# Miami Beach Senior High School



## 2014-15 School Improvement Plan

# Miami Beach Senior High School

## 2231 PRAIRIE AVE, Miami Beach, FL 33139

## http://miamibeachhigh.dadeschools.net

## School Demographics

| **School Type** | **Title I** | **Free/Reduced Price Lunch** |
|---|---|---|
| High | No | 71% |

| **Alternative/ESE Center** | **Charter School** | **Minority** |
|---|---|---|
| No | No | 76% |

## School Grades History

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

## 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 Miami Beach Senior High is to provide a safe and stimulating learning environment and a rigorous curriculum, while instilling integrity, respect and self-esteem, enabling all students to achieve personal success.

**Provide the school's vision statement**

The vision of Miami Beach Senior High is to develop a culture of success by nurturing life-long learning and values conducive to active participation in the global community.

#### School Environment

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

Every two weeks the first period class time is extended thirty minutes for "Beach Outreach". During this time students and their "Beach Outreach" teacher participate in activities to promote positive relationships among students and the faculty. The implementation of "Beach Outreach" enables students to have an adult mentor and an individual at the school with whom they have a rapport and are comfortable to seek out for knowledge about not only academics, but other activities at the school. This mentorship could include assistance with class work, test preparation, tutoring, college planning or any other area that contributes to the academic and emotional success of students.

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

Miami Beach Senior High is open and available for students from 6:45 am until well after hours. School security as well as our School Resource Officer are on duty from 6:30 am until 3:00 pm. The cafeteria is open daily for free breakfast. The media center opens each morning at 6:45 am and remains open until 3:30 every afternoon. Before and after school as well as during lunch, students are invited in to read, study, use computers, check out materials as well as meet for study groups or other meetings. Clubs, teams, and organizations meet before and after school in classrooms, the courtyards or on the fields. Many teachers are in their classroom well before the school day begins or remain after school to provide students with assistance. Guidance counselors and other support staff are also available to students before, during, and after school.

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

Miami Beach Senior High's Discipline Committee meets to review the implementation of the Miami Dade County Public School's Discipline policies. Following the guidelines for Level I, II, III, and IV behaviors, students receive progressive disciplinary actions. The committee, comprised of the UTD Steward, teachers, administrators, SCSI instructor, students, parents, and security personnel met during the summer and revised the plan for Level I violations and developed a training for the entire staff for the opening of school meeting. Teachers report students who are in violation of the dress

code and school ID policy. The violation notifications are delivered to classrooms to minimize distractions and allow students to maintain engagement in classroom instruction.

**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**

Guidance counselors are available to all students and are assigned by grade level. Additionally a social worker is available to students, who are often referred by teachers, counselors and administration for more significant social-emotional issues. The school psychologist serves as clinician for those students with Emotional Behavior Disorders, yet also provides counseling for students who are referred on an individual basis. An additional district psychologist serves on the MTSS/RTI team and works with the Special Education Department ensuring that students needs are met and the all required program documentation inclusive of IEPs, re-evaluations, 504 plans, and transition plans are in compliance. Both the psychologist and the school clinician are part of the Crisis Management Team, providing services as needed during a crisis. The team oversees the school plan to maintain student safety if a crisis situation were to arise. The teachers also play a role in ensuring students social-emotional needs are being met through collaborative communication with parents, faculty, administrators, and counselors.

### 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 administrators and guidance counselors work collaboratively as a team and follow their grade level cohort to monitor students and identify the early warning signs which include:
- attendance below 90%
-in and out of school suspensions
-course failure in English Language Arts and/or mathematics for possible retention
-Level 1 scores on the English Language Arts and/or mathematics assessments.

**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 | 102 | 150 | 187 | 224 | 663 |
| One or more suspensions | 76 | 75 | 74 | 68 | 293 |
| Course failure in ELA or Math | 199 | 291 | 232 | 43 | 765 |
| Level 1 on statewide assessment | 180 | 128 | 22 | 0 | 330 |

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

| Indicator | Grade Level | | | | Total |
|---|---|---|---|---|---|
| | **9** | **10** | **11** | **12** | |
| Students exhibiting two or more indicators | 9 | 13 | 3 | 15 | 40 |

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

Students identified by the early warning systems for reading and/or mathematics are assigned to intensive reading and/or mathematics for additional academic support. Additionally, retired teachers (interventionist) work with the students identified by the EWS to provide more intensive support in small group sessions. Students are recommended and encouraged to attend after school tutoring with certified instructional staff. Moreover, when students are assigned to in and out of school suspensions required academic assignments are provided and online resources are available to support students' individual needs.

## 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*

The school builds positive relationships and continually increases parental involvement through a diversity of channels. We have a parent resource center accessible to all stakeholders, providing transportation information, free and reduced applications, employment and community information as well as assistance accessing the parent portal enabling parents to easily maintain involvement in their child's education. The school's vision and mission are clearly displayed in the main office as well as throughout the school, including all classrooms. The convergence of technology within our school such as the school website, PTSA news letter and school newspaper are on line so to further maintain community involvement and awareness. The PTSA Executive Board meets on a monthly basis, as well as the EESAC committee which is open to the public, addressing all integral aspects of the school. The use of Edmodo at MBSH is an additional example of technology and supports our efforts in continuing to increase positive communication, community involvement and allows for parents to maintain involvement in their child's academic progress.

**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**

We continually reach out to the Miami Beach community to build local partnerships for the purpose of securing resources that will support the school and student achievement. The Miami Beach Chamber of Commerce provides funding for teacher grants, as well as offers opportunities for student internships. The City of Miami Beach supports financially the Dual Enrollment Program as well as The International Baccalaureate program at MBSH. The Ed Fund provides monetary support to our City Post Secondary Program allowing for a college club and a college trip for students who otherwise may not be provided the opportunity to visit college campuses. The Ed Fund also provides financial support for asset mapping which allows for school leaders to analyze data to create a curriculum plan for the following school year. Various local businesses including the Loews Hotel provide internship opportunities for our students, again supporting our 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 |
|---|---|
| Donohue, John | Principal |
| Larkin, Chandrell | Assistant Principal |
| Slatko, Gail | |
| Barker, James | Assistant Principal |
| Gonzalez, Christopher | Assistant Principal |
| Patrice, Ramon | Assistant Principal |

### Duties

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

The school based leadership team at Miami Beach Senior High is comprised of the principal, four assistant principals and a reading coach. The school's leadership team serves as instructional leaders dedicated to improving school-wide instruction and student learning. This team will facilitate professional development through distributed leadership allowing all staff members to participate. To accomplish this, our team will be collectively responsible for:
•Developing a detailed plan for improving instruction and student learning and communicating this plan to everyone at our school.
•Leading and overseeing the enactment of the plan; providing professional development and supporting teacher learning and doing.
•Helping everyone understand what is desired and why; what is expected and why.
•Monitoring plan enactment; identifying and responding to professional development needs, obstacles and challenges to ensure progress.

***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***

Miami Beach Senior High has a diversity of data based means which support the problem solving process for the implementation and monitoring of MTSS/RTI, and the effectiveness of this instruction thorough the implementation of different tiers. Thinkgate is utilized to dig into the school data, and address the effectiveness of instruction and student learning at all levels. The administration meets with the teachers in small groups to review the data, and the teachers have continual data chats with the students to reflect upon the data as well, as the need for additional support for the lowest performing students lead to the creation and implementation of intensive classes in Reading and Math. Tutoring is offered on Saturdays and after school as an additional support to students in tier 2 intensive courses are provided as well as Tier 3 interventions which consists of more intensive individualized instruction.
Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based Community Involvement Specialists

(CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies 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;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Through the EESAC, parents may provide input and review of the School Improvement Plan. 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, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

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

Title III

The services at MBSH that are provided through the District include education materials and ELL district support services to improve the education of immigrant and English Language Learners. MBSH provides Home Language Assistance tutoring through an HLAP tutor during the school day, and provides after-school and Saturday tutoring for ELL students in all core subject areas.

Title X- Homeless

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

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

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

• The 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.

• 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.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation
Violence Prevention Programs
During 2013-2014 school year, MBSH will continue with the DFYIT program (Drug-Free Youth in Town), the Listeners program and Anti-Bullying lessons for all students through Beach Outreach (Advisory Period).
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs
N/A
Head Start
N/A
Adult Education
MBSH partners with the Miami Beach Adult Education Center to provide credit recovery options for at-risk students. This partnership enables MBSH to reduce the dropout rate by providing students with options for credit recovery to keep them on schedule towards graduation. High school completion courses are also available to all eligible MBSH students in the evening and summer, based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation or grade forgiveness purposes through the adult education program.
Career and Technical Education
MBSH promotes Career Pathways and Programs of Study; students become academy program completers and have a better understanding and appreciation of the postsecondary opportunities. They also plan how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry
Certifications. Readiness for postsecondary education strengthens the integration of academic and career technical components in a coherent sequence of courses. Dual Enrollment courses in hospitality management, economics, and calculus are offered on site.
Job Training
MBSH partners with the City of Miami Beach, local business and arts organizations to provide students with a job skills program that will allow students the opportunity to succeed by learning how to create a resume, how to dress for success, and how to properly prepare and perform during a job interview. Students are able to participate in internships or be hired for after-school jobs in which they simultaneously receive elective credit. All on-the-job training programs are complemented by a work skills class that is taught during the school.
Other
MBSH utilizes Health Connect in Our Schools (HCiOS) and offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| John Donohue | Principal |
| Carlos Rodriguez | Teacher |
| Richard Samuels | Education Support Employee |
| Linnette Sabater | Student |
| Sean Perreira | Student |
| Emelie Shany | Student |
| Fernando Bravo | Business/Community |
| Esther Egozi Choukron | Student |
| Marina Gallian | Parent |
| Lucia Baez | Teacher |
| Mary Uchtman | Teacher |
| Patricia Haselman | Teacher |
| Pedro Rivera | Teacher |
| Pamela Taylor | Teacher |
| Alli Walden | Parent |
| Shelley Niceley Groff | Parent |

**Duties**

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

*Evaluation of last year's school improvement plan*

Last year's School improvement plan was reviewed during each monthly SAC meeting. At the end of the 2013-2014 school the SAC completed a final review and made recommendations for the 2014-2015 school improvement plan.

*Development of this school improvement plan*

The SAC provided guidance and added valuable information to the school improvement plan based on the 2013-2014 assessment data results. The SAC is committed to the supporting the school's overall best interest. The SIP plan was approved with consensus by the SAC. The SAC will review the school improvement plan during each monthly meeting.

*Preparation of the school's annual budget and plan*

The principal reviews the school's annual budget and plan with the SAC. The SAC provides recommendations and suggestions regarding the use of school funds identifying areas that need additional support and discusses strategies to improve the school's overall performance.

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

During the 2013-2014 school year the SAC allocated funds for the following projects:
-$2,999 for FCAT/EOC Incentives
-$1,630 for FOLIO, Measurement Inc. Writing prompts
-$1,800 for Accelerated Reader program
-$2,500 for AP/IB Tutoring
-$4,800 for Hourly Teacher pay for coverage during AP/IB and state standardized 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 |
| --- | --- |
| Donohue, John | Principal |
| Larkin, Chandrell | Assistant Principal |
| Patrice, Ramon | Assistant Principal |
| Gonzalez, Christopher | Assistant Principal |
| Taylor, Pamela | Teacher, K-12 |
| Slatko, Gail | Instructional Coach |
| Barker, James | Assistant Principal |
| Bowen, Gussie | |
| duval, nina | Teacher, K-12 |
| Davis-Nelzi, Mary | Teacher, K-12 |
| Pines, Ashley | Teacher, ESE |
| Stepp-Frolick, Loreli | Teacher, K-12 |
| Reese, David | Teacher, K-12 |
| Melinek, Rosemary | Teacher, K-12 |
| Clarke, Sonja | Guidance Counselor |
| Gregory, Patricia | Teacher, Career/Technical |

**Duties**

***Describe how the LLT promotes literacy within the school***

MBSH Literacy Leadership Team disaggregates the student performance data and reviews the previous year's School Improvement Plan. The Committee determines which strategies are the most effective at improving student achievement and brainstorms new strategies to address all sub - groups in a cohesive effort to raise student achievement. As a result of the LLT 's collaboration, the use of technology in the classroom has become a major focus for professional development and consistent integration into the curriculum. Members of the LLT will also participate in the writing of the SIP. The LLT team met during the summer for our annual Summer Institute and developed a comprehensive school wide calendar for all aspects of school operations including school wide reading strategies focusing on text annotations and identifying valid evidence as well as other close reading techniques. School wide, teachers are focusing on argumentative, text based responses that demonstrate higher level thinking reflective of the increased rigor in the classroom. School wide literacy initiatives continued from prior years include: the use of Reading Plus, ELL strategies, as well as the use of two column notes and SAT vocabulary words of the day.

**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**

To encourage positive working relationships between teachers, Miami Beach Senior High participates in professional learning communities, teacher mentorships, and includes professional development during the time required for faculty meetings. Additionally, the English Language Arts, mathematics and reading departments have scheduled common planning periods. During the common planning period teachers work together to develop lesson plans, share best practices and to review student performance data.

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

National Board Certified teachers and Department chairpersons aid in the support and retention of effective teachers. Teachers are recruited through advertising on the school and district's website. New teachers are assigned peer mentors who provide the necessary support which enables retention of highly qualified and effective teachers.

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

New teachers are strategically placed with a Highly Qualified mentor within their department. This strategic placement permits the new teacher to have support not only with classroom management but the course curriculum. The mentor collaborates with the new teacher on lesson planning and becomes a resource for materials and strategies. The new teacher may also observe the mentor teaching and then debrief after the observation. Reciprocally, the mentor teacher may also coach the new teacher during class lessons.

## 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***

Miami Beach Senior High School uses the state adopted textbooks and materials that are aligned to Florida's standards. Within the Learning Village, teachers have access to district pacing guides which align instruction to the Florida Standards. The district provided pacing guides include core and supplemental instructional programs and materials. Additionally, teachers use CPALMS and Discovery as well as the Florida Item Specifications to obtain resources, view and create exemplary lessons.

#### 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***

Students who are having difficulty attaining proficient levels on state assessments are placed in intensive reading and/or math classes. After interim assessments, all teachers participate in data chats with the administration to discuss their students' progress in order to better differentiate instruction and offer more focused support where deemed necessary based on the data. For example, in the intensive reading classes, results from the FAIR-FS assessment dictate how instructional groups are organized based on student deficiencies. Interventionists target students with specific needs. Subject area tutors assist students after school and on Saturdays. The school-wide

implementation of the Gradual Release of Responsibility model will contribute to our students obtaining a more advanced level on state assessments as they are forced to grapple with more complex text and become higher level thinkers.

***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:** 1,200

Miami Beach Senior High School offers extended learning time for students after school and on Saturdays. After school tutoring is offered to students, as well as Saturday Tutoring. Teachers also provide students with additional instructional opportunities after school with ACT and SAT review classes, as well as on campus Dual Enrollment opportunities during the Spring of 2015. The enriched and accelerated curriculum we offer consists of opportunities to participate in the IB curriculum, AVID curriculum, FLVS and a variety AP course offerings . All of the above provide a enriched and accelerated curriculum. Some of the research based strategies utilized in the classes are Cornell note taking, the use of rubrics, and student's development of questions, based on Costa's levels of questioning, and or Webb's Depth of Knowledge.

***Strategy Rationale***

Students are provided additional enrichment opportunities outside of their normal school day and grade level curriculum.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Donohue, John, pr7201@dadeschools.net

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

Data will be collected for the students who regularly attend Saturday tutoring, by monitoring their performance on IB and AP testing as well as in class assessments and rigorous assignments within the class curriculum. AVID data continually reflects a high number of students attending college after graduating from Miami Beach Senior High. AP test scores and passing rates indicate the intensity and rigor of the Advanced Placement classes. The IB program offers an enriched and accelerated curriculum while maintaining the integrity of higher level thinking skills with an increased number of students passing an IB Exam. Interim assessment data is also collected and reviewed to determine the effectiveness of the extended school strategy, solidifying the implementation on a continual basis.

**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***

Miami Beach Senior High employs a diversity of strategies to support incoming and outgoing cohorts of students as they transition from school levels. Our counselors as well as assistant principals are

assigned by grade levels to not only establish, but maintain a progressive and consistent relationship with the students as they transition from grade level to the next. Beach Outreach serves as a platform for teachers to create and maintain positive relationships with students by engaging in non-curriculum based activities, and serving as an advocate for each of their Beach Outreach students. Class orientations are held at the opening of school each year, and often during the summer to welcome students at each grade and explain the intricacies at the various levels. Our CAP adviser guides students through all of the facets of the college application and financial aid processes, working with students on the applicable information per their respective grade level. Our students are placed homogeneously in College Readiness classes, as well as in 11th and 12th grade Dual Enrollment classes. Advanced Placement classes are offered beginning in 9th grade allowing cohorts of students to move together through the years, supporting one another as they transition from one school level to the next.

## 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***

MBSH students are required to join an academy their freshman year. Each academy markets their program to the student body through an academy fair, targeting individual students who would be a good fit for that academy. Students continue to meet with their counselors to plan course work, and faculty members in each academy have specialized training in the information pertaining to their academy. The CAP Advisor meets with students by their junior year to plan for post secondary options. UAspire has a representative on campus one day per week to assist students with the college application process and obtaining financial assistance for post secondary education. The Ed Fund provides financial support to the college club and for the yearly college trip. Beach Outreach/ homeroom is another opportunity for the teachers to promote and advise students regarding post secondary education opportunities.

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

MBSH offers numerous career and technical programs which are available to all students. The vast majority of the technical education programs we offer students are included in the Academy of Information and Technology. The academy created a flow chart as a visual depiction of the course offerings and how they build upon one another with the ultimate goal of obtaining industry certification for the specified course. A few examples of the courses we offer are as follows: Photoshop, earning Photoshop Industry certification as well as a Merit Seal for the high school diploma when completed through the business class, InDesign, Dreamweaver, Web design certification, Microsoft Office, Microsoft office certification, Flash for Web design certification, Safe pro, for AOHT for Early childhood certification as well as A+ certification for completion of computer networking. There are numerous other course offerings with this academy that lead to industry certification.

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

Technology education programs are integrated into all facets of curriculum to support student achievement. The journalism class as well as the yearbook class utilize both InDesign as well as Photoshop. Students utilize Microsoft Word, Excel, and other Microsoft Office programs to produce classwork, projects and multimedia presentations. Premiere Pro is taught in our Digital Design 3 class and integrated into the curriculum primarily though our visual arts program. This integration further supports our goal of increasing student achievement.

***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***

Students may be placed in the English for College Readiness course or the Math for College Readiness course based on results from the FCAT 2.0, SAT, ACT or PERT. In these courses students are taught a curriculum to enable them to be successful in introductory level courses at the postsecondary level. To further develop students' literacy skills we provide school-wide initiatives including the SAT word of the day and a writing plan that promotes identifying evidence to support claims. The Reading Plus program is a supplemental program teachers assign and monitor. In this web-based, program students develop their silent reading fluency, comprehension and vocabulary levels to match the literacy demands at the post secondary level. PrepWorks is a supplemental math program used to support students in preparation for postsecondary education.

# 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.** The school's 2014-2015 Content Area Goal, is to increase student achievement by improving core instruction in all content areas.

**G2.** The school's 2014-2015 Early Warning Systems goal, is to focus on providing interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk.

**G3.** The school's 2014-2015 STEM/CTE goal is to prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

**G4.** The school's 2014-2015 Parental Involvement Goal is to increase family and community involvement in school programs and activities in support of measurable improvement in 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.** The school's 2014-2015 Content Area Goal, is to increase student achievement by improving core instruction in all content areas. 1a

### Targets Supported 1b

G050202

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 57.0 |
| FSA - Mathematics - Proficiency Rate | 35.0 |
| Math Gains | 63.0 |
| Math Lowest 25% Gains | 68.0 |
| AMO Reading - All Students | 69.0 |
| FSA - English Language Arts - Proficiency Rate | 62.0 |
| ELA/Reading Gains | 69.0 |
| ELA/Reading Lowest 25% Gains | 68.0 |
| AMO Reading - ED | 63.0 |
| AMO Reading - Hispanic | 66.0 |
| AMO Reading - African American | 59.0 |
| Bio I EOC Pass | 61.0 |
| CELLA Writing Proficiency | 32.0 |
| FAA Mathematics Proficiency | 78.0 |
| Algebra I EOC Pass Rate | 49.0 |
| Geometry EOC Pass Rate | 59.0 |
| FAA Reading Proficiency | 62.0 |
| CELLA Listening/Speaking Proficiency | 49.0 |
| CELLA Reading Proficiency | 33.0 |
| Attendance rate | 95.2 |

### Resources Available to Support the Goal 2

- Department chairs (DC), department meetings, District professional development, collegial meetings, department PLCs, District Pacing Guides, CPALMS, Learning Village, core textbooks and teacher's editions, Class Zone, Edmodo, My Big Campus, common planning, Discovery Learning, NBC Learn

### Targeted Barriers to Achieving the Goal 3

- The instructional framework focuses primarily on teacher led instruction.

### Plan to Monitor Progress Toward G1. 8

Fall Interim assessment data will be used to monitor the student's progress of student achievement.

**Person Responsible**

John Donohue

**Schedule**

On 11/26/2014

*Evidence of Completion*

lesson plans, student work samples, teacher data chats, classroom and district assessments

**G2.** The school's 2014-2015 Early Warning Systems goal, is to focus on providing interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1a

🔍 G045920

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Attendance Below 90% | |
| One or More Suspensions | |
| Level 1 - All Grades | |
| 1+ Absences First 20 Days - Grade 09 | |
| On-time Progression to Grade 10 | |
| GPA below 2.0 - H.S. | |

## Resources Available to Support the Goal 2

- MBSH utilizes the following resources: tutoring, subject area interventionists, Parent Resource Office, attendance committee, discipline committee, student services, intensive reading and mathematics classes as well as Beach Outreach/Homeroom to support students with attendance, discipline as well as instructional needs.

## Targeted Barriers to Achieving the Goal 3

- Students with attendance below 90%.

## Plan to Monitor Progress Toward G2. 8

Review attendance reports daily, weekly, quarterly and yearly to monitor progress toward goal.

**Person Responsible**
Ramon Patrice

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

***Evidence of Completion***
Cognos reports, Daily Attendance Bulletin

**G3.** The school's 2014-2015 STEM/CTE goal is to prepare students to be college and career ready through STEM and/or CTE initiatives and programs. `1a`

**Targets Supported** `1b`

<span>🔍 G045916</span>

| Indicator | Annual Target |
|-----------|---------------|

**Resources Available to Support the Goal** `2`

- STEM-related AP courses homepage resources, computer lab facilities, STEM-related computer software, Robotics Club and equipment, released AP practice tests, industry certification tests, SCUBA club and equipment, related PD

**Targeted Barriers to Achieving the Goal** `3`

- Limited student participation in STEM and CTE related activities

**Plan to Monitor Progress Toward G3.** `8`

Industry certification reports and enrollment in STEM related classes, clubs and activities will determine progress toward the goal.

**Person Responsible**

Christopher Gonzalez

**Schedule**

Quarterly, from 10/10/2014 to 6/4/2015

***Evidence of Completion***

industry certification test reports, rosters from STEM related classes, clubs and activities

**G4.** The school's 2014-2015 Parental Involvement Goal is to increase family and community involvement in school programs and activities in support of measurable improvement in student achievement. 1a

🔍 G050551

### Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|

### Resources Available to Support the Goal 2

- The Parent Resource Center, School website, PTSA Executive Board, PTSA, Connect Ed messages, EESAC, PTSA newsletter, school newspaper, Parent portal, Edmodo, parent orientations, FAFSA marathons, and the Student Service department are all valuable resources that support parental involvement.

### Targeted Barriers to Achieving the Goal 3

- Parents lack time to participant in activities and events during normal school hours.

**Plan to Monitor Progress Toward G4.** 8

Administrators will monitor the sign in sheets for the Parent Resource center to determine if the extended hours encourage an increase in parental involvement.

**Person Responsible**
John Donohue

**Schedule**
Quarterly, from 10/8/2014 to 6/4/2015

***Evidence of Completion***
Sign in sheets

## 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.** The school's 2014-2015 Content Area Goal, is to increase student achievement by improving core instruction in all content areas. 1

🔑 G050202

**G1.B1** The instructional framework focuses primarily on teacher led instruction. 2

🔑 B125795

**G1.B1.S1** Across all content areas implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly rigorous literacy tasks. 4

🔑 S137687

#### Strategy Rationale

At Miami Beach Senior High school the leadership team and teachers identified the Gradual Release of Responsibility Model (GRRM) as a strategy that would best meet the needs of our learning community. The GRRM supports student achievement, student engagement and student accountability.

**Action Step 1** 5

Provide professional development based on the Gradual Release of Responsibility Model (GRRM) for all content areas.

#### Person Responsible

Chandrell Larkin

#### Schedule

On 10/7/2014

#### *Evidence of Completion*

agenda, sign-In sheet, deliveralbles

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

Monitor the fidelity and effectiveness of the GRRM primarily focusing on student-centered instruction.

**Person Responsible**

John Donohue

**Schedule**

Weekly, from 11/7/1910 to 11/26/2014

*Evidence of Completion*

agenda, sign-in sheets, deliveralbles, lesson plans, walk-through logs and debriefing notes

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

Monitor the effectiveness of the GRRM primarily focusing on student-centered instruction.

**Person Responsible**

John Donohue

**Schedule**

Daily, from 10/7/2014 to 11/26/2014

*Evidence of Completion*

agenda, sign-in sheets, deliveralbles, lesson plans, walk-through logs and debriefing notes

**G2.** The school's 2014-2015 Early Warning Systems goal, is to focus on providing interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. [1]

G045920

**G2.B1** Students with attendance below 90%. [2]

B127078

**G2.B1.S1** Provide an early intervention by identifying students with 5 absences prior to attendance effecting academic performance. [4]

S139100

**Strategy Rationale**

Early intervention prevents excessive attendance issues which otherwise impact academic performance.

**Action Step 1** [5]

Identify students with 5 absenses

**Person Responsible**

Ramon Patrice

**Schedule**

Daily, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

Documented notification of meeting with parent, student, and counselor

**Action Step 2** [5]

Administrator and counselor meets with student and parents to discuss attendance

**Person Responsible**

Ramon Patrice

**Schedule**

Monthly, from 8/25/2014 to 11/26/2014

***Evidence of Completion***

Documentation in ISIS

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

Verification of attendance reports and documentation of meeting with parents

### Person Responsible

Ramon Patrice

### Schedule

Monthly, from 8/25/2014 to 6/4/2015

### *Evidence of Completion*

Documentation on Student Case Management

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

Attendance reports will be used to monitor the effectiveness.

### Person Responsible

Ramon Patrice

### Schedule

Weekly, from 9/25/2014 to 6/4/2015

### *Evidence of Completion*

Effective implementation of our action plan and strategies will be evidenced through a decrease in excessive student absences as well as maintained academic performance.

**G3.** The school's 2014-2015 STEM/CTE goal is to prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1

G045916

**G3.B1** Limited student participation in STEM and CTE related activities 2

B127127

**G3.B1.S1** Increase enrollment in STEM and CTE related classes, clubs and activities 4

S139156

### Strategy Rationale

Through the increase in STEM and CTE related experiences students will be better prepared for post secondary programs.

**Action Step 1** 5

Ensure students enrolled in CTE courses participate and pass industry certification exams.

**Person Responsible**

Christopher Gonzalez

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

*Evidence of Completion*

Industry certification Reports

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

To monitor for fidelity of implementation, CTE class enrollment, satisfactory completion of lessons and meeting qualifications to take the Industry Certification exam will be reviewed.

**Person Responsible**

Christopher Gonzalez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

*Evidence of Completion*

Industry Certification reports, teacher grade book

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

Verification of student enrollment and their progress towards industry certification and participation in STEM related activities, clubs and classes will be the means to monitor effectiveness.

### Person Responsible

Christopher Gonzalez

### Schedule

Quarterly, from 8/25/2014 to 6/4/2015

### *Evidence of Completion*

teacher grade book, Industry Certification reports, agendas and rosters from STEM related activities

**G4.** The school's 2014-2015 Parental Involvement Goal is to increase family and community involvement in school programs and activities in support of measurable improvement in student achievement. 1

🔍 G050551

**G4.B1** Parents lack time to participant in activities and events during normal school hours. 2

🔍 B126859

**G4.B1.S1** Extend the hours of the Parent Resource Center and schedule parent workshops outside of the normal school hours and include the availability of multilingual personnel. 4

🔍 S138824

### Strategy Rationale

By extending the hours of the Parent Resource Center we increase access for working parents.

**Action Step 1** 5

Extend the hours of the Parent Resource Center to 7:00am - 4:00pm.

### Person Responsible

John Donohue

### Schedule

### *Evidence of Completion*

Sign in sheets and school website

## Action Step 2  5

Ensure multilingual staff available during all parent meetings and orientations.

### Person Responsible

John Donohue

### Schedule

### *Evidence of Completion*

Sign in sheets, PowerPoint presentations, and Agendas

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

An administrator will attend the parent workshops and activities.

### Person Responsible

John Donohue

### Schedule

On 6/4/2015

### *Evidence of Completion*

Sign in sheets

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

Administrators will monitor the sign in sheets for the Parent Resource center to determine if the extended hours encourage an increase in parental involvement.

### Person Responsible

John Donohue

### Schedule

Quarterly, from 10/8/2014 to 6/4/2015

### *Evidence of Completion*

Sign in sheets

## 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 based on the Gradual Release of Responsibility Model (GRRM) for all content areas. | Larkin, Chandrell | 10/7/2014 | agenda, sign-In sheet, deliveralbles | 10/7/2014 one-time |
| G4.B1.S1.A1 | Extend the hours of the Parent Resource Center to 7:00am - 4:00pm. | Donohue, John | 10/1/2014 | Sign in sheets and school website | one-time |
| G2.B1.S1.A1 | Identify students with 5 absenses | Patrice, Ramon | 8/18/2014 | Documented notification of meeting with parent, student, and counselor | 11/26/2014 daily |
| G3.B1.S1.A1 | Ensure students enrolled in CTE courses participate and pass industry certification exams. | Gonzalez, Christopher | 8/18/2014 | Industry certification Reports | 6/4/2015 annually |
| G4.B1.S1.A2 | Ensure multilingual staff available during all parent meetings and orientations. | Donohue, John | 10/8/2014 | Sign in sheets, PowerPoint presentations, and Agendas | one-time |
| G2.B1.S1.A2 | Administrator and counselor meets with student and parents to discuss attendance | Patrice, Ramon | 8/25/2014 | Documentation in ISIS | 11/26/2014 monthly |
| G1.MA1 | Fall Interim assessment data will be used to monitor the student's progress of student achievement. | Donohue, John | 10/7/2014 | lesson plans, student work samples, teacher data chats, classroom and district assessments | 11/26/2014 one-time |
| G1.B1.S1.MA1 | Monitor the effectiveness of the GRRM primarily focusing on student-centered instruction. | Donohue, John | 10/7/2014 | agenda, sign-in sheets, deliveralbles, lesson plans, walk-through logs and debriefing notes | 11/26/2014 daily |
| G1.B1.S1.MA1 | Monitor the fidelity and effectiveness of the GRRM primarily focusing on student-centered instruction. | Donohue, John | 11/7/1910 | agenda, sign-in sheets, deliveralbles, lesson plans, walk-through logs and debriefing notes | 11/26/2014 weekly |
| G2.MA1 | Review attendance reports daily, weekly, quarterly and yearly to monitor progress toward goal. | Patrice, Ramon | 8/18/2014 | Cognos reports, Daily Attendance Bulletin | 6/5/2015 daily |
| G2.B1.S1.MA1 | Attendance reports will be used to monitor the effectiveness. | Patrice, Ramon | 9/25/2014 | Effective implementation of our action plan and strategies will be evidenced through a decrease in excessive student absences as well as maintained academic performance. | 6/4/2015 weekly |
| G2.B1.S1.MA1 | Verification of attendance reports and documentation of meeting with parents | Patrice, Ramon | 8/25/2014 | Documentation on Student Case Management | 6/4/2015 monthly |
| G3.MA1 | Industry certification reports and enrollment in STEM related classes, clubs and activities will determine progress toward the goal. | Gonzalez, Christopher | 10/10/2014 | industry certification test reports, rosters from STEM related classes, clubs and activities | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | Verification of student enrollment and their progress towards industry certification and participation in STEM related activities, clubs and classes will be the means to monitor effectiveness. | Gonzalez, Christopher | 8/25/2014 | teacher grade book, Industry Certification reports, agendas and rosters from STEM related activities | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | To monitor for fidelity of implementation, CTE class enrollment, satisfactory completion of lessons and meeting qualifications to take the Industry Certification exam will be reviewed. | Gonzalez, Christopher | 8/18/2014 | Industry Certification reports, teacher grade book | 6/4/2015 quarterly |
| G4.MA1 | Administrators will monitor the sign in sheets for the Parent Resource center to determine if the extended hours encourage an increase in parental involvement. | Donohue, John | 10/8/2014 | Sign in sheets | 6/4/2015 quarterly |
| G4.B1.S1.MA1 | Administrators will monitor the sign in sheets for the Parent Resource center to determine if the extended hours encourage an increase in parental involvement. | Donohue, John | 10/8/2014 | Sign in sheets | 6/4/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G4.B1.S1.MA1 | An administrator will attend the parent workshops and activities. | Donohue, John | 10/8/2014 | Sign in sheets | 6/4/2015 one-time |

## 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.** The school's 2014-2015 Content Area Goal, is to increase student achievement by improving core instruction in all content areas.

**G1.B1** The instructional framework focuses primarily on teacher led instruction.

**G1.B1.S1** Across all content areas implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly rigorous literacy tasks.

### PD Opportunity 1

Provide professional development based on the Gradual Release of Responsibility Model (GRRM) for all content areas.

#### Facilitator

Christine Rosario, District Curriculum Support Specialist and Curtis Harris, District Curriculum Support Specialist

#### Participants

All Instructional Staff

#### Schedule

On 10/7/2014

## Technical Assistance Items

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

# Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Goal 1:** The school's 2014-2015 Content Area Goal, is to increase student achievement by improving core instruction in all content areas. | 8,999 |
| **Grand Total** | **8,999** |

| Goal 1: The school's 2014-2015 Content Area Goal, is to increase student achievement by improving core instruction in all content areas. | | |
|---|---|---|
| **Description** | **Source** | **Total** |
| **B1.S1.A1** - after school, AP & IB tutoring | School Improvement Funds | 3,000 |
| **B1.S1.A1** - Turn it in. com | School Improvement Funds | 3,000 |
| **B1.S1.A1** - FSA/EOC Incentives | School Improvement Funds | 2,999 |
| **Total Goal 1** | | **8,999** |