

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'increased', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'college', and 'career'. The words are in shades of blue, yellow, and orange.

2014-15 School Improvement Plan

G. Holmes Braddock Senior High

3601 SW 147TH AVE, Miami, FL 33185

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

B

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of G. Holmes Braddock Senior High is to provide a rigorous, safe, technologically integrated learning community empowering students to become responsible and productive global citizens.

Provide the school's vision statement

The administration and staff of G. Holmes Braddock Senior is devoted to high empowerment through academics for all students.

School Environment

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

G. Holmes Braddock Senior High has a diverse student population servicing students from all parts of the country including students from different nations. In order to address the different student and parent needs, the school utilizes the following to maintain and foster positive relationships: PTSA (Parent Teacher Student Association) to encourage student, teacher and parent school involvement, CIS (Community Involvement Specialist) to assist parents in their native language and the Blackboard CONNECT ED system to disseminate school information.

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

School safety is a priority at G. Holmes Braddock Senior High. The administration establishes a safe learning environment for all faculty, staff and students. The school has an M-DCPS School Resource Officer and security guards that patrol and monitor school activity throughout the school day and ensure safety. The school is also equipped with school guidance counselors to assist with programs and initiative to establish a safe school. The school is equipped with a school social worker offering students individual and group counseling for educational and/ or behavioral concerns. The school has a fully furnished Health Connect Clinic with a nurse to accommodate student medical needs.

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

G. Holmes Braddock Senior High follows the M-DCPS Code of Student Conduct for progressive discipline. Parents and students are provided with this information at the beginning of the school year. The administration reviews the progressive discipline process with the faculty.

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

G. Holmes Braddock Senior High is proactive in ensuring the social- emotional needs of all students by establishing a network of key individuals. The school has an assigned school psychologist to assist with student observations and counseling. The emotionally behavioral disturbed counselor meets with

students in the special education program to address IEP (Individualized Educational Plan) goals and monitor progress. The school social worker works with all students in small group and individual counseling. School guidance counselors meet regularly with students to review academic and attendance progress. The school's Resource Officer works in conjunction with the administration to promote a positive social- emotional environment.

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

The following early warning indicators are used by G. Holmes Braddock Senior High to:

- Students with ten or more excused or unexcused absences.
- Students with ten days of indoor/ outdoor suspension
- Students with ten school tardies during a nine week period.
- Students failing a math or Language Arts course.
- Students with a GPA below a 2.00.
- Students with an FCAT level 1 or 2 in FCAT or math EOC

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	130	130	119	256	635
One or more suspensions	180	180	0	0	360
Course failure in ELA or Math	151	190	123	22	486
Level 1 on statewide assessment	140	171	0	0	311

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

G. Holmes Braddock Senior High employs the following strategies to improve academic performance of students identified by the early warning system:

- Teachers monitor in-class attendance/ tardies and refer students with ten or more absences/ tardies to the counselor.
- Students with ten or more days of indoor/ outdoor suspensions are referred to counselor.
- Counselors meet with students who have failed a mathematics or Language Arts class to develop intervention for credit recovery.
- Counselors meet with students with a GPA below a 2.00 to develop intervention for credit recovery.
- Counselors meet with students with an FCAT Reading/ Algebra EOC score of Level 1 or 2 develop a tutoring schedule and other testing options.

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/50919>.

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

G. Holmes Braddock Senior High builds and sustains a partnership with the local community for the purpose of securing and utilizing resources to support the school and student achievement by developing a new STEM program at the school. The STEM program incorporates the community's support and allows students the opportunity to go into the community. The school's strong partnership with the community is evident in the internships the students participate in throughout the school year. G. Holmes Braddock Senior High hosts the Curriculum Fair EXPO for the schools in the G. Holmes feeder pattern. The school opens its doors to the community to showcase the programs in the school as well as the feeder schools.

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
Garcia, Manuel	Principal
Brooks, David	Assistant Principal
Ravelo, Lenor	Assistant Principal
Raya- Hernandez, Mayra	Assistant Principal
Soriano, Alan	Assistant Principal

Duties

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

Mr. Garcia, Principal, Dr. Brooks, Assistant Principal, Ms. Ravelo, Assistant Principal, Ms. Raya-Hernandez, Assistant, and Mr. Sorian, Assistant Principal will: monitor academic and behavior data evaluating progress, gather and analyze data to determine professional development for faculty as indicated by student

intervention and achievement needs, hold regular team meetings, maintain communication with staff for input and feedback, as well as updating them on procedures and progress, support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions, provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery, monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention, provide levels of support and interventions to students based on data and participate in district and region professional development opportunities.

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

Leadership Team assists in gathering data and decision making with the School Improvement Plan (SIP). The team will meet on a weekly basis to identify/discuss pertinent data and effective instructional strategies.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Infuse writing strategies across the different disciplines.
- Increase number of students passing Industry Certification Exams

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance

Referrals to special education programs

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Manuel S. Garcia	Principal
Alexander Hernandez	Teacher
Emily Wilcock	Teacher
Jesus Llano	Teacher
Katherine Rodriguez	Teacher
Katia Garcia	Teacher
Martha De La Tejera	Education Support Employee
Ana Lastres	Education Support Employee
Tania Aguilar	Parent
Ana Suastegui	Parent
Elena Ruiz	Parent
Maria Parla	Parent
Elizabeth Aquino	Parent
Emily Cruz	Student
Estrella Baldomero	Student
Jasmine Perez	Student
Sue Giorgi	Business/Community
Jorge Rodriguez	Business/Community
Jorge Milian	Business/Community
Ileana Goiricelaya	Teacher
Mercy Donohue	Teacher

Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

Development of this school improvement plan

G. Holmes Braddock Senior High Senior High enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. The EESAC meets monthly concerning issues that have an impact on the School Improvement Plan (SIP). The group decides how to allocate EESAC funds. Each year there is a joint meeting with the PTSA in which the group's overall budgets are reviewed, discussed and approved. The school's curriculum council presents issues that involve school wide literacy, student scheduling, FCAT preparation, and student activities to be approved by the EESAC. Members of the faculty, student body and community are invited to attend EESAC meetings and voice concerns regarding curriculum and student activities.

EESAC and the entire faculty are active in the creation of strategies in the SIP. EESAC develops and monitors the implementation of the School Improvement Plan. After the plan is written, it is reviewed by the EESAC.

Preparation of the school's annual budget and plan

School improvement funds will be utilized to assist in several different areas to ensure the goals set forth in the SIP are gained. Approximately \$5.00 per FTE or \$16,000 is allocated.

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

Projected breakdown of funds allocations:

SAT/ACT Prep – \$1,500; Peers-for-Peers – \$1,500; Life's Lessons – \$1,500; Magnet – \$3,000; Activities – \$3,000; Media Center – \$3,000; Response to Intervention – \$1,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Garcia, Manuel	Principal
Brooks, David	Assistant Principal
Ravelo, Lenor	Assistant Principal
Raya- Hernandez, Mayra	Assistant Principal
Soriano, Alan	Assistant Principal
Carrion, Yvette	Teacher, K-12
Clouet, Pete	Teacher, K-12
Diaz, Sylvia	Teacher, K-12
Gonzalez, Giselle	Teacher, K-12
Guzman, Ivette	Teacher, K-12
Lacayo, Casandra	Teacher, K-12
Lapur, Ileana	Teacher, K-12
LeNoble, Gail	Teacher, K-12
Llano, Jesus	Teacher, K-12
Mezzano, Jack	Teacher, K-12
Molina- Churchman, Carmen	Guidance Counselor
Perez, Ana	Teacher, K-12
Rivera, America	Teacher, K-12
Verger, Sebastian	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. This school year's major initiative is to promote a school-wide vocabulary plan to enhance students' vocabulary. Furthermore, the LLT will address student motivation by promoting literacy incentives. For example, students will be encouraged to use Reading Plus during the summer and they will be rewarded with a field trip when they return in the Fall. Finally, the LLT will also conduct various events to promote literacy throughout the school year, such as the Black History Read-In. Additionally, the LLT discusses and establishes school policies, procedures and guidelines impacting the school. The LLT disaggregates student data on FCAT scores and interims to develop interventions and action plans to address the needs of students and enrich student achievement. Members of the LLT act as a liaison between the teachers and the administration.

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

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instructions include the following:

- Professional Learning Communities for different disciplines
- Sharing of Best Practices at faculty meetings
- Department meetings
- Teachers attend professional development offered by district or region

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

To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the following certification areas: Middle Grades English (grades 5-9)

- Middle Grades General Science (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Reading K-12
- Elementary Education (grades 1-6)
- Exceptional Student Education (ESE) K-12

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

Teachers with 1-3 years of teaching experience are paired with M. I. N. T. mentors who teach in the same subject matter or discipline. Mentors provide year round support.

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

To ensure core instructional programs and materials are aligned to Florida standards teachers use Florida State Adopted Textbooks and materials.

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

G. Holmes Braddock Senior High uses the data to provide and differentiate instruction to meet the diverse needs of students. The following strategies are implemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular department meetings once a month.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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: After School Program

Minutes added to school year: 240

Students will participate in afterschool and Saturday tutoring, as well as the push-in and pull-out models in the areas of Reading and Math to ensure academic success. Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). Teachers will be provided with the opportunity to collaborate with peers and attend professional development activities that will strengthen their teaching.

Strategy Rationale

Increase student academic proficiency.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

FSA and interim assessment data will be collected for all students who participate in pull-in, pull-out, and tutoring programs.

Student Transition and Readiness

PreK-12 Transition

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

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

The Student Services Department has developed numerous lessons with students, beginning in 9th grade, that assist them with the initial transition to high school, as well as providing the relevance between school, their courses and their future.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The articulation process allows students to choose a program of study that assists with career planning and that is personally meaningful. First, an Electives Fair promotes course selections and introduces students to the plethora of courses offered at G. Holmes Braddock. As part of the Subject Selection Process, students then choose a Major Area of Interest (MAI), which represents a career pathway or an area which the student selects based on strengths and interest. Major Areas of Interest include Business & Information Technology, Communication, Education, Fashion Design, Fine Arts, Foreign Language, Health Science & Sports Medicine, Leadership Education, Music, Tech Arts, Social Science, and Theatre Arts & Dance. In addition, students have the opportunity to take advantage of career advisement using a computer based interest inventory, as well as, taking the ASVAB. By promoting Major Areas of Interest and career pathways, students will have a better

understanding and appreciation of postsecondary opportunities, as well as follow a program of study that is personally meaningful.

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

G. Holmes Braddock Senior High offers the following career and technical education programs to students:

Early Childhood

Information Technology

G. Holmes Braddock Senior High offers the following industry certifications to students:

Adobe

Quickbooks

Microsoft Office

Networking

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

Applied and integrated courses are found in the Information Technology (IT) Magnet, Cambridge, iPrep, Early Childhood Leadership Development, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED and an on-going partnership with George T. Baker Aviation and Dade Partners.

Academic and career planning are provided by Guidance Counselors, Lead Teachers, and College Advisement Placement Counselor.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The High School Feedback Report 's latest data shows that G. Holmes Braddock Senior High School students are scoring slightly below district averages in many categories; specifically, percentage of graduates completing a college prep curriculum, Braddock 57.7% / District 67.1%; enrolled in Algebra I before 9th Grade, Braddock 23.2% / District 33.0%; completed at least one level 3 high school math course, Braddock 44.8% / District 51.1%; completed at least one level 3 high school science course, Braddock 42.8% / District 55.8%. A strategy to improve these statistics is to promote the Honors and Advanced Placement programs during articulation in order to acquire more potential students. In addition, offering more dual enrollment courses will also assist in increasing the number of students taking a college prep curriculums. The Advanced Placement and Dual Enrollment programs provide students with an opportunity to take college level courses. By completing the class and passing the corresponding exam, not only will students be provided with an opportunity to experience college level course work, but will be able to receive college credit for the course. We will continue to encourage students to part take and excel in AP and Dual Enrollment courses, and we will continue to further discuss such programs in order to continue improving upon them.

The High School Feedback Report also showed positive post secondary indicators for G. Holmes Braddock High School, scoring above district averages in some cases. For example, percentage of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010, Braddock 63.2% / District 55.3%; percentage of 2008 graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0, Braddock 82% / District 75.1%. This is highly attributed to the CAP Program. To continue these positive trends, the CAP program will aid students by preparing them for acceptance into postsecondary institutions. Throughout the school year, students will be given the opportunity to meet with college representatives from through the nation. College preparation will begin to be addressed in 9th grade and student services will help give students in a direction that guides students' strengths and interests. Furthermore, students will be informed about financial assistance opportunities as well as available scholarships.

In order to continue improving in the post secondary transition, G. Holmes Braddock will continue to better prepare students for postsecondary opportunities by maximizing the use of all available resources.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student engagement and rigor via student ownership of learning in order by doing that we will increase conceptual understanding across all content areas.
- G2.** G. Holmes Braddock Senior High will use the EWS to identify at-risk students to provide support and intervention to increase achievement
- G3.** G. Holmes Braddock will prepare students to be college and career ready through STEM and CTE initiatives and programs.
- G4.** See Title 1 PIP

Strategic Goals Detail

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

G1. We will increase student engagement and rigor via student ownership of learning in order by doing that we will increase conceptual understanding across all content areas. 1a

G052626

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Hispanic	67.0
AMO Reading - White	75.0
AMO Reading - All Students	68.0
AMO Reading - SWD	54.0
AMO Math - African American	76.0
AMO Reading - ED	65.0
AMO Math - SWD	52.0
Bio I EOC Pass	69.0

Resources Available to Support the Goal 2

- Promethean Boards/Smart Boards in all classrooms Highly qualified teachers Literacy Council District Curriculum Support Specialist Reading Plus Edmodo Tablets for 9th graders BYOD

Targeted Barriers to Achieving the Goal 3

- To increase student engagement and rigor via student ownership of learning in order to increase conceptual understanding in Language Arts, Mathematics, Social Sciences and Science.

Plan to Monitor Progress Toward G1. 8

To monitor progress toward meeting goal we will disaggregate the interim data and the results on the 2015 FSA.

Person Responsible

Mayra Raya- Hernandez

Schedule

Quarterly, from 9/25/2014 to 6/1/2015

Evidence of Completion

Interim data using Thinkgate, 2014 State FSA Results

G2. G. Holmes Braddock Senior High will use the EWS to identify at-risk students to provide support and intervention to increase achievement **1a**

 G052627

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	90.0
4-Year Grad Rate (Standard Diploma)	77.0
2+ Behavior Referrals	68.0

Resources Available to Support the Goal **2**

- Early Warning System Indicators Community Involvement Specialist School guidance counselors meet with students and parents to establish interventions School social worker

Targeted Barriers to Achieving the Goal **3**

- The "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.
- Need for parent involvement in school related activities to increase the attendance of students.
- Limited concern by students about misbehavior and its relationship to academic success.

Plan to Monitor Progress Toward G2. **8**

Will meet with at- risk students and review graduation requirements to determine progress in satisfying on-time graduation.

Person Responsible

Carmen Molina- Churchman

Schedule

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

Evidence of Completion

GradeBook ISIS

G3. G. Holmes Braddock will prepare students to be college and career ready through STEM and CTE initiatives and programs. 1a

 G052628

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	71.0

Resources Available to Support the Goal 2

- Science and mathematics class lists. District STEM site

Targeted Barriers to Achieving the Goal 3

- Students lack the background knowledge in science and mathematics.
- Lack of students enrolled in CTE courses.

Plan to Monitor Progress Toward G3. 8

Administration walk-troughs of STEM/ CTE class.

Person Responsible

Manuel Garcia

Schedule

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

Evidence of Completion

Student work projects

G4. See Title 1 PIP 1a

 G052629

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. We will increase student engagement and rigor via student ownership of learning in order by doing that we will increase conceptual understanding across all content areas. **1**

 **G052626**

G1.B1 To increase student engagement and rigor via student ownership of learning in order to increase conceptual understanding in Language Arts, Mathematics, Social Sciences and Science. **2**

 **B132645**

G1.B1.S1 Implement higher order questioning strategies and activities across the curriculum that facilitate authentic student interactions with knowledge and deep understanding via collaborative conversations through the gradual release of responsibility model. **4**

 **S144619**

Strategy Rationale

Need for higher order questioning to prepare students for new state assessments.

Action Step 1 **5**

Introduction

Conduct a series of departmentalized PD's on higher order questioning strategies and activities to facilitate authentic student interaction.

Person Responsible

Yvette Carrion

Schedule

On 11/14/2014

Evidence of Completion

Agenda, Sign in sheet Teacher reflections

Action Step 2 5

Implementation

Plan for and implement lessons that incorporate higher order questioning strategies and activities to facilitate authentic student interaction.

Person Responsible

Casandra Lacayo

Schedule

Quarterly, from 9/25/2014 to 10/2/2014

Evidence of Completion

Teacher lessons Authentic student work

Action Step 3 5

Follow-up/ Support

During departmental PLC's, analyze authentic student work samples. Follow up and support will be provided for teachers in need of additional assistance.

Person Responsible

Mayra Raya- Hernandez

Schedule

Quarterly, from 10/6/2014 to 11/4/2014

Evidence of Completion

Exit slips/reflections District coaching log

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

Follow-up/ Support

During departmental PLC's, analyze authentic student work samples. Follow up and support will be provided for teachers in need of additional assistance.

Person Responsible

Mayra Raya- Hernandez

Schedule

Quarterly, from 10/6/2014 to 11/4/2014

Evidence of Completion

Exit slips/reflections District coaching log

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

To monitor effectiveness toward meeting goal we will use interim data and the results on the 2015 FSA.

Person Responsible

Alan Soriano

Schedule

Quarterly, from 9/25/2014 to 10/1/2014

Evidence of Completion

Interim data using Thinkgate, 2014 State FSA Results


G2. G. Holmes Braddock Senior High will use the EWS to identify at-risk students to provide support and intervention to increase achievement 1

 G052627

G2.B1 The "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation. 2

 B132648

G2.B1.S1 Implement an early warning system to identify "at-risk" students in danger of dropping out. 4

 S144620

Strategy Rationale

Importance to identify students in need of assistance.

Action Step 1 5

Identify students "at-risk"- truant students or students with inconsistent attendance.

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Attendance bulletin, SCMs

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

Student attendance will be monitored.

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Attendance Bulletin, GradeBook, ISIS

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

Reviews of student attendance will be conducted

Person Responsible

Lenor Ravelo


Schedule

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

Evidence of Completion

Meeting Agendas

G2.B1.S2 Meet with at-risk students and their parents to discuss graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs. 4

 S144621

Strategy Rationale

When parents are involved in the child's education, the student is more likely to be further engaged and remain in school.

Action Step 1 5

Conduct informational meetings for students and parents regarding graduation requirements and parent involvement

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Sign in sheets, student/parent conferences

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

Monitor graduation status

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Attendance bulletin, GradeBook, ISIS

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

Will follow-up and monitor that student conferences are taking place

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Meeting Agendas

G2.B2 Need for parent involvement in school related activities to increase the attendance of students. 2

 B132649

G2.B2.S1 Promote school wide attendance to improve school wide academic performance. 4

 S144622

Strategy Rationale

Higher student performance.

Action Step 1 5

Will identify and meet with identified and targeted "at-risk" students.

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Students conferences

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

Student attendance will be monitored.

Person Responsible

Lenor Ravelo

Schedule

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

Evidence of Completion

Attendance bulletin GradeBook ISIS

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

Will follow-up and monitor student conferences are taking place

Person Responsible

Lenor Ravelo


Schedule

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

Evidence of Completion

Meeting agendas

G2.B2.S2 Increase parental involvement in school activities in order to increase student attendance. 4

 S144623

Strategy Rationale

When parents are involved in school activities, students are more likely to be involved and have better attendance.

Action Step 1 5

Implement and conduct parent meetings to assist parents in becoming involved in school activities.

Person Responsible

Carmen Molina- Churchman

Schedule

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

Evidence of Completion

Meeting Agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor that support personnel is available at meetings to assist parents and parents receive information regarding meetings.

Person Responsible

Carmen Molina- Churchman

Schedule

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

Evidence of Completion

Meeting Agendas, sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor that meetings are taking place and parent involvement

Person Responsible

Carmen Molina- Churchman

Schedule

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

Evidence of Completion

Sign in sheets, parent volunteer lists, parent/teacher conferences

G2.B3 Limited concern by students about misbehavior and its relationship to academic success. 2

 B132650

G2.B3.S1 Implement an early warning system to identify students with behavior issues in class/school.

4

 S144624

Strategy Rationale

Students having issues with behavior in class are at higher risk of being suspended from school.

Action Step 1 5

Identify "at-risk" students

Person Responsible

David Brooks

Schedule

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

Evidence of Completion

Attendance bulletin, suspension report, SCMS

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

Suspension report and SCMs will be monitored

Person Responsible

David Brooks

Schedule

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

Evidence of Completion

Suspension Report SCMs

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

Will follow up and monitor student conferences are taking place

Person Responsible

David Brooks


Schedule

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

Evidence of Completion

Meeting Agendas

G2.B3.S2 Use progressive discipline when addressing student misbehavior. 4

 S144625

Strategy Rationale

Promote a safe learning environment.

Action Step 1 5

Identify students "at-risk"

Person Responsible

David Brooks

Schedule

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

Evidence of Completion

Suspension report, SCMs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Monitor students attendance, suspensions, and SCMs

Person Responsible

David Brooks

Schedule

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

Evidence of Completion

Suspension reports, SCMs

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Review attendance reports, suspension reports, and SCMs

Person Responsible

David Brooks

Schedule

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


Evidence of Completion

Suspension report, SCMs


G3. G. Holmes Braddock will prepare students to be college and career ready through STEM and CTE initiatives and programs. 1

 G052628

G3.B1 Students lack the background knowledge in science and mathematics. 2

 B132651

G3.B1.S1 Teachers will identify students in the school to participate in the STEM/ CTE courses . 4

 S144626

Strategy Rationale

Increase student participation in STEM/ CTE courses.

Action Step 1 5

Identify students eligible to participant in the STEM/ CTE program.

Person Responsible

Jesus Llano

Schedule

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

Evidence of Completion

Increase in number of students participating in STEM/ CTE courses

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

Monitor the numbers of students participating in STEM/ CTE as a result of the strategy.

Person Responsible

Schedule

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

Evidence of Completion

Class lists ISIS GradeBook

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

Students will present STEM/ CTE projects in the school and community.

Person Responsible

Alan Soriano

Schedule

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


Evidence of Completion

STEM/ CTE Projects

G3.B2 Lack of students enrolled in CTE courses. 2

 B132652

G3.B2.S1 Conduct meetings to educate parents and students on available opportunities. 4

 S144627

Strategy Rationale

Parents are unaware of available services and how to access them.

Action Step 1 5

Conduct parent meeting to provide information.

Person Responsible

Jesus Llano

Schedule

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

Evidence of Completion

Meeting agenda, Sign in sheets

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

Monitor STEM and CTE student enrollment

Person Responsible

Jesus Llano

Schedule

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

Evidence of Completion

Gradebook, Filedownload manager, ISIS

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

Monitor student passing rate on certification exams

Person Responsible

Jesus Llano

Schedule

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

Evidence of Completion

Test scores, certification

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduction Conduct a series of departmentalized PD's on higher order questioning strategies and activities to facilitate authentic student interaction.	Carrion, Yvette	9/18/2014	Agenda, Sign in sheet Teacher reflections	11/14/2014 one-time
G2.B1.S1.A1	Identify students "at-risk"- truant students or students with inconsistent attendance.	Ravelo, Lenor	8/18/2014	Attendance bulletin, SCMs	6/4/2015 quarterly
G2.B1.S2.A1	Conduct informational meetings for students and parents regarding graduation requirements and parent involvement	Ravelo, Lenor	8/18/2014	Sign in sheets, student/parent conferences	6/4/2015 monthly
G2.B2.S1.A1	Will identify and meet with identified and targeted "at-risk" students.	Ravelo, Lenor	8/18/2014	Students conferences	6/4/2015 quarterly
G2.B2.S2.A1	Implement and conduct parent meetings to assist parents in becoming involved in school activities.	Molina-Churchman, Carmen	8/18/2014	Meeting Agendas	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Identify "at-risk" students	Brooks, David	8/18/2014	Attendance bulletin, suspension report, SCMS	6/4/2015 quarterly
G2.B3.S2.A1	Identify students "at-risk"	Brooks, David	8/18/2014	Suspension report, SCMs	6/4/2015 monthly
G3.B1.S1.A1	Identify students eligible to participant in the STEM/ CTE program.	Llano, Jesus	8/18/2014	Increase in number of students participating in STEM/ CTE courses	5/29/2015 quarterly
G3.B2.S1.A1	Conduct parent meeting to provide information.	Llano, Jesus	8/18/2014	Meeting agenda, Sign in sheets	6/4/2015 quarterly
G1.B1.S1.A2	Implementation Plan for and implement lessons that incorporate higher order questioning strategies and activities to facilitate authentic student interaction.	Lacayo, Casandra	9/25/2014	Teacher lessons Authentic student work	10/2/2014 quarterly
G1.B1.S1.A3	Follow-up/ Support During departmental PLC's, analyze authentic student work samples. Follow up and support will be provided for teachers in need of additional assistance.	Raya- Hernandez, Mayra	10/6/2014	Exit slips/reflections District coaching log	11/4/2014 quarterly
G1.MA1	To monitor progress toward meeting goal we will disaggregate the interim data and the results on the 2015 FSA.	Raya- Hernandez, Mayra	9/25/2014	Interim data using Thinkgate, 2014 State FSA Results	6/1/2015 quarterly
G1.B1.S1.MA1	To monitor effectiveness toward meeting goal we will use interim data and the results on the 2015 FSA.	Soriano, Alan	9/25/2014	Interim data using Thinkgate, 2014 State FSA Results	10/1/2014 quarterly
G1.B1.S1.MA1	Follow-up/ Support During departmental PLC's, analyze authentic student work samples. Follow up and support will be provided for teachers in need of additional assistance.	Raya- Hernandez, Mayra	10/6/2014	Exit slips/reflections District coaching log	11/4/2014 quarterly
G2.MA1	Will meet with at- risk students and review graduation requirements to determine progress in satisfying on-time graduation.	Molina-Churchman, Carmen	8/18/2014	GradeBook ISIS	6/4/2015 quarterly
G2.B1.S1.MA1	Reviews of student attendance will be conducted	Ravelo, Lenor	8/18/2014	Meeting Agendas	6/4/2015 quarterly
G2.B1.S1.MA1	Student attendance will be monitored.	Ravelo, Lenor	8/18/2014	Attendance Bulletin, GradeBook, ISIS	6/4/2015 quarterly
G2.B2.S1.MA1	Will follow-up and monitor student conferences are taking place	Ravelo, Lenor	8/18/2014	Meeting agendas	6/4/2015 quarterly
G2.B2.S1.MA1	Student attendance will be monitored.	Ravelo, Lenor	8/18/2014	Attendance bulletin GradeBook ISIS	6/4/2015 daily
G2.B3.S1.MA1	Will follow up and monitor student conferences are taking place	Brooks, David	8/18/2014	Meeting Agendas	6/4/2015 quarterly
G2.B3.S1.MA1	Suspension report and SCMs will be monitored	Brooks, David	8/18/2014	Suspension Report SCMs	6/4/2015 monthly
G2.B1.S2.MA1	Will follow-up and monitor that student conferences are taking place	Ravelo, Lenor	8/18/2014	Meeting Agendas	6/4/2015 quarterly
G2.B1.S2.MA1	Monitor graduation status	Ravelo, Lenor	8/18/2014	Attendance bulletin, GradeBook, ISIS	6/4/2015 daily
G2.B2.S2.MA1	Monitor that meetings are taking place and parent involvement	Molina-Churchman, Carmen	8/18/2014	Sign in sheets, parent volunteer lists, parent/teacher conferences	6/4/2015 quarterly
G2.B2.S2.MA1	Monitor that support personnel is available at meetings to assist parents and parents receive information regarding meetings.	Molina-Churchman, Carmen	8/18/2014	Meeting Agendas, sign in sheets	6/4/2015 quarterly
G2.B3.S2.MA1	Review attendance reports, suspension reports, and SCMs	Brooks, David	8/18/2014	Suspension report, SCMs	6/4/2015 monthly
G2.B3.S2.MA1	Monitor students attendance, suspensions, and SCMs	Brooks, David	8/18/2014	Suspension reports, SCMs	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Administration walk-troughs of STEM/ CTE class.	Garcia, Manuel	8/18/2014	Student work projects	5/29/2015 quarterly
G3.B1.S1.MA1	Students will present STEM/ CTE projects in the school and community.	Soriano, Alan	8/18/2014	STEM/ CTE Projects	5/29/2015 semiannually
G3.B1.S1.MA1	Monitor the numbers of students participating in STEM/ CTE as a result of the strategy.		8/18/2014	Class lists ISIS GradeBook	5/29/2015 quarterly
G3.B2.S1.MA1	Monitor student passing rate on certification exams	Llano, Jesus	8/18/2014	Test scores, certification	6/4/2015 annually
G3.B2.S1.MA1	Monitor STEM and CTE student enrollment	Llano, Jesus	8/18/2014	Gradebook, Filedownload manager, ISIS	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will increase student engagement and rigor via student ownership of learning in order by doing that we will increase conceptual understanding across all content areas.

G1.B1 To increase student engagement and rigor via student ownership of learning in order to increase conceptual understanding in Language Arts, Mathematics, Social Sciences and Science.

G1.B1.S1 Implement higher order questioning strategies and activities across the curriculum that facilitate authentic student interactions with knowledge and deep understanding via collaborative conversations through the gradual release of responsibility model.

PD Opportunity 1

Introduction Conduct a series of departmentalized PD's on higher order questioning strategies and activities to facilitate authentic student interaction.

Facilitator

Brittney Chin- Wong

Participants

All faculty

Schedule

On 11/14/2014

G2. G. Holmes Braddock Senior High will use the EWS to identify at-risk students to provide support and intervention to increase achievement

G2.B1 The "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.

G2.B1.S1 Implement an early warning system to identify "at-risk" students in danger of dropping out.

PD Opportunity 1

Identify students "at-risk"- truant students or students with inconsistent attendance.

Facilitator

Leonor Ravelo

Participants

Assistant Principal

Schedule

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

G2.B1.S2 Meet with at-risk students and their parents to discuss graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs.

PD Opportunity 1

Conduct informational meetings for students and parents regarding graduation requirements and parent involvement

Facilitator

Leonor Ravelo

Participants

Assistant Principal

Schedule

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

G2.B2 Need for parent involvement in school related activities to increase the attendance of students.

G2.B2.S1 Promote school wide attendance to improve school wide academic performance.

PD Opportunity 1

Will identify and meet with identified and targeted "at-risk" students.

Facilitator

Leonor Ravelo

Participants

Assistant Principal

Schedule

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

G2.B3 Limited concern by students about misbehavior and its relationship to academic success.

G2.B3.S1 Implement an early warning system to identify students with behavior issues in class/school.

PD Opportunity 1

Identify "at-risk" students

Facilitator

David Brooks

Participants

Assistant Principal

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: We will increase student engagement and rigor via student ownership of learning in order by doing that we will increase conceptual understanding across all content areas.	16,000
Grand Total	16,000

Goal 1: We will increase student engagement and rigor via student ownership of learning in order by doing that we will increase conceptual understanding across all content areas.

Description	Source	Total
B1.S1.A1 - EESAC	Other	16,000
Total Goal 1		16,000