South Miami Senior High School

2014-15 School Improvement Plan

South Miami Senior High School

6856 SW 53RD ST, Miami, FL 33155

http://smsh.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	No	95%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth, and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all our students.

Provide the school's vision statement

Preparing our students to succeed in tomorrow's global community.
South Miami Senior High School is dedicated to student achievement. We work diligently to increase access for parents and students to advanced academic courses. Additionally, we strive to increase SPED student participation in regular education classes, as well as, encourage English Language Learners (ELL) students to take advanced courses. Reading development is another fundamental aspect in ensuring increased student achievement for all students. Emphasis is given to reading across the curriculum for this purpose. South Miami Senior High honors the diversity of our community by working as a team to ensure the educational success of all our students, with integrity, honesty, respect, and fairness.

School Environment

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

Before the beginning of each school year, a student orientation is held and students are taken on a tour of the school. Grade level assemblies are conducted within the first two weeks of school to familiarize students with the school's academic and behavioral goals and plans. New families are welcomed into our school and front office staff makes every attempt to make families feel comfortable and part of the Cobra family.

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

Components that help to develop a safe and positive educational environment at South Miami Senior High include:
* positive teacher student relationships
* a nurturing atmosphere (welcoming classrooms)
* clear and consistent expectations for behavior (Student Code of Conduct Assemblies)
* routines and rituals
* appropriate amounts of structure for specific situations/needs (Counseling, Social Worker, Clubs/ Groups)
* proactive intervention of problems (RtI/MTSS, Teen Court, Alternative to Suspension, Award Assemblies)

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

South Miami Senior High School implements the District's approved Code of Student Conduct for Secondary School manual and is posted on our school's website in English and Spanish. This manual follows the progressive discipline model, the consequences for each level/infraction, and the behaviors and corrective strategies. All corrective strategies used by our school-site administrators are in compliance with School Board rules and policies and are discussed with faculty during faculty meeting and with our students during the grade level assemblies.

South Miami Senior High School has also implemented a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

Our school counselors along with our social worker make unique contributions to a coordinated approach to meet the needs of our students through prevention; barrier identification; evaluation; intervention/treatment; collaboration/consultation; advocacy; and linkages to community resources. We place priority in:

* Promoting a positive school culture or environment that is characterized by positive relationships among faculty, staff and students, a sense of safety, honoring of diversity, and a respect for learning.

* Our clinic provides students with medical resources as well as provide appropriate application materials for the Florida Kidcare insurance program.

* Initiating counseling/educational clubs that meed student needs and facilitated by trained mentor/teachers.

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

There are several data reports that we track and monitor and interventions that we have set in place. We currently:

* Utilize data systems (attendance reports, suspension reports, file download manager, class failures) to identify students who have attendance, behavioral and/or academic concerns.

* Through our attendance committee we create data drive decisions for attendance referrals and interventions.

* Implement the response to intervention model to monitor and assess students.

* Utilize student data to assess the needs of the identified students and the barriers blocking their success. For example: attendance, course failure, college-career planing gaps, etc...

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	116	164	138	130	548
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	148	158	81	23	410
Level 1 on statewide assessment	289	308	0	0	597

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following intervention strategies are implemented to improve the academic performance of students identified by the early warning system:
* Provide opportunities for students and parents to review the Student Code of Conduct.
* Provide opportunities for students to enroll in remediation/tutoring programs.
* Use of data driven technology and instruction.
* Provide opportunities for students to track academic progress towards graduation.
* Provide students with the opportunity to complete the alternative to suspension track and/or Teen Court.
* Provide students with the opportunity to make up missing/failed courses via adult education or Florida Virtual School.
* Implementation of the Gradual Release of Responsibility model.
* Response to Intervention (RtI model)

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/195213.

Description
A PIP has been uploaded for this school or district - see the link above.

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

South Miami Senior High has an integrated focus on academics, youth development, family support, health and social services, and community development . We use partnerships to align school and

community resources in order to produce successful students, stronger families, and an engaged community. We combine a rigorous education with enrichment opportunities, health and mental health services, family support and engagement, adult education, and other support systems.

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
Bonce, Gilberto	Principal
Arango, Milagro	Assistant Principal
Balboa, Anthony	Other
Neilly, Clinton	Assistant Principal
Nicholas, Malcolm	Assistant Principal
Drout, Bronwyn	Teacher, K-12
Alvarez, Christina	Teacher, K-12
Alonso, Marivi	Teacher, K-12
Annone, Maria	Guidance Counselor
Arevalo, Lissette	Teacher, K-12
Aycart, Mercy	Teacher, K-12
Carbajales, Rodolfo	Guidance Counselor
Fernandez, Anna	Psychologist
Fernandez, Bernardina	Teacher, K-12
Fox, Unethia	Teacher, K-12
Garcia, Lourdes	Teacher, K-12
McCrimmon, Edward	Teacher, K-12
Riggins, Marilyn	Teacher, K-12
Truby, Lisa	Attendance/Social Work
Bezold, Patricia	Other

Duties

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

Tier 1 (Leadership Team)
Gilberto Bonce, Principal
Milagro Arango, Assistant Principal of Curriculum
Malcolm Nicholas, Assistant Principal
Clinton Neilly, Assistant Principal
Bronwyn Drout, Reading Coach
Anthony Balboa, School Assessment Coordinator
Rodolfo Carbajales, Student Services Chair

Maria V. Alonso, Reading Department Chairperson
Bernie Fernandez, Special Education Chairperson
Ed McCrimmon, English for Speakers of Other Languages Chairperson
Lourdes Garcia, Gifted Education Coordinator
Lissette Arevalo, School Site Liaison
Unethia Fox, School Site Liaison Alternate
Christina Alvarez, Language Arts Chairperson
Marilyn Riggins, Mathematics Chairperson
Mercy Aycart, Science Chairperson
Patricia Bezold, Program Specialist
Maria Annone, Student Services
Dr. Ana Fernandez, School Psychologist
Lisa Truby, Social Worker
• In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The following members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Gilberto Bonce, Principal
Milagro Arango, Assistant
Malcolm Nicholas, Assistant Principal
Clinton Neilly, Assistant Principal
Bronwyn Drout, Reading Coach
Ed McCrimmon, English for Speakers of Other Languages Chairperson
Lissette Arevalo, School Site Liaison
Unethia Fox, School Site Liaison Alternate
Maria Annone, Student Services
Dr. Ana Fernandez, School Psychologist
Lisa Truby, Social Worker
Tier 3
Members of the MTSS Leadership Team, Tier 2 Team, and parent/guardians make up the Tier 3 SST Problem Solving Team.

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/RtI Leadership Team use the Tier 1 problem solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.
5. Ensure the students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving after each OPM.
Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students that fall under the requirements for Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet these goals. The MTSS Problem solving process is used to carry out, monitor and adjust if necessary, the support areas defined in the SIP.

* Title I, Part A

Services are provided to ensure South Miami Senior High School students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, credit recovery programs, Cobra Saturday Academy and summer school through Southwest Adult Education Center. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. South Miami Senior High School's Leadership Team and Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist 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. 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.

* Title I, Part C- Migrant

South Miami Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

* Title I, Part D

South Miami Senior High receives funds from the district to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

* Title II

South Miami Senior High uses supplemental funds provided through the district for improvement of 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

Services are provided by South Miami Senior High school through ELL district support services to improve the education of immigrant and English Language Learners. Services include tutorial programs, parent outreach activities, professional development, best practices for ESOL teachers, reading and supplementary instructional materials, and materials and hardware/software for the development of language and literacy skills in Reading, Mathematics and Science.

* Title VI, Part B – N/A

* Title X- Homeless

South Miami Senior High social worker provides resources for students and parents such as school

supplies and social services referrals.

* Supplemental Academic Instruction (SAI)

South Miami Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

* Violence Prevention Programs

South Miami Senior High School offers non-violence and anti-drug programs to students that incorporate counseling, peer mediation, and mentoring. Specific programs include: Students Against Destructive Decisions (SADD), Drug Free Youth in Town program (DFYIT), and the South Miami Drug Free Coalition.

* Nutrition Programs

1) South Miami Senior High 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 at South Miami Senior High School.

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

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery purposes.

* Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

* Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

* Job Training - N/A

* Other:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to South Miami Senior High school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement such as Parent Workshops on: Understanding the Parent Portal, Understanding the FCAT, How to apply for college, etc…

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Gilberto D. Bonce	Principal
John Branstetter	Teacher
Anthony Balboa	Teacher
Laura Tompkins	Teacher
Marilyn Riggins	Teacher
Rodolfo Carbajales	Teacher
Keith Astuto	Teacher
Paula Raflowitz	Teacher
Danny Lavandeira	Teacher
Kristen Galeri	Student
Marivi Alonso	Teacher
Humberto Ferre	Education Support Employee
Alejandro Rodriguez	Teacher

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

EESAC was involved in the preparation and evaluation of the School Improvement Plan. The School Improvement Plan was discussed during each monthly meeting and the results of state and district assessments were reviewed and discussed. EESAC provided recommendations and suggestions to determine if there was a need for revision. The mid-year evaluation was conducted and interventions and changes were developed and noted as needed. During the final SAC meeting the committee discussed the effectiveness of the instructional strategies as well as possible improvement steps for the following school year.

Development of this school improvement plan

EESAC is responsible for the final decision making at the school relating to the implementation of the provisions for the annual School Improvement Plan (SIP) and assists in the preparation and evaluation of the SIP. Monthly meetings are held to review student assessment results and determine if the determined strategies are being effective. Development and review of resources that can be allocated through EESAC to assist the school in the implementation of the SIP to meet the academic needs of the students are also discussed and agreed on. The SIP is monitored through out the school year, and any necessary adjustments are made, depending on data trends or needs.

Preparation of the school's annual budget and plan

During the SAC meetings the principal discusses the school budget and direction including school, faculty and student needs. Faculty members, students and parent/community members are invited to every meeting in order to provide suggestions for certain school related expenditures that can increase student achievement.

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

The total of the school improvement funds allocated to our school last year was used as following:
Tutoring - after-school/Saturday Academy $6,000.00
Educational Programs/ Competitions (STEM and CTE) $600.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Recruitment efforts such as parent nights and school functions have taken place in order to gain member representatives from other businesses, community citizens, and parents. Principal will appoint community/business representatives.

Literacy Leadership Team (LLT)

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

Name	Title
Bonce, Gilberto	Principal
Arango, Milagro	Assistant Principal
Balboa, Anthony	Other
Drout, Bronwyn	Teacher, K-12
Alonso, Marivi	Teacher, K-12
Alvarez, Christina	Teacher, K-12
Carbajales, Rodolfo	Guidance Counselor
Garcia, Lourdes	Teacher, K-12
McCrimmon, Edward	Teacher, K-12
Riggins, Marilyn	Teacher, K-12
Aycart, Mercy	Teacher, K-12
Neilly, Clinton	Assistant Principal
Nicholas, Malcolm	Assistant Principal
Galeri, Mary	Teacher, K-12
Bezold, Patricia	Other

Duties

Describe how the LLT promotes literacy within the school

The main focus with the Literacy Leadership Team for the 2014-2015 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that are encouraged to be used are as follows:

* Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum. Introduce the word of the week along with how that word is used/applied across all content areas.
* Introduce a school wide book of the month for all teachers, students, and stakeholders.
* Incorporate the blended curriculum to reflect the common core Florida State standards across the curriculum.
* Increase the student use of Reading Plus program by offering incentives to students.
* Summer Literacy Plans.

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

Three years ago we implemented task force teams within each of the core curriculum strands, the magnet program and our elective courses. These task forces meet during certain times every other week to address focus calendars, grade level curriculum alignment, student data, interventions, and well as school goals. Professional development opportunities are also designed and implemented to meet the needs of the teachers according to our in-house survey and action plan. Research based protocols are utilized to focus the meetings on students' academic needs and how the students might be assessed. Student improvement is monitored and instruction is modified as needed based on the decisions made through collaboration.

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

Person Responsible: Leadership Team
* Develop and encourage professional development in the areas of concentration.
* Establish relationships with state colleges/universities or academic institutions in order to provide advance
degree program information to teachers.
* Provide highly qualified teachers the opportunity to apply for leadership roles within the school.
* Recruitment of highly qualified instructional personnel by means of strategic office interviews.
* Develop and provide mentoring opportunities within their department and across the curriculum.
* Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

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

* Designation of a mentor for each new teacher to the building. New teachers will be paired with a mentor from
the same department for added support.
* Ongoing support from the mentor and administrative team.
* Common meeting times to discuss student/school data, best practices and lesson plans.
* Classroom and peer observations.
The school's mentoring program helps insure that beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

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 teachers at South Miami Senior High School have access to the district pacing guides and are encouraged to use the materials to assist when planning in order to ensure that the Florida Standards are covered.

Departments conduct monthly meetings to plan and discuss what lessons/topics are being covered, which activities are being done, and what materials are being used, in order to share best practices and to make sure that the curriculum is aligned to the Florida Standards. These conversations and learning opportunities promote dialogue that can promote growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

Teachers are encouraged to use data from interim assessments, mini-assessments, and classroom assessments to modify lessons and activities, as well as, provide differentiated instruction based on the identified needs of students. As per our action plans, teachers are encouraged to use the gradual release model in order to provide necessary assistance for students having difficulty attaining proficient or advanced level on state assessment.

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: 2,700

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

Strategy Rationale

Through intensive tutoring on Saturdays students will increase performance mastery on state required assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bonce, Gilberto, pr7721@dadeschools.net

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

The data is collected through bi-weekly mini-assessments in order to monitor whether students are on target with the tested item specifications on each assessment they are being re-mediated/ enriched in.

Strategy: Extended School Day

Minutes added to school year: 240

Teachers will have the opportunity to plan and collaborate by department under the iHEAT program using the Gradual Release program.

Strategy Rationale

Through teacher collaboration, data analysis and increased curriculum rigor students will increase performance on state required assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bonce, Gilberto, pr7721@dadeschools.net

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

The data will be collected through interim and mini-assessments in order to monitor student performance and mastery,

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

Counselors meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year. Students are tracked from the point they enter our school until they graduate to make sure that they are meeting the requirements needed to graduate high school and are taking courses relevant to the education/career field they are pursuing. Through the academies students are tracked through their interests and are teamed by teachers so that a relationship is formed between their academic courses and their applied courses. Our school College Assistance Program (CAP) counselor is also involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirement of the colleges/universities.

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

The CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and University. An academic rush week is held each year during the time of subject selections so that the students have an opportunity to get information about specific courses and speak directly with the teacher teaching the course. This provides students with the ability to fully understand the class requirements and demands before making a decision.
By offering courses that provide students the opportunity to gain industry certification and having students perform community service projects, the school can build relationships and partnerships with local business and community organizations.

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

South Miami Senior High School currently offers a vast array of Industry Certification courses such as the ones listed below to prepare students for careers after high school.
• Culinary Arts
• Computer Networking
• CISCO
• Adobe Photoshop
• Carpentry
Aside from Industry Certification courses, South Miami Senior High School offers twenty-one Advanced Placement courses and four dual enrollment courses through collaboration with Florida International University. We also have magnet programs in; Art & Photography, Television Production, Music and Computer Science & Technology.

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

We currently have five educational program academies. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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 following are the strategies that will be implemented to improve student readiness:
• Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SAT's, ACT's and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
• Increase number and percentage of high school students graduating with industry certification.
• Increase student participation and performance in Advanced Placement (AP) and dual enrollment courses.
• Provide students with Saturday and after-school tutoring to increase assessment results.
• Provide students with mock AP exams and reviews to increase assessment results.
• Increase the number of 9th and 11th graders taking the PSAT to help them prepare for the SAT.
• Increase student participation in honors and gifted courses.
• Increase the number of student academy completers by having meetings with students, conferences if needed and interventions for those students in need.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

G4.   Pleas 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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

G049458

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - African American	53.0
AMO Reading - Hispanic	62.0
AMO Reading - ELL	45.0
AMO Reading - SWD	47.0
AMO Reading - ED	59.0
AMO Math - All Students	55.0
AMO Math - African American	55.0
AMO Math - Hispanic	55.0
AMO Math - ELL	55.0
AMO Math - SWD	47.0
AMO Math - ED	55.0

Resources Available to Support the Goal `2`

- Professional Development, iHEAT, Promethean Board, ThinkGate, Pearson Success, Carnegie Learning, Algebra Nation, Learning Village, Geometer's Sketchpad, Remind 101, Discovery Education, lesson plan format, grade level teams, Common board format, DOK levels, departmental bellringers, Reading Plus, EDGE, Read180, System 44, MyNGconnect.com, Access to NBC Learn, Discovery Education, CPALMS, district pacing guides, model lesson, novels, Explore Learning/GIZMO, Edgenuity, HHMI Video Series, Brain Pop, Promethean Planet/Active Inspire, Textbook resources, Subject Area Task Forces, Edmodo, U.S. History EOC Assessment Test Item Specification, Gateway to U.S. History, Social Studies Task Cards, and Reading Plus.

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of planning and sequencing of rigorous, purposeful and engaging instructional activities.

Plan to Monitor Progress Toward G1. `8`

Consistent monitoring through core disciplines.

Person Responsible
Gilberto Bonce

Schedule
Weekly, from 9/19/2014 to 11/26/2014

Evidence of Completion
Student collaboration, classroom observations, and lesson plans.

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

🔑 G049478

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	20.0
Attendance Below 90% Grade 09	20.0
Attendance Below 90% Grade 10	26.0
Attendance Below 90% Grade 11	25.0
Attendance Below 90% Grade 12	27.0
1+ Absences First 20 Days - Grade 09	16.0
One or More Suspensions	10.0
Level 1 - Grade 09	25.0
Level 1 - Grade 10	56.0

Resources Available to Support the Goal 2

- Attendance Review Committee, Alternative to Suspension Plan, Teen Court, Response to Intervention Team, Attendance & Suspension Report, ConnectEdu, Graduation Tracker, Data Chats, Student Code of Conduct & Grade Level assemblies, Counseling, Home visits and Incentive Programs.

Targeted Barriers to Achieving the Goal 3

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

- Students are not always knowledgeable about classroom rules, school-wide procedure and/or the Code of Student Conduct.

- Students and parents are not familiar with high school graduation requirements.

Plan to Monitor Progress Toward G2. 8

The attendance and academic reports of students will be reviewed throughout the school year to inform students of missing graduation requirements, absences/tardies, and course failures.

Person Responsible
Gilberto Bonce

Schedule
Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion
Student academic reports, progress/report cards, and attendance reports/logs.

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

Targets Supported `1b`   🔑 G049479

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Advanced Placement Coordinator, Dual-Enrollment classes, Advanced Placement Classes, Web Based certification programs, Industry Certification Course Practice Exams and STEM Field trips.

Targeted Barriers to Achieving the Goal `3`

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

- Lack of recruitment of students to advanced math, science, and technology (STEM) courses.

Plan to Monitor Progress Toward G3. `8`

Student Practice Tests, Dual-Enrollment classes, Advanced Placement classes, master schedule, student schedule, PSAT scores, STEM competition and report cards.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Student portfolio, lesson plans, master schedule, student schedules, competition recognition/ awards and the number of students participating, STEM competition awards/recognition's and passing Industry Certification exams.

G4. Pleas see Title I PIP `1a`

Targets Supported `1b`   🔑 G049555

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

🔑 G049458

G1.B1 Limited evidence of planning and sequencing of rigorous, purposeful and engaging instructional activities. 2

🔑 B123704

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

🔑 S135584

Strategy Rationale

To improve collaboration among teachers for planning and the implementation of differentiated instruction and increased rigor within the curriculum.

Action Step 1 5

Introduce the gradual release of responsibility model through professional development workshops at the school to the entire faculty.

Person Responsible

Gilberto Bonce

Schedule

On 10/3/2014

Evidence of Completion

Follow-up assignment (Lesson Plan), Attendance sheet, Gradual Release Powerpoint Presentation, Gradual Release video, and Gradual Release article.

Action Step 2 5

The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student portfolio's, debriefing

Action Step 3 5

The iHEAT Team will provide support for teachers with coaching cycles.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Classroom observations

Action Step 4 5

The iHEAT Team members along with the Promethean Board Educational Consultant will conduct trainings to assist teachers in incorporating the use of technology into their lessons. (Promethean Board)

Person Responsible

Schedule

Evidence of Completion

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

Implementation of the Gradual Release model in classroom activity/lesson for the day and lesson plans.

Person Responsible

Gilberto Bonce

Schedule

Daily, from 9/19/2014 to 10/3/2014

Evidence of Completion

Lesson plans, classroom observations and student portfolio's.

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

Support meetings and modeling through walkthroughs and classroom observations.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 9/19/2014 to 11/26/2014

Evidence of Completion

Classroom walktroughs, follow-up meetings, student collaboration and lesson plans.

G1.B1.S2 Academic Writing 4

S139196

Strategy Rationale

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

Action Step 1 5

Introduce the Gradual Release of Responsibility Model through professional development workshops at the school to the entire faculty. Use of the PD survey to address teacher needs.

Person Responsible

Gilberto Bonce

Schedule

On 9/19/2014

Evidence of Completion

Follow-up assignment (Lesson Plan), Attendance Sheet, GR PowerPoint presentation, GR Video and Gradual Release Article.

Action Step 2 5

The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 9/24/2014 to 5/25/2015

Evidence of Completion

Lesson plans, student portfolio's, debriefing

Action Step 3 [5]

The iHEAT Team will provide support for teacher with coaching cycles.

Person Responsible

Gilberto Bonce

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans, Classroom Observations

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

Implementation of the Gradual Release Model in classroom activity/lesson for the day and lesson plans.

Person Responsible

Gilberto Bonce

Schedule

Daily, from 9/19/2014 to 10/3/2014

Evidence of Completion

Lesson Plans, Classroom Observations and Student Portfolio's.

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

Support meetings and modeling through walkthroughs and classroom observations.

Person Responsible

Gilberto Bonce

Schedule

Weekly, from 9/19/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, Follow-up meetings, Student Collaboration and Lesson Plans.

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

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

G2.B1.S1 Grade level assemblies and orientations for students and parents explaining the District's and our school's attendance policy. 4

Strategy Rationale

Parents and students are unfamiliar with the District's and our school attendance policy. Therefore, the information will be provided to them to assist in decreasing student absences.

Action Step 1 5

Attendance orientation meetings will be provided through grade level assemblies and parent night.

Person Responsible

Gilberto Bonce

Schedule

On 9/26/2014

Evidence of Completion

Sign-in-sheets

Action Step 2 5

On-going monitoring of tardies and absences by administrators and counselors. Warning conferences are held with administrators.

Person Responsible

Gilberto Bonce

Schedule

On 6/4/2015

Evidence of Completion

Attendance bulletin

Action Step 3 `5`

Blackboard Connect phone calls home to alert parent/guardian(s) absence from school.

> **Person Responsible**
>
> Gilberto Bonce
>
> **Schedule**
>
> Daily, from 9/18/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Phone Call Log and Report (Blackboard Connect)

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

Ongoing monitoring by administrators, attendance review committee and counselors of students with excessive absences and tardies.

> **Person Responsible**
>
> Gilberto Bonce
>
> **Schedule**
>
> Daily, from 8/18/2014 to 6/4/2015
>
> ***Evidence of Completion***
>
> Daily attendance bulletin, Attendance reports

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

Attendance meetings with students and attendance contract implementation.

> **Person Responsible**
>
> **Schedule**
>
> Daily, from 8/18/2014 to 6/4/2015
>
> ***Evidence of Completion***
>
> Attendance contract, meeting logs.

G2.B2 Students are not always knowledgeable about classroom rules, school-wide procedure and/or the Code of Student Conduct. 2

B126021

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

S138191

Strategy Rationale

If students know the Code of Student Conduct and the consequences for each disciplinary level, referrals will decrease.

Action Step 1 5

The Code of Student Conduct will be reviewed through grade level assemblies and by administrators. It will also be posted on the school website for student and parent reference.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

District Student Code of Conduct Acknowledgement letter signed by both student and parent. Sign-in sheets.

Action Step 2 5

Biweekly monitoring of referrals and progressive discipline.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

Disciplinary referrals, parent contact logs, response to intervention logs and suspension reports.

Action Step 3 `5`

Records of progressive discipline by teachers and administrators.

Person Responsible

Gilberto Bonce

Schedule

On 5/29/2015

Evidence of Completion

Suspension reports.

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

Monitoring of referrals and notification to parents.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

Disciplinary referrals, Parent contact logs, Indoor & Outdoor Control D suspension reports.

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

Review of suspension reports to monitor student discipline.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

Suspension reports, disciplinary reports

G2.B3 Students and parents are not familiar with high school graduation requirements. 2

🔑 B127243

G2.B3.S1 Academic advising sessions will be held several times throughout the school year to at-risk students. 4

🔑 S139292

Strategy Rationale

Academic plans will result in increased student achievement and decrease failures rates.

Action Step 1 5

Counselors will meet with at-risk students to discuss academic progress.

Person Responsible

Gilberto Bonce

Schedule

Quarterly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Report cards, Failure reports, conference logs

Action Step 2 5

Counselors will contact parents and discuss academic track and resolutions.

Person Responsible

Gilberto Bonce

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Report cards, telephone logs, documentation of conference.

Action Step 3 `5`

Administrators will meet with at-risk students to provide interventions.

Person Responsible

Gilberto Bonce

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Conference/meeting documentation.

Action Step 4 `5`

Provide tutoring opportunities to at-risk students and students not meeting proficiency.

Person Responsible

Gilberto Bonce

Schedule

On 6/4/2015

Evidence of Completion

Tutoring attendance logs, Pull-in/Push-out logs

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

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

Person Responsible

Gilberto Bonce

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Progress/Report cards, conference logs/documentation

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

Administrators, Teachers, and counselors should monitor and provide interventions (RtI model).

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

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

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

🔍 G049479

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

🔍 B126026

G3.B1.S1 Tutoring and re-testing opportunities for their Industry Certification Exams. `4`

🔍 S137911

Strategy Rationale

If students have the opportunity to practice and receive tutoring specific to their industry certification exam they are more likely to achieve passing scores.

Action Step 1 `5`

CTE practice test with appropriate feedback and remediation/tutoring in their class.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Practice Tests, Student Work Product

Action Step 2 `5`

Provide tutoring to students after-school for CTE Exams.

Person Responsible

Gilberto Bonce

Schedule

Biweekly, from 12/8/2014 to 5/29/2015

Evidence of Completion

Practice Test, Attendance Log

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

Practice Tests, Mini-Reviews and tutorials.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Student work products, practice tests, tutoring/remediation log

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

Practice tests and Tutoring

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Practice Tests and artifacts

G3.B2 Lack of recruitment of students to advanced math, science, and technology (STEM) courses. `2`

`B126570`

G3.B2.S1 Identify students that are eligible for dual enrollment courses and advanced placement courses in Math, Science and Technology. `4`

`S138523`

Strategy Rationale

If eligible students are identified more students can be promoted/recruited for advanced math, science and technology courses.

Action Step 1 `5`

Use PSAT data to recruit students for Dual Enrollment and AP courses.

Person Responsible

Gilberto Bonce

Schedule

Monthly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Report cards, achievement tests, teacher recommendations

Action Step 2 `5`

Provide students with the opportunity to meet with AP and Dual Enrollment teachers through our articulation week.

Person Responsible

Gilberto Bonce

Schedule

Weekly, from 2/2/2015 to 2/27/2015

Evidence of Completion

Recruitment logs/attendance, Student subject selection sheets

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

Conduct recruitment assembly and discuss with students the opportunities and advantages of Dual Enrollment/Advanced Placement courses.

Person Responsible

Gilberto Bonce

Schedule

Annually, from 10/1/2014 to 4/30/2015

Evidence of Completion

Student schedules, report cards, assembly presentation, PSAT scores.

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

Registration of eligible student in Advanced Placement/Dual Enrollment courses.

Person Responsible

Gilberto Bonce

Schedule

On 6/4/2015

Evidence of Completion

Master and student schedules, registration logs at AP/Dual Enrollment articulation week.

G3.B2.S2 Increase participation in STEM related competitions through our math, science and technology courses. 4

🔑 S139797

Strategy Rationale

An increase of participation in STEM related competitions the number will help increase student academic success.

Action Step 1 5

Provide students the ability to participate in STEM-related research competitions.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

Field trip forms, competition registration

Action Step 2 5

Research opportunities for STEM-related hands-on experiences for students at our school.

Person Responsible

Schedule

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

Evidence of Completion

Research log, student attendance/participation log

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

Registration for STEM-related competitions.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

Competition awards/recognition, Participation Logs

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

STEM related competition and hands-on experiences registration.

Person Responsible

Gilberto Bonce

Schedule

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

Evidence of Completion

Competition awards/recognition, student participation logs.

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	Introduce the gradual release of responsibility model through professional development workshops at the school to the entire faculty.	Bonce, Gilberto	9/19/2014	Follow-up assignment (Lesson Plan), Attendance sheet, Gradual Release Powerpoint Presentation, Gradual Release video, and Gradual Release article.	10/3/2014 one-time
G2.B1.S1.A1	Attendance orientation meetings will be provided through grade level assemblies and parent night.	Bonce, Gilberto	9/25/2014	Sign-in-sheets	9/26/2014 one-time
G2.B2.S1.A1	The Code of Student Conduct will be reviewed through grade level assemblies and by administrators. It will also be posted on the school website for student and parent reference.	Bonce, Gilberto	8/18/2014	District Student Code of Conduct Acknowledgement letter signed by both student and parent. Sign-in sheets.	6/4/2015 biweekly
G3.B1.S1.A1	CTE practice test with appropriate feedback and remediation/tutoring in their class.	Bonce, Gilberto	12/1/2014	Practice Tests, Student Work Product	5/29/2015 monthly
G3.B2.S1.A1	Use PSAT data to recruit students for Dual Enrollment and AP courses.	Bonce, Gilberto	8/18/2014	Report cards, achievement tests, teacher recommendations	4/30/2015 monthly
G1.B1.S2.A1	Introduce the Gradual Release of Responsibility Model through professional development workshops at the school to the entire faculty. Use of the PD survey to address teacher needs.	Bonce, Gilberto	9/19/2014	Follow-up assignment (Lesson Plan), Attendance Sheet, GR PowerPoint presentation, GR Video and Gradual Release Article.	9/19/2014 one-time
G2.B3.S1.A1	Counselors will meet with at-risk students to discuss academic progress.	Bonce, Gilberto	9/5/2014	Report cards, Failure reports, conference logs	6/4/2015 quarterly
G3.B2.S2.A1	Provide students the ability to participate in STEM-related research competitions.	Bonce, Gilberto	8/18/2014	Field trip forms, competition registration	6/4/2015 quarterly
G1.B1.S1.A2	The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.	Bonce, Gilberto	9/2/2014	Lesson plans, student portfolio's, debriefing	5/29/2015 monthly
G1.B1.S2.A2	The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.	Bonce, Gilberto	9/24/2014	Lesson plans, student portfolio's, debriefing	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	On-going monitoring of tardies and absences by administrators and counselors. Warning conferences are held with administrators.	Bonce, Gilberto	8/18/2014	Attendance bulletin	6/4/2015 one-time
G2.B2.S1.A2	Biweekly monitoring of referrals and progressive discipline.	Bonce, Gilberto	8/18/2014	Disciplinary referrals, parent contact logs, response to intervention logs and suspension reports.	5/29/2015 biweekly
G2.B3.S1.A2	Counselors will contact parents and discuss academic track and resolutions.	Bonce, Gilberto	9/15/2014	Report cards, telephone logs, documentation of conference.	6/4/2015 biweekly
G3.B1.S1.A2	Provide tutoring to students after-school for CTE Exams.	Bonce, Gilberto	12/8/2014	Practice Test, Attendance Log	5/29/2015 biweekly
G3.B2.S1.A2	Provide students with the opportunity to meet with AP and Dual Enrollment teachers through our articulation week.	Bonce, Gilberto	2/2/2015	Recruitment logs/attendance, Student subject selection sheets	2/27/2015 weekly
G3.B2.S2.A2	Research opportunities for STEM-related hands-on experiences for students at our school.		8/18/2014	Research log, student attendance/ participation log	6/4/2015 quarterly
G1.B1.S1.A3	The iHEAT Team will provide support for teachers with coaching cycles.	Bonce, Gilberto	9/2/2014	Lesson Plans, Classroom observations	5/29/2015 monthly
G1.B1.S2.A3	The iHEAT Team will provide support for teacher with coaching cycles.	Bonce, Gilberto	9/2/2014	Lesson Plans, Classroom Observations	5/29/2015 one-time
G2.B1.S1.A3	Blackboard Connect phone calls home to alert parent/guardian(s) absence from school.	Bonce, Gilberto	9/18/2014	Phone Call Log and Report (Blackboard Connect)	6/5/2015 daily
G2.B2.S1.A3	Records of progressive discipline by teachers and administrators.	Bonce, Gilberto	9/18/2014	Suspension reports.	5/29/2015 one-time
G2.B3.S1.A3	Administrators will meet with at-risk students to provide interventions.	Bonce, Gilberto	9/15/2014	Conference/meeting documentation.	6/4/2015 quarterly
G1.B1.S1.A4	The iHEAT Team members along with the Promethean Board Educational Consultant will conduct trainings to assist teachers in incorporating the use of technology into their lessons. (Promethean Board)			one-time	
G2.B3.S1.A4	Provide tutoring opportunities to at-risk students and students not meeting proficiency.	Bonce, Gilberto	9/2/2014	Tutoring attendance logs, Pull-in/Push-out logs	6/4/2015 one-time
G1.MA1	Consistent monitoring through core disciplines.	Bonce, Gilberto	9/19/2014	Student collaboration, classroom observations, and lesson plans.	11/26/2014 weekly
G1.B1.S1.MA1	Support meetings and modeling through walkthroughs and classroom observations.	Bonce, Gilberto	9/19/2014	Classroom walktroughs, follow-up meetings, student collaboration and lesson plans.	11/26/2014 monthly
G1.B1.S1.MA1	Implementation of the Gradual Release model in classroom activity/lesson for the day and lesson plans.	Bonce, Gilberto	9/19/2014	Lesson plans, classroom observations and student portfolio's.	10/3/2014 daily
G1.B1.S2.MA1	Support meetings and modeling through walkthroughs and classroom observations.	Bonce, Gilberto	9/19/2014	Classroom walkthroughs, Follow-up meetings, Student Collaboration and Lesson Plans.	11/26/2014 weekly
G1.B1.S2.MA1	Implementation of the Gradual Release Model in classroom activity/lesson for the day and lesson plans.	Bonce, Gilberto	9/19/2014	Lesson Plans, Classroom Observations and Student Portfolio's.	10/3/2014 daily
G2.MA1	The attendance and academic reports of students will be reviewed throughout the school year to inform students of missing graduation requirements, absences/tardies, and course failures.	Bonce, Gilberto	8/18/2014	Student academic reports, progress/ report cards, and attendance reports/ logs.	6/4/2015 daily
G2.B1.S1.MA1	Attendance meetings with students and attendance contract implementation.		8/18/2014	Attendance contract, meeting logs.	6/4/2015 daily
G2.B1.S1.MA1	Ongoing monitoring by administrators, attendance review committee and	Bonce, Gilberto	8/18/2014	Daily attendance bulletin, Attendance reports	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	counselors of students with excessive absences and tardies.				
G2.B2.S1.MA1	Review of suspension reports to monitor student discipline.	Bonce, Gilberto	8/18/2014	Suspension reports, disciplinary reports	6/4/2015 weekly
G2.B2.S1.MA1	Monitoring of referrals and notification to parents.	Bonce, Gilberto	8/18/2014	Disciplinary referrals, Parent contact logs, Indoor & Outdoor Control D suspension reports.	6/4/2015 weekly
G2.B3.S1.MA1	Administrators, Teachers, and counselors should monitor and provide interventions (RtI model).	Bonce, Gilberto	9/2/2014	Tutoring sign-in sheets, attendance bulletin, push-in/pull out logs,	6/4/2015 monthly
G2.B3.S1.MA1	Counselors will review and target students who are risk through the Early Warning System.	Bonce, Gilberto	9/2/2014	Progress/Report cards, conference logs/documentation	6/4/2015 biweekly
G3.MA1	Student Practice Tests, Dual-Enrollment classes, Advanced Placement classes, master schedule, student schedule, PSAT scores, STEM competition and report cards.	Bonce, Gilberto	12/1/2014	Student portfolio, lesson plans, master schedule, student schedules, competition recognition/awards and the number of students participating, STEM competition awards/recognition's and passing Industry Certification exams.	5/29/2015 monthly
G3.B1.S1.MA1	Practice tests and Tutoring	Bonce, Gilberto	12/1/2014	Practice Tests and artifacts	5/29/2015 monthly
G3.B1.S1.MA1	Practice Tests, Mini-Reviews and tutorials.	Bonce, Gilberto	12/1/2014	Student work products, practice tests, tutoring/remediation log	5/29/2015 monthly
G3.B2.S1.MA1	Registration of eligible student in Advanced Placement/Dual Enrollment courses.	Bonce, Gilberto	2/1/2015	Master and student schedules, registration logs at AP/Dual Enrollment articulation week.	6/4/2015 one-time
G3.B2.S1.MA1	Conduct recruitment assembly and discuss with students the opportunities and advantages of Dual Enrollment/ Advanced Placement courses.	Bonce, Gilberto	10/1/2014	Student schedules, report cards, assembly presentation, PSAT scores.	4/30/2015 annually
G3.B2.S2.MA1	STEM related competition and hands-on experiences registration.	Bonce, Gilberto	8/18/2014	Competition awards/recognition, student participation logs.	6/4/2015 quarterly
G3.B2.S2.MA1	Registration for STEM-related competitions.	Bonce, Gilberto	8/18/2014	Competition awards/recognition, Participation Logs	6/4/2015 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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of planning and sequencing of rigorous, purposeful and engaging instructional activities.

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Introduce the gradual release of responsibility model through professional development workshops at the school to the entire faculty.

Facilitator

Ms. Millie Arango, Assistant Principal Ms. Browyn Drout, Reading Coach iHEAT Team (Itita Alexander, Steven Redmond, Lisa Pittman)

Participants

Teachers

Schedule

On 10/3/2014

PD Opportunity 2

The iHEAT Team members along with the Promethean Board Educational Consultant will conduct trainings to assist teachers in incorporating the use of technology into their lessons. (Promethean Board)

Facilitator

Ms. Millie Arango Ms. Itita Alexander Mr. Steven Redmond Ms. Lisa Pittman Ms.Elizabeth Lazo

Participants

Teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: We will use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.	6,000
Goal 3: To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.	1,700
Grand Total	**7,700**

Goal 2: We will use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.		
Description	**Source**	**Total**
B3.S1.A4 - Tutoring	School Improvement Funds	6,000
Total Goal 2		**6,000**

Goal 3: To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.		
Description	**Source**	**Total**
B2.S2.A1 - STEM related competition/registration costs	School Improvement Funds	1,200
B2.S2.A2 - Science Lab Fees - Research Hands on Experiences	Other	500
Total Goal 3		**1,700**