Hialeah Miami Lakes Senior High

2014-15 School Improvement Plan

Hialeah Miami Lakes Senior High

7977 W 12TH AVE, Hialeah, FL 33014

http://schoolsites.schoolworld.com/schools/hialeah/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are committed to building a community of creative and analytical thinkers through rigorous and relevant academic choices and diverse educational opportunities designed to prepare our students to meet the demands of our ever-changing world.

Provide the school's vision statement

We will empower our students to become confident, self-directed, life-long learners, and proactive members of society.

School Environment

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

The leadership team at Hialeah- Miami Lakes has brought a vision of high academic standards and academic excellence to Hialeah-Miami Lakes. In the past three years, the school has experienced a significant increase in the number of students participating in advanced academics. We have made it a personal mission to increase the number of dual enrollment courses offered at HML. In the past two years HML increased the number of Dual Enrollment classes through Florida International University from three to eleven. Our goal is to expose our students to as many college level opportunities as possible, helping to prepare our students for post-secondary success. We have implemented our TAPS, Trojan Advanced Placement Scholars, which is specifically geared towards providing our students with a rigorous curriculum. We have implemented iPrep in HML, which is an innovative program designed to integrate technology into every area of the learning environment, including curriculum delivery and community collaboration. This project included a complete renovation of our third floor, which transformed the area into a state-of-the-art technological, educational facility, equipped with smartboards and iMacs for every student. We have implemented Spring Board curriculum through College Board and have started a Legal Studies Magnet. We have also increased participation in our career academies which include Business, Medical and Health and Communications. Through our career academies our students have an opportunity to participate in industry certification assessments which allows them professional certification in their respective fields.

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

Hialeah-Miami Lakes creates and maintains a safe and respected environment by implementing The Code of Student Conduct and Promoting and Maintaining a Safe Learning Environment School Board Rule 6Gx13-5D-108. Hialeah- Miami Lakes builds upon each student's potential for learning and fosters positive interpersonal relationships through personal, academic, civic, and occupational adequacies in order to become effective and productive citizens. Hialeah-Miami Lakes personnel is trained and equipped with the skill sets and knowledge needed to respond to critical incidents or other related emergencies that may arise in the school or community by implementing the Critical Incident Response Plan developed for the school.

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

Hialeah- Miami Lakes aligns its school-wide behavioral system with the Mutli-tiered System of Support and procedures using corrective strategies outlined in the Code of Student Conduct shared with staff during the Opening of Schools. Hialeah-Miami Lakes established a progressive discipline protocol to deal with disciplinary incidents that arise in order to set forth clear behavioral expectations among teachers, students, and parents. Hialeah- Miami Lakes Administrative Progressive Discipline Plan is available on the school's website and provided to teachers to ensure fairness and equity among disciplinary incidents.

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

The emotional safety of students at Hialeah- Miami Lakes will be addressed by array of personnel and programs. All students are able to able to seek the services of the TRUST Specialist upon request as well as schedule and an appointment with their Student Service Guidance Counselor during school hours. Additionally Hialeah -Miami Lakes will be implementing the TROJAN Stars program in collaboration with FIU Psychology Department. This program will be universally provided to all students who are enrolled in reading classes with a program which focuses on self-esteem and confidence issues. Providing additionally support through the Health/Driver Education classes are Switchboard of Miami/Project Wise and Abriendo Puertas. A working relationship is also maintained with community agencies that serve the emotional needs of our students through the TRUST Program in Student Services. Student with IEP's in the ESE program are supported by the EBD Clinician and Art Therapist. The students in the Leadership Class at Hialeah - Miami Lakes are responsible for peer-to-peer awareness regarding issues such as drugs, HIV/AIDS and tolerance.

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

Hialeah - Miami Lakes Senior High will identify the following Early Warning Systems when determining our at-risk student population.
a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school
suspension.
b. One or more suspensions, whether in school or out of school
c. Course failure in English Language Arts or mathematics
d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	108	133	106	165	512
One or more suspensions	105	34	61	25	225
Course failure in ELA or Math	21	15	16	4	56
Level 1 on statewide assessment	124	139	167	97	527

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	34	31	26	27	118

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

Hialeah - Miami Lakes Senior High School provides students identified by the early warning system with the following intervention classes and strategies to improve academic performance.
Tier 2
Intensive Reading
IR Retake Classes (11th/12th)
Intensive Reading Classes (IR L2): Edge
Intensive Reading Plus (IR+ L1): Read 180/Systems 44
Developmental Reading Classes through ESOL
Technology Programs
Read 180 Software/System 44
Reading Plus
Imagine Learning
Achieve 3000
Typing Web.com
Intensive Math
L1 (Algebra I non-passers) Data -Driven rotational curriculum model aligned to testing calendar
Tier 3
Technology Programs
Prepworks (ACT/EOC)
After-School ELL Tutoring
Saturday School
Rising Star Program
HLAP

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/195292.

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

Hialeah - Miami Lakes Senior High School builds and sustains partnerships with local community agencies through Dade Partners in order to establish a cooperative agreement between the school and business professionals, civic groups, and government agencies to bring resources together to improve student achievement and enhance educational programs within our school. Through the Educational Excellence School Advisory Council (EESAC), Dade Partners, such as Florida International University, Bank United and Miami Dade College, are encouraged to participate in monthly meetings to ensure all stakeholders are involved with the decisions making process that impacts student achievement.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Acosta, Eric	Principal
Prado, Cynthia	Assistant Principal
Vinas, Barbara	Assistant Principal
Butler, Ron	Assistant Principal

Duties

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

Eric Acosta, Principal; Ronald Butler, Assistant Principal; Cynthia Prado, Assistant Principal, and Barbara Vinas, Assistant Principal will schedule and facilitate regular MTSS meeting, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrators the school Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Wendy Morales-Halloran , Students with Disability Chair
• Eileen Padro, Student Services Department Chair
• Angel Marti, EBD Counselor
• Cicely Comandari, Art Therapist
• Odalys Acosta, TRUST Counselor
• Ofelia Diaz, Social Worker
• Dr. Larry Koch, Psychologist
• Jennifer Murray, iPrep Lead Teacher
• Gloria Rionda, ELL Department Chair
• Ta'shina Nelloms, Reading Coach
• Tosha Daniel, Mathematics Coach

• Robert Mayrovitz, Science Department Chair
• Mario Vazquez, Fine Arts Department Chair
• Illiana Llosa, Activities Director
• Michael Phillips, IT Administrator
In addition to Tier 1 problem solving, the Leadership Team will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS team: Dr. Larry Koch, Eileen Padro, Gloria Rionda, Ta'shima Nelloms, and Tosha Daniels will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team: Barbara Vinas, Tier Team 2, and parent/guardian make up the Tier 3 MTSS Problem Solving Team

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

MTSS Leadership Team is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS into the culture of each school.
1. MTSS Leadership Team leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s), Department Chairs and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders
3. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups' targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provide in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or

behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Title I, Part A

At Hialeah-Miami Lakes Senior High School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as: after-school programs, Saturday Academy, or summer school provided through our adult education program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches in the areas of Reading, Mathematics, and Science provide support to instructional staff by utilizing push-in and parallel teaching strategies. They develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk; "assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The Migrant Liaison at Hialeah-Miami Lakes Senior High, provides services and support to students and parents. The District liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Hialeah-Miami Lakes Senior High School utilizes District-supplied funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II

Hialeah-Miami Lakes Senior High School is a Title II district that uses supplemental funds for improving basic education as follows:

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

training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Hialeah-Miami Lakes Senior High School provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. At Hialeah-Miami Lakes Senior High School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12)

• behavioral/mental counseling services (K-12)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers (K-12)

• reading and supplementary instructional materials (K-12)

hardware and software for the development of language and literacy skills in Reading, Mathematics and Science, is purchased for selected schools to be used by ELL and immigrant students (K-12,

RFP Process)

Title VI, Part B - NA

Title X- Homeless

Hialeah-Miami Lakes Senior High School:

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

• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Hialeah-Miami Lakes Senior High School offers non-violence and anti-drug programs to students that incorporate field trips, community service, drug tests, and counseling. Moreover, all these programs are coordinated by the TRUST counselor:

• TATU (Teens Against Tobacco Use program through the American Lung Association)

• Peer Mediation

SSHSMPACT

Nutrition Programs

• Hialeah-Miami Lakes Senior High School adheres to and implements the nutritional requirements stated in the District Wellness Policy.

• Nutrition education, as per state statute, is taught through physical education.

• The School Food Service Program that provides school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education

High school completion courses are available to all eligible students at Hialeah-Miami Lakes Senior High School through adult education program, based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

Hialeah-Miami Lakes Senior High School promotes Career Pathways and Programs of Study, students at Hialeah-Miami Lakes Senior High School will be academy program completers, and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school, thus providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and

Industry certifications. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.
Job Training-N/A
Other
Health Connect in Our Schools
• Health Connect at Hialeah-Miami Lakes Senior High (HCiOS) offers a coordinated level of school based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ms. Duysevi Karan-Miyar	Teacher
Eric Acosta	Principal
Alexis Cazanas	Principal
Cynthia Prado	Education Support Employee
Queen Somers	Education Support Employee
Steven Goldman	Teacher
Iliana Llosa	Teacher
Michelle Rubin	Teacher
Daphnee Cayemitte	Teacher
Ivonne Mesa	Education Support Employee
Mario Deliz	Education Support Employee
Jessica Gonzalez	Parent
Dawn Remick	Parent
Jessica Duque	Student
Cyara Bryant	Student
Marvin Espinosa	Student
Jessica Basallo	Student
Karina Bullitt	Student
Danny Hernandez	Student
Anabel Nemrow	Business/Community
Elizabeth Lugo	Business/Community
Madelyn Perez	Parent
Jessica Gonzalez	Parent
Catherine Beauvil	Parent
Latoya Lawhorne	Parent
Dawn Remick	Parent
Sara Orozco	Parent
Andres Felipe Bula	Student
Raquel Cruz	Teacher
Roxanne Insignares	Teacher
Madelyn Perez	Parent

Duties

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

Evaluation of last year's school improvement plan

As a team, the School Advisory Council (SAC), met and reviewed the 2014-2015 School Improvement Plan (SIP). The committee analyzed the data to determine the elimination or reduction of barriers, along with the development of goals for the 2014-2015 year.

Development of this school improvement plan

The School Advisory Council:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan

Preparation of the school's annual budget and plan

In ensuring that all teachers and students are trained and ready to strategically reduce or eliminate the barriers on the School Improvement Plan (SIP) , it was agreed that the budget should include content specific supplemental materials to support the needs of each academic area and student motivational incentives for academic achievement.

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

Professional Development $1,500.00. Student Incentives $2,999.00,

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

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

In collaboration with the principal, an action plan has been developed to recruit and retain parents to the School Advisory Committee (SAC) during PTSA meeting and school activities.

Literacy Leadership Team (LLT)

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

Name	Title
Nelloms, TaShina	Instructional Coach
Daniels, Tosha	Instructional Coach
Vinas, Barbara	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:
•including representation from all curricular areas on the LLT
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning
•developing a school wide organizational model that supports literacy instruction in all classes
•encouraging the use of data to improve teaching and student achievement

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

In encouraging positive working relationships , collaborative planning, and instruction among teachers; Hialeah-Miami Lakes provides common planning to core academic classes. During this time, teachers are encouraged to work together in order to develop relevant and rigorous lessons that will yield quality instruction in the classroom.

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

The Leadership Team is responsible for recruiting and retaining highly qualified teachers.
The school's strategies to recruit and retain highly qualified teachers include:
1. Conduct regular meetings with new teachers (Principal/AP)
2. Partnering new teachers with veteran staff for mentoring opportunities (Assistant Principal)
3. Soliciting referrals from current employees (Principal/AP)
4. Review applicant resumes for appropriate certifications for open positions (Principal/AP)
5. Offer teachers leadership opportunities (Principal)

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

Mentoring and induction for New Teachers (MINT) Program: Pairing of novice teachers with mentor teachers.
The school's teacher mentoring program includes pairing a mentor who is highly qualified with successful teaching experience and certified in the mentee's subject area to ensure the success of the mentee. Activities between mentor and mentee include Bi-Weekly meetings, Informal observation with feedback, classroom modeling, and participation in the District's MINT program.

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

In ensuring core instructional programs and materials are aligned to the Florida Standards, Hialeah-Miami Lakes supports the implementation of District Pacing Guides among the core academic classes and coaching support. Instructional Coaches are used during common planning to unpack the Florida Standards effectively and build capacity among teachers through systematic coaching cycles.

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

In order to meet the diverse needs of students, state and district assessment data is used to differentiate instruction and progress monitor students based on their academic needs. Through the Multi-Tiered System of Support (MTSS), tiers of intervention are provided to these students in order to increase, remediate, and enrich student performance.

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: 1,920

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Prado, Cynthia, cprado1105@dadeschools.net

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

Data is collected through District Interim assessments and curriculum based assessments to monitor and ensure students are making progress on targeted and tested item specifications on each assessment.

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

Hialeah Miami Lakes Senior High School supports the incoming cohorts by hosting an annual Feeder Pattern Showcase and articulation meetings. This allows for all instructional leaders to align the student's needs to the to Pupil Progression Plan. Post Secondary Education is promoted among all grade levels though grade-level meetings presented by the CAP Advisor. Additionally, College Tours and College Fairs are supported to bring awareness on requirements needed to attend such institutions.

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

Hialeah-Miami Lakes Senior High School by way of Smaller Learning Communities (SLC) program awards discretionary grants to local educational agencies (LEAs) to support the implementation of SLCs and activities to improve student academic achievement in large public high schools with enrollments of 1,000 or more students. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, "houses" in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs.

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

Hialeah-Miami Lakes Senior High School set the foundation of all efforts to improve high school students' transition to postsecondary education and/or careers with an applied and integrated curriculum that connects academic and vocational learning. The Smaller Learning Communities at Hialeah-Miami Lakes Senior High are the following: Visual and Performing Arts Academy (Art, Band, Choir, and Piano); Health Academy (Anatomy, First Responder, and Health Science); Business Academy (Business Management & Law, Entrepreneurship, Computer Skills, and Web Design); Communications Academy (Newspaper, TV Production, and Yearbook). Students select their academy through the assistance of the student services department and begin to take coursework in the area of interest. Moreover, this curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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

The ACT Online Prep Program, funded by Title I Program, will be made available to all students at Hialeah-Miami Lakes Senior High School. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school. We will continue to track all of our 11th graders who scored a Level 3 or higher on the FCAT Reading or Algebra/Geometry EOC Exam and encourage them to take the SAT, ACT, and/or PERT, in order to determine their "readiness" for postsecondary academia.

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

In best preparing students for the public post-secondary level, Dual Enrollment and AP courses are offered in most disciplines. Students are challenged and expected to maintain a rigorous level of academic achievement parallel to that of a post secondary education. In addition, our college and career readiness classes prepare students for the PERT and allow them to fulfill the examination requirement, while in high school.

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. Parental Involvement-"See Title I PIP"

G2. To increase student achievement by improving core instruction in all content areas.

G3. Our goal for the 2014-2015 school year is to decrease the dropout rate by 1 percentage points and to increase the graduation rate by 2 percentage points.

G4. Our goal for the 2014-2015 school year is to increase student enrollment and achievement for STEM/CTE academies. Students participating in STEM courses and passing CTE/STEM industry exams will increase by 5 percentage points .

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. Parental Involvement-"See Title I PIP" 1a

🔑 G052790

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

G2. To increase student achievement by improving core instruction in all content areas. `1a`

`G052574`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Curriculum Support Specialist, Instructional Literacy Coach, District Pacing Guides, Florida State Standards, Item Specification

- Core Materials Regular & Honors• Prentice Hall Algebra 1 & 2 Gold Series• Discovering Geometry • McGraw Hill Education, Algebra I & II Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra 1 & 2 Gold Series Intensive Math• Edgenuity NGSSS & MAFS Digital ResourcesOther• District developed Topic Assessment uploaded in ThinkGate found under District Assessments (Alg. I & II, Geo)• District Pacing Guides • Item Specifications

- District Pacing Guides, Biology Learning Goals and Item Specifications, 5-E Learning Cycle Lesson Plan Template, Gradual Release of Responsibility Model; Edgenuity, Learning Village (content specific attachments, Extended Learning Modules, online textbook resources)

- District Pacing Guides, Biology Learning Goals and Item Specifications, 5-E Learning Cycle Lesson Plan Template, Gradual Release of Responsibility Model; Edgenuity, Learning Village (content specific attachments, Extended Learning Modules, online textbook resources)

- Core- McGraw-Hill Social Sciences Text, Grade 9: World History and Geography; Grade 11: United States History & Geography: Modern Times; Grade 12: US Government: Democracy in Action/Florida Economics Principles and Practices Digital - US History Module 1 and 2 available @socialsciences.dadeschools.net, US History Academy

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of instructional practices to increase rigor with alignment to the new Language Arts Florida Standards and inconsistent use by ELA teachers of District Pacing Guides.

- Lack of evidence of rigor and relevance in classroom instruction.

- Limited opportunities are provided for students to engage in accountable talk.

- Limited evidence of teachers' use of high-order questioning strategies to enhance student critical thinking

- Limited evidence of planning that includes higher order thinking tasks and questioning using the Gradual Release of Responsibility Model.

Plan to Monitor Progress Toward G2. `8`

Informal and Formal assessments will be monitored for progress toward meeting goal.

Person Responsible
Eric Acosta

Schedule
On 10/26/2014

Evidence of Completion
Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides, lesson plans, Coaching log, Student work folders

G3. Our goal for the 2014-2015 school year is to decrease the dropout rate by 1 percentage points and to increase the graduation rate by 2 percentage points. 1a

G052575

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0

Resources Available to Support the Goal 2

- P.E.R.T. practice exams, SAT/ACT study guides & practice exams, College Assistance Program (CAP) Advisor, Create college-ready climate , P.E.R.T. practice exams, SAT/ACT study guides & practice exams, College Assistance Program (CAP) Advisor, Create college-ready climate, Testing fee waivers

Targeted Barriers to Achieving the Goal 3

- Students did not have the means or awareness to register for examinations therefore, students have limited opportunities to engage in college readiness preparedness activities.

Plan to Monitor Progress Toward G3. 8

Monitor the number of students that are "College Ready"

Person Responsible

Cynthia Prado

Schedule

On 6/5/2015

Evidence of Completion

Increase in students who are "College Ready" and participation.

G4. Our goal for the 2014-2015 school year is to increase student enrollment and achievement for STEM/ CTE academies. Students participating in STEM courses and passing CTE/STEM industry exams will increase by 5 percentage points . `1a`

🔍 G052577

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Miami-Dade College Dual Enrollment, Florida International University Dual Enrollment, District support personnel, national/local clubs and/or organizations

Targeted Barriers to Achieving the Goal `3`

- The barrier for students participating in STEM related courses is academic constraints on students schedules

- The barrier for students enrolling and completing accelerated STEM courses is academic constraints on students' schedules.

- The barrier for students taking one or more STEM AP exams is academic constraints on students' schedule.

- The barrier for students who are CTE/STEM concentrators taking and passing a CTE/STEM industry exam is the student's limited exposure to program requirements.

Plan to Monitor Progress Toward G4. `8`

Progress of the goal will be monitored through the participation of students enrolled in STEM and attendance at the assemblies.

Person Responsible

Ron Butler

Schedule

Quarterly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Assemblies

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

G2. To increase student achievement by improving core instruction in all content areas. 1

🔑 G052574

G2.B1 Limited evidence of instructional practices to increase rigor with alignment to the new Language Arts Florida Standards and inconsistent use by ELA teachers of District Pacing Guides. 2

🔑 B132517

G2.B1.S1 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. 4

🔑 S144488

Strategy Rationale

Action Step 1 5

Use formal and informal assessment data to assist teachers to develop grade level instructional plans during common planning that align to the District ELA/ELL Pacing Guides

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 10/31/2014

Evidence of Completion

District Pacing Guides, instructional plans, student artifacts.

Action Step 2 `5`

Provide professional development to ELA/ Redading/ELL/ESE teachers and reading coach on further development of standards-based instruction using the District Pacing Guides that are aligned to the Florida Standards Item Specifications.

Person Responsible

Eric Acosta

Schedule

Biweekly, from 9/25/2014 to 11/14/2014

Evidence of Completion

Professional development rosters, instructional plans, student artifacts, classroom observations.

Action Step 3 `5`

Provide assistance to reading coach and teachers using the coaching cycle, focusing on the close reading process, questioning strategies resulting in deeper understanding of text, and collaborative conversations among students.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Classroom observations, instructional plan objectives and activities reflect student data, student artifacts, coaching logs.

Action Step 4 `5`

Monitor fidelity of implementation of ELA/ELL/Language Arts, Reading and Developmental Language Arts (ELL) using the 5 Dimensions of Teaching and Learning by conducting weekly walkthroughs.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/17/2014

Evidence of Completion

Classroom observations, student technologh pro

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

Monitor the implementation by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson plans, student work folders, informal and formal assessments.

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

Monitor the implementation by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson plans, student work folders, informal and formal assessments

G2.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

🔑 S144489

Strategy Rationale

Action Step 1 5

Disaggregate and analyze student assessment data both formal and informal (weekly writing, open responses, and District Writing Pretest) to drive planning of writing instruction.

Person Responsible

Schedule

Biweekly, from 9/25/2014 to 10/31/2014

Evidence of Completion

Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides

Action Step 2 5

Provide professional development on effective instructional practices that demonstrate a connection between close reading and academic writing as outlined in the District's ELA, Reading, and ESOL Pacing Guide.

Person Responsible

Schedule

On 10/22/2014

Evidence of Completion

PD roster, Lesson plans, Student artifacts

Action Step 3 `5`

Provide assistance as needed to reading coach and teachers using the coaching cycle focusing on academic writing.

Person Responsible

Schedule

On 10/26/2014

Evidence of Completion

Lesson plans, Coaching log, Student work folders

Action Step 4 `5`

Monitor implementation of the close reading strategy in ELA and ESOL classrooms by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.

Person Responsible

Schedule

On 11/17/2014

Evidence of Completion

Lesson plans, coaching log, student work folders

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

Monitor the implementation of the analytic writing in ELA and ESOL classrooms by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson plans, coaching log, student work folders

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

Provide assistance as needed to teachers using the coaching cycle
focusing on academic writing

Person Responsible

TaShina Nelloms

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Coaching log, Student work folders

G2.B2 Lack of evidence of rigor and relevance in classroom instruction. `2`

🔧 B132518

G2.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. `4`

🔧 S144490

Strategy Rationale

Action Step 1 `5`

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Person Responsible

Tosha Daniels

Schedule

On 10/9/2014

Evidence of Completion

Professional Development sign in sheetProfessional Development agenda/reflection (handouts/power point/ materials

Action Step 2 `5`

Conduct a bi-weekly collaborative planning sessions on how to develop learning experiences that engage students in critical thinking and accountable talk.

Person Responsible

Tosha Daniels

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Planning session sign in sheet. Planning development materials (handouts/power point/ materials)

Action Step 3 `5`

Conduct coaching cycles with identified teachers to help with the implementation of higher order questioning strategies.

Person Responsible

Tosha Daniels

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Coaching Log Reflection from Lesson Modeled, Coaching Calendar

Action Step 4 `5`

Prepare lessons that incorporate higher order questioning strategies on a weekly basis.

Person Responsible

Tosha Daniels

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Planning session agenda/reflection. Planning development materials(handouts/power point/ materials)

Action Step 5 5

Implement high order questioning strategies during lesson delivery on a continual basis.

Person Responsible

Cynthia Prado

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Detailed lesson plans Classroom walkthroughs/observationsStudent journals/notebooksStudent sample work

Action Step 6 5

Utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas.

Person Responsible

Tosha Daniels

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Classroom walkthroughs/observationsStudents journal reflectionsStudent sample work

Action Step 7 5

Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor the use of high order questioning strategies during lesson delivery.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Lesson plansEvidence of use of probing questions during lesson deliveryStudent journal reflection

Action Step 8 `5`

Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Students involved in collaborative activities. Students engaged in mathematical discourse, e.g. justifying and explaining their reasoning.

Action Step 9 `5`

Incorporate high order thinking items in classroom and school assessments. Use district developed Topic Assessments as applicable.

Person Responsible

Tosha Daniels

Schedule

Biweekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Formative and summative assessments, Interim assessments, Topic Assessments

Action Step 10 `5`

Disaggregate data from different assessment reports and discuss results in order to adjust instruction.

Person Responsible

Tosha Daniels

Schedule

Monthly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan

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

Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

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

Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

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

Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

G2.B3 Limited opportunities are provided for students to engage in accountable talk. 2

🔧 B132519

G2.B3.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. 4

🔧 S144491

Strategy Rationale

Action Step 1 5

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Person Responsible

Tosha Daniels

Schedule

On 10/7/2014

Evidence of Completion

Professional Development sign in sheet. Professional Development agenda/reflection (handouts/power point/ materials)

Action Step 2 5

Model lessons within the coaching cycle that incorporate the STEP-IT UP problem solving protocol which includes math practices, higher order thinking, and real-world problem solving tasks that are aligned to the pacing guides.

Person Responsible

Tosha Daniels

Schedule

Biweekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Coaching Log Reflection from Lesson Modeled, Coaching Calendar

Action Step 3 [5]

Monitor the implementation and use of real-world problem solving tasks (HOTS Problem) in the instructional process weekly.

Person Responsible

Cynthia Prado

Schedule

On 10/23/2014

Evidence of Completion

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

Action Step 4 [5]

Prepare lessons that effectively incorporate virtual manipulative (eToolkit McGraw-Hill Digital Supplement) to provide students with a visual representation of real world problems.

Person Responsible

Tosha Daniels

Schedule

Biweekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Problem Solving Progress Monitoring Plan

Action Step 5 [5]

Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.

Person Responsible

Eric Acosta

Schedule

Biweekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

2014-10-23

Action Step 6 5

Provide opportunities for Math Coach and Department Chair to attend monthly ICADS.

Person Responsible

Eric Acosta

Schedule

On 10/23/2014

Evidence of Completion

ICAD Follow-Up Activity

Action Step 7 5

Disaggregate data from different assessment reports and discuss results in order to adjust instruction.

Person Responsible

Tosha Daniels

Schedule

On 11/26/2014

Evidence of Completion

Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan

Action Step 8 5

Provide professional development on Co-Teaching models to maximize delivery of instruction by both general ed and ESE teacher.

Person Responsible

Tosha Daniels

Schedule

On 10/9/2014

Evidence of Completion

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

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

Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.

Person Responsible

Cynthia Prado

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Students involved in collaborative activitiesStudents engaged in mathematical discourse, e.g. justifying and explaining their reasoning

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

Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.

Person Responsible

Cynthia Prado

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan

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

Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.

Person Responsible

Cynthia Prado

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan

G2.B5 Limited evidence of teachers' use of high-order questioning strategies to enhance student critical thinking [2]

🔍 B132521

G2.B5.S1 Implement high order questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding while increasing their abilities to articulate scientific explanations. [4]

🔍 S144492

Strategy Rationale

Action Step 1 [5]

Participate in Monthly ICAD.

Person Responsible

Robert Mayrovitz

Schedule

On 10/30/2014

Evidence of Completion

PD logs are signed

Action Step 2 [5]

Provide Mini PD sessions on the use of high order questioning strategies through the implementation of CER and ADI and the integration of LAFS and MAFS.

Person Responsible

Robert Mayrovitz

Schedule

On 10/9/2014

Evidence of Completion

Sign-in sheets

Action Step 3 [5]

Model the use of HOQ strategies to increase student critical thinking.

Person Responsible

Robert Mayrovitz

Schedule

Biweekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

CSS support log

Action Step 4 [5]

Provide more opportunities for students to discuss and write about the science concepts presented in class in order to make connections to personal and real world experiences .

Person Responsible

Robert Mayrovitz

Schedule

Daily, from 9/25/2014 to 10/30/2014

Evidence of Completion

Student accountable talk nin science classes and student writing samples

Action Step 5 [5]

Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning to ensure rigorous instruction that includes higher order questioning and the use of CER and ADI, as well as incorporates the 5-E Lesson Plan Cycle and the Gradual Release of Responsibility Model are being implemented in all grades.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 10/30/2014

Evidence of Completion

Effective instruction with specified strategies are evident during administrative classroom walk-throughs.

Action Step 6 `5`

Participate in Physical Science professional development sessions.

Person Responsible

Robert Mayrovitz

Schedule

On 10/25/2014

Evidence of Completion

PD logs are signed and follow-up assignment is completed

Action Step 7 `5`

Participate in professional development for technology integration through Edgenuity, Gizmos, and Discovery Education resources.

Person Responsible

Schedule

On 10/24/2014

Evidence of Completion

PD logs are signed and follow-up assignment is completed

Action Step 8 `5`

Participate in Physical Science, Biology, Chemistry, and Physics professional development sessions.

Person Responsible

Robert Mayrovitz

Schedule

On 2/17/2015

Evidence of Completion

PD logs are signed and follow-up assignment is completed

Action Step 9 `5`

Participate in Mini PD sessions on the use of the 5E Learning Cycle and the Gradual Release of Responsibility Model.

Person Responsible

Robert Mayrovitz

Schedule

Monthly, from 9/25/2014 to 11/6/2014

Evidence of Completion

Sign-in sheets

Action Step 10 `5`

Incorporate the 5E learning cycle in Lesson Plans in order to address students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, increase students' higher order thinking skills trough questioning, and allow students to become independent learners in science instruction through the Gradual Release of Responsibility Model

Person Responsible

Robert Mayrovitz

Schedule

Biweekly, from 9/25/2014 to 11/20/2014

Evidence of Completion

Lesson plans that incorporate the 5E learning cycle and the gradual release of responsibility model.

Action Step 11 `5`

Use data from assessments (diagnostic, formative, summative) to differentiate instruction, monitor student progress, and plan for enrichment and remediation activities.

Person Responsible

Robert Mayrovitz

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Student data chat logs, DI, enrichment, and reinforcement activities in lesson plans

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning to ensure rigorous instruction that includes higher order questioning and the use of CER and ADI, as well as incorporates the 5-E Lesson Plan Cycle and the Gradual Release of Responsibility Model are being implemented in all grades.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Effective instruction with specified strategies are evident during administrative classroom walk-throughs.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning to ensure rigorous instruction that includes higher order questioning and the use of CER and ADI, as well as incorporates the 5-E Lesson Plan Cycle and the Gradual Release of Responsibility Model are being implemented in all grades.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Effective instruction with specified strategies are evident during administrative classroom walk-throughs.

G2.B8 Limited evidence of planning that includes higher order thinking tasks and questioning using the Gradual Release of Responsibility Model. 2

🔑 B132524

G2.B8.S1 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. 4

🔑 S144493

Strategy Rationale

Action Step 1 5

Attend the U.S. History Academy (September 17, October 15, November 19) to gain additional resources for the utilization of the Gradual Release of Responsibility Model, technology integration and incorporation of data from mini-assessments to plan instruction and share resources with other 11th grade U.S. History teachers in order to plan collaboratively.

Person Responsible

Barbara Garcia

Schedule

Monthly, from 10/7/2014 to 11/19/2014

Evidence of Completion

Lesson Plans, Student Folders, Data Chats

Action Step 2 5

Plan collaboratively with 11th grade U.S. History teachers on effective lesson planning and using Item Specifications to drive instruction.

Person Responsible

Ron Butler

Schedule

Biweekly, from 9/25/2014 to 10/3/2014

Evidence of Completion

Lesson Plans and Student Folders

Action Step 3 `5`

Conduct walkthroughs using the 5 Dimensions of Teachinga and Learning on a weekly basis to monitor the implementation of effective lesson planning and the use of Item Specifications to drive instruction.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Folders and Student artifact

Action Step 4 `5`

Ensure that AP teachers submit their AP course syllabus to the College Board AP Course Audit website for the SY 2014-2015. Additionally, AP teachers will analyze the AP Instructional Planning Reports for May 2014 and include findings into the delivery of instruction.

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B8.S1 `6`

Conduct walkthroughs using the 5 Dimensions of Teachinga and Learning on a weekly basis to monitor the implementation of effective lesson planning and the use of Item Specifications to drive instruction

Person Responsible

Eric Acosta

Schedule

Biweekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Folders and Student artifact

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 `7`

Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor the implementation of effective lesson planning and the use of Item Specifications to drive instruction.

Person Responsible

Eric Acosta

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Folders and Student artifact

G2.B8.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. `4`

🔑 S144494

Strategy Rationale

Action Step 1 `5`

Attend the U.S. History Academy (September 17, October 15, November 19) to plan instruction in writing aligned to the LAFS and share resources with other 11th grade U.S. History teachers in order to plan collaboratively.

Person Responsible

Barbara Garcia

Schedule

Monthly, from 9/17/2014 to 11/19/2014

Evidence of Completion

Lesson Plans, Student Folders, Data Chats

Action Step 2 `5`

Plan collaboratively with 11th grade U.S. History teachers on effective lesson planning and using Item Specifications to drive instruction.

Person Responsible

Ron Butler

Schedule

Evidence of Completion

Lesson Plans and Student Folders

Action Step 3 `5`

Provide AP Teachers and Students with Curriculum Reviews scheduled in the Fall of 2014.

Person Responsible

Cynthia Prado

Schedule

Biweekly, from 11/4/2014 to 11/4/2014

Evidence of Completion

Lesson Plans and student folders

Action Step 4 `5`

Conduct weekly classroom walkthroughs using the 5 Dimensoions of Teaching and Learning to monitor effective implementation of common planning, lesson planning, lesson alignment to Social Studies pacing guides and U.S. History Item Specifications.

Person Responsible

Eric Acosta

Schedule

On 11/26/2014

Evidence of Completion

Lesson Plans, Student Folders and Student artifact

G3. Our goal for the 2014-2015 school year is to decrease the dropout rate by 1 percentage points and to increase the graduation rate by 2 percentage points. 1

G052575

G3.B1 Students did not have the means or awareness to register for examinations therefore, students have limited opportunities to engage in college readiness preparedness activities. 2

B132527

G3.B1.S1 CAP Advisor and Student Services Department will host group registrations and informational meetings with students and parents focusing on College Readiness activities. 4

S144495

Strategy Rationale

Action Step 1 5

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

P.E.R.T., ACT, SAT registration

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

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person Responsible

Cynthia Prado

Schedule

On 6/5/2015

Evidence of Completion

P.E.R.T., ACT, SAT registration

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

Monitor the number of students who register for "College Ready" exams.

Person Responsible

Cynthia Prado

Schedule

On 6/5/2015

Evidence of Completion

Increase in students who are "College Ready"

G4. Our goal for the 2014-2015 school year is to increase student enrollment and achievement for STEM/CTE academies. Students participating in STEM courses and passing CTE/STEM industry exams will increase by 5 percentage points . `1`

🔍 G052577

G4.B1 The barrier for students participating in STEM related courses is academic constraints on students schedules `2`

🔍 B132529

G4.B1.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation `4`

🔍 S144497

Strategy Rationale

Action Step 1 `5`

Monitor students participating in STEM related courses through the use of subject selection sheets and Master Schedule

Person Responsible

Schedule

Evidence of Completion

Subject Selection Sheets Master Schedule ASPEN

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

Administrators will identify and review subject selection sheets of student's participating in STEM related courses to ensure minimal conflicts.

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

Subject Selection Sheets ASPEN Reports

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

The master schedule will be reviewed to ensure an increase in STEM enrollment and participation

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

Student Selection Sheet Master Schedule ASPEN

G4.B2 The barrier for students enrolling and completing accelerated STEM courses is academic constraints on students' schedules. 2

🔑 B132530

G4.B2.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation 4

🔑 S144498

Strategy Rationale

Action Step 1 5

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

Person Responsible

Schedule

Evidence of Completion

Master Schedule ASPEN Reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

The leadership team will meet to discuss the academic progress of students enrolled in STEM courses.

Person Responsible

Cynthia Prado

Schedule

Evidence of Completion

Subject Selection Sheets ASPEN Reports

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

Master Schedule ASPEN Reports

G4.B3 The barrier for students taking one or more STEM AP exams is academic constraints on students' schedule. 2

B132531

G4.B3.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation 4

S144499

Strategy Rationale

Action Step 1 5

Student Services and Administration will brainstorm ideas to reduce conflicts within STEM programs during the articulation process.

Person Responsible

Schedule

Evidence of Completion

Master Schedule Student's Scheduling

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences

Person Responsible

Schedule

Evidence of Completion

Master Schedule Student Subject Selection

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

The master schedule will be reviewed to ensure that students have the multiple opportunities to take more STEM AP Exams

Person Responsible

Schedule

Evidence of Completion

Master Schedule Student Subject Selection

G4.B4 The barrier for students who are CTE/STEM concentrators taking and passing a CTE/STEM industry exam is the student's limited exposure to program requirements. `2`

🔑 B132532

G4.B4.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation `4`

🔑 S144500

Strategy Rationale

Action Step 1 `5`

Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences

Person Responsible

Cynthia Prado

Schedule

Quarterly, from 11/17/2014 to 6/5/2015

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G4.B4.S1 `6`

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts

Person Responsible

Cynthia Prado

Schedule

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

Evidence of Completion

Master Scheudle

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
G2.B1.S1.A1	Use formal and informal assessment data to assist teachers to develop grade level instructional plans during common planning that align to the District ELA/ELL Pacing Guides	Acosta, Eric	9/25/2014	District Pacing Guides, instructional plans, student artifacts.	10/31/2014 weekly
G2.B1.S2.A1	Disaggregate and analyze student assessment data both formal and informal (weekly writing, open responses, and District Writing Pretest) to drive planning of writing instruction.		9/25/2014	Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides	10/31/2014 biweekly
G2.B2.S1.A1	Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.	Daniels, Tosha	9/25/2014	Professional Development sign in sheetProfessional Development agenda/reflection (handouts/power point/ materials	10/9/2014 one-time
G2.B3.S1.A1	Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.	Daniels, Tosha	9/25/2014	Professional Development sign in sheet. Professional Development agenda/ reflection (handouts/power point/ materials)	10/7/2014 one-time
G2.B5.S1.A1	Participate in Monthly ICAD.	Mayrovitz, Robert	9/25/2014	PD logs are signed	10/30/2014 one-time
G2.B8.S1.A1	Attend the U.S. History Academy (September 17, October 15, November 19) to gain additional resources for the utilization of the Gradual Release of Responsibility Model, technology integration and incorporation of data from mini-assessments to plan instruction and share resources with other 11th grade U.S. History teachers in order to plan collaboratively.	Garcia, Barbara	10/7/2014	Lesson Plans, Student Folders, Data Chats	11/19/2014 monthly
G2.B8.S2.A1	Attend the U.S. History Academy (September 17, October 15, November 19) to plan instruction in writing aligned to the LAFS and share resources with	Garcia, Barbara	9/17/2014	Lesson Plans, Student Folders, Data Chats	11/19/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	other 11th grade U.S. History teachers in order to plan collaboratively.				
G3.B1.S1.A1	The CAP Advisor will host informational meetings to discuss testing options and registration requirements.	Prado, Cynthia	9/5/2014	P.E.R.T., ACT, SAT registration	6/5/2015 quarterly
G4.B1.S1.A1	Monitor students participating in STEM related courses through the use of subject selection sheets and Master Schedule		Subject Selection Sheets Master Schedule ASPEN	once	
G4.B2.S1.A1	The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program		Master Schedule ASPEN Reports	once	
G4.B3.S1.A1	Student Services and Administration will brainstorm ideas to reduce conflicts within STEM programs during the articulation process.		Master Schedule Student's Scheduling	once	
G4.B4.S1.A1	Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences	Prado, Cynthia	11/17/2014	Master Schedule	6/5/2015 quarterly
G2.B1.S1.A2	Provide professional development to ELA/ Redading/ELL/ESE teachers and reading coach on further development of standards-based instruction using the District Pacing Guides that are aligned to the Florida Standards Item Specifications.	Acosta, Eric	9/25/2014	Professional development rosters, instructional plans, student artifacts, classroom observations.	11/14/2014 biweekly
G2.B1.S2.A2	Provide professional development on effective instructional practices that demonstrate a connection between close reading and academic writing as outlined in the District's ELA, Reading, and ESOL Pacing Guide.		10/7/2014	PD roster, Lesson plans, Student artifacts	10/22/2014 one-time
G2.B2.S1.A2	Conduct a bi-weekly collaborative planning sessions on how to develop learning experiences that engage students in critical thinking and accountable talk.	Daniels, Tosha	9/25/2014	Planning session sign in sheet. Planning development materials (handouts/power point/ materials)	10/23/2014 weekly
G2.B3.S1.A2	Model lessons within the coaching cycle that incorporate the STEP-IT UP problem solving protocol which includes math practices, higher order thinking, and real-world problem solving tasks that are aligned to the pacing guides.	Daniels, Tosha	9/25/2014	Coaching Log Reflection from Lesson Modeled, Coaching Calendar	10/23/2014 biweekly
G2.B5.S1.A2	Provide Mini PD sessions on the use of high order questioning strategies through the implementation of CER and ADI and the integration of LAFS and MAFS.	Mayrovitz, Robert	10/9/2014	Sign-in sheets	10/9/2014 one-time
G2.B8.S1.A2	Plan collaboratively with 11th grade U.S. History teachers on effective lesson planning and using Item Specifications to drive instruction.	Butler, Ron	9/25/2014	Lesson Plans and Student Folders	10/3/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B8.S2.A2	Plan collaboratively with 11th grade U.S. History teachers on effective lesson planning and using Item Specifications to drive instruction.	Butler, Ron	10/3/2014	Lesson Plans and Student Folders	one-time
G2.B1.S1.A3	Provide assistance to reading coach and teachers using the coaching cycle, focusing on the close reading process, questioning strategies resulting in deeper understanding of text, and collaborative conversations among students.	Acosta, Eric	9/25/2014	Classroom observations, instructional plan objectives and activities reflect student data, student artifacts, coaching logs.	11/26/2014 weekly
G2.B1.S2.A3	Provide assistance as needed to reading coach and teachers using the coaching cycle focusing on academic writing.		9/25/2014	Lesson plans, Coaching log, Student work folders	10/26/2014 one-time
G2.B2.S1.A3	Conduct coaching cycles with identified teachers to help with the implementation of higher order questioning strategies.	Daniels, Tosha	9/25/2014	Coaching Log Reflection from Lesson Modeled, Coaching Calendar	10/23/2014 weekly
G2.B3.S1.A3	Monitor the implementation and use of real-world problem solving tasks (HOTS Problem) in the instructional process weekly.	Prado, Cynthia	9/25/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	10/23/2014 one-time
G2.B5.S1.A3	Model the use of HOQ strategies to increase student critical thinking.	Mayrovitz, Robert	9/25/2014	CSS support log	10/23/2014 biweekly
G2.B8.S1.A3	Conduct walkthroughs using the 5 Dimensions of Teachinga and Learning on a weekly basis to monitor the implementation of effective lesson planning and the use of Item Specifications to drive instruction.	Acosta, Eric	9/25/2014	Lesson Plans, Student Folders and Student artifact	11/26/2014 weekly
G2.B8.S2.A3	Provide AP Teachers and Students with Curriculum Reviews scheduled in the Fall of 2014.	Prado, Cynthia	11/4/2014	Lesson Plans and student folders	11/4/2014 biweekly
G2.B1.S1.A4	Monitor fidelity of implementation of ELA/ELL/Language Arts, Reading and Developmental Language Arts (ELL) using the 5 Dimensions of Teaching and Learning by conducting weekly walkthroughs.	Acosta, Eric	9/25/2014	Classroom observations, student technologh pro	11/17/2014 weekly
G2.B1.S2.A4	Monitor implementation of the close reading strategy in ELA and ESOL classrooms by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.		9/25/2014	Lesson plans, coaching log, student work folders	11/17/2014 one-time
G2.B2.S1.A4	Prepare lessons that incorporate higher order questioning strategies on a weekly basis.	Daniels, Tosha	9/25/2014	Planning session agenda/reflection. Planning development materials(handouts/power point/ materials)	10/23/2014 weekly
G2.B3.S1.A4	Prepare lessons that effectively incorporate virtual manipulative (eToolkit McGraw-Hill Digital Supplement) to provide students with a visual representation of real world problems.	Daniels, Tosha	9/25/2014	Problem Solving Progress Monitoring Plan	10/23/2014 biweekly
G2.B5.S1.A4	Provide more opportunities for students to discuss and write about the science concepts presented in class in order to make connections to personal and real world experiences .	Mayrovitz, Robert	9/25/2014	Student accountable talk nin science classes and student writing samples	10/30/2014 daily
G2.B8.S1.A4	Ensure that AP teachers submit their AP course syllabus to the College	Prado, Cynthia	10/15/2014	Lesson Plans	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Board AP Course Audit website for the SY 2014-2015. Additionally, AP teachers will analyze the AP Instructional Planning Reports for May 2014 and include findings into the delivery of instruction.				
G2.B8.S2.A4	Conduct weekly classroom walkthroughs using the 5 Dimensoions of Teaching and Learning to monitor effective implementation of common planning, lesson planning, lesson alignment to Social Studies pacing guides and U.S. History Item Specifications.	Acosta, Eric	9/26/2014	Lesson Plans, Student Folders and Student artifact	11/26/2014 one-time
G2.B2.S1.A5	Implement high order questioning strategies during lesson delivery on a continual basis.	Prado, Cynthia	9/25/2014	Detailed lesson plans Classroom walkthroughs/observationsStudent journals/notebooksStudent sample work	10/23/2014 weekly
G2.B3.S1.A5	Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.	Acosta, Eric	9/25/2014	2014-10-23	10/23/2014 biweekly
G2.B5.S1.A5	Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning to ensure rigorous instruction that includes higher order questioning and the use of CER and ADI, as well as incorporates the 5-E Lesson Plan Cycle and the Gradual Release of Responsibility Model are being implemented in all grades.	Acosta, Eric	9/25/2014	Effective instruction with specified strategies are evident during administrative classroom walk-throughs.	10/30/2014 weekly
G2.B2.S1.A6	Utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas.	Daniels, Tosha	9/25/2014	Classroom walkthroughs/ observationsStudents journal reflectionsStudent sample work	10/23/2014 weekly
G2.B3.S1.A6	Provide opportunities for Math Coach and Department Chair to attend monthly ICADS.	Acosta, Eric	9/25/2014	ICAD Follow-Up Activity	10/23/2014 one-time
G2.B5.S1.A6	Participate in Physical Science professional development sessions.	Mayrovitz, Robert	10/25/2014	PD logs are signed and follow-up assignment is completed	10/25/2014 one-time
G2.B2.S1.A7	Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor the use of high order questioning strategies during lesson delivery.	Acosta, Eric	9/25/2014	Lesson plansEvidence of use of probing questions during lesson deliveryStudent journal reflection	10/23/2014 weekly
G2.B3.S1.A7	Disaggregate data from different assessment reports and discuss results in order to adjust instruction.	Daniels, Tosha	9/25/2014	Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan	11/26/2014 one-time
G2.B5.S1.A7	Participate in professional development for technology integration through Edgenuity, Gizmos, and Discovery Education resources.		10/24/2014	PD logs are signed and follow-up assignment is completed	10/24/2014 one-time
G2.B2.S1.A8	Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.	Acosta, Eric	9/25/2014	Students involved in collaborative activities. Students engaged in mathematical discourse, e.g. justifying and explaining their reasoning.	10/23/2014 weekly
G2.B3.S1.A8	Provide professional development on Co-Teaching models to maximize delivery of instruction by both general ed and ESE teacher.	Daniels, Tosha	9/25/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	10/9/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.A8	Participate in Physical Science, Biology, Chemistry, and Physics professional development sessions.	Mayrovitz, Robert	11/4/2014	PD logs are signed and follow-up assignment is completed	2/17/2015 one-time
G2.B2.S1.A9	Incorporate high order thinking items in classroom and school assessments. Use district developed Topic Assessments as applicable.	Daniels, Tosha	9/25/2014	Formative and summative assessments, Interim assessments, Topic Assessments	10/23/2014 biweekly
G2.B5.S1.A9	Participate in Mini PD sessions on the use of the 5E Learning Cycle and the Gradual Release of Responsibility Model.	Mayrovitz, Robert	9/25/2014	Sign-in sheets	11/6/2014 monthly
G2.B2.S1.A10	Disaggregate data from different assessment reports and discuss results in order to adjust instruction.	Daniels, Tosha	9/25/2014	Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan	11/26/2014 monthly
G2.B5.S1.A10	Incorporate the 5E learning cycle in Lesson Plans in order to address students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, increase students' higher order thinking skills trough questioning, and allow students to become independent learners in science instruction through the Gradual Release of Responsibility Model	Mayrovitz, Robert	9/25/2014	Lesson plans that incorporate the 5E learning cycle and the gradual release of responsibility model.	11/20/2014 biweekly
G2.B5.S1.A11	Use data from assessments (diagnostic, formative, summative) to differentiate instruction, monitor student progress, and plan for enrichment and remediation activities.	Mayrovitz, Robert	10/3/2014	Student data chat logs, DI, enrichment, and reinforcement activities in lesson plans	6/5/2015 monthly
G2.MA1	Informal and Formal assessments will be monitored for progress toward meeting goal.	Acosta, Eric	9/25/2014	Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides, lesson plans, Coaching log, Student work folders	10/26/2014 one-time
G2.B1.S1.MA1	Monitor the implementation by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.	Acosta, Eric	9/25/2014	Lesson plans, student work folders, informal and formal assessments	11/26/2014 weekly
G2.B1.S1.MA1	Monitor the implementation by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.	Acosta, Eric	9/25/2014	Lesson plans, student work folders, informal and formal assessments.	11/26/2014 weekly
G2.B2.S1.MA1	Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.	Acosta, Eric	9/25/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	11/26/2014 weekly
G2.B2.S1.MA1	Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.	Acosta, Eric	9/25/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	11/26/2014 weekly
G2.B2.S1.MA1	Conduct bi-weekly administrative problem solving protocol Walk-through Checks using the 5 Dimensions of Teaching and Learning.	Acosta, Eric	9/25/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	11/26/2014 weekly
G2.B3.S1.MA1	Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.	Prado, Cynthia	9/25/2014	Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.	Prado, Cynthia	9/25/2014	Data reports and Implementation of FCIMData debriefing agendas, signing sheets Instructional action plan	11/26/2014 weekly
G2.B3.S1.MA1	Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor that students are engaged in accountable talk.	Prado, Cynthia	9/25/2014	Students involved in collaborative activitiesStudents engaged in mathematical discourse, e.g. justifying and explaining their reasoning	11/26/2014 weekly
G2.B5.S1.MA1	Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning to ensure rigorous instruction that includes higher order questioning and the use of CER and ADI, as well as incorporates the 5-E Lesson Plan Cycle and the Gradual Release of Responsibility Model are being implemented in all grades.	Acosta, Eric	9/25/2014	Effective instruction with specified strategies are evident during administrative classroom walk-throughs.	11/26/2014 weekly
G2.B5.S1.MA1	Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning to ensure rigorous instruction that includes higher order questioning and the use of CER and ADI, as well as incorporates the 5-E Lesson Plan Cycle and the Gradual Release of Responsibility Model are being implemented in all grades.	Acosta, Eric	9/25/2014	Effective instruction with specified strategies are evident during administrative classroom walk-throughs.	11/26/2014 weekly
G2.B8.S1.MA1	Conduct walkthroughs using the 5 Dimensions of Teaching and Learning on a weekly basis to monitor the implementation of effective lesson planning and the use of Item Specifications to drive instruction.	Acosta, Eric	9/25/2014	Lesson Plans, Student Folders and Student artifact	11/26/2014 weekly
G2.B8.S1.MA1	Conduct walkthroughs using the 5 Dimensions of Teachinga and Learning on a weekly basis to monitor the implementation of effective lesson planning and the use of Item Specifications to drive instruction	Acosta, Eric	9/25/2014	Lesson Plans, Student Folders and Student artifact	11/26/2014 biweekly
G2.B1.S2.MA1	Provide assistance as needed to teachers using the coaching cycle focusing on academic writing	Nelloms, TaShina	9/25/2014	Lesson plans, Coaching log, Student work folders	11/26/2014 weekly
G2.B1.S2.MA1	Monitor the implementation of the analytic writing in ELA and ESOL classrooms by conducting weekly walkthroughs using the 5 Dimensions of Teaching and Learning.	Vinas, Barbara	9/25/2014	Lesson plans, coaching log, student work folders	11/26/2014 weekly
G3.MA1	Monitor the number of students that are "College Ready"	Prado, Cynthia	9/5/2014	Increase in students who are "College Ready" and participation.	6/5/2015 one-time
G3.B1.S1.MA1	Monitor the number of students who register for "College Ready" exams.	Prado, Cynthia	9/5/2014	Increase in students who are "College Ready"	6/5/2015 one-time
G3.B1.S1.MA1	The CAP Advisor will host informational meetings to discuss testing options and registration requirements.	Prado, Cynthia	9/5/2014	P.E.R.T., ACT, SAT registration	6/5/2015 one-time
G4.MA1	Progress of the goal will be monitored through the participation of students enrolled in STEM and attendance at the assemblies.	Butler, Ron	9/25/2014	Assemblies	11/26/2014 quarterly
G4.B1.S1.MA1	The master schedule will be reviewed to ensure an increase in STEM enrollment and participation	Prado, Cynthia	8/18/2014	Student Selection Sheet Master Schedule ASPEN	6/5/2015 annually

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	Administrators will identify and review subject selection sheets of student's participating in STEM related courses to ensure minimal conflicts.	Prado, Cynthia	8/18/2014	Subject Selection Sheets ASPEN Reports	6/5/2015 annually
G4.B2.S1.MA1	The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program	Prado, Cynthia	8/18/2014	Master Schedule ASPEN Reports	6/5/2015 annually
G4.B2.S1.MA1	The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program The leadership team will meet to discuss the academic progress of students enrolled in STEM courses.	Prado, Cynthia	10/9/2014	Subject Selection Sheets ASPEN Reports	one-time
G4.B3.S1.MA1	The master schedule will be reviewed to ensure that students have the multiple opportunities to take more STEM AP Exams		Master Schedule Student Subject Selection	once	
G4.B3.S1.MA1	Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences		Master Schedule Student Subject Selection	once	
G4.B4.S1.MA1	Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts	Prado, Cynthia	8/18/2014	Master Scheudle	6/5/2015 annually
G4.B4.S1.MA1	The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program	Prado, Cynthia	8/18/2014	Master Schedule	6/5/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. To increase student achievement by improving core instruction in all content areas.

G2.B1 Limited evidence of instructional practices to increase rigor with alignment to the new Language Arts Florida Standards and inconsistent use by ELA teachers of District Pacing Guides.

G2.B1.S1 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.

PD Opportunity 1

Use formal and informal assessment data to assist teachers to develop grade level instructional plans during common planning that align to the District ELA/ELL Pacing Guides

Facilitator

Curriculum Support Specialist/ Instructional Coach

Participants

ELA/ELL/Reading Teachers

Schedule

Weekly, from 9/25/2014 to 10/31/2014

PD Opportunity 2

Provide professional development to ELA/ Redading/ELL/ESE teachers and reading coach on further development of standards-based instruction using the District Pacing Guides that are aligned to the Florida Standards Item Specifications.

Facilitator

Curriculum Support Specialist/ Instructional Coach

Participants

ELA/ELL/Reading/ESE Teachers

Schedule

Biweekly, from 9/25/2014 to 11/14/2014

G2.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide professional development on effective instructional practices that demonstrate a connection between close reading and academic writing as outlined in the District's ELA, Reading, and ESOL Pacing Guide.

Facilitator

Instructional Coach

Participants

ELA, ELL, Readiing, and Social Studies teachers.

Schedule

On 10/22/2014

G2.B2 Lack of evidence of rigor and relevance in classroom instruction.

G2.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Facilitator

Instructional Coach

Participants

Mathematics Teachers

Schedule

On 10/9/2014

G2.B3 Limited opportunities are provided for students to engage in accountable talk.

G2.B3.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Provide Professional Development on how to integrate higher order thinking strategies into Mathematics lessons to elicit accountable talk for deeper student understanding of the subject.

Facilitator

Instructional Coach

Participants

Mathematics Teachers

Schedule

On 10/7/2014

G2.B5 Limited evidence of teachers' use of high-order questioning strategies to enhance student critical thinking

G2.B5.S1 Implement high order questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding while increasing their abilities to articulate scientific explanations.

PD Opportunity 1

Provide Mini PD sessions on the use of high order questioning strategies through the implementation of CER and ADI and the integration of LAFS and MAFS.

Facilitator

Curriculum Support, Ana Fenton

Participants

Science Teachers

Schedule

On 10/9/2014

PD Opportunity 2

Participate in Physical Science professional development sessions.

Facilitator

Curriculum Support

Participants

Science Teachers

Schedule

On 10/25/2014

PD Opportunity 3

Participate in Physical Science, Biology, Chemistry, and Physics professional development sessions.

Facilitator

Curriculum Support

Participants

Science Teachers

Schedule

On 2/17/2015

PD Opportunity 4

Participate in Mini PD sessions on the use of the 5E Learning Cycle and the Gradual Release of Responsibility Model.

Facilitator

Curriculum Support, Ana Fenton

Participants

Science Teachers

Schedule

Monthly, from 9/25/2014 to 11/6/2014

G2.B8 Limited evidence of planning that includes higher order thinking tasks and questioning using the Gradual Release of Responsibility Model.

G2.B8.S1 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.

PD Opportunity 1

Attend the U.S. History Academy (September 17, October 15, November 19) to gain additional resources for the utilization of the Gradual Release of Responsibility Model, technology integration and incorporation of data from mini-assessments to plan instruction and share resources with other 11th grade U.S. History teachers in order to plan collaboratively.

Facilitator

Curriculum Support

Participants

U.S History Teachers

Schedule

Monthly, from 10/7/2014 to 11/19/2014

G2.B8.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Attend the U.S. History Academy (September 17, October 15, November 19) to plan instruction in writing aligned to the LAFS and share resources with other 11th grade U.S. History teachers in order to plan collaboratively.

Facilitator

Curriculum Support

Participants

U.S History Teachers

Schedule

Monthly, from 9/17/2014 to 11/19/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**