Homestead Senior High School

2014-15 School Improvement Plan

Homestead Senior High School

2351 SE 12TH AVE, Homestead, FL 33034

http://homesteadhigh.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	92%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Homestead Senior High School is to prepare students to develop their human potential and intellectual skills by providing a quality, relevant, and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.

Provide the school's vision statement

Homestead Senior High School's vision is to help students develop their talents and intellectual skills to become informed, caring,responsible, and productive citizens of their community, state, nation, and world. It is our mission to prepare students to develop their human potential and intellectual skills by providing a quality, relevant and rigorous education in a safe learning environment so that students will become competitive and participatory citizens in a globalized world.
At Homestead Senior High School, we believe that:
1. All students learn and grow in a safe, disciplined environment.
2. All students have the basic right to quality instruction and education.
3. By adapting instruction to students' abilities and levels, learning styles and interests, students will value their instruction and education.
4. All students can achieve academic excellence.
5. Character building, multicultural sensitivity and global awareness are integral parts of quality curriculum.
6. Academic standards drive classroom instruction, not standardized tests.
7. Teachers adapt their classroom instruction using a variety of learning styles and tools to meet the needs of all students.
8. Our capacity to grow and learn will be enhanced in an environment of trust, collaboration, and interdependence. Working collaboratively
to make data based decisions concerning curriculum and instructional priorities will support our vision, mission, and beliefs.
9. Professionalism in the classroom and throughout the school should guide our behaviors and interactions.
10. Teachers and administrators committed to effective leadership and continuous improvement build a quality school.
Programs are designed to infuse rigor and effective strategies that challenge and evoke active student participation; hence, embracing student individuality. Students are strategically placed in the appropriate programs to maximize student achievement. Homestead Senior High School's curriculum is designed to prepare students to be competitive and marketable in a global and technological world.

School Environment

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

In an effort to increase "Bronco Pride" at Homestead Senior High School all stakeholders have made a concerted effort to build positive relationships between teachers, staff and students. Every day during the change of class the schools Alma Mater is played to instill a sense of pride. The overall appearance of the school has also been a top priority. Murals have been installed depicting students engaged in academic settings as well as sports and club activities. Changes have been made in the

cafeteria that provide students with opportunities to utilize PBS points to play video and board games. A club day was also set up during lunch to provide all students with an opportunity to become involved in extra curricular activities. Our students' cultures are celebrated throughout the year through performances, evening events, bulletin boards and displays. Our Open Mike Poetry Nights provide students with an opportunity to voice their opinions , and feelings.
Additionally, the principal meets with a student advisory group to discuss issues and concerns they have.

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

School leaders have adopted and created clear expectations for maintaining safety.The administration has made significant changes to the building to create a sense of pride, where students feel safe and respected before during and after school. The cafeteria was repainted and new seating was purchased and installed in the main dining facility. A section of the cafeteria is designated as a café for students who earn Positive Behavior Support points. This allows students to sit in the designated area and play video games, board games and socialize with friends. Major hallways have been repainted which includes a bright orange Homestead Pride wall adorned with a new logo. Senior murals that have fallen victim to graffiti have been replaced with portrait replicas that have been restored and commemorated to the respective class with a small plaque. Murals of students who have achieved a level three four or five on District Interim, FCAT and EOC exams have also been added.
A new Dean of Discipline oversees the school's security monitors. The designated assistant principal meets with the Dean of Discipline and security monitors weekly to address security concerns and upcoming events. On the outside of the building trees have been cut down and trimmed to ensure the view of security cameras is not obstructed. Additional security monitors have been hired to ensure student and staff safety during afterschool activities which include clubs, sports and academic tutoring. This effort has greatly assisted security personnel in ensuring that the campus is safe for all stakeholders.
Additionally, all health inspections, as well as fire and emergency evacuation drills are conducted to comply with local and state regulations.

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

The school utilizes a Positive Behavior Support (PBS) coach to assist with implementing the PBS model school wide. The program is designed to reward students for demonstrating positive behavior. All teachers are trained through professional development opportunities conducted at the school. The Districts "Student Code of Conduct" is followed to ensure transparency and equity for all stake holders.

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

School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide and coordinate programs to meet the needs of students as necessary. Three grade level counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. School social workers link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success. The Special Education Department (SPED) offers programs for students including: Varying Exceptionalities, (VE), Emotional Behavior Disorder (EBD), Trainable Mentally Handicapped (TMH), Autism Spectrum Disorder (ASD) and Intellectual

Disabilities (IND) that help meet the needs of its diverse population. Within the SPED department, there is Program Specialist, Department Chairperson, EBD clinician and Behavior Management Teacher (BMT) that work with students to meet their individual needs. Individual Education Plans (IEP's) are reviewed and updated annually. SPED teachers are assigned a case load at the beginning of the school year and complete IEP's with the assistance of the Program Specialist and Department Chairperson.

The school also utilizes a Positive Behavior Support (PBS) coach to assist with implementing the PBS model school wide. The program is designed to reward students for demonstrating positive behavior. Outside agencies that provide student and family assistance include the Migrant Program, Miami-Dade College, Florida International University, College Summit and Diplomas Now, which includes City Year, Communities in School and John Hopkins Talent Development Secondary.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
-The use of PLASCO to track student tardies, referrals, indoor suspensions, outdoor suspensions and absences.
-The use of Positive Behavior Support (PBS)
-Weekly EWI (Early Warning Intervention) meetings facilitated by Diplomas Now.

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	0	0	0	0	
One or more suspensions	375	0	0	0	375
Course failure in ELA or Math	210	180	151	45	586
Level 1 on statewide assessment	237	195	20	0	452

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

City Year and hourly interventions are employed to provide in school and afterschool tutoring for these students. In class tutoring requires the use of differentiated instruction with a tailored curriculum based on student data.The weekly EWI (Early Warning Indicators) meetings and quarterly report card

conferences are used to identify students who are off track academically and also provide strategies that teachers can use to assist these students in getting back on track. Saturday school tutoring and specific intervention technology and software such as Carnegie Learning and GIZMOS are used to enhance and enrich classroom instruction. Student data chats are conducted by the classroom teachers as well as administrator. These data chats allow students to reflect on their progress and commit to ways to continue to improve. The counselors and support staff also assist with providing truancy interventions as well as other social service support.

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/51990.

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

Parents of Homestead Senior are involved in the planning and implementation of the Title I Program and receive an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Homestead Senior
will increase parental engagement/involvement through developing (with on-going parental input) our Title I
School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation
Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and
reporting requirements. Homestead Senior will conduct informal parent surveys to determine the specific needs of our parents, and will schedule subsequent 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. Homestead Senior will complete the Title I Administration Parental Involvement Monthly
School Reports (FM-6914 Rev. 06-08), 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. Emphasis will also be placed on establishing a viable PTSA (Parent Teacher Student Association.
Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as

applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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
Munoz, Guillermo	Principal
Collman, Cadian	Other
Gonzalez, Jeffrey	Assistant Principal
Salomatoff, Beverley	Assistant Principal
Frater, Stacey-Ann	Assistant Principal
Nunez, Andrea	Instructional Coach
Boynton, Catina	Instructional Coach
Hickman-Miller, Patricia	Instructional Coach
Terry, Regina	Instructional Coach
Berkey, Kim	Other
McQueen, Aishia	Other

Duties

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

The school's Vice Principal, Cadian Collman, assists the principal in data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. The Vice Principal also supervises Foreign Language, Social Studies and Physical Science and assists with facilitating common planning. The Vice Principal collaborates with the leadership team to review student data, make instructional decisions and guide the work of the instructional coaches.

The school's Assistant Principals (Jeffrey Gonzalez, Stacey Frater & Beverley Salomatoff) assist the principal by carrying out the vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development is provided to all staff. The assistant principals also supervise ELA, Mathematics, Science, ESOL, Fine Arts and CTE. The Assistant Principals collaborate with the leadership team to review student data, make instructional decisions and guide the work of the instructional coaches.

The Instructional Coach(es) Reading/Math/Science (Nunez/Terry/Hickman-Miller/Boynton) develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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.

Kim Berkey serves as the CAP Adviser and graduation coach. She collaborates with teachers, instructional coaches and all key stakeholders to ensure that students are articulating through high school at an appropriate rate. She guides students in key decision making that will lead to future post-secondary success. The graduation coach also problem solves alongside the leadership team to identify barriers to students graduating and works to implement an action plan to increase graduation rates.

Aishia McQueen serves as the activities director and works alongside the school site leadership team. She collaborates with teachers and students alike to maximize the high school experience by providing cultural activities that help to facilitate and build strong teacher student relationships. She works closely with the leadership team to build strong community partnerships as well as promote and maintain a healthy school culture.

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 school's Principal provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS/RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Title I, Part A

Services are funded to ensure that students requiring additional remediation are assisted through before and

after-school tutoring programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches

develop, lead, and evaluate school core content standards/ programs. They 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, evidencebased

intervention strategies and assist with whole school screening programs that provide early intervening services for children to be considered "at risk". They 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. Homestead Senior houses

a Migrant Program that assists highly- transient students with support services, including academic, personal, social, career-counseling and behavioral services. Additionally, our Community Involvement Specialist (CIS) coordinates parental programs geared towards helping parents develop literacy-supportive

homes, address attendance issues, and help students with the FCAT. The CIS also conducts home visits to

address attendance concerns. Homestead Senior also works closely with South Dade Adult Education Center

to provide adult education courses to students who are in need of credit recovery. Homestead Senior High
collaborates with South Dade Skills Center to transition students who need academic redirection after
extensive counseling and intervention strategies have taken place.
Title I, Part C- Migrant
Homestead 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.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated
with the 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 following programs are provided for ELL and immigrant students at Homestead Senior. These services
include tutorial programs, software for the development, language and literacy skills (i.e. Teen Biz), and
reading and supplementary instructional materials.
Title VI, Part B - NA
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for
Homestead Senior High School students identified as homeless under the McKinney-Vento Act to eliminate
barriers for a free and appropriate education.
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
Homestead Senior also has a Youth Crime Watch designed to foster a safe learning environment. The TRUST
Specialist also trains and supervises a core of peer mediators whose goal is to support the resolution of
student conflicts without the use of violence.
Nutrition Programs
1) Homestead Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and 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 Homestead Senior High School students in the
evening based on the senior high school's recommendation. Courses can be taken for credit recovery,
promotion, remediation, or grade forgiveness purposes.
Career and Technical Education
By promoting Career Pathways and Programs of Study students will 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 provides 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 Industry certifications. Readiness for postsecondary will
strengthen with the integration of academic and career technical components and a coherent sequence of
courses. Academy teachers and counselors recruit regular, disadvantaged, and special needs students each
Spring
Job Training
Academy leaders will be meeting with industry leaders in their respective fields to identify job training
opportunities in their pertinent careers. These job training opportunities will expose students to industry related
objectives, requirements, and the expectations of the job (i.e. dressing for success, interviewing, etc.).
Other
Parents of Homestead Senior will be involved in the planning and implementation of the Title I Program and
will receive an open invitation to our school's Parent Resource Center in order to inform parents regarding
available programs, their rights under No Child Left Behind and other referral services. Homestead Senior will
increase parental engagement/involvement through developing (with on-going parental input) our Title I
School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation
Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and
reporting requirements. Homestead Senior will conduct informal parent surveys to determine the specific
needs of our parents, and will schedule subsequent 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. Homestead Senior will complete the Title I Administration Parental Involvement Monthly
School Reports (FM-6914 Rev. 06-08), 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.
Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as
applicable. Additional academic and support services will be provided to students and families of the Migrant
population as applicable.
School Improvement Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative
in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing
data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial
tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS.
Additionally, Title I School Improvement Grant/Funds support funding and assistance to schools in
Differentiated Accountability based on need.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Guillermo Munoz	Principal
Cadian Collman	Principal
Tameyla Moore	Teacher
Lanette Pope	Teacher
Kay Rosendahl	Teacher
Linda Sorhaindo	Teacher
Wendy Molina	Teacher
Carolyn Givens	Education Support Employee
Rickey Smith	Education Support Employee
Orlando Martinez-Fortun	Business/Community
James Watson	Business/Community
Novelle McNeil	Parent
Regina Grayson	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

Utilizing the 8-Step Planning and Problem Solving model the EESAC made adjustments throughout the 2013-2014 school year to the School Improvement Plan (SIP). Mid year adjustments saw a decrease in the number of school wide goals. Monthly meetings provided all stakeholder with an opportunity to review the SIP and provide financial assistance to teachers and programs designed to assist student academic performance.

Development of this school improvement plan

The School Advisory Council, for the 2014-2015 school year assisted in the writing and review of suggested modifications by program areas. Memebers of the SAC worked with their respective departments in the creation of strategies designed to address deficiencies and improve academic performance. The committee will meet during our scheduled EESAC meetings to monitor and update strategies as needed throughout the school year to ensure compliance.

Preparation of the school's annual budget and plan

School Improvement funds will be utilized as requests are submitted to the ESSAC committee for consideration. The committee will review each proposal and determine the monetary amount to be allocated. All stakeholders will receive training on the submission of requests

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

School Improvement funds were utilized as requests were submitted to the ESSAC committee for consideration. The committee reviewed each proposal and determined the monetary amount to be allocated. The Principal Mr. Munoz requested that $2,999.00 be allocated for student incentives. All allocated funds were used appropriately and monitored by the EESAC. The following allocations were approved:
Mr. Munoz JV5134 2,999.00
Literacy Department 500.00
Speech and Debate Club 780.00
PBS 2,000.00
Math and Science Department 2,000.00
ESE Algebra I 580.00
Literacy Department 825.00
Special Olympics 700.00
Economics Classes 380.00
Academy of Hospitality&Tourism 500.00

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
Munoz, Guillermo	Principal
Collman, Cadian	Other
Frater, Stacey-Ann	Assistant Principal
Gonzalez, Jeffrey	Assistant Principal
Berkey, Kim	Other
Dominguez, Maria	Teacher, K-12
Hickman-Miller, Patricia	Instructional Coach
Nunez, Andrea	Instructional Coach
Boynton, Catina	Instructional Coach
Terry, Regina	Instructional Coach
Bos, Aaron	Teacher, K-12
North, Hannah	Teacher, K-12
Wilcox, Eddie	Teacher, K-12
Salomatoff, Beverley	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This year the team hopes to increase parental involvement as it pertains to literacy. This will be done by hosting a series of Literacy Nights for parents and students. Last year, the school hosted a PI Night- that provided parents with a closer look at the EOCs and Reading FCAT requirements and support their students need at home in order to be successful.

A school-wide push this year is to increase the amount of nonfiction text that is being read by the students. In addition, the team plans to work to increase independent reading across the curriculum. This will be monitored through the Accelerated Reader program. The team also plans to increase cross curricula planning and infusion of specific literacy strategies school-wide.

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

Common planning time is provided weekly for teachers to collaborate on comprehensive lesson planning. District pacing guides and the Instructional Focus Calendar are used to assist teachers with their planning. Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Academic coaches and assistant principals help facilitate the common planning process to ensure that the lessons developed by teachers are aligned to benchmark objectives and yield rigorous end products to monitor student comprehension. The schools teacher mentoring program also provides teachers with an opportunity to collaborate and build positive working relationships.

Additionally, school wide professional development sessions provide teachers from different disciplines with an opportunity to collaborate and share best practices. Teacher leaders/master teachers are usually selected to provide specific professional development for their peers. The lesson study process and professional learning communities also help to foster positive working relationships between teachers.

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

1.Establishing a mentor/mentee program partnering a novice teacher with a experienced teacher within the same department. Ms. Wendy Molina Social Studies Department Chairperson oversees the program and meets with the mentees/mentors on a regular basis.
2.Provide professional development (PD)opportunities that assists highly qualified teachers with deepening their content knowledge. Professionals will have an opportunity to attend District and school based PD within their curricular area(s). These PDs are either offered through the district or coordinated in-house by the PD liaison.
3. In an effort to retain highly qualified teachers In-house support networks, including collaborative planning, lesson study groups and professional learning communities will be offered. These are coordinated schoolwide or department specific with the guidance of the instructional coaches and assistant principals.

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

At Homestead Senior High we have established a mentor/mentee program partnering novice teachers with experienced teachers within the same department. Ms. Wendy Molina Social Studies Department Chairperson oversees the program and meets with the mentees/mentors on a regular basis. At the beginning of the school year novice teachers are paired with their mentor teacher and attend a meet and greet session. At this session novice teachers receive instruction on utilizing grade book, attendance procedures and basic instructional strategies. Mentors continue to meet with their novice teachers on a bi-weekly basis to discuss classroom strategies and school wide curriculum initiatives. Release time is provided for both the mentor and mentee for classroom observations, feedback, coaching and planning. Assistant Principals assist with monitoring compliance and maintain appropriate documentation to ensure novice teachers are afforded quality assistance in becoming highly qualified instructors. All mentors are MINT certified.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school's core instructional programs are aligned to the Florida Standards through the alignment and use of state and district instructional pacing guides, core texts, instructional routines and frameworks. Literacy courses and objectives are in compliance with the state's Comprehensive Research-Based Reading Plan (CRRP). Fidelity to these models are maintained through administrative walkthroughs and feedback, department and faculty meetings, professional development and strategic coaching and common planning.

Instructional Strategies

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

The school uses District Interim assessments, FAIR-FS, teacher generated assessments as well as data derived from computer software to monitor student progress throughout the school year. School personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment. As part of the ETO guidelines, the school participates in Instructional Reviews designed to

monitor progress. Implementation Plans are developed with Curriculum Support Specialists and the leadership team. Plans address the action steps that will be implemented to address identified strategies.

Data points were utilized in the creation of the master schedule to target students needing additional support. City Year corp members and hourly interventionists are utilized in reading and mathematics classrooms to assist with differentiating instruction to ensure learner success. Instructional staff also use data to modify lesson plans, incorporate scaffolding and plan appropriately for differentiated instruction.

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

Strategy: Extended School Day

Minutes added to school year: 11,580

Students are afforded the opportunity to retake courses that they were unsuccessful in by participating in night school and summer school. In addition, students are provided an opportunity to receive remediation and enrichment during Saturday school and after school tutorial sessions. These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists.

Strategy Rationale

These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists.Current student data is used to develop the lesson plan objectives and the targeted area of support. In addition, instructional coaches provide training and modeling of specific best practices to interventionists and teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Frater, Stacey-Ann, sfrater@dadeschools.net

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

Data includes mini in class assessments as well as quarterly district exams. Using the data chat process, all stakeholders are able to determine whether or not students are making progress and devise a plan for further enrichment or remediation. The effectiveness of the intervention materials are also discussed.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The following strategies are utilized to assist incoming cohorts of students:
-Students are placed in a Freshman Experience class (this class is designed to orient students to the requirements of high school and equip them with tools that aid them in navigating successfully through high school)

-Students and parents attend a ninth grade orientation meeting prior to the opening of school
- Report card conferences are held with community members which are designed to mentor students and assist in the transition to high school to ensure success.
- Counselors visit classrooms and explain the graduation requirements and programs available
The following strategies are utilized to assist outgoing cohorts of students:
-Students meet with their respective counselor to determine if all graduation requirements have been met
- the graduation coach meets with all students
-The cap advisor works with students to ensure ACT, SAT testing has been completed
-College Summit program is infused in Economics and Government classes
-FASFA Nights are held to assist students with college applications and funding.
-College Fairs are held at the school site as well as district sponsored events
- Collaboration with South Dade Education Center to provide school to work options
-Visits to local colleges

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 school site counselors visit every class to complete the articulation process. During this time, students learn their options and are guided as to the path they are to take to complete high school. In addition, the school hosts a career fair as well as a college fair and also provides students with an opportunity to tour local colleges. Students also have full access to a guidance counselor as well as a graduation coach.

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

The school offers several academic tracks that lead to industry certification. This allows students to navigate through high school with a plan of either entering the work force or attending college. There are also several course offerings in Dual Enrollment and Advance Placement that allows students to leave high school with college course credits. Students are also taking specific course strands in various academies that can be transferred to the post secondary level.

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

Students in their fourth year of high school are placed in College Summit courses (Addressing Reading & Math) that provide direct instruction on college entrance exams, college entry criteria and preparation for post secondary courses and requirements. In addition, core classes also provide students with an opportunity to engage in analytical writing. There is also a graduation coach/college advisor on site to provide various workshops on college and career readiness.

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

Utilizing the most recent High School Feedback Report for Homestead Senior High School the following strategies will be incorporated to improve student readiness for the public postsecondary level:
create retake classes to provide additional support for students to pass the FCAT
increase the number of graduates who complete a college prep curriculum (College Summit)
increase the percentage of graduates who complete at least one dual enrollment course
work with the testing chairperson and cap advisor to offer the PSAT for ninth and tenth graders
increase the percentage of students scoring at or above college level cut scores in mathematics by

providing rigorous instruction ,tutoring and enrichment opportunities
utilize the graduation coach and CAP advisor to increase student participation in postsecondary
institutions

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.   If all instructional teachers use research based best practices such as gradual release and explicit instruction to execute lessons, then we will increase student achievement by improving core instruction in all content areas.

G2.   If the EWS is used to identify and provide support and intervention for at-risk students then student achievement will increase.

G3.   If instruction in STEM and CTE courses reflect the learning expectations of the new standards, then we will increase student achievement by improving core instruction in all content areas and prepare students to be college and career ready.

G4.   See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all instructional teachers use research based best practices such as gradual release and explicit instruction to execute lessons, then we will increase student achievement by improving core instruction in all content areas. 1a

G047351

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	49.0
AMO Reading - All Students	50.0
Bio I EOC Pass	65.0

Resources Available to Support the Goal 2

- Instructional Coaches Administration Common Planning Process Professional Development Supplemental Materials Core texts Technology (tablets) Curriculum Support Specialist (CSS); Instructional Supervisor (IS); Assistant Principal; McGraw-Hill Supplemental Algebra Resources; Carnegie Cognitive Tutor Program; Item Specifications; District Pacing Guides; ETO Unit Plans; Core Textbooks and Online Resources; Promethean Technology; Double-Dose Classes for Non-Proficient Students primary source text, secondary source text, textbook resources, stimulus, graphic organizers, student-centered reading strategies, DBQ's, Discovery Learning.

Targeted Barriers to Achieving the Goal 3

- Limited content knowledge with regards to the planning and execution of research based best practices.

Plan to Monitor Progress Toward G1. 8

Teacher/Administrative Data Chats

Person Responsible
Stacey-Ann Frater

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

Evidence of Completion
Data chat logs Individual student/teacher/school data reports Student Work Folders Interim Assessment data EOC data FSA data

G2. If the EWS is used to identify and provide support and intervention for at-risk students then student achievement will increase. `1a`

🔍 G049413

Targets Supported `1b`

Indicator	Annual Target
Students in ninth grade exhibiting two or more EWS indicators	
Students in tenth grade exhibiting two or more EWS indicators	
Students in eleventh grade exhibiting two or more EWS indicators	
Attendance Below 90% Grade 12	

Resources Available to Support the Goal `2`

- Positive Behavior System (PBS) Dean of Discipline Schoolwide Attendance incentives School Resource officers Diplomas Now Truancy Liaison Adminstration

Targeted Barriers to Achieving the Goal `3`

- The inconsistent implementation of the PBS system to get at risk students back on track

Plan to Monitor Progress Toward G2. `8`

Leadership Team and PBS Team data chats

Person Responsible

Jeffrey Gonzalez

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Data chat logs Individual student/teacher/school data reports (Suspension rates (in door and out door) Issuance of PBS points (by teacher/student/schoolwide)

G3. If instruction in STEM and CTE courses reflect the learning expectations of the new standards, then we will increase student achievement by improving core instruction in all content areas and prepare students to be college and career ready. `1a`

Targets Supported `1b`

G050097

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Instructional Coaches Administration Tablets Discovery Learning My Big Campus One Note Common Planning Process Professional Development

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of the infusion of technology and research based best practices in classroom instruction

Plan to Monitor Progress Toward G3. `8`

Student Interim Data
Technology usage report data
Usage reports for labs
Student certification test data

Person Responsible

Beverley Salomatoff

Schedule

On 6/5/2015

Evidence of Completion

Coaches logs and calendar Administrative walkthoughs and follow up with teachers Teachers lesson plans Student data in STEM and CTE classes Monitoring of computer technology being used

G4. See Title I PIP 1a

G047349

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	49.0
AMO Reading - All Students	50.0
Bio I EOC Pass	65.0

Resources Available to Support the Goal 2

- School site leadership team Parents Community Partners Teachers Administrative Team

Targeted Barriers to Achieving the Goal 3

- The need to establish a viable PTSA

Plan to Monitor Progress Toward G4. 8

Review of the initiatives that are planned and executed
Review of parent sign sheets and logs

Person Responsible
Cadian Collman

Schedule
Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion
Increase numbers of parents that attend school planned events Increase numbers of parent/ teacher contact that is made

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. If all instructional teachers use research based best practices such as gradual release and explicit instruction to execute lessons, then we will increase student achievement by improving core instruction in all content areas. 1

🔑 G047351

G1.B1 Limited content knowledge with regards to the planning and execution of research based best practices. 2

🔑 B117900

G1.B1.S2 Provide professional development to build teachers content knowledge of various research based best practices. 4

🔑 S137262

Strategy Rationale

Teachers content knowledge has to be developed so that they can have a bank of resources to use.

Action Step 1 5

Schedule schoolwide professional development activities

Person Responsible

Stacey-Ann Frater

Schedule

On 8/18/2014

Evidence of Completion

The PD calendars

Action Step 2 `5`

Provide professional development

Person Responsible

Stacey-Ann Frater

Schedule

Monthly, from 9/25/2014 to 5/14/2015

Evidence of Completion

PD Agenda, sign in sheet, final products

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

Administrative attendance to the various PDs

Person Responsible

Stacey-Ann Frater

Schedule

Monthly, from 9/25/2014 to 5/14/2015

Evidence of Completion

Coaches logs and calendars PD sign in sheets Teacher created artifacts

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

Purposeful administrative walkthroughs
Leadership Team meeting debriefs
Coaches Meeting debriefs

Person Responsible

Stacey-Ann Frater

Schedule

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

Evidence of Completion

Review of student performance data, writing end products, student work folders, informal and formal data

G2. If the EWS is used to identify and provide support and intervention for at-risk students then student achievement will increase. [1]

<div style="text-align:right">🔑 G049413</div>

G2.B2 The inconsistent implementation of the PBS system to get at risk students back on track [2]

<div style="text-align:right">🔑 B125401</div>

G2.B2.S1 Establish a PBS team that is responsible for overseeing the implementation of the PBS system and the monitoring and tracking of at-risk students. [4]

<div style="text-align:right">🔑 S137322</div>

Strategy Rationale

In order for the plan to be effective, there needs to be a point person(s) who is responsible for the execution of the initiatives and the monitoring of the at-risk data.

Action Step 1 [5]

Create A PBS Team

Person Responsible

Jeffrey Gonzalez

Schedule

On 9/2/2014

Evidence of Completion

PBS Team Roster

Action Step 2 [5]

Schedule Meetings for the team.

Person Responsible

Jeffrey Gonzalez

Schedule

On 9/2/2014

Evidence of Completion

PBS Team Meeting Schedule

Action Step 3 `5`

Hold Monthly Meeting with the team.

Person Responsible

Jeffrey Gonzalez

Schedule

Monthly, from 9/25/2014 to 4/30/2015

Evidence of Completion

Meeting Agendas and sign in sheets.

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

Administrative attendance in all meetings

Person Responsible

Jeffrey Gonzalez

Schedule

Monthly, from 9/25/2014 to 4/30/2015

Evidence of Completion

Sign in sheets Action plan derived from meeting

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

Leadership Team meeting debriefs
PBS Team Meeting debriefs

Person Responsible

Jeffrey Gonzalez

Schedule

Monthly, from 9/25/2014 to 4/30/2015

Evidence of Completion

Review of monthly discipline incidents via teacher referrals, review of PBS Points being issued using PLASCO.

G3. If instruction in STEM and CTE courses reflect the learning expectations of the new standards, then we will increase student achievement by improving core instruction in all content areas and prepare students to be college and career ready. 1

G050097

G3.B1 Limited evidence of the infusion of technology and research based best practices in classroom instruction 2

B125479

G3.B1.S1 Provide Professional development on the infusion of technology and research based best practices to enhance academic instruction in CTE classes. 4

S137364

Strategy Rationale

The new standards require students to be proficient in computer literacy.

Action Step 1 5

Schedule Schoolwide Professional Development activities that address technology integration.

Person Responsible

Beverley Salomatoff

Schedule

On 9/2/2014

Evidence of Completion

PD Calendar

Action Step 2 5

Provide Professional Development on technology integration in CTE classes

Person Responsible

Beverley Salomatoff

Schedule

Monthly, from 9/25/2014 to 4/30/2015

Evidence of Completion

PD Agenda, sign in sheet, lesson plans, PD artifacts

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

Administration in attendance at all PDs.

Person Responsible

Beverley Salomatoff

Schedule

Monthly, from 9/25/2014 to 4/30/2015

Evidence of Completion

Coaches logs and calendars PD sign in sheets Teacher created artifacts Teacher lesson plans

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

Purposeful administrative walkthroughs
Leadership Team meeting debriefs
Coaches Meeting debriefs

Person Responsible

Beverley Salomatoff

Schedule

Weekly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Lab sign up sheets, computer technology usage reports,

G4. See Title I PIP [1]

G047349

G4.B1 The need to establish a viable PTSA [2]

B117897

G4.B1.S1 Establish an active PTSA [4]

S129659

Strategy Rationale

This will enable the school to communicate and collaborate effectively with parents

Action Step 1 [5]

Establishing an active PTSA

Person Responsible

Cadian Collman

Schedule

On 9/2/2014

Evidence of Completion

Agenda/Sign In Sheets

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

Attendance of all stakeholders to PTSA meetings

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Agendas Calendars of events Sign in Sheets

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

Leadership Team Meeting Debriefs
PTSA Team debriefs

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Review of the initiatives that are planned and executed Review of parent sign sheets and 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
G4.B1.S1.A1	Establishing an active PTSA	Collman, Cadian	9/2/2014	Agenda/Sign In Sheets	9/2/2014 one-time
G2.B2.S1.A1	Create A PBS Team	Gonzalez, Jeffrey	9/2/2014	PBS Team Roster	9/2/2014 one-time
G3.B1.S1.A1	Schedule Schoolwide Professional Development activities that address technology integration.	Salomatoff, Beverley	9/2/2014	PD Calendar	9/2/2014 one-time
G1.B1.S2.A1	Schedule schoolwide professional development activities	Frater, Stacey-Ann	8/18/2014	The PD calendars	8/18/2014 one-time
G1.B1.S2.A2	Provide professional development	Frater, Stacey-Ann	9/25/2014	PD Agenda, sign in sheet, final products	5/14/2015 monthly
G3.B1.S1.A2	Provide Professional Development on technology integration in CTE classes	Salomatoff, Beverley	9/25/2014	PD Agenda, sign in sheet, lesson plans, PD artifacts	4/30/2015 monthly
G2.B2.S1.A2	Schedule Meetings for the team.	Gonzalez, Jeffrey	9/2/2014	PBS Team Meeting Schedule	9/2/2014 one-time
G2.B2.S1.A3	Hold Monthly Meeting with the team.	Gonzalez, Jeffrey	9/25/2014	Meeting Agendas and sign in sheets.	4/30/2015 monthly
G1.MA1	Teacher/Administrative Data Chats	Frater, Stacey-Ann	9/1/2014	Data chat logs Individual student/teacher/school data reports Student Work Folders Interim Assessment data EOC data FSA data	6/5/2015 monthly
G1.B1.S2.MA1	Purposeful administrative walkthroughs Leadership Team meeting debriefs Coaches Meeting debriefs	Frater, Stacey-Ann	8/18/2014	Review of student performance data, writing end products, student work folders, informal and formal data	6/5/2015 weekly
G1.B1.S2.MA1	Administrative attendance to the various PDs	Frater, Stacey-Ann	9/25/2014	Coaches logs and calendars PD sign in sheets Teacher created artifacts	5/14/2015 monthly
G2.MA1	Leadership Team and PBS Team data chats	Gonzalez, Jeffrey	9/25/2014	Data chat logs Individual student/teacher/school data reports (Suspension rates (in door and out door) Issuance of PBS points (by teacher/student/schoolwide)	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Leadership Team meeting debriefs PBS Team Meeting debriefs	Gonzalez, Jeffrey	9/25/2014	Review of monthly discipline incidents via teacher referrals, review of PBS Points being issued using PLASCO.	4/30/2015 monthly
G2.B2.S1.MA1	Administrative attendance in all meetings	Gonzalez, Jeffrey	9/25/2014	Sign in sheets Action plan derived from meeting	4/30/2015 monthly
G3.MA1	Student Interim Data Technology usage report data Usage reports for labs Student certification test data	Salomatoff, Beverley	9/2/2014	Coaches logs and calendar Administrative walkthoughs and follow up with teachers Teachers lesson plans Student data in STEM and CTE classes Monitoring of computer technology being used	6/5/2015 one-time
G3.B1.S1.MA1	Purposeful administrative walkthroughs Leadership Team meeting debriefs Coaches Meeting debriefs	Salomatoff, Beverley	9/25/2014	Lab sign up sheets, computer technology usage reports,	6/5/2015 weekly
G3.B1.S1.MA1	Administration in attendance at all PDs.	Salomatoff, Beverley	9/25/2014	Coaches logs and calendars PD sign in sheets Teacher created artifacts Teacher lesson plans	4/30/2015 monthly
G4.MA1	Review of the initiatives that are planned and executed Review of parent sign sheets and logs	Collman, Cadian	9/2/2014	Increase numbers of parents that attend school planned events Increase numbers of parent/teacher contact that is made	6/5/2015 monthly
G4.B1.S1.MA1	Leadership Team Meeting Debriefs PTSA Team debriefs	Collman, Cadian	9/2/2014	Review of the initiatives that are planned and executed Review of parent sign sheets and logs	6/5/2015 monthly
G4.B1.S1.MA1	Attendance of all stakeholders to PTSA meetings	Collman, Cadian	9/2/2014	Agendas Calendars of events Sign in Sheets	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all instructional teachers use research based best practices such as gradual release and explicit instruction to execute lessons, then we will increase student achievement by improving core instruction in all content areas.

G1.B1 Limited content knowledge with regards to the planning and execution of research based best practices.

G1.B1.S2 Provide professional development to build teachers content knowledge of various research based best practices.

PD Opportunity 1

Provide professional development

Facilitator

Instructional Coaches, Master Teachers

Participants

All Instructional Staff

Schedule

Monthly, from 9/25/2014 to 5/14/2015

G2. If the EWS is used to identify and provide support and intervention for at-risk students then student achievement will increase.

G2.B2 The inconsistent implementation of the PBS system to get at risk students back on track

G2.B2.S1 Establish a PBS team that is responsible for overseeing the implementation of the PBS system and the monitoring and tracking of at-risk students.

PD Opportunity 1

Hold Monthly Meeting with the team.

Facilitator

PBS Coach, Dean of Discipline

Participants

All Faculty and Staff

Schedule

Monthly, from 9/25/2014 to 4/30/2015

G3. If instruction in STEM and CTE courses reflect the learning expectations of the new standards, then we will increase student achievement by improving core instruction in all content areas and prepare students to be college and career ready.

G3.B1 Limited evidence of the infusion of technology and research based best practices in classroom instruction

G3.B1.S1 Provide Professional development on the infusion of technology and research based best practices to enhance academic instruction in CTE classes.

PD Opportunity 1

Schedule Schoolwide Professional Development activities that address technology integration.

Facilitator

Master Teacher PD Liaison Instructional Coaches

Participants

All Instructional Staff

Schedule

On 9/2/2014

PD Opportunity 2

Provide Professional Development on technology integration in CTE classes

Facilitator

Master Teacher PD Liaison Instructional Coaches

Participants

All Instructional Staff

Schedule

Monthly, from 9/25/2014 to 4/30/2015

G4. See Title I PIP

G4.B1 The need to establish a viable PTSA

G4.B1.S1 Establish an active PTSA

PD Opportunity 1

Establishing an active PTSA

Facilitator

PTSA President, Administrators

Participants

All Staff, Parents, students

Schedule

On 9/2/2014

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: If all instructional teachers use research based best practices such as gradual release and explicit instruction to execute lessons, then we will increase student achievement by improving core instruction in all content areas.	4,000
Goal 2: If the EWS is used to identify and provide support and intervention for at-risk students then student achievement will increase.	2,000
Goal 3: If instruction in STEM and CTE courses reflect the learning expectations of the new standards, then we will increase student achievement by improving core instruction in all content areas and prepare students to be college and career ready.	4,000
Goal 4: See Title I PIP	6,999
Grand Total	**16,999**

Goal 1: If all instructional teachers use research based best practices such as gradual release and explicit instruction to execute lessons, then we will increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S2.A2	Title I Part A	2,000
B2.S1.A1 - Funds to cover substitute teachers during lesson studies.	School Improvement Funds	2,000
Total Goal 1		**4,000**

Goal 2: If the EWS is used to identify and provide support and intervention for at-risk students then student achievement will increase.

Description	Source	Total
B2.S1.A3	School Improvement Funds	2,000
Total Goal 2		**2,000**

Goal 3: If instruction in STEM and CTE courses reflect the learning expectations of the new standards, then we will increase student achievement by improving core instruction in all content areas and prepare students to be college and career ready.

Description	Source	Total
B1.S1.A1	School Improvement Funds	2,000
B1.S1.A2	Title I Part A	2,000
Total Goal 3		**4,000**

Goal 4: See Title I PIP

Description	Source	Total
B1.S1.A1	Title I Part A	2,000
B1.S1.A1	School Improvement Funds	2,000
B1.S1.A1 - ESSAC Funds	Other	2,999
Total Goal 4		**6,999**