

Dr. Michael M. Krop Senior High



2014-15 School Improvement Plan

Dr. Michael M. Krop Senior High

1410 NE 215TH ST, Miami, FL 33179

<http://mkhs.dadeschools.net/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

We educate all students in a safe, nurturing, challenging environment that empowers them to become ethical, well-rounded individuals who are life-long learners and productive members of the global community.

Provide the school's vision statement

Dr. Michael M. Krop Senior High School will become the most respected and successful public high school in Florida by providing students with the essential skills to live healthier and productive lives.

School Environment

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

Dr. Michael M. Krop fosters a positive school culture by promoting a safe and caring environment in which all students feel welcomed, valued, and have a sense of ownership of their school. Through the intellectual climate, all students in every classroom are supported and challenged to do their very best and achieve work of quality, including a rich, rigorous, and engaging curriculum and a powerful pedagogy for teaching it. Relationships are built through the availability of programs, clubs, and activities. They include, but are not limited to: Student Government Association, Heritage Month, Peace JAM, Mix It Up Days, Gay Straight Alliance, Student Voices, Bible Club, Best Buddies, Transitions, Student Staff Fashion Show, etc., where students are free to interact and express personal opinions.

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

Dr. Michael M. Krop promotes an environment where students feel safe and respected by having a buy-in from all stakeholders. As part of our safety procedures, security monitors are equipped with communication devices to ensure contact with one another in case of emergency or to fulfill any contacting needs. Visitors are expected to enter through the main entrance where a security monitor verifies their identification and their purpose for their visit and are given a name tag which identifies them as visitors. All entrances, other than the main entrance, are closed after the school day begins. The doors have an interior push bar so that students may exit the buildings in case of an emergency, yet no one from the outside can enter. These doors meet the fire code standards and expectations of safety regulations. The bus drop off and loading areas are monitored and clearly assigned. All vehicular traffic areas are well organized, monitored, and conducive to maintaining the safety of all stakeholders. Security, staff members, and 120 cameras, that have been installed throughout the building, assist in monitoring at all times, particularly at critical periods in the day where incidents are most likely to occur (i.e. such as arrival, dismissal, change of classes, and lunch times). In regards to educating students and school community on safety issues, the school also has an Anti-Bullying Plan in place that aides in the process of ensuring everyone's well being. Safety at Dr. Michael M. Krop is approached from a preventive perspective and all potential threats to their safety are addressed through one program or another.

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

Communication is clear with all stakeholders regarding the expectations of procedures, as well as consequences, from everyone. There are also conflict resolution programs and discipline committees which handle concerns with students. Students with two or more referrals that would lead to suspension are referred to our Alternate to Suspension program in order to receive information and strategies geared towards making the students more academically successful in school. There is also a Progressive Discipline Plan in place that follows the District guidelines and the Code of Student Conduct.

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 Student Services staff, the SPED Department, as well as a school Social Worker and Psychologist provide individual and group counseling to our students in need. Counselors facilitate SST Meetings for students in need of extra academic support. There is an appointment process by which students can meet with their counselors who diligently work with parents to refer students in need to the appropriate community resources.

Other resources offered to students are the Sexual Minority Liaison, Jewish Community Services, TAP, Student Voices, SADD, Crime Educators, Youth Empowerment Summit, Peer Health Educators, and the Transitions Peer Mentoring Program. Students are nurtured by caring adults who create an atmosphere of sincere support for the students' well-being and academic success.

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

Dr. Michael M. Krop Senior High school utilizes a number of early warning indicators to assist in the identification of students that may be considered "At-Risk." These indicators include, but are not limited to:

- 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 mathematic
- Students that are being retained
- Students that are behind in their Credits
- GPA below 2.0

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	96	109	101	243	549
One or more suspensions	111	111	110	110	442
Course failure in ELA or Math	199	126	83	44	452
Level 1 on statewide assessment	157	116	15	0	288

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	134	203	206	116	659

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

A number of intervention strategies are employed to improve the academic performance of student identified by the Early Warning System and include 1) All Level 1 and 2 students are scheduled into Intensive Reading and/or intensive Mathematics courses in order to assist with benchmark mastery; 2) our lowest 35% in Reading participate in two hours of mandatory pull-out tutoring every week; 3) Saturday Academy tutorials are also available for students to receive remediation in weaker areas; 4) our academic Honor Society students serve as peer tutors to provide assistance to students both before and after school, and 5) assemblies are held for identified At-Risk students where topics pertaining to attendance, behavior, academic success, and graduation requirements are discussed, In addition, efforts are being made to enhance the lines of communication between the school and home in an effort to assist students identified by the Early Warning System. These strategies include: 1) Conferences occur with the Administrator over attendance, students accruing 3 or more absences, and their parent/guardians where information pertaining to excessive absenteeism and its effect on academic success are discussed; 2) Conversations take place between an administrator and a parent/guardian every time a student is suspended; 3) Counselors review Interim Progress Reports, identify students that are failing two or more classes, and have a academic advisement conference with those students and their parents,

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

One of the best measures of a school's success is the level of parental engagement that exists within the school. Although Krop SHS enjoys a higher level of parental involvement than many schools,

there is definitely room for improvement as only 34% of our parents participated in parent engagement opportunities in 2013-2014.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Krop family is enriched by the dedication our stakeholders have towards our students. Our community partners are individuals, businesses or organizations who provide their time, resources or financial support to our schools. Our partners share resources at no cost to the district or individual schools. Krop has over 50 registered volunteers that assist in extra curricular activities, student led breakfast, sponsor fieldtrips and in school functions. Organizations such as Aventura Marketing Council Educational Committee, PTSA, EESAC, Booster Clubs and many more.

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
Allison, Harley	Principal
Clappier, Pamela	Assistant Principal
Jorva, Beatriz	Assistant Principal
Lowe-Smith, Regina	Assistant Principal
Ponkey, Daniel	Assistant Principal
Perez, Margarita	Teacher, K-12
Ferguson, Philicia	Teacher, K-12
Feldman, Alina	Teacher, K-12
Tironi, Marcela	Teacher, K-12
Marino, Maria	Teacher, ESE
Stein, Debra	Teacher, K-12
Buncher, David	Teacher, K-12
Feilich, Gary	Teacher, K-12
Higgins, Connie	Teacher, K-12
Lee, Mary	Teacher, K-12
Rubinowitz, Elissa	Teacher, ESE
Ferreira, Kim	Teacher, ESE
Smith, Ruth	Teacher, ESE
Hafter, Harold	Teacher, K-12
Hemp, Robert	Teacher, Career/Technical
Funcia, Mirtha	Teacher, K-12
Lilavois, Xandra	Teacher, K-12
Morgan, Elizabeth	Teacher, K-12
Manfredi, Sandra	Guidance Counselor

Duties

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

The School Leadership Team is comprised of administrators, counselors, department chairpersons, and our test chairperson. The Team meets quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing and discussing the data, input from each department is solicited in order to refine the strategies being utilized. This ensures that the needs of the students are being addressed as warranted by the most current data.

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 Leadership Team meets quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, input from each department is solicited in order to refine the strategies being utilized. This ensures that the needs of the students are being addressed as warranted by the most current data.

The mission of Dr. Michael M. Krop Senior High School is to educate students in a safe, nurturing, challenging environment that empowers students to become ethical, well-rounded individuals who are life-long learners and productive members of the global community. This mission and the school's vision to become the most respected high school by providing students with the essential skills to live healthier and productive lives manifest themselves through the many programs that are integrated into the school day. The school's violence prevention program, Crime Educators, has been recognized in the District for its work in educating students and parents on the dangers of texting while driving, sexting, and drug and alcohol use. Their work has made a significant impact on the culture in our school. Student members of the program instituted a system where students may anonymously e-mail, text, or call to report crime or other important information to school officials before it was instituted throughout the District. Our Title X Up-Start Homeless Program is one that seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Program assists with the identification, enrollment, attendance, and transportation of homeless students in order to ensure that they are not stigmatized, separated, segregated, or isolated because of their status as homeless. We also provide vision services to qualified students through the Miami Lighthouse / Heiken Children's Vision Program. This Program provides free complete optometric exams conducted at school via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and/or the lenses. Our Adult Education program has been successfully implemented as a means for students to recover credits by retaking failed courses, thereby giving them the opportunity to graduate on-time with their cohort peers. Our CTE program provides opportunities for our students to seek Industry Certification in Adobe Photoshop, Dreamweaver, and Flash; Microsoft Office Certification in Quickbooks and Microsoft Office; and Industry Certification in SERV SAFE. During the 2012-2013 school year, 93% of the students that took a CTE Exam became Industry Certified in one or more of those areas, thus making them more employable and sought after in the global technology marketplace. Job training is another program that we have instituted in order to assist our students become better prepared for success after graduation. This program allows students to work in an approved job for one or two periods each the afternoon and receive credit for the experience that they are gaining as a result of their employment. This opportunity has proven to be invaluable in terms of the employability skills that are learned and the experiences that are provided to the program participants.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Regina Rosenfield	Business/Community
Dawn M. Baglos	Principal
Thomas Lander	Teacher
Yvette Gittens	Teacher
Connie Higgins	Teacher
Cesar Cuenca	Teacher
David Buncher	Teacher
Debra Stein	Teacher
Grace Lopez	Education Support Employee
Regina Balzan	Parent
Jennifer Kaire	Parent
Dina Rosenblat	Parent
Tara Solomiany	Parent
Parker Yagman	Student
Dalit Moskona	Business/Community
Raj Thakor	Business/Community
Sharon Gayoso	Business/Community
Sacasa Pablo	Business/Community
Millie Delgado	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC plays an integral role in reflecting upon and evaluating the effectiveness of the School Improvement Plan at the end of the year. Not only is the year's FCAT/EOC data reviewed, the strategies are discussed and their overall effectiveness is determined. From there, the SAC, in conjunction with input from the School Leadership Team, assists with the planning of potential Goals for the next school year. Based on these steps, here is the outcome of the evaluation of last year's Plan:

DATA ANALYSIS

Reading: Although the percentage of students scoring satisfactory increased from 58% to 62% when comparing scores from the 2013 FCAT Reading assessment to that of the 2014 FCAT Reading assessment, the increase was not substantial enough to reach the AMO Target (71% scoring satisfactory) for the year. The weakest benchmark for both 9th and 10th grade were questions pertaining to Literary Analysis Fiction/Non-Fiction.

Writing: The percentage of students scoring at Levels 4-6 In Expository Writing decreased from 50% to 47% when comparing scores from the 2013 FCAT Writing Assessment to that of the 2014 FCAT Writing assessment.

Algebra 1: Although the percentage of students scoring satisfactory decreased slightly from 56% to 55% when comparing scores from the 2013 Algebra 1 EOC to that of the 2014 exam, the percentage indicates that partial progress was made towards meeting the AMO Target (57% scoring satisfactory) for the year. Polynomials continued to be the area of weakest performance.

Geometry: The percentage of students scoring satisfactory increased 64% to 72% when comparing scores from the 2013 Geometry End-of-Course test to that of the 2014 exam. The weakest area of student performance was in the area of Trigonometry and Discrete Mathematics.

Biology: The percentage of student scoring satisfactory increased from 63% to 73% when comparing the 2013 Biology End-of-Course data to that of the 2014 exam.. The weakest area of student performance was in the area of Organisms, Populations, and Ecosystems.

US History: The percentage of students scoring satisfactory on the US History End-of-Course exam increased from 63% on the 2013 exam to 70% on the 2014 exam. The weakest area of student performance was in the area of Global Military, Political & Economic Challenges.

PLANNING FOR 2014-2015

1. Reading, Writing, Math, Science, and Social Studies: By increasing the amount of more meaningful common/collaborative planning time within departments, instructional effectiveness, lesson quality, and student achievement in Reading, Mathematics, Science and Social Studies will improve.
2. Reading, Writing, Math, Science, and Social Studies: By increasing the frequency of vertical and horizontal curriculum alignment discussions, instruction will become more organized, purpose-driven, and aligned across lessons, courses, subject areas, and grade levels.
3. Reading, Writing, Math, Science, and Social Studies: By increasing the use of CRISS strategies throughout the building, student achievement in Reading, Mathematics, Science and Social Studies will increase.

Development of this school improvement plan

The SAC is always very instrumental in the development of the School Improvement Plan. This year, the SAC will review and approve the objectives and strategies that comprise the School Improvement Plan; monitor their effectiveness relative to changes in student achievement; and modify the strategies, when data indicates it is necessary.

Preparation of the school's annual budget and plan

The main activities that the School Advisory Council will undertake this year are 1) to assist with the development of the school's budget 2) to monitor the implementation of the School Improvement Plan, and 3) to work with a school staff committee in determining how School Recognition funds will be spent, if given. Regarding the budget, each year the school receives \$5.00 per FTE. The SAC discusses the needs of the school and then determines, via an official vote, how those funds will be spent. In relation to the School Improvement Plan, the SAC participates in discussions dealing with data disaggregation, instructional strategies, and benchmark mastery. With that information, the initial Plan and all subsequent revisions that take place throughout the school year are reviewed, discussed and approved.

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

SAC provides funding for the purchase of turnitin.com licenses and to the principal for use in purchasing supplies and materials for teachers' use. Funds will also be provided for the purchase of nutritious snacks for students taking the FCAT, EOC, and AP Exams

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
Allison, Harley	Principal
Clappier, Pamela	Assistant Principal
Feldman, Alina	Teacher, K-12
Perez, Margarita	Teacher, K-12
Ferguson, Philicia	Teacher, K-12
Marino, Maria	Teacher, K-12
Stein, Debra	Teacher, K-12
Feilich, Gary	Teacher, K-12
Buncher, David	Teacher, K-12
Lee, Mary	Teacher, K-12
Higgins, Connie	Teacher, K-12
Rubinowitz, Elissa	Teacher, ESE
Ferreira, Kim	Teacher, ESE
Tironi, Marcela	Teacher, K-12
Manfredi, Sandra	Guidance Counselor
Hemp, Robert	Teacher, Career/Technical
Hafter, Harold	Teacher, ESE
Funcia, Mirtha	Teacher, K-12
Morgan, Elizabeth	Teacher, K-12
Lilavois, Xandra	Teacher, K-12
Smith, Ruth	Teacher, ESE
Lesperance, George	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team focuses on creating a culture of reading throughout the school. In order to accomplish this, the LLT performs the following tasks:

- Uses data to analyze the effectiveness of instruction and the available resources in order to meet the literacy needs of the students.
- Identifies the overall three weakest reading benchmarks based on student performance from each Interim Assessment and then monitors the implementation of instructional strategies that are put in place to address those areas.
- Creates and shares activities designed to promote literacy.
- Participates in classroom demonstrations and modeling of research-based reading strategies.
- Presents staff development pertaining to literacy.

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

Teachers at Dr. Michael M. Krop teachers have the opportunity to collaborate in a continuous improvement to achieve goals that align with individual, school, and district goals for student achievement. Participating in Professional Development provides opportunities for teachers to learn and think together about how to improve their practice in ways that lead to improved student achievement and share best practices. Using open lines of communication with their Department Chair, teachers express their opinions and concerns with issues affecting them, the students and the school. Department Chairs meet once a week with Administration to address these issues. Another approach is the participation in Lesson Study where teachers can engage in peer collaboration to share/analyze the impact of the instructional strategy and lessons can be adjusted to be interesting and student-centered. This activity allows teachers to explore real instructional challenges that are faced in their classrooms with their students. They can share best practices and collaborate in providing and receiving constructive, positive feedback both for their colleague and for themselves.

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

1. All teachers participate in regularly scheduled Department Meetings that occur monthly.
2. New and/or lightly experienced teachers are automatically partnered with veteran teachers in their subject area.
3. All teachers participate in ongoing Professional Development.

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

New and/or lightly experienced teachers are automatically partnered with veteran/master teachers. These pairs meet on a regular basis. Items discussed include, but are not limited to the following: best practices, instructional strategies, effective classroom practices/routines, lesson planning, feedback pertaining to classroom visits, etc.

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

All core subject areas follow their respective District-mandated Pacing Guides that are aligned directly to the Florida Standards. In addition, state adopted instructional materials that are directly aligned to the Florida Standards are used as the primary resources are used, as well.

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

Data, which is collected following the administration of each Baseline and Interim Assessment, is utilized both on a schoolwide level and on an individual teacher basis. Schoolwide data reports are pulled and the data is disaggregated. The Leadership Team identifies the three weakest benchmarks schoolwide and then identifies instructional strategies that will be implemented across the curriculum in order to further reinforce those concepts. In addition, individual teachers disaggregate their own data and 1) identify their weakest benchmarks by period, 2) identify their 5 weakest performing students per period and pair them with their 5 top

performing students per period. This allows the weakest benchmarks, which often times differ from one period to the next, to be further reinforced, as well as for peer modeling and tutoring to occur. Teachers also use data from their own site-generated assessments to help differentiate the instruction within their own classrooms, as well.

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

Strategy: Weekend Program

Minutes added to school year: 1,080

On select weekends, additional instruction focusing on non-mastered standards is provided in Reading, Writing, Algebra 1, and Geometry.

Strategy Rationale

Our Saturday Academy provides additional benchmark reinforcement on select weekends throughout the school year. During each Saturday Academy session, highly qualified teachers provide small group instruction that reinforces the weakest benchmarks that are identified through Interim Assessments and other schoolwide tests. thereby providing additional opportunities for remediation and support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Clappier, Pamela, pclappier@dadeschools.net

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

Schoolwide data is collected after the administration of each Interim Assessment. Reports, both by individual teacher and by appropriate grade levels are pulled and the data is disaggregated. The Leadership Team identifies the three weakest benchmarks schoolwide and then identifies instructional strategies that will be implemented across the curriculum in order to further reinforce those concepts. In addition, individual teachers disaggregate their own data and 1) identify their weakest benchmarks by period, 2) identify their 5 weakest performing students per period and pair them with their 5 top performing students per period. This allows the weakest benchmarks to be further reinforced in each class as well as peer modeling and tutoring to occur.

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 new students to our school and their parents to schedule classes and academically advise students.
- Grade level orientations at the beginning of each school year.

- Senior and Junior parent night meetings to inform parents of school academics and activities. Parent meeting for 8th graders held at Feeder Pattern Schools.
- CAP Advisor visits all grade levels through English classes- facilitates presentations about College Readiness and Awareness. Completes Exit Interviews with all students and disseminates Information through Connect EDU.

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 offers elective courses in art, dance, music, physical education, drama, business, technology, and career study. Many of these courses focus on job skills and provide students with opportunities for internships. In the Spring (March), online subject selection takes place. The first phase involves teachers placing their recommendations on line. Next, students and their parents select their choices for the next school year. If a student opts not to accept the recommendation of the teacher, a meeting with the counselor takes place so that the situation may be discussed. Once this segment has been completed, the subjects decided upon during this meeting are input into the computer. Student schedules for the next year are then created.

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

The school offers elective courses in art, dance, music, drama, business, technology, and career study. Many of these courses focus on job skills and provide students with opportunities for internships and technology certifications.

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

Dr. Michael M. Krop Senior High School's percentage of graduates completing a college prep curriculum, enrolling in an Algebra I course before 9th grade, completing at least one Level 3 high school Math course, completing at least one Dual Enrollment Math course, completing at least one Level 3 high school Science course, and completing at least one Dual Enrollment Science course were all above both District and State averages. The school continually strives to encourage its students to enroll in rigorous coursework throughout their high school experience. A school-based decision was made to require all students to take four years of science. This requirement has provided students with the opportunity to advance their skills in preparation for the post-secondary education.

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

Dr. Michael M. Krop Senior High School's percentage of graduates completing a college prep curriculum, enrolling in an Algebra I course before 9th grade, completing at least one Level 3 high school Math course, completing at least one Dual Enrollment Math course, completing at least one Level 3 high school Science course, and completing at least one Dual Enrollment Science course were all above both District and State averages. The school continually strives to encourage its students to enroll in rigorous coursework throughout their high school experience. A school-based decision was made to require all students to take four years of science. This requirement has provided students with the opportunity to advance their skills in preparation for the post-secondary education transition.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving Core instruction across all content areas.
- G2.** We will use the EWS to identify at-risk students to provide support and intervention in order to increase student achievement.
- G3.** We will increase the percentage of students enrolled in and successfully completing accelerated STEM and CTE courses.
- G4.** We will increase support to parents in order to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

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

G1. We will increase student achievement by improving Core instruction across all content areas. 1a

G050038

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	67.0
AMO Reading - Hispanic	76.0
AMO Reading - ELL	59.0
AMO Reading - SWD	45.0
AMO Reading - ED	69.0
AMO Math - SWD	43.0

Resources Available to Support the Goal 2

- CPALMS, Florida Standards website, Florida Reading Item Specifications, Reading Plus, Read 180, System 44, Imagine Learning, Achieve 3000, Prepworks, Vocabulary for Success, Edge Reading Intervention Program (Hampton Brown), Sadlier Vocabulary, Turnitin.com, Timed Readings (Jamestown Publisher), FAIR, College Board materials, Collaborative Lunch Talks, Master teachers (that are used for modeling), Department meetings/PLCs, Professional Development.
- CPALMS, Florida Standards website, Florida Mathematics Item Specifications and Practice Tests, Algebra Nation, Carnegie Learning, Edgenuity, Gizmos, District Count Downs, Get a Five (for AP Calculus), Prepworks, Pearson Online, College Board materials, Collaborative Lunch Talks, Master Teachers (that are used for modeling), Department meetings/PLCs, and Professional Development.
- CPALMS, Florida Standards website, Florida Biology Item Specifications and Practice tests, Gizmos, Common Labs and Assessments, Cadre Planning, Logger Pro Graphing software, Vernier Probes, Pearson Online, College Board materials, Collaborative Lunch Talks, Master Teachers (that are used for modeling), Department meetings/PLCs, and Professional Development.
- CPALMS, Florida Standards website, US History Item Specifications, Glencoe Resources, McDougal Resources, College Board materials, Collaborative Lunch Talks, Master Teachers (that are used for modeling), Department meetings/PLCs, and Professional Development.
- CPALMS, Florida Standards website, Turnitin.com Common Core Rubrics, Common Core standards - Writing strand instruction, Collaborative Lunch Talks, Master Teachers (that are used for modeling), Department meetings/PLCs, and Professional Development.

Targeted Barriers to Achieving the Goal 3

- Lack of meaningful planning.

Plan to Monitor Progress Toward G1. 8

Data will be collected from all applicable District and school-site assessments, and intervention assessments

Person Responsible

Pamela Clappier

Schedule

Quarterly, from 11/4/2014 to 6/5/2015

Evidence of Completion

Data disaggregation, Interim Assessments, and the FCAT 2.0, EOCs, and Florida Standards Assessments.

G2. We will use the EWS to identify at-risk students to provide support and intervention in order to increase student achievement. 1a

G050057

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 09	10.0
One or More Suspensions	15.0
On-time Progression to Grade 10	3.0

Resources Available to Support the Goal 2

- Monthly Attendance Reports, Daily Attendance Bulletins, Truancy Report, Cognos Reports, Student At-Risk Reports, At-Risk Cohort Report, Graduation Cohort Report, Monthly Suspension Reports, Student Case Management forms, Pinnacle Gradebook, Interim Progress Reports, Quarterly grades

Targeted Barriers to Achieving the Goal 3

- Students have limited knowledge of the expectations, regulations, and the negative academic impact associated with absenteeism.
- Students miss too much instructional time due to both indoor and outdoor suspensions.
- Some students lack motivation and fail to meet academic standards as a result.

Plan to Monitor Progress Toward G2. 8

The Administrator assigned to monitor student attendance will review the At-Risk Cohort report in order to determine if excessive absenteeism and poor academic progress are on the decline.

Person Responsible

Beatriz Jorva

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

At-Risk Cohort report, Daily Attendance Bulletins, Monthly Attendance Reports, District's Code of Student Conduct, and Pinnacle Gradebook reports.

G3. We will increase the percentage of students enrolled in and successfully completing accelerated STEM and CTE courses. 1a

G050155

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	30.0

Resources Available to Support the Goal 2

- District STEM online resources, CPALMS, Florida Standards website, College Board materials, Gizmos, G-Metrics software, Adobe Online Resources, ACA Test Prep videos and online instruction, Certiprep online practice tests, Certiport online practice Tests, Microsoft Office online tutorial videos, Microsoft Office online practice tests, Quickbooks online practice tests, Quickbooks Software Application, SERV SAFE Instructional packets.

Targeted Barriers to Achieving the Goal 3

- Students do not enroll in advanced STEM courses because of the perceived difficulty of the courses and accompanying tests.
- A limited number of students taking Introductory CTE courses continue on through the Program Concentrators.

Plan to Monitor Progress Toward G3. 8

Data retrieved from CTE course load reports, the Master Schedule, and Subject Selection Sheets will be monitored in order to determine if progress is being made toward meeting the goal.

Person Responsible

Daniel Ponkey

Schedule

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

Evidence of Completion

Course Load reports, Master Schedule, Subject Selection Sheets

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

G050338

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- PTSA, Parents, School personnel

Targeted Barriers to Achieving the Goal 3

- Parents have a limited knowledge of curricular and extra-curricular programs, procedures, and requirements at the high school level.

Plan to Monitor Progress Toward G4. 8

Data from Interim Progress reports, quarter grades, standardized test scores, Teacher Grade Analysis report, and the At-Risk Cohort reports will be collected and monitored to ensure progress is being made towards meeting the goal.

Person Responsible

Pamela Clappier

Schedule

Every 6 Weeks, from 9/17/2014 to 6/5/2015

Evidence of Completion

Interim Progress Reports, Report Cards, Teacher Grade Analysis Report, standardized test scores, and the At-Risk Cohort reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student achievement by improving Core instruction across all content areas. **1**

 G050038

G1.B1 Lack of meaningful planning. **2**

 B125274

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific content benchmarks. Students will experience and master content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses in order to identify clear and accessible future instructional paths. **4**

 S137184

Strategy Rationale

Teachers will provide students with a focus on targeted skills within the Florida State Standards after participating in Collaborative Lunch Talks and department meetings/PLCs.

Action Step 1 **5**

Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Person Responsible

Harley Allison

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets, Meeting Agendas, Training Materials, Classroom walkthroughs, lesson plans, student work folders.

Action Step 2 5

Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, classroom walk throughs, student work folders

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Lesson plans, student work folders, district and school-site assessment data

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

Data from the prescribed assessments and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person Responsible

Pamela Clappier


Schedule

Monthly, from 11/4/2014 to 6/5/2015

Evidence of Completion

District, school-site, and intervention assessments.

G1.B1.S2 Utilize effective planning protocols, including the use of the MAFS Item Specifications, to develop effective instructional strategies in order to maximize the use of the mathematics instructional period by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S137185

Strategy Rationale

Teachers will provide students with a focus on targeted skills within the Florida State Standards after participating in Collaborative Lunch Talks and department meetings/PLCs.

Action Step 1 5

Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Person Responsible

Harley Allison

Schedule

Monthly, from 9/3/2014 to 4/1/2015

Evidence of Completion

Agendas, meeting minutes, student work folders, classroom walk throughs, lesson plans

Action Step 2 5

Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 10/9/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, classroom walk throughs, student work folders

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Lesson plans, student work folders, district and school-site assessment data

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

Data from the prescribed assessments and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 11/4/2014 to 6/5/2015

Evidence of Completion

District, school-site, and intervention assessments.

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams (ascending content) in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S137187

Strategy Rationale

Teachers will provide students with a focus on targeted skills within the Florida State Standards after participating in Collaborative Lunch Talks and department meetings/PLCs.

Action Step 1 5

Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Person Responsible

Harley Allison

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas, Meeting Minutes, Handouts

Action Step 2 5

Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, classroom walk throughs, student work folders

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Lesson Plans, student work folders, district and school-site assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 10/24/2014 to 6/5/2015


Evidence of Completion

District, school-site, and intervention assessments.


G2. We will use the EWS to identify at-risk students to provide support and intervention in order to increase student achievement. **1**

 G050057

G2.B1 Students have limited knowledge of the expectations, regulations, and the negative academic impact associated with absenteeism. **2**

 B125341

G2.B1.S1 Students with 3 or more absences will be referred to the Administrator assigned to monitor attendance so that absences may be discussed with the student and parent. **4**

 S137254

Strategy Rationale

Students and parents will gain an increased knowledge and awareness of Attendance Policies, as well as learn about the negative impact that multiple absences may have on the student's academic progress.

Action Step 1 **5**

Teachers will monitor student attendance and will refer students accruing 3 or more absences to the Administrator assigned to monitor Student Attendance.

Person Responsible

Beatriz Jorva

Schedule

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

Evidence of Completion

Daily Attendance Bulletins, Pinnacle Gradebook Grade Reports.

Action Step 2 **5**

The Administrator assigned to monitor the Daily Attendance Bulletins and will hold individual conferences with students accruing 3 or more absences and their parents in order to discuss their absences, the District's Attendance Regulations, the school's expectations, and the negative academic impact that is associated with excessive absenteeism.

Person Responsible

Beatriz Jorva

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Daily Attendance Bulletins, Monthly Attendance Reports

Action Step 3 5

Students that have accrued 15 or more unexcused absences will be referred to the Truancy Child Study Team for additional assistance/resources and identify potential remedies in accordance with Florida Statue (F.S.) 984.03(27)

Person Responsible

Beatriz Jorva

Schedule

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

Evidence of Completion

Truancy Reports, Daily Attendance Bulletins, Monthly Attendance Reports

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

The Administrator assigned to monitor student attendance will monitor the Monthly Attendance Reports in order to ensure that student attendance is being addressed.

Person Responsible

Beatriz Jorva

Schedule

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

Evidence of Completion

Monthly Attendance Reports

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

The Administrator assigned to monitor student attendance will monitor the Monthly Attendance Reports in order to determine if the implemented strategy is effective.

Person Responsible

Beatriz Jorva


Schedule

Monthly, from 9/17/2014 to 6/5/2015


Evidence of Completion

Monthly Attendance Reports.

G2.B2 Students miss too much instructional time due to both indoor and outdoor suspensions. 2

 B125351

G2.B2.S1 Students with 10 or more days of indoor/outdoor suspension will be referred to their Guidance Counselors who will discuss their suspensions and academic progress, as well as initiate the FAB/BIP process. 4

 S137257

Strategy Rationale

Students will gain an increased understanding and awareness of how suspensions negatively impact their academic progress due to missed instructional time.

Action Step 1 5

Students with 10 or more suspension days will be referred to their Guidance Counselor in order to receive information and strategies geared towards making the students more behaviorally and academically successful in school.

Person Responsible

Regina Lowe-Smith

Schedule

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

Evidence of Completion

Student Case Management forms, Daily Attendance Reports, Monthly Suspension Reports.

Action Step 2 5

Administrators follow the School's Progressive Discipline Plan to ensure fidelity and consistency.

Person Responsible

Harley Allison

Schedule

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

Evidence of Completion

Student Case Management Reports, Monthly Suspension Report, School's Disciplinary, district's code of Student Conduct

Action Step 3 5

Students given outdoor suspension may serve their suspension in a supervised and educational environment. at the North Miami Beach Police Station or one of the MDCPS Alternative to Outdoor Suspension assigned locations.

Person Responsible

Daniel Ponkey

Schedule

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

Evidence of Completion

Suspension Report, Parent Contact

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

The Administrators will monitor the Monthly Suspension Reports, FAB/BIP documentation, and the Student Case Management Reports in order to determine if the strategy is being properly implemented.

Person Responsible

Regina Lowe-Smith

Schedule

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

Evidence of Completion

Monthly Suspension Reports, FAB/BIP documentation, Student Case Management Reports

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

The Monthly Suspension Report, FAB/BIP documentation, and the Student Case Management reports will be monitored in order to determine the overall effectiveness of the implemented strategy.

Person Responsible

Regina Lowe-Smith

Schedule

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

Evidence of Completion

Monthly Suspension Reports, FAB/BIP documentation, District's Code of Student Conduct, and the Student Case Management Reports

G2.B3 Some students lack motivation and fail to meet academic standards as a result. 2

 B125352

G2.B3.S1 Students failing two or more classes as indicated on their Interim Progress Reports will be referred to their Guidance Counselor who will, not only conduct academic advising, but will confer with their parents in order to ensure that they are aware of their student's grades, as well. 4

 S137260

Strategy Rationale

Through academic advisement discussions with their Guidance Counselors, students and their parents will gain an increased understanding and awareness of their academic standing, as well as the graduation requirements that they must meet in order to graduate on time.

Action Step 1 5

Teachers will monitor student work and attendance in order to identify struggling students to refer to their Guidance Counselors for Academic Advisement.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Daily Attendance bulletins, student work, Pinnacle Gradebook reports

Action Step 2 5

Students who are at-risk of not being promoted to 10th grade will be identified and must attend an At-Risk Assembly conducted by the Administration and Guidance Counselors outlining what needs to be done in order to make up credits and graduate on time.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Interim Progress reports, At-Risk Cohort report, Quarterly Report cards

Action Step 3 5

Tutoring will be available for students who are struggling in core classes.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Interim Progress reports, Report Cards, Quarterly Grades report

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

Administrators and Guidance Counselors will monitor the quarterly grades of at-risk students in order to determine if credits are being made up.

Person Responsible

Sandra Manfredi

Schedule

Every 2 Months, from 9/17/2014 to 6/5/2015

Evidence of Completion

At-Risk Cohort report, Interim Progress reports, Quarterly Grades report.

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

Administrators will monitor the At-Risk Cohort report in order to determine the overall effectiveness of the strategy being implemented.

Person Responsible

Pamela Clappier


Schedule

Quarterly, from 10/24/2014 to 6/5/2015


Evidence of Completion

At-Risk Cohort report

G3. We will increase the percentage of students enrolled in and successfully completing accelerated STEM and CTE courses. 1

 G050155

G3.B1 Students do not enroll in advanced STEM courses because of the perceived difficulty of the courses and accompanying tests. 2

 B125819

G3.B1.S1 Teachers will actively seek out and engage accelerated students in an attempt to increase participation in STEM-related courses despite the rigor of the courses. 4

 S137840

Strategy Rationale

Improving knowledge and awareness of available STEM-related courses will increase the number of students who are willing to enroll in them.

Action Step 1 5

Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in STEM AP and DE courses.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Lesson Plans, student work folders, district and site-generated assessments

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

Administrative classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine the overall effectiveness of the implemented strategy.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Lesson Plans, district and site-generated assessments, student work folders

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

Course load reports will be reviewed in order to determine if student participation in STEM courses is increasing.

Person Responsible

Daniel Ponkey


Schedule

Monthly, from 9/17/2014 to 6/5/2015


Evidence of Completion

Course Load reports, Master Schedule

G3.B3 A limited number of students taking Introductory CTE courses continue on through the Program Concentrators. **2**

 B125992

G3.B3.S1 In order to increase the number of students eligible to take a CTE Program Concentrator, we will increase the number of students enrolling in Digital Design 1. **4**

 S137896

Strategy Rationale

Unlike Introduction to Informational Technology, Digital Design 1 is the first course of a three-year progression. By increasing the enrollment in this introductory course, there is a greater chance that more students will continue on with Digital Design 2 and Digital Design 3 (the Program Concentrator).

Action Step 1 **5**

Teachers will present students, via recruitment, with increased opportunities to learn about the benefits of accelerated CTE courses with the hope of increasing the number of students participating in CTE courses up through the Program Concentrators.

Person Responsible

Robert Hemp

Schedule

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

Evidence of Completion

Interest Surveys, Master Schedule

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Data retrieved from course load reports of CTE courses will be monitored in order to determine the effectiveness of the implemented strategy.

Person Responsible

Daniel Ponkey

Schedule

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

Evidence of Completion

Course Load Reports, Master Schedule

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data retrieved from course load reports of CTE courses will be monitored in order to determine the effectiveness of the implemented strategy.

Person Responsible

Daniel Ponkey

Schedule

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

Evidence of Completion

Course Load reports, Master Schedule, Subject Selection Sheets

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

1

G050338

G4.B1 Parents have a limited knowledge of curricular and extra-curricular programs, procedures, and requirements at the high school level. 2

B126123

G4.B1.S1 Conduct Informational Meetings for parents throughout the school year. 4

S138043

Strategy Rationale

Information parent meetings will conducted throughout the school year in order to increase parental knowledge of curricular and extracurricular requirements at the high school level,

Action Step 1 5

One of the best measures of a school's success is the level of parental engagement that exists within the school. In an effort to improve the level of parental involvement, parent meetings will be held throughout the year where essential information regarding high school success is shared.

Person Responsible

Pamela Clappier

Schedule

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

Evidence of Completion

Parental Signature Logs

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

Meeting Agendas, PowerPoint presentations, and handouts will be reviewed in order to ensure that all important topics and information is shared with the parents at each meeting.

Person Responsible

Pamela Clappier

Schedule

Semiannually, from 8/16/2014 to 6/5/2015

Evidence of Completion

Parental Signature logs, Meeting Agendas, PowerPoint presentations, Handouts

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

Student achievement will increase as parents gain essential information relative to the requirements of high school success.

Person Responsible

Harley Allison


Schedule

Quarterly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Interim Progress Reports, student work, quarter grades, standardized test scores.

G4.B1.S2 Counselors will contact the parents of students that are failing two or more classes as evidenced on the Interim Progress Reports for each grading period. 4

 S138862

Strategy Rationale

The level of School-home communication will increase due to the parents being contacted regularly about their students progress in school.

Action Step 1 5

Counselors will review the Interim Progress Reports and contact the parents of every student that is failing two or more classes at that time.

Person Responsible

Sandra Manfredi

Schedule

Quarterly, from 10/24/2014 to 5/13/2015

Evidence of Completion

Interim Progress reports, Quarterly Grades report, Teacher Grade Analysis report

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

The Administrator over Student Services will monitor the Counselor Phone Logs in order to determine if the strategy is being implemented with fidelity.

Person Responsible

Pamela Clappier

Schedule

Quarterly, from 10/24/2014 to 5/22/2015

Evidence of Completion

Interim Progress Reports, Counselor Phone Logs, Teacher Grade Analysis Report

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

The Administrator over Student Services will review the Teacher Grade Analysis report in order to determine the overall effectiveness of the strategy.

Person Responsible

Pamela Clappier

Schedule

Quarterly, from 10/24/2014 to 5/22/2015

Evidence of Completion

Teacher Grade Analysis report

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.	Allison, Harley	8/12/2014	Sign-in sheets, Meeting Agendas, Training Materials, Classroom walkthroughs, lesson plans, student work folders.	6/5/2015 monthly
G1.B1.S2.A1	Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.	Allison, Harley	9/3/2014	Agendas, meeting minutes, student work folders, classroom walk throughs, lesson plans	4/1/2015 monthly
G1.B1.S3.A1	Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.	Allison, Harley	8/12/2014	Agendas, Meeting Minutes, Handouts	6/5/2015 monthly
G2.B1.S1.A1	Teachers will monitor student attendance and will refer students accruing 3 or more absences to the Administrator assigned to monitor Student Attendance.	Jorva, Beatriz	8/18/2014	Daily Attendance Bulletins, Pinnacle Gradebook Grade Reports.	6/5/2015 daily
G2.B2.S1.A1	Students with 10 or more suspension days will be referred to their Guidance Counselor in order to receive information and strategies geared towards making the students more behaviorally and academically successful in school.	Lowe-Smith, Regina	8/18/2014	Student Case Management forms, Daily Attendance Reports, Monthly Suspension Reports.	6/5/2015 weekly
G2.B3.S1.A1	Teachers will monitor student work and attendance in order to identify struggling students to refer to their Guidance Counselors for Academic Advisement.	Clappier, Pamela	8/18/2014	Daily Attendance bulletins, student work, Pinnacle Gradebook reports	6/5/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in STEM AP and DE courses.	Clappier, Pamela	8/18/2014	Lesson Plans, student work folders, district and site-generated assessments	6/4/2015 daily
G3.B3.S1.A1	Teachers will present students, via recruitment, with increased opportunities to learn about the benefits of accelerated CTE courses with the hope of increasing the number of students participating in CTE courses up through the Program Concentrators.	Hemp, Robert	8/18/2014	Interest Surveys, Master Schedule	6/5/2015 quarterly
G4.B1.S1.A1	One of the best measures of a school's success is the level of parental engagement that exists within the school. In an effort to improve the level of parental involvement, parent meetings will be held throughout the year where essential information regarding high school success is shared.	Clappier, Pamela	8/18/2014	Parental Signature Logs	6/5/2015 semiannually
G4.B1.S2.A1	Counselors will review the Interim Progress Reports and contact the parents of every student that is failing two or more classes at that time.	Manfredi, Sandra	10/24/2014	Interim Progress reports, Quarterly Grades report, Teacher Grade Analysis report	5/13/2015 quarterly
G1.B1.S1.A2	Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.	Clappier, Pamela	10/15/2014	Lesson Plans, classroom walk throughs, student work folders	6/5/2015 monthly
G1.B1.S2.A2	Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.	Clappier, Pamela	10/9/2014	Lesson Plans, classroom walk throughs, student work folders	6/5/2015 monthly
G1.B1.S3.A2	Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.	Clappier, Pamela	10/15/2014	Lesson Plans, classroom walk throughs, student work folders	6/5/2015 monthly
G2.B1.S1.A2	The Administrator assigned to monitor the Daily Attendance Bulletins and will hold individual conferences with students accruing 3 or more absences and their parents in order to discuss their absences, the District's Attendance Regulations, the school's expectations, and the negative academic impact that is associated with excessive absenteeism.	Jorva, Beatriz	8/25/2014	Daily Attendance Bulletins, Monthly Attendance Reports	6/5/2015 weekly
G2.B2.S1.A2	Administrators follow the School's Progressive Discipline Plan to ensure fidelity and consistency.	Allison, Harley	8/18/2014	Student Case Management Reports, Monthly Suspension Report, School's Disciplinary, district's code of Student Conduct	6/5/2015 biweekly
G2.B3.S1.A2	Students who are at-risk of not being promoted to 10th grade will be identified and must attend an At-Risk Assembly conducted by the Administration and Guidance Counselors outlining what needs to be done in order to make up credits and graduate on time.	Clappier, Pamela	8/18/2014	Interim Progress reports, At-Risk Cohort report, Quarterly Report cards	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A3	Students that have accrued 15 or more unexcused absences will be referred to the Truancy Child Study Team for additional assistance/resources and identify potential remedies in accordance with Florida Statue (F.S.) 984.03(27)	Jorva, Beatriz	8/18/2014	Truancy Reports, Daily Attendance Bulletins, Monthly Attendance Reports	6/5/2015 weekly
G2.B2.S1.A3	Students given outdoor suspension may serve their suspension in a supervised and educational environment. at the North Miami Beach Police Station or one of the MDCPS Alternative to Outdoor Suspension assigned locations.	Ponkey, Daniel	8/18/2014	Suspension Report, Parent Contact	6/5/2015 monthly
G2.B3.S1.A3	Tutoring will be available for students who are struggling in core classes.	Clappier, Pamela	8/18/2014	Interim Progress reports, Report Cards, Quarterly Grades report	6/5/2015 monthly
G1.MA1	Data will be collected from all applicable District and school-site assessments, and intervention assessments	Clappier, Pamela	11/4/2014	Data disaggregation, Interim Assessments, and the FCAT 2.0, EOCs, and Florida Standards Assessments.	6/5/2015 quarterly
G1.B1.S1.MA1	Data from the prescribed assessments and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.	Clappier, Pamela	11/4/2014	District, school-site, and intervention assessments.	6/5/2015 monthly
G1.B1.S1.MA1	Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.	Clappier, Pamela	8/18/2014	Lesson plans, student work folders, district and school-site assessment data	6/5/2015 daily
G1.B1.S2.MA1	Data from the prescribed assessments and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.	Clappier, Pamela	11/4/2014	District, school-site, and intervention assessments.	6/5/2015 monthly
G1.B1.S2.MA1	Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.	Clappier, Pamela	8/18/2014	Lesson plans, student work folders, district and school-site assessment data	6/5/2015 daily
G1.B1.S3.MA1	Data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.	Clappier, Pamela	10/24/2014	District, school-site, and intervention assessments.	6/5/2015 monthly
G1.B1.S3.MA1	Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.	Clappier, Pamela	8/18/2014	Lesson Plans, student work folders, district and school-site assessment data	6/5/2015 daily
G2.MA1	The Administrator assigned to monitor student attendance will review the At-Risk Cohort report in order to determine if excessive absenteeism and poor academic progress are on the decline.	Jorva, Beatriz	8/25/2014	At-Risk Cohort report, Daily Attendance Bulletins, Monthly Attendance Reports, District's Code of Student Conduct, and Pinnacle Gradebook reports.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	The Administrator assigned to monitor student attendance will monitor the Monthly Attendance Reports in order to determine if the implemented strategy is effective.	Jorva, Beatriz	9/17/2014	Monthly Attendance Reports.	6/5/2015 monthly
G2.B1.S1.MA1	The Administrator assigned to monitor student attendance will monitor the Monthly Attendance Reports in order to ensure that student attendance is being addressed.	Jorva, Beatriz	8/18/2014	Monthly Attendance Reports	6/5/2015 monthly
G2.B2.S1.MA1	The Monthly Suspension Report, FAB/BIP documentation, and the Student Case Management reports will be monitored in order to determine the overall effectiveness of the implemented strategy.	Lowe-Smith, Regina	8/18/2014	Monthly Suspension Reports, FAB/BIP documentation, District's Code of Student Conduct, and the Student Case Management Reports	6/5/2015 monthly
G2.B2.S1.MA1	The Administrators will monitor the Monthly Suspension Reports, FAB/BIP documentation, and the Student Case Management Reports in order to determine if the strategy is being properly implemented.	Lowe-Smith, Regina	8/18/2014	Monthly Suspension Reports, FAB/BIP documentation, Student Case Management Reports	6/5/2015 biweekly
G2.B3.S1.MA1	Administrators will monitor the At-Risk Cohort report in order to determine the overall effectiveness of the strategy being implemented.	Clappier, Pamela	10/24/2014	At-Risk Cohort report	6/5/2015 quarterly
G2.B3.S1.MA1	Administrators and Guidance Counselors will monitor the quarterly grades of at-risk students in order to determine if credits are being made up.	Manfredi, Sandra	9/17/2014	At-Risk Cohort report, Interim Progress reports, Quarterly Grades report.	6/5/2015 every-2-months
G3.MA1	Data retrieved from CTE course load reports, the Master Schedule, and Subject Selection Sheets will be monitored in order to determine if progress is being made toward meeting the goal.	Ponkey, Daniel	1/5/2015	Course Load reports, Master Schedule, Subject Selection Sheets	6/5/2015 semiannually
G3.B1.S1.MA1	Course load reports will be reviewed in order to determine if student participation in STEM courses is increasing.	Ponkey, Daniel	9/17/2014	Course Load reports, Master Schedule	6/5/2015 monthly
G3.B1.S1.MA1	Administrative classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine the overall effectiveness of the implemented strategy.	Clappier, Pamela	8/18/2014	Lesson Plans, district and site-generated assessments, student work folders	6/5/2015 weekly
G3.B3.S1.MA1	Data retrieved from course load reports of CTE courses will be monitored in order to determine the effectiveness of the implemented strategy.	Ponkey, Daniel	1/5/2015	Course Load reports, Master Schedule, Subject Selection Sheets	6/5/2015 semiannually
G3.B3.S1.MA1	Data retrieved from course load reports of CTE courses will be monitored in order to determine the effectiveness of the implemented strategy.	Ponkey, Daniel	8/18/2014	Course Load Reports, Master Schedule	6/5/2015 quarterly
G4.MA1	Data from Interim Progress reports, quarter grades, standardized test scores, Teacher Grade Analysis report, and the At-Risk Cohort reports will be collected and monitored to ensure progress is being made towards meeting the goal.	Clappier, Pamela	9/17/2014	Interim Progress Reports, Report Cards, Teacher Grade Analysis Report, standardized test scores, and the At-Risk Cohort reports.	6/5/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Student achievement will increase as parents gain essential information relative to the requirements of high school success.	Allison, Harley	9/17/2014	Interim Progress Reports, student work, quarter grades, standardized test scores.	6/5/2015 quarterly
G4.B1.S1.MA1	Meeting Agendas, PowerPoint presentations, and handouts will be reviewed in order to ensure that all important topics and information is shared with the parents at each meeting.	Clappier, Pamela	8/16/2014	Parental Signature logs, Meeting Agendas, PowerPoint presentations, Handouts	6/5/2015 semiannually
G4.B1.S2.MA1	The Administrator over Student Services will review the Teacher Grade Analysis report in order to determine the overall effectiveness of the strategy.	Clappier, Pamela	10/24/2014	Teacher Grade Analysis report	5/22/2015 quarterly
G4.B1.S2.MA1	The Administrator over Student Services will monitor the Counselor Phone Logs in order to determine if the strategy is being implemented with fidelity.	Clappier, Pamela	10/24/2014	Interim Progress Reports, Counselor Phone Logs, Teacher Grade Analysis Report	5/22/2015 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 Opportunities

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

G1. We will increase student achievement by improving Core instruction across all content areas.

G1.B1 Lack of meaningful planning.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific content benchmarks. Students will experience and master content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses in order to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Facilitator

Administrative Team, Department Co-Chairpersons

Participants

All content area teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

PD Opportunity 2

Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on the Florida Standards and CPALMS websites.

Facilitator

Administrators, Master Teachers

Participants

Content teachers in need of additional support.

Schedule

Monthly, from 10/15/2014 to 6/5/2015

G1.B1.S2 Utilize effective planning protocols, including the use of the MAFS Item Specifications, to develop effective instructional strategies in order to maximize the use of the mathematics instructional period by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Facilitator

Administrative Team, Department Co-Chairpersons

Participants

All content area teachers

Schedule

Monthly, from 9/3/2014 to 4/1/2015

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams (ascending content) in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development, utilizing the Collaborative Lunch Talk format, that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Facilitator

Administrative Team, Department Co-Chairpersons

Participants

All content area teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G2. We will use the EWS to identify at-risk students to provide support and intervention in order to increase student achievement.

G2.B1 Students have limited knowledge of the expectations, regulations, and the negative academic impact associated with absenteeism.

G2.B1.S1 Students with 3 or more absences will be referred to the Administrator assigned to monitor attendance so that absences may be discussed with the student and parent.

PD Opportunity 1

Teachers will monitor student attendance and will refer students accruing 3 or more absences to the Administrator assigned to monitor Student Attendance.

Facilitator

Beatriz Jorva

Participants

All Teachers

Schedule

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

G2.B2 Students miss too much instructional time due to both indoor and outdoor suspensions.

G2.B2.S1 Students with 10 or more days of indoor/outdoor suspension will be referred to their Guidance Counselors who will discuss their suspensions and academic progress, as well as initiate the FAB/BIP process.

PD Opportunity 1

Students with 10 or more suspension days will be referred to their Guidance Counselor in order to receive information and strategies geared towards making the students more behaviorally and academically successful in school.

Facilitator

Administrative team

Participants

All Guidance Counselors

Schedule

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

G2.B3 Some students lack motivation and fail to meet academic standards as a result.

G2.B3.S1 Students failing two or more classes as indicated on their Interim Progress Reports will be referred to their Guidance Counselor who will, not only conduct academic advising, but will confer with their parents in order to ensure that they are aware of their student's grades, as well.

PD Opportunity 1

Teachers will monitor student work and attendance in order to identify struggling students to refer to their Guidance Counselors for Academic Advisement.

Facilitator

Sandra Manfredi

Participants

All Teachers

Schedule

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

G3. We will increase the percentage of students enrolled in and successfully completing accelerated STEM and CTE courses.

G3.B1 Students do not enroll in advanced STEM courses because of the perceived difficulty of the courses and accompanying tests.

G3.B1.S1 Teachers will actively seek out and engage accelerated students in an attempt to increase participation in STEM-related courses despite the rigor of the courses.

PD Opportunity 1

Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in STEM AP and DE courses.

Facilitator

Dawn M. Baglos, Principal

Participants

All core area teachers

Schedule

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

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

G4.B1 Parents have a limited knowledge of curricular and extra-curricular programs, procedures, and requirements at the high school level.

G4.B1.S1 Conduct Informational Meetings for parents throughout the school year.

PD Opportunity 1

One of the best measures of a school's success is the level of parental engagement that exists within the school. In an effort to improve the level of parental involvement, parent meetings will be held throughout the year where essential information regarding high school success is shared.

Facilitator

Dawn M. Baglos

Participants

Parents

Schedule

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

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: We will increase student achievement by improving Core instruction across all content areas.	10,345
Goal 3: We will increase the percentage of students enrolled in and successfully completing accelerated STEM and CTE courses.	900
Goal 4: We will increase support to parents in order to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.	100
Grand Total	11,345

Goal 1: We will increase student achievement by improving Core instruction across all content areas.

Description	Source	Total
B1.S1.A1	General Fund	600
B1.S1.A1 - EESAC	Other	7,345
B1.S1.A2	General Fund	1,000
B1.S2.A1	General Fund	400
B1.S2.A2	General Fund	250
B1.S3.A1	General Fund	250
B1.S3.A2		500
Total Goal 1		10,345

Goal 3: We will increase the percentage of students enrolled in and successfully completing accelerated STEM and CTE courses.

Description	Source	Total
B1.S1.A1	General Fund	900
Total Goal 3		900

Goal 4: We will increase support to parents in order to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Description	Source	Total
B1.S1.A1	General Fund	100
Total Goal 4		100