Quarterly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Leadership team meeting notes and/or minutes.

G3. We will prepare students for college and career readiness by increasing student participation and achievement rates in STEM/CTE and industry certification through rigorous learrning opportunities. 1a

G050441

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- The District has partnered with Discovery Education to offer STEM Offerings and STEM Camp, SECME competitions and website, mobile STEM labs, STEM Expo, FIU Engineering Expo, Miami Dade College Summerbridge program, an FPL Photovoltaic partnership, computer based practice exams, magnet course offerings, and professors who are engineers by trade.

Targeted Barriers to Achieving the Goal 3

- Students limited foundations in mathematics and reading necessary for STEM success.

- Limited resources (technology, enrichment, class size) to fully acquire CTE skills necessary to pass industry certification exams.

Plan to Monitor Progress Toward G3. 8

Academic success in STEM courses (lettter grade A-C), competition success in District sponsored STEM activities.

Person Responsible

John Dinicola

Schedule

Semiannually, from 1/5/2015 to 5/29/2015

Evidence of Completion

College acceptance rates.

G4. See Title I PIP 1a

G050440

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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

🔑 G047179

G1.B1 Limited training in the effective implementation of LAFS and MAFS with a focus on deep teaching and learning. 2

🔑 B117437

G1.B1.S1 Effective Planning and Instructional Delivery. 4

🔑 S135649

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide Professional Development on the effective implementation of LAFS and MAFS within instruction and backward planning. The administrative team will be actively participating in the professional development session.

Person Responsible

Alicia Hidalgo

Schedule

On 10/24/2014

Evidence of Completion

Agenda, sign-in sheets, and lesson plans.

Action Step 2 `5`

Develop effective lesson plans with the focus on unwrapped standards through the backward planning process.

Person Responsible

Alicia Hidalgo

Schedule

On 11/3/2014

Evidence of Completion

Lesson plans.

Action Step 3 `5`

The school-site administrative team will conduct strategic walkthroughs with the focus on the delivery of the effective implementation of created lessons.

Person Responsible

Alicia Hidalgo

Schedule

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

Evidence of Completion

Lesson plans, teacher observations, student work/portfolios, and walk-through notes.

Action Step 4 `5`

Based on the administrative walkthroughs, the Curriculum Support Specialists will provide support to teachers in need of additional assistance.

Person Responsible

Alicia Hidalgo

Schedule

Weekly, from 11/17/2014 to 11/26/2014

Evidence of Completion

Lesson plans, teacher observations, student work/portfolios, and walk-through notes.

Action Step 5 5

The school-site administrative team will conduct strategically consistent walkthroughs with the focus on the delivery of the effective implementation of LAFS and MAFS within instruction.

Person Responsible

Alicia Hidalgo

Schedule

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

Evidence of Completion

Lesson plans, teacher observations, student work/portfolios, and walk-through notes.

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

Weekly leadership team meetings and calendar verifications to confirm established meeting dates and walkthroughs.

Person Responsible

Alicia Hidalgo

Schedule

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

Evidence of Completion

Notes from classroom walkthroughs.

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

Administrative walkthroughs and classroom assessments will be evaluated at professional development meetings.

Person Responsible

Alicia Hidalgo

Schedule

Monthly, from 10/2/2014 to 4/17/2015

Evidence of Completion

Informal administrative notes and meeting minutes.

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

G050442

G2.B1 Limited language acquisition and social integration. 2

B126617

G2.B1.S1 Monitor the daily attendance rate and provide appropriate interventions. 4

S138565

Strategy Rationale

Decrease absences and tardiness to school which will lead to additional instructional time.

Action Step 1 5

Analyze and correct the Daily Atendance Bulletin for errors and ommissions.

Person Responsible

Elizabeth Sanchez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Correction and communication logs.

Action Step 2 5

Utilize COGNOS attendance reports to provide services and interventions to students with 6 or more unexcused absences in a school quarter.

Person Responsible

Elizabeth Sanchez

Schedule

Biweekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Referral action codes from the administrator and social worker.

Action Step 3 `5`

Monitor interventions, document truancy, and follow the MDCPD Attendance and Truancy Procedures Manuals.

Person Responsible

Elizabeth Sanchez

Schedule

Quarterly, from 10/6/2014 to 5/1/2015

Evidence of Completion

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

Weekly leadership team meetings where attendance is a topic addressed.

Person Responsible

Alicia Hidalgo

Schedule

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

Evidence of Completion

Leadership team meeting notes and/or minutes.

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

Compare previous years attendance rate to current.

Person Responsible

Elizabeth Sanchez

Schedule

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

Evidence of Completion

Daily attendance bulletin attendance rate.

G2.B1.S2 Assign alternatives to suspension for students who have excessive referrals. 4

S138566

Strategy Rationale

Decrease suspensions which cause students to miss instructional time.

Action Step 1 5

The school will utilize detentions and Saturday School as an alternative to suspension.

Person Responsible

Yvette Sell

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Detention and Saturday School logs.

Action Step 2 5

Grade level administrators will meet with student, their parents, and student services personnel to remediate and intervene in situations before they escalate to a suspension and to prevent further suspensions.

Person Responsible

Alicia Hidalgo

Schedule

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

Evidence of Completion

Referral action codes C6, C7, R7, HI, and S8.

Action Step 3 `5`

Assign students to a District sponsred suspension center in lieu of a traditional outdoor suspension.

Person Responsible

Alicia Hidalgo

Schedule

Daily, from 10/6/2014 to 5/29/2015

Evidence of Completion

Referrals and approvals to suspension center.

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

Ensure students are attending Saturday school and serving detentions.

Person Responsible

Alicia Hidalgo

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Referrals from teachers and SCSI.

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

Consistently held detention and Saturday School sessions.

Person Responsible

Yvette Sell

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Altrnative to suspension calendar dates.

G2.B1.S3 Provide intervention using the MTSS/RtI model to reduce the number of students scoring below mastery in reading and/or mathemtics. 4

🔑 S138567

Strategy Rationale

Increase student mastery levels and meet the needs of students.

Action Step 1 5

The school will provide tiered intervention to students below mastery in the form or afterschool and Saturday tutoring.

Person Responsible

Alicia Hidalgo

Schedule

Weekly, from 10/20/2014 to 4/30/2015

Evidence of Completion

Attendance rosters.

Action Step 2 5

Classroom teachers and paraprofessionals will utilize differentiated instruction.

Person Responsible

David Cadaval

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans.

Action Step 3 5

Support in the form of Tier III interventions will be provided (SWD services and Student Services).

Person Responsible

Yvette Sell

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Number of SST's, IEP's, 504's, and other specifically targeted Tier IIIinterventions.

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

Schedule meetings through the SWD Program and Behavioral Specialists.

Person Responsible

Esmeralda Gomis

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

SPED-EMS system reports.

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

Decreased referrals for SWD with attendance and behavior codes.

Person Responsible

Annette Garcia

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Leadership team meetinig minutes and/or notes.

G3. We will prepare students for college and career readiness by increasing student participation and achievement rates in STEM/CTE and industry certification through rigorous learrning opportunities. 1

🔑 G050441

G3.B1 Students limited foundations in mathematics and reading necessary for STEM success. 2

🔑 B126392

G3.B1.S1 Provide interventions for students not achieveing mastery in mathematics and reading. 4

🔑 S138573

Strategy Rationale

Students will have an increased chance of success and participation in STEM if they have the necessary academic skills.

Action Step 1 5

Teachers in STEM courses will review mathematical concepts necessary for STEM success during STEM class.

Person Responsible

David Cadaval

Schedule

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

Evidence of Completion

Lesson plans

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

Curriculum Council Meetings

Person Responsible

David Cadaval

Schedule

On 5/29/2015

Evidence of Completion

Quarterly student grades in STEM classes.

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

Monthly department meetings in Science, Mathematics, and Magnet classes.

Person Responsible

David Cadaval

Schedule

On 5/29/2015

Evidence of Completion

Meeting minutes and/or notes.

G3.B2 Limited resources (technology, enrichment, class size) to fully acquire CTE skills necessary to pass industry certification exams. `2`

`B126630`

G3.B2.S1 Financial resources will be allocated to ensure enrichment activities in CTE courses. `4`

`S138580`

Strategy Rationale

Exposure and participation in CTE will lead to increased motivation and real-world experiences in CTE.

Action Step 1 `5`

CTE teachers will request funding from the school SAC for enrichment activities.

Person Responsible

Francisco Sanchez

Schedule

Annually, from 9/10/2014 to 10/8/2014

Evidence of Completion

SAC minutes.

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

Fieldtrips and competitions will be scheduled and attended.

Person Responsible

Alicia Hidalgo

Schedule

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

Evidence of Completion

Competition rankings.

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

Student attendance and success rates.

Person Responsible

Carlos DeLaHoz

Schedule

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

Evidence of Completion

SAC meeting minutes.

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 the effective implementation of LAFS and MAFS within instruction and backward planning. The administrative team will be actively participating in the professional development session.	Hidalgo, Alicia	10/24/2014	Agenda, sign-in sheets, and lesson plans.	10/24/2014 one-time
G2.B1.S1.A1	Analyze and correct the Daily Atendance Bulletin for errors and ommisions.	Sanchez, Elizabeth	9/1/2014	Correction and communication logs.	6/4/2015 daily
G2.B1.S2.A1	The school will utilize detentions and Saturday School as an alternative to suspension.	Sell, Yvette	8/25/2014	Detention and Saturday School logs.	5/29/2015 daily
G2.B1.S3.A1	The school will provide tiered intervention to students below mastery in the form or afterschool and Saturday tutoring.	Hidalgo, Alicia	10/20/2014	Attendance rosters.	4/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers in STEM courses will review mathematical concepts necessary for STEM success during STEM class.	Cadaval, David	9/8/2014	Lesson plans	5/29/2015 biweekly
G3.B2.S1.A1	CTE teachers will request funding from the school SAC for enrichment activities.	Sanchez, Francisco	9/10/2014	SAC minutes.	10/8/2014 annually
G1.B1.S1.A2	Develop effective lesson plans with the focus on unwrapped standards through the backward planning process.	Hidalgo, Alicia	11/3/2014	Lesson plans.	11/3/2014 one-time
G2.B1.S1.A2	Utilize COGNOS attendance reports to provide services and interventions to students with 6 or more unexcused absences in a school quarter.	Sanchez, Elizabeth	9/29/2014	Referral action codes from the administrator and social worker.	6/4/2015 biweekly
G2.B1.S2.A2	Grade level administrators will meet with student, their parents, and student services personnel to remediate and intervene in situations before they escalate to a suspension and to prevent further suspensions.	Hidalgo, Alicia	9/1/2014	Referral action codes C6, C7, R7, HI, and S8.	5/1/2015 daily
G2.B1.S3.A2	Classroom teachers and paraprofessionals will utilize differentiated instruction.	Cadaval, David	9/1/2014	Lesson plans.	6/4/2015 daily
G1.B1.S1.A3	The school-site administrative team will conduct strategic walkthroughs with the focus on the delivery of the effective implementation of created lessons.	Hidalgo, Alicia	11/10/2014	Lesson plans, teacher observations, student work/portfolios, and walk-through notes.	11/26/2014 weekly
G2.B1.S1.A3	Monitor interventions, document truancy, and follow the MDCPD Attendance and Truancy Procedures Manuals.	Sanchez, Elizabeth	10/6/2014		5/1/2015 quarterly
G2.B1.S2.A3	Assign students to a District sponsred suspension center in lieu of a traditional outdoor suspension.	Hidalgo, Alicia	10/6/2014	Referrals and approvals to suspension center.	5/29/2015 daily
G2.B1.S3.A3	Support in the form of Tier III interventions will be provided (SWD services and Student Services).	Sell, Yvette	9/1/2014	Number of SST's, IEP's, 504's, and other specifically targeted Tier IIIinterventions.	6/4/2015 daily
G1.B1.S1.A4	Based on the administrative walkthroughs, the Curriculum Support Specialists will provide support to teachers in need of additional assistance.	Hidalgo, Alicia	11/17/2014	Lesson plans, teacher observations, student work/portfolios, and walk-through notes.	11/26/2014 weekly
G1.B1.S1.A5	The school-site administrative team will conduct strategically consistent walkthroughs with the focus on the delivery of the effective implementation of LAFS and MAFS within instruction.	Hidalgo, Alicia	11/26/2014	Lesson plans, teacher observations, student work/portfolios, and walk-through notes.	5/29/2015 weekly
G1.MA1	Fall and winter interim assessment data on the tested benchmarks per the District pacing guides base on the Florida Standards.	Hidalgo, Alicia	11/17/2014	Grade, subgroup, and individual teacher data reports and data protocol sheets.	4/17/2015 one-time
G1.B1.S1.MA1	Administrative walkthroughs and classroom assessments will be evaluated at professional development meetings.	Hidalgo, Alicia	10/2/2014	Informal administrative notes and meeting minutes.	4/17/2015 monthly
G1.B1.S1.MA1	Weekly leadership team meetings and calendar verifications to confirm established meeting dates and walkthroughs.	Hidalgo, Alicia	9/29/2014	Notes from classroom walkthroughs.	5/29/2015 weekly
G2.MA1	The following will data will be used: COGNOS reports on attendance, Control-D reports on Referral codes,	Hidalgo, Alicia	10/8/2014	Leadership team meeting notes and/or minutes.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	failure reports from the electronic gradebook.				
G2.B1.S1.MA1	Compare previous years attendance rate to current.	Sanchez, Elizabeth	9/1/2014	Daily attendance bulletin attendance rate.	5/29/2015 weekly
G2.B1.S1.MA1	Weekly leadership team meetings where attendance is a topic addressed.	Hidalgo, Alicia	9/1/2014	Leadership team meeting notes and/or minutes.	5/29/2015 weekly
G2.B1.S2.MA1	Consistently held detention and Saturday School sessions.	Sell, Yvette	9/15/2014	Altrnative to suspension calendar dates.	5/29/2015 weekly
G2.B1.S2.MA1	Ensure students are attending Saturday school and serving detentions.	Hidalgo, Alicia	9/15/2014	Referrals from teachers and SCSI.	5/29/2015 weekly
G2.B1.S3.MA1	Decreased referrals for SWD with attendance and behavior codes.	Garcia, Annette	10/24/2014	Leadership team meetinig minutes and/or notes.	5/29/2015 quarterly
G2.B1.S3.MA1	Schedule meetings through the SWD Program and Behavioral Specialists.	Gomis, Esmeralda	9/1/2014	SPED-EMS system reports.	6/4/2015 daily
G3.MA1	Academic success in STEM courses (lettter grade A-C), competition success in District sponsored STEM activities.	Dinicola, John	1/5/2015	College acceptance rates.	5/29/2015 semiannually
G3.B1.S1.MA1	Monthly department meetings in Science, Mathematics, and Magnet classes.	Cadaval, David	9/8/2014	Meeting minutes and/or notes.	5/29/2015 one-time
G3.B1.S1.MA1	Curriculum Council Meetings	Cadaval, David	9/29/2014	Quarterly student grades in STEM classes.	5/29/2015 one-time
G3.B2.S1.MA1	Student attendance and success rates.	DeLaHoz, Carlos	9/1/2014	SAC meeting minutes.	5/29/2015 quarterly
G3.B2.S1.MA1	Fieldtrips and competitions will be scheduled and attended.	Hidalgo, Alicia	9/1/2014	Competition rankings.	5/29/2015 quarterly

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 training in the effective implementation of LAFS and MAFS with a focus on deep teaching and learning.

G1.B1.S1 Effective Planning and Instructional Delivery.

PD Opportunity 1

Provide Professional Development on the effective implementation of LAFS and MAFS within instruction and backward planning. The administrative team will be actively participating in the professional development session.

Facilitator

Leslie Rivera and Curtis C. Harris, Curriculum Support Specialists, Miami Dade County Public Schools

Participants

Teachers of Language Arts, Reading, English Language Learners, Mathematics, and Students with Disabilities within the content areas listed, and school-level administrators.

Schedule

On 10/24/2014

PD Opportunity 2

Develop effective lesson plans with the focus on unwrapped standards through the backward planning process.

Facilitator

Leslie Rivera and Curtis C. Harris, Curriculum Support Specialists, Miami Dade County Public Schools

Participants

Teachers of Language Arts, Reading, English Language Learners, Mathematics, and Students with Disabilities within the content areas listed, and school-level administrators.

Schedule

On 11/3/2014

PD Opportunity 3

Based on the administrative walkthroughs, the Curriculum Support Specialists will provide support to teachers in need of additional assistance.

Facilitator

Leslie Rivera and Curtis C. Harris, Curriculum Support Specialists, Miami Dade County Public Schools

Participants

Teachers of Language Arts, Reading, English Language Learners, Mathematics, and Students with Disabilities within the content areas listed.

Schedule

Weekly, from 11/17/2014 to 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**