

Miami Sunset Senior High School



2014-15 School Improvement Plan

Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

<http://sunsethigh.dade.k12.fl.us/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

91%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	43

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Miami Sunset Senior High School is to provide students with a personalized learning environment, academic rigor, and necessary skills to prepare them for challenging and rewarding careers in a global economy.

Provide the school's vision statement

The Vision of Miami Sunset Senior High School states that students will acquire the knowledge to function effectively in today's society by graduating with a specific career plan.

School Environment

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

Students are assigned to a specific counselor and administrator based on their last names that will follow them throughout their high school experience. This allows a mentor to track students and ensure all students graduate with a specific plan. All students select an academy upon entering ninth grade. Each academy leader and design team member assist students with their academic and personal goals. The Student Government Association (SGA) provide opportunities for students to showcase their talents. Club Fairs are planned to encourage students to become involved in the school and community.

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

Miami Sunset encourages students to get involved in school through athletics and activities. Students are aware of their counselor and administrator through grade level orientations so that they always have someone to go to for guidance and advice. The motto, "If you see something, say something" is shared with the student body to promote a safe learning environment. Security monitors are strategically placed in visible areas to promote safety throughout campus. There are security cameras throughout the building and personnel monitoring cameras at all times. The administration is visible throughout the school day and teachers are asked to stand in hallways to greet students between classes. We have a full time School Resource Officer stationed on campus daily.

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's vision and mission set the tone for classroom expectations. Grade level orientations are conducted twice a year to review expectations. Spot for success and shout outs are utilized to encourage and promote positive behaviors. The Code of Student Conduct is strictly enforced. Teacher utilize the Code of Student Conduct by aligning their expectations and using corrective strategies. They refer students to corresponding administrators and counselors who follow up by ensuring that the appropriate consequences will be given. Shorts days and spirit days are given to students as a reward, as well as pep rallies.

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

Students are tracked and monitored by their corresponding counselors. During orientations, counselors introduce their services to the student body and state the type of support that they have to offer. Teachers become cognizant of student's need for support and request assistance from the administrative team who refer them to their counselors to provide services. As security monitor the hallways, they also make connections with students and serve as the eyes and ears for administration. Teachers also serve as mentors and refer students to guidance counselor as needed.

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 is one of the school's priority focus. Orientation meetings are held twice a year to ensure all students are aware of expectations and procedures. Students have a counselor and administrator assigned to them for the four years who monitor their academic and attendance success. For alternative to suspensions we have administrative detentions and Saturday schools where students can receive support for their infractions that are aligned to the Student Code of Conduct. When a student fails a course, he or she meets with their counselor to sign up for course recovery options through FLVS and adult education. Interventions are in place for students performing at a Level 1 on statewide assessments. Intensive reading and math courses are in place allowing students to receive remediation and close the achievement gap in the areas of reading and math.

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	104	122	243	565
One or more suspensions	0	0	0	297	297
Course failure in ELA or Math	126	147	105	11	389
Level 1 on statewide assessment	171	171	37	2	381

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

Based on attendance and academic data, students are provided services that will meet their specific needs. Students with attendance below the 90% are referred to their counselor and administrator for an attendance meeting and in some cases contract. Parents are notified and included in process. Teachers monitor student truancy by requesting required documentation for absences. School social worker works closely with administration and counselors to provide resources to students in need as well as home visits to more closely monitor attendance success. After FCAT data was received, Level 1 and 2 students were identified and placed in grade specific intensive reading courses facilitating the

process of closing the achievement gap. Counselors and teachers track students' academic progression and provide intervention as needed. The reading coach and lead teachers support identified students through push-in, pull-out intervention programs along with other technological resources such as Reading Plus, Cognitive Tutor, Edgenuity, Gizmos, etc.

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/49247>.

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

Dade Partners and District Advisory Board members are invited each year to a breakfast at school to provide a chance to network and showcase all Miami Sunset has to offer. Academy Lead teachers and Magnet Lead teachers attend curriculum fairs throughout the district in an effort to recruit and retain students. We currently have four National Academy Foundations (NAF) in the areas of IT, Finance, Engineering and Hospitality and Tourism which provide our students with internships, field trips and guest speakers. We have now added a new magnet program for Engineering, and continue to build our existing Medical Magnet program.

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
Lux, John	Principal
Garcia, Melissa	Assistant Principal
Morin, Alina	Assistant Principal
Cook, LeRon	Assistant Principal
Morera, Richard	Instructional Coach
Capparelli, Jeffrey	Teacher, K-12
Munoz, Raydelin	
Martinez, Gladys	Instructional Coach
Martinez, Michelle	Teacher, K-12
Cedeno, Nestor	Teacher, K-12
Gonzalez, Rebecca	Teacher, ESE
Jelenszky, Raquel	Teacher, K-12
Cuenca, Monica	Guidance Counselor

Duties

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

The MTSS/RTI Leadership Team will be composed of the following members:

- Dr. Lucia Cox (Principal)
- Ms. Alina Morin (Assistant Principal of Curriculum)
- Mr. Leron Cook (Assistant Principal)
- Ms. Melissa Garcia (Assistant Principal)
- Ms. Michelle Martinez (SS Dept. Head)
- Mr. Richard Morera (Science Dept. Head)
- Ms. Raquel Jelenszky (LA Dept. Head)
- Mr. Jeffery Capparelli (Math Dept. Head)
- Mr. Nestor Cedeno (ELL Dept. Head)
- Ms. Rebecca Gonzalez (SPED Dept. Head)
- Monica Cuenca (Guidance Counselor)
- Gladys Martinez (Reading Coach)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RTI Leadership Team has been an integral part of the development of the SIP. The team met with the Educational Excellence School Advisory Committee for input of the development of the SIP. Expectations were set for instruction, and processes and procedures were aligned. The team will be responsible for the implementation of the plan, as well as for any adjustments needed to be made throughout the school year.

Title II

The district uses supplement 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 Liaison (PDL) at each school
Title III

The following programs are provided for ELL students:

-tutorial programs

-software for the development language and literacy skills (Imagine Learning)

-reading and supplementary instructional materials

Nutrition Program:

-Miami Sunset adheres to and implements the nutrition requirements stated in the district wellness policy. Nutrition education, as per state statute, is taught through physical education.

Adult Education:

-High-school completion courses are available to all eligible students in the evening based on the senior high schools recommendation. courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

CTE:

-By promoting Career Pathways and Programs of Study, students will have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry Certifications.

Readiness for post secondary will strengthen with the integration of academic and career technical component and coherent sequence of courses.

Job Training:

-Academy leaders will be meeting with Industry Leaders in their respective fields to identify job training opportunity in their pertinent careers. These job training opportunities will expose students to industry related objectives, requirements, and expectations of the job.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lucia Cox	Principal
Julian Cazanans Jr.	Principal
Bruce Kozlowski	Teacher
Milagros Perez	Teacher
Martha Hernandez	Teacher
Michelle Martinez	Teacher
Andrea Peters	Teacher
Laura Busta	Teacher
Sylvia Figueroa	Education Support Employee
Eddie Guzman	Parent
Dora Daly	Parent
Aileen Joslin	Parent
Ellie Gonzalez	Parent
Carol Donato	Parent
Emad Sarsour	Student
Luis Guzman	Business/Community
Joanne Roberts	Business/Community
Max Nieto	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 School Advisory Council meets monthly to discuss progress of the School Improvement Plan. Recommendations are given by the council and adjustments are made as needed.

Development of this school improvement plan

The School Advisory Council at Miami Sunset Senior High meets on an average of once a month and works collaboratively to meet the goals of the School Improvement Plan. The progress made towards each goal is discussed, and the persons responsible for the fidelity and implementation and delivery of the instructional strategies, report results to the School Advisory Council. The School Advisory Council will encourage parent participation. The council will disperse incentive funds as required by state statute and will also listen to community concerns about education.

Preparation of the school's annual budget and plan

The School Advisory Council plans to utilize funds to assist with after school tutoring (\$4,000) as well as to enhancing technology (\$4,750).

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

The funds allocated last year were used to assist with after school tutoring. (\$9,520)

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
Lux, John	Principal
Caballero, Alina	Assistant Principal
Garcia, Melissa	Assistant Principal
Martinez, Gladys	Instructional Coach
Morera, Richard	Instructional Coach
Capparelli, Jeffrey	Teacher, K-12
Martinez, Michelle	Teacher, K-12
Jelenszky, Raquel	Teacher, K-12
Kozlowski, Bruce	Teacher, K-12
Cedeno, Nestor	Teacher, K-12
Gonzalez, Rebecca	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT's initiatives are based on the needs assessment from the data accumulated. Additionally, Social Studies teachers are supported so that they can be abreast of the new strategies and be able to incorporate the research for reading advancement. The goal is to have teachers from other departments (Social Studies, Science, etc.) implement reading strategies to assist in the reading initiative by including them in professional development and data discussion via department heads.

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 are given departmental meeting time to collaborate, interact in highly engaging instructional best practices. Professional Learning Communities and Study groups allow for teachers to work together and share best practices while engaging in innovative acquisition of research based practice. We have implemented a team building system of activities to increase morale and teacher camaraderie such as Sunset Social Committee to provide opportunities for the staff to gather after school.

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

- Establishing a mentor/mentee program(partnering a novice teacher with an experienced teacher within the same department.)

- Provide professional development opportunities that assist highly qualified teachers with deepening their content knowledge.
- In-house support networks, including collaborative planning, lesson study groups, and professional learning communities will be offered in an attempt to retain teachers.

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

The mentors are selected based on having successfully completed the district's MINT training program. The mentees are paired with teachers who have taught the same or similar subject areas. The mentees are also paired with teachers who have exceptional classroom management, track record of student achievement and are recognized as teacher leaders. The group meets monthly to provide professional development in the areas of lesson planning, classroom management and the integration of cross curricula best practices.

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

We are using all the district adopted materials that are aligned with the Florida Standards. We have the support of a Curriculum Support Specialist which meets with the reading coach, administrative staff and teachers to ensure we are implementing standards effectively. Teachers use pacing guides to maximize student's exposure to complex text.

Instructional Strategies

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

Students have been placed by FCAT proficiency levels in the corresponding courses such as Intensive Reading and Intensive Math. Data chats are conducted by administrators with teachers and teachers with students. Data is used to group students and drive instruction based on student need. Data from district assessments is used to shift instruction, practices and content to better serve needs of students. Fair, Thinkgate and Cognitive Tutor data reports are analyzed and used to determine instructional needs. Ongoing use of data, based on teacher made assessments is used to modify instruction.

AP Potential data is used to identify students with potential for Honors and AP courses. PERT data identifies students' level of college readiness. College prep classes are created to serve the needs of students who are eligible to exit out of intensive reading courses based on proficiency data.

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: 11,300

Students are afforded the opportunity to retake courses that they were unsuccessful in by participating in Adult Education and Florida Virtual School (FLVS). In addition, students are provided an opportunity to receive remediation and enrichment during after school tutorial sessions.

Strategy Rationale

These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists. 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
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lux, John, johnclux@dadeschools.net

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

Data collection is the responsibility of the administrators, coaches and teachers over the instructional area. Data includes teacher-made 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

An articulation meeting is held with all incoming feeder pattern schools to discuss curriculum amongst department chairs. An Academy Day is held annually where middle school students are invited to visit campus and receive information on all academies and magnet programs offered. Students also have the opportunity to experience a pep rally organized by the Student Government Association. Post secondary preparations are provided to upper level students to assist with transition to post secondary institutions. College fairs are held annually as well as an annual college visit tour.

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

Since Sunset received a federal grant, which was part of the Secondary School Reform (SSR) movement, it has transformed from a traditional to an academy high school. The Design Team participated in professional development and continues to educate the faculty and staff on the

“Academy” model. Miami Sunset is now a wall-to-wall academy school with nine career Academies. We added a new Medical Magnet during the 2012-13 school year and have now added an Engineering Magnet. We currently offer four National Academy Foundation (NAF) Academies: Engineering, Finance, Information Technology and Hospitality and Tourism. Miami Sunset will be attending the National Academy Foundation Conference this summer to continue developing and growing. Miami Sunset also has the following academies: Advanced Global Studies (AGS), Education, Law and Public Service and Visual and Performing Arts. Eleventh and twelfth grade students can select a work related program in which they take a Career Exploration course and get credits for having a job, as On the Job Training (OJT). The selection of one of nine academies demonstrates the students’ preference for meaningful career planning. The cross curriculum instruction allows for the connection between course-work and application.

Each of the nine Academies consists of four elective courses.

- AGS includes the Advanced Academics and World Languages strands (Italian, Spanish FL and Spanish for Spanish Speakers).
- The Medical Magnet includes the Pre-med, Applied Science and Sports Medicine.
- Education includes the Early Childhood Education strand.
- The Engineering Magnet includes the Engineering strand using Project Lead The Way (PLTW) Curriculum.
- Finance includes the Finance strand.
- Hospitality and Tourism includes the Culinary Arts and Hospitality and Tourism strands.
- Information & Media Technology includes the Journalism and Multi Media strand.
- Law and Public Service includes the Criminal Justice, JROTC, and Legal Studies strands.
- Visual & Performing Arts includes the Dance, Music, Drawing & Painting strands.

Each student will select an Academy to be completed outside the core and required curriculum, offering him/her an opportunity to explore in depth an area of interest. In addition, students have FOUR other elective courses through which they can explore a variety of areas. Honors and Advanced Placement Courses are offered in all the core courses as well as in the Academy classes. Current 8th graders were invited to an Academy Day field trip to view a video, listen to students and Academy Leaders, and get flyers and brochures outlining the Academies and courses at Miami Sunset. Counselors

conducted subject selection at each middle school and for each grade level during the Spring of 2014. During subject selection, students were given the opportunity to select or change their academy this year. Parents’ signatures are required on the Subject Selection Sheets as well as the Academy Change Form. Counselors monitored students’ ConnectEdu where they can search for colleges, scholarships and create resumes.

Additionally, students are encouraged to make the most out of technology by enrolling in Florida Virtual School (FLVS) in order to advance or make up credits.

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

The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by encouraging interdisciplinary lessons, and expanding lessons that are cross-curricular. Students are presented with lessons that have value and relevance to real life scenarios. The work they produce must include personal experiences, background knowledge, and concrete examples from the real world. They show increased motivation to learn and retain the lessons as opposed to covering sections of a literary work.

All math courses exhibit real-world relevance when teaching topics. The correlation between the math content course and our various academies provides a newly formed venue for the incorporation of other disciplines with math instruction.

In preparation for the 2015-2016 school year, the curriculum will blend the Florida State Standards with the New Generation Sunshine State Standards in the areas of English, Math, and Social Studies.

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

- Counselors meet with students three times a year to ensure adequate progress and placement in academic classes.
- Counselors meet with students to review GPA, graduation requirements, five point rule, honors and AP class requirements, and Academy classes.
- Field trips and guest speakers offer students opportunities to explore post secondary options.
- Academy days are held for incoming 9th grade students and parents to showcase Miami Sunset's academy offerings.
- A College Fair is held annually featuring colleges for all 11th and 12th grade students.
- Summer internships are made available to students for further experience and exploration of post secondary opportunities.
- Counselors perform credit checks for seniors twice per year and meet with students, teachers, and parents as needed.
- Students are registered for Adult Education classes as needed to recover credits.
- Students are given the option to register in FLVS to advance or make up credits.
- Promoting the Dual Enrollment Program with Florida International University and Miami Dade Community College- allows students to earn college and post secondary credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.
- Promoting enrollment in Advanced Placement courses – Miami Sunset offers 23 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.

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

Counselors meet with students three times a year to ensure adequate progress and placement in academic classes. They review GPA, graduation requirements, 5 point rule, honors and AP class requirements as well as academy classes. Field trips and guest speakers offer students opportunities to explore secondary options. Student are registered for Adult Education and FLVS as needed to recover credits. Promoting the dual enrollment program allows students to earn college and post secondary credits in high school and provides more opportunities for student to complete two and four post secondary degrees.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the EWS to identify at-risk students to provide support and intervention to increase achievement.
- G3.** During the 2013-14 school year, 5% of our SECME students competed in the robotics competitions. Our goal for 2014-15 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10% and to increase student enrollment in all CTE program areas offered by 10%.
- G4.** See Title 1 PIP

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G049834

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Intensive Reading: Cengage Edge B & C; Reading Plus; Novels(district selected); Retakers: Vocabulary for Success; Novels (district selected, The Perfect Storm and A Long Way Gone); Reading Plus; Please Note: Reading Plus is not utilized for the 2014-2015 school year due to under enrollment in the IR Classroom, permission was granted by the district), departmentalized faculty meetings, faculty meetings, early release, PD teacher planning day, residential experts in different capacities, instructional leadership team meetings, school-funded Reading Coach. technology: Promethean Boards, computer labs, tablets and staff and faculty open to professional development opportunities.

Targeted Barriers to Achieving the Goal 3

- Need to refine the structure of collaborative planning opportunities in order to produce LAFS aligned objective-based lesson plan.

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

1a

G048820

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.0
One or More Suspensions	15.0
Level 1 - All Grades	21.0

Resources Available to Support the Goal 2

- Attendance bulletins Student Case Management Reports Assessment Data

Targeted Barriers to Achieving the Goal 3

- Resources are needed to provide support and intervention to indicated Early Warning Systems.

Plan to Monitor Progress Toward G2. 8

Attendance bulletins
District reports
Parent logs

Person Responsible

John Lux

Schedule

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

Evidence of Completion

reports logs

Plan to Monitor Progress Toward G2. 8

monitor tutoring logs

Person Responsible

John Lux

Schedule

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

Evidence of Completion

tutoring logs

G3. During the 2013-14 school year, 5% of our SECME students competed in the robotics competitions. Our goal for 2014-15 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10% and to increase student enrollment in all CTE program areas offered by 10%. 1a

 G048816

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Approved STEM courses industry certified teachers professional development opportunities for teachers to support best practices.
- Approved CTE courses and industry certified teachers Professional Development opportunities for teachers to support best practices

Targeted Barriers to Achieving the Goal 3

- STEM struggles with students who have weak math and science skills and students who have a hard time mastering the STEM PLTW curriculum.
- CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment.

Plan to Monitor Progress Toward G3. 8

Analysis of students data of enrollment in one or more CTE courses.

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Data of students completing one or more CTE course.

G4. See Title 1 PIP 1a

 G050122

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase student achievement by improving core instruction in all content areas. **1**

 G049834

G1.B1 Need to refine the structure of collaborative planning opportunities in order to produce LAFS aligned objective-based lesson plan. **2**

 B124760

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

 S136759

Strategy Rationale

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

Action Step 1 **5**

Provide a PD to the faculty on unpacking the LAFS standards and applying learning targets into everyday lessons to carry out a close analytical read

Person Responsible

Gladys Martinez

Schedule

On 10/7/2014

Evidence of Completion

Hand-outs, Sign-in sheets and agendas

Action Step 2 5

Instructional leaders will support teachers to collaboratively produce plans that infuse LAFS standards into their close reading lessons on early release day (10/9).

Person Responsible

John Lux

Schedule

Weekly, from 10/9/2014 to 10/14/2014

Evidence of Completion

Lesson Plans

Action Step 3 5

Teachers will implement and deliver LAFS infused close reading lessons.

Person Responsible

John Lux

Schedule

Daily, from 10/24/2014 to 6/4/2015

Evidence of Completion

Student work samples, Student discourse and Administrative Walk-throughs

Action Step 4 5

Administrators will monitor implementation to assess effective implementation of LAFS based lessons.

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Walk-through Logs

Action Step 5 5

Teachers identified in need of additional support will be provided opportunities to observe residential experts, through instructional rounds, and receive coaching cycle components as needed.

Person Responsible

Gladys Martinez

Schedule

Monthly, from 10/6/2014 to 10/6/2014

Evidence of Completion

Support Logs

Action Step 6 5

Administrators will monitor for ongoing effectiveness and fidelity by providing constructive feedback and support to the professional.

Person Responsible

John Lux

Schedule

Weekly, from 11/26/2014 to 6/4/2015

Evidence of Completion

Walk-through Logs, Support Logs, Meeting agendas, Sign-in sheets and Handouts

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

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct Data Chats; Teacher-made assessments

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct Data Chats; Teacher-made assessments

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct Data Chats; Teacher-made assessments

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct Data Chats; Teacher-made assessments

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct Data Chats; Teacher-made assessments

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

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

Conduct Data Chats; Teacher-made assessments

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student folders; classroom assessment; interim results

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement. 1

G048820

G2.B1 Resources are needed to provide support and intervention to indicated Early Warning Systems. 2

B121892

G2.B1.S1 Conduct grade level student orientations at the beginning and middle of the school year to review school procedures, attendance policies and review The Code of Student Conduct. Parents will also be invited for parent grade level orientations at the beginning of the school year. Teachers will have PD to review school procedures and Code of Student Conduct. 4

S133825

Strategy Rationale

Parents and students need to be familiar with school wide procedures.

Action Step 1 5

Conduct parent meetings
Conduct student orientations
Refer students to Guidance Counselors
Conduct Teacher Training

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Parent sign in logs Student Case Management reports and attendance bulletins

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

Monitor attendance bulletins
Conduct student attendance meetings

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Student Case Management reports

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

Monitor attendance bulletins
Monitor Student Case Management Reports
Conduct student attendance meetings

Person Responsible

John Lux


Schedule

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

Evidence of Completion

Attendance Bulletins Student Case Management Reports

G2.B1.S2 Provide remediation to Level 1 students through after school tutorials as well as in class support through remediation classes of intensive reading and intensive math. 4

 S137587

Strategy Rationale

Level 1 students need additional support to bridge the learning gap.

Action Step 1 5

provide tutoring during and after school hours

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Tutoring logs

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

monitor tutoring logs
classroom visits

Person Responsible

John Lux

Schedule

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

Evidence of Completion

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

check tutoring logs
classroom visits

Person Responsible

John Lux

Schedule

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

Evidence of Completion

tutoring logs

G3. During the 2013-14 school year, 5% of our SECME students competed in the robotics competitions. Our goal for 2014-15 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10% and to increase student enrollment in all CTE program areas offered by 10%. 1

G048816

G3.B1 STEM struggles with students who have weak math and science skills and students who have a hard time mastering the STEM PLTW curriculum. 2

B121887

G3.B1.S1 Conduct after school activities that require students to utilize math and science skills. 4

S133820

Strategy Rationale

STEM students need additional practice with math and science skills.

Action Step 1 5

Develop common projects using math and science skills to be implemented in the PLTW curriculum units

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Common Planning and Design Team meetings.

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

Create a Pre/Post Test to set a baseline of student knowledge.

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Analysis of data from pre/post test scores

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

Assess whether activities planned generated anticipated results

Person Responsible

John Lux


Schedule

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


Evidence of Completion

Actual number of students participating in STEM related activities increased due to the implementation of science and math skills introduced into the curriculum because of cohort with math and science department

G3.B2 CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment. 2

 B125515

G3.B2.S1 Encourage exclusive articulation of middle and high school feeder pattern program; Conduct Self-Assessment of career academies using National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) resources; Build capacity within the programs offered to ensure quantity ; Schedule career academy students in cohorts w/ common academic and CTE instructors. 4

 S137382

Strategy Rationale

Action Step 1 5

Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Academy registration confirmation and enrollment data. Generate on-going evidence binder. Common Planning and Design Team meetings

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

Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Academy registration confirmation and enrollment data. Generate on-going evidence binder. Common Planning and Design Team meetings

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

Observe and monitor the effectiveness of each activity planned .

Person Responsible

John Lux

Schedule

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

Evidence of Completion

Actual number and percentage of CTE enrollment compared to actual school data. Academy earning Model/Exemplary status.

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
G3.B1.S1.A1	Develop common projects using math and science skills to be implemented in the PLTW curriculum units	Lux, John	8/18/2014	Common Planning and Design Team meetings.	6/4/2015 monthly
G2.B1.S1.A1	Conduct parent meetings Conduct student orientations Refer students to Guidance Counselors Conduct Teacher Training	Lux, John	8/18/2014	Parent sign in logs Student Case Management reports and attendance bulletins	6/4/2015 semiannually
G1.B1.S1.A1	Provide a PD to the faculty on unpacking the LAFS standards and applying learning targets into everyday lessons to carry out a close analytical read	Martinez, Gladys	10/7/2014	Hand-outs, Sign-in sheets and agendas	10/7/2014 one-time

Dade - 7531 - Miami Sunset Senior High Schl - 2014-15 SIP
Miami Sunset Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.	Lux, John	8/18/2014	Academy registration confirmation and enrollment data. Generate on-going evidence binder. Common Planning and Design Team meetings	6/4/2015 monthly
G2.B1.S2.A1	provide tutoring during and after school hours	Lux, John	9/29/2014	Tutoring logs	5/29/2015 weekly
G1.B1.S1.A2	Instructional leaders will support teachers to collaboratively produce plans that infuse LAFS standards into their close reading lessons on early release day (10/9).	Lux, John	10/9/2014	Lesson Plans	10/14/2014 weekly
G1.B1.S1.A3	Teachers will implement and deliver LAFS infused close reading lessons.	Lux, John	10/24/2014	Student work samples, Student discourse and Administrative Walk-throughs	6/4/2015 daily
G1.B1.S1.A4	Administrators will monitor implementation to assess effective implementation of LAFS based lessons.	Lux, John	11/7/2014	Walk-through Logs	11/7/2014 weekly
G1.B1.S1.A5	Teachers identified in need of additional support will be provided opportunities to observe residential experts, through instructional rounds, and receive coaching cycle components as needed.	Martinez, Gladys	10/6/2014	Support Logs	10/6/2014 monthly
G1.B1.S1.A6	Administrators will monitor for ongoing effectiveness and fidelity by providing constructive feedback and support to the professional.	Lux, John	11/26/2014	Walk-through Logs, Support Logs, Meeting agendas, Sign-in sheets and Handouts	6/4/2015 weekly
G1.MA1	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA2	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA3	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA4	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA5	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA6	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA1	Conduct Data Chats; Teacher-made assessments	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA8	Conduct Data Chats; Teacher-made assessments	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA9	Conduct Data Chats; Teacher-made assessments	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA10	Conduct Data Chats; Teacher-made assessments	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA11	Conduct Data Chats; Teacher-made assessments	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA12	Conduct Data Chats; Teacher-made assessments	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA1	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA4	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA5	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA6	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA7	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G2.MA1	Attendance bulletins District reports Parent logs	Lux, John	8/18/2014	reports logs	6/4/2015 daily
G2.MA2	monitor tutoring logs	Lux, John	9/29/2014	tutoring logs	5/29/2015 weekly
G2.B1.S1.MA1	Monitor attendance bulletins Monitor Student Case Management Reports Conduct student attendance meetings	Lux, John	8/18/2014	Attendance Bulletins Student Case Management Reports	6/4/2015 daily
G2.B1.S1.MA1	Monitor attendance bulletins Conduct student attendance meetings	Lux, John	8/18/2014	Student Case Management reports	6/4/2015 daily
G2.B1.S2.MA1	check tutoring logs classroom visits	Lux, John	9/29/2014	tutoring logs	5/29/2015 weekly
G2.B1.S2.MA1	monitor tutoring logs classroom visits	Lux, John	9/29/2014		5/29/2015 weekly
G3.MA1	Analysis of students data of enrollment in one or more CTE courses.	Lux, John	8/18/2014	Data of students completing one or more CTE course.	6/4/2015 quarterly
G3.B1.S1.MA1	Assess whether activities planned generated anticipated results	Lux, John	8/18/2014	Actual number of students participating in STEM related activities increased due to the implementation of science and math skills introduced into the curriculum because of cohort with math and science department	6/4/2015 monthly
G3.B1.S1.MA1	Create a Pre/Post Test to set a baseline of student knowledge.	Lux, John	8/18/2014	Analysis of data from pre/post test scores	6/4/2015 monthly
G3.B2.S1.MA1	Observe and monitor the effectiveness of each activity planned .	Lux, John	8/18/2014	Actual number and percentage of CTE enrollment compared to actual school data. Academy earning Model/ Exemplary status.	6/4/2015 weekly
G3.B2.S1.MA1	Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.	Lux, John	8/18/2014	Academy registration confirmation and enrollment data. Generate on-going evidence binder. Common Planning and Design Team meetings	6/4/2015 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 Opportunities

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

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

G1.B1 Need to refine the structure of collaborative planning opportunities in order to produce LAFS aligned objective-based lesson plan.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide a PD to the faculty on unpacking the LAFS standards and applying learning targets into everyday lessons to carry out a close analytical read

Facilitator

Gladys Martinez, Reading Coach, Yamilka Galue, CSS, Jeff Capparelli, Richard Morera and Michelle Martinez

Participants

Teachers

Schedule

On 10/7/2014

PD Opportunity 2

Instructional leaders will support teachers to collaboratively produce plans that infuse LAFS standards into their close reading lessons on early release day (10/9).

Facilitator

Department Chairpersons

Participants

Teachers

Schedule

Weekly, from 10/9/2014 to 10/14/2014

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

G2.B1 Resources are needed to provide support and intervention to indicated Early Warning Systems.

G2.B1.S1 Conduct grade level student orientations at the beginning and middle of the school year to review school procedures, attendance policies and review The Code of Student Conduct. Parents will also be invited for parent grade level orientations at the beginning of the school year. Teachers will have PD to review school procedures and Code of Student Conduct.

PD Opportunity 1

Conduct parent meetings Conduct student orientations Refer students to Guidance Counselors
Conduct Teacher Training

Facilitator

Dr. Lucia Cox, Principal

Participants

Faculty

Schedule

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

G3. During the 2013-14 school year, 5% of our SECME students competed in the robotics competitions. Our goal for 2014-15 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10% and to increase student enrollment in all CTE program areas offered by 10%.

G3.B2 CTE struggles with low enrollment numbers to meet National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) model academy or exemplary status. Competition from the various non-CTE programs throughout the school and the rise of charter/private schools in the area have been a detriment to enrollment.

G3.B2.S1 Encourage exclusive articulation of middle and high school feeder pattern program; Conduct Self-Assessment of career academies using National Career Academy Coalition (NCAC) or National Academy Foundation (NAF) resources; Build capacity within the programs offered to ensure quantity ; Schedule career academy students in cohorts w/ common academic and CTE instructors.

PD Opportunity 1

Promote CTE awareness through activities such as CTE month, career fairs, Curriculum EXPO, parent/family night, internship testimonials and activities with feeder pattern schools.

Facilitator

District Sponsored PD

Participants

Academy Leaders

Schedule

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

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 2: Use the EWS to identify at-risk students to provide support and intervention to increase achievement.	4,000
Goal 3: During the 2013-14 school year, 5% of our SECME students competed in the robotics competitions. Our goal for 2014-15 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10% and to increase student enrollment in all CTE program areas offered by 10%.	2,000
Grand Total	6,000

Goal 2: Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

Description	Source	Total
B1.S2.A1	General Fund	4,000
Total Goal 2		4,000

Goal 3: During the 2013-14 school year, 5% of our SECME students competed in the robotics competitions. Our goal for 2014-15 school year is to increase the number of students participating in the SECME club robotics challenges and science expo fair by 10% and to increase student enrollment in all CTE program areas offered by 10%.

Description	Source	Total
B2.S1.A1	General Fund	2,000
Total Goal 3		2,000