New Dimensions High School

2015-16 School Improvement Plan

New Dimensions High School

4900 OLD PLEASNT HILLL RD, Kissimmee, FL 34759

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	88%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

New Dimensions High School Beliefs:
• Every student can be successful.
• Everyone is a life-long learner.
• Every student can exceed expectations.
• Every student is capable of obtaining and applying knowledge.
• Everyone is capable of fulfilling his or her life-long dreams.
New Dimensions High School Mission:
To provide learning opportunities which are participatory, involving hope, curiosity and commitment, so that action becomes a legitimate result of learning.

Provide the school's vision statement

School Environment

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

NDHS more than just supports students in the classroom. As a small school, the NDHS environment naturally fosters a structure whereby each student is well known by many adults who advocate to support students' educational experiences by giving personal attention to eachstudent, focusing on student needs. Almost all teachers sponsor an academic program, sport, club or activity and serve as a long term advocate for the student's needs regarding learning, thinking, and life skills.
Teachers also employ the strategies and practices of the Marzano Element # 36 "Understanding Students Interests and Backgrounds" regularly. This allows them to really get to know their students

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

NDHS more than just supports students in the classroom. As a small school, the NDHS environment naturally fosters a structure whereby each student is well known by many adults who advocate to support students' educational experiences by giving personal attention to each student, focusing on student needs. Almost all teachers sponsor an academic program, sport, club or activity and serve as a long term
advocate for the student's needs regarding learning, thinking, and life skills.
NDHS is very active in making sure students' physical, social and emotional needs are met. The Anti-Bullying program is very strong. A suggestion box allows privacy and anonimity when helping to combat and report problems of bullying or other concerns students may have. Staff actively provides interventions the implementation of the MTSS/RTI process. A comprehensive athletic program promotes a healthy lifestyle
for all involved. Clubs allow the students many opportunities to be involved. Several staff members are CPR certified. All students are required to take the HOPE course which addresses adolescent issues and healthy ways to cope in times of need. Services are available for advisement, assessment, referral, educational and career planning for all students. NDHS contracts services of a speech therapist and ESOL/ESE Compliance specialists to help students with special needs and for compliance.
New Dimensions High School is an exceptional example of a safe and healthy environment for

learning. School leaders have put in place clear definitions and expectations for maintaining safety, cleanliness, and a healthy school environment. These expectations are shared with stakeholders. The staff and all students are knowledgeable of the school emergency plan, and faculty procedural handbook. Thorough professional development in these areas is provided at the beginning of each school year. The high expectations are articulated to the students through orientation assemblies, student handbooks, and regularly over daily announcements. Using emergency drills to practice the various plans, reaction and response time to potential emergency situations is excellent. Health and safety inspection reports are posted on the school's webpage. Having dedicated maintenance personnel suppports a learning environment needed for a clean and safe campus.

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

New Dimensions High School instructional delivery is centered on a 4 X 4 Block Schedule. This scheduling format helps students achieve their pursuits for a higher education by allowing students to focus on four subjects at a time, similar to what they would be experiencing at the college level. In addition, the 4 X 4 Block Schedule supports teachers at NDHS affording an opportunity to have an entire block of 90 minutes for planning each day. This gives the teachers the equivalent of an entire work day to complete the necessary planning and requirements fornthe week.
That being said, we have a student code of conduct and discipline plan in place for both students and staff to adhere to. The student code of conduct is printed in the yearly planner provided to each child upon entry at the beginning of each school year. At orientations the policies and procedure are reviewed with the students and parents. During preplanning, teachers are made aware of the policies as well, and discipline procedures are reviewed. Frequent visibility and visits to classrooms by administration also ensures that clear behavioral expectations are being met by students and that staff procedures are consistently enforced.

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 school provides and coordinates learning support to meet the unique learning needs of students. These multi-tiered practices are shared with families to keep them informed of their child's learning progress. NDHS appoints teachers who oversee our ESE, Gifted, DE and AP programs. Through MTSS teams and PLC's, data is used to identify unique learning needs of students and provide appropriate interventions.
NDHS also contracts with the local school board to provide extra counseling and psychological services as needed.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The following information is monitored as early warning indicators for NDHS:
Attendance below 90%
One or more suspensions
Course failure in ELA or Math
Level 1 or 2 on State ELA assessments
Students with less than 2.0

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	4	7	6	10	27
One or more suspensions	0	0	0	2	2
Course failure in ELA or Math	3	7	11	5	26
Level 1 on statewide assessment	24	22	0	0	46
Less than 2.0	2	4	5	2	13

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

Indicator	Grade Level			Total
	10	11	12	
Students exhibiting two or more indicators	1	1	1	3

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

Meetings are held with students and their parents when attendance issues arise. Letters are also generated to parents concerning attendance. In addition, the school uses ENGRADE, an electronic grade book system that also features email capabilities to that teachers and parents can communicate directly.
PLCs are a vehicle for the departments to discuss struggling students and to develop and put in place interventions.
Students not passing FSA or level 1 or 2 on NGSSS exams are placed into intensive classes or the college readiness classes.
Tiger Tutoring and the Tiger Writing Center are held after school every week. Students identified as struggling are encouraged to attend. Parents are notified of the intervention with recommendation that their child attend.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

Increase the number of parents attending the monthly SAC meetings by adding 5 new parents.

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

New Dimensions High School is in partnership with the Chamber of Commerce's Poinciana Area Council through which the community and the school work collaboratively to secure internship positions, assisting students working in the STEM program and seniors completing requirements for their senior project job shadowing, with the area hospital and the newly opened assisted living facility.

In addition, NDHS has been asked for the 2015-16 school year to become involved with a new community developing in the area that caters to the elderly and those with memory issues. Service opportunities and internship opportunities are being established.

We also continue to maintain a relationship with business and community leaders as they serve on the panel of judges for the required senior research project annually. In addition our relationship with the Rotary organization remains strong as does the school's affiliated Interact Club.

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:

Name	Title
Cafiero, Tina	Principal
Grimm, Jacqueline	Principal

Duties

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

Dr. Tina Cafiero and Dr. Jackie Grimm founded and have operated New Dimensions High School since 1998. Both administrators are totally hands on school leaders and work in various aspects of the school to ensure that NDHS is one of the most highly regarded schools in Central Florida. Dr. Cafiero serves as the Director of Instruction and works with all aspects of teaching and learning. Dr. Grimm is the Director of Operations and sees that all resources are in place so that the school can operate educational and financially sound. Though they oversee different aspects of the school, it is a true partnership and collaboration which has successfully maintained high standards and an A rating for many years.

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

NDHS is a data driven school. The two school leaders compile and analyze all data related to all aspects of operating a public school. This includes but is not limited to areas concerning academics, finances, human resources, facilities, technology, and professional development.

Data and information is then shared with varying parties depending on it's nature. The MTSS team which consists of all 20 instructional staff members, will meet and review the data provided by our administration and departmental Professional Learning Communities. School-wide data will be analyzed as well as attention being given to the problem areas presented by the Dept. PLCs. Based on analyzed data and discussions among various departments and PLCs, the MTSS will make decisions and put in place instructional strategies, professional development, and interventions to address needs that are determined.

Faculty meets, PLC meetings, Department meetings, Literacy Leadership Team meetings and MTSS

meetings are all held monthly. If additional meeting time is needed outside the formally scheduled meeting times, the meetings with specified parties are convened to meet needs that arise.
In addition to solving academic problems based on the collaborative meetings, areas for professional development are also identified and used to drive our professional teacher development. One way this is done is through classroom observations by the administrator, along with planning conference and reflection conferences, teacher growth plans and IPDPs submitted to administrator.
Both administrators prepare the budget. Budget is developed based on needs assessment for personnel, equipment and furniture, instructional materials, etc. Teachers are asked for requests for texts and other instructional equipment/materials. Requests are looked at and incorporated into our Digital Classroom Plan, 5 Year Technology plan that is done in conjunction with our outside Network Management Company. Needs are prioritized and met when funds permit. All proposed budgets are then submitted annually to our Board of Directors for approval in June. In addition, as a charter school, we are required by law to have an independent accounting firm conduct an annual financial audit. This is provided to the board, the district, and the state General Auditor's Office.
Through out the school year if expenses not budgeted arise, budget amendments are made and submitted to the Board for approval.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Tina Cafiero	Principal
Dr. Jackie Grimm	Principal
Rada Sosa	Parent
Indra Ramkalawan	Parent
Ryan Ramkalawan	Student
Lissette Hernandez	Parent
Annelle Vargas	Parent
Marie Senatus	Parent
Ilsa Vega	Parent
Poldark Jasko	Student

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

Last year's SIP was presented and discussed at almost every monthly SAC meeting. The academic goals are also addressed with the SAC after the annual state assessment scores are released. Academic progress is discussed with the SAC and the bases for new goals are arrived at from discussions with SAC and MTSS team.
We presented the SIP to the SAC at the Sept 2016 meeting for their approval, informing the SAC that it is a living document and changes can be made as the year evolves.

Development of this school improvement plan

The SIP is presented to the SAC quarterly during the school year for input, suggestions, revision, approval, and support of the goals spelled out in the plan.

Preparation of the school's annual budget and plan

The school's annual budget is prepared by the school administration and presented to it's Governing Board at a public board meeting.

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

The complete amount of our school improvement funds are used to help offset the cost of student planners that are distributed to all students. The planner is not only an agenda/calendar, but also contains the student handbook with all student policies and procedures.

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:

Name	Title
Cafiero, Tina	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to foster the reading and literacy goals of the school. Professional development will include delving into the lesson study process. Examples of some of the other professional development offered by the LLT for this school year will include Marzano's Academic Vocabulary, and the Reading Minute, Assessment Strategies, and support of the CCSS.
The LLT will continue to organize the school-wide read aloud choosing a book and activities related to our yearly theme. The LLT will also be hosting a parent evening in conjunction with the SAC to provide parents with strategies for supporting literacy in the home.
The LLT team members have also collaborated with members from the MTSS team and have looked at one of our weak areas - writing. They have since presented several Writing across the curriculum professional development inservices for our staff.

The LLT will support the National and state-wide literacy events, ie: Teen Read Week, Halloween Literary Character Costume Contest, FL Literacy Week by hosting school wide events to support literacy.

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school administration has scheduled and preserved monthly PLC meeting time for PLCs in the following areas: by department, MTSS, AP, nad LLT. This time is used for collaboration, problem solving, brainstorming, and curriculum planning.
Also, as a small staff, we provide professional development for the entire faculty monthly.

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

With such a small instructional staff comprised of only twenty instructional teachers, the planning and hiring process requires that careful consideration is taken in making sure candidates with specific certification areas, experience, and philosophical beliefs meet the need of the school. Openings are posted on a national website, resumes are screened and applicants are contacted for the interviewing process.
Once candidates are hired, they are oriented with a new teacher meeting/training and matched with a veteran mentor teacher to assist in making the transition to NDHS a smooth one. Dr. Cafiero works with all teachers to make sure that they become and stay in compliance with all certification guidelines and that they meet state, school and district requirements. Professional development is also provided to all staff to inform teachers of school wide initiatives and instructional practices. The Marzano Deliberate Practice Growth Plan system is also used by all teachers and monitored closely by administration. Initial planning and continuous feed back is provided.

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

The NDHS mentoring program consists of structured guidance and regular, ongoing support for NDHS teachers, especially beginning teachers, and may include peer partnerships, pipelines with institutions of higher education, professional development opportunities, or other organizations that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.
All first year teachers and teachers new to NDHS are matched with a veteran colleague who is there to assist in supporting new teachers with questions regarding school policies and procedures, certification, assistance with implementation of instructional programs and initiatives by the achool. Professional development is also provided on-going through out the school year.
The rationale for placing new teachers and experienced teachers just beginning at NDHS into the program is so that they understand the differences between NDHS and the district initiatives. As a charter school we have our own philosophy, initiatives, and policies. The distinction is sometimes difficult for teachers who have taught in the district or other public schools in the past. This guidance makes the transition smoother.

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

Curriculum maps have been or are currently being revised/developed by the departments. With a high percentage of new staff members we felt this was need to be done so that we have a guaranteed curriculum for New Dimensions that is aligned to the state standards.
The school has also developed NDHS End of Course Exams for those hard to assess areas that are not covered by the state assessment program. These exams were developed with the use of various item test banks developed to meet the FL Standards.
The required lesson plan template required the staff to list the standards that are being address by their learning goal. Observations by administrators and Reflective visits by the district staff verify that the standards listed are indeed being met.

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

During Preplanning, instructional staff is given data binders with school wide data. Together as a whole, we analyze this data and discuss the school's strengths and weaknesses. Teachers then take that data and pull out their individual student data to help guide their planning and instruction. During PLCs, student data is discuss monthly and departments make changes to instruction, assessment, materials, etc according to needs.

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: 2,160

Regularly scheduled after school tutorial instruction program held twice a week with Math, Science, and LA teachers. In addition, we added a weekly program every Tuesday after school called The Writing Center to assist students with building writing skills for the FSA and career and college readiness

Strategy Rationale

To assist students who are struggling in core areas, or to assist students who want to enrich material already mastered.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cafiero, Tina, testani@hotmail.com

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

Teachers working with the programs will have students sign in when attending the various sessions

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

NDHS has a madatory course for all seniors called Senior Success Initiative. Seniors must take the course that culminates in a rigorous, in-depth Senior Reasearch Project. The student spends the course researching a career of their choice, exploring colleges or post secondary training to support their goals, applying to post secondary schools, researching scolarships, applying for scholarships, and being exposed to professionals from the community to form networking opportunities. The teacher of the program also ensures that students are prepared for and take college entrance exams. The course culminates with an oral presentation to a panel of community leaders where the students presents their research project orally and through a comprehensive portfolio.

College and Career Readiness

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

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition it is recommended that all 9th - 10th grade students take our Leadership Skills Development, Career Research and our Voluntary Public Service courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match.
In the spring of each year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Parents are invited to participate in the process and final course selection is sent home for parent's signature.
In addition, all seniors are required to enroll in the Senior Initiative class and complete an indepth Senior Research Project, in which they will delve into a career interest and research it comprehensively. They will then present and oral presentation to a panel of local business leaders.
All students also participate in a weekly homeroom program in which career exploration and post secondary school options are discussed and researched.

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

We are a project based school which incorporates applied projects in all content areas. Inter-disciplinary thematic units are also encouraged so that students experience the relevancy of what they are learning and its connection to the world and content outside one particular class. Bi-annual project fairs are held where student work is displayed for parents and the community to see.
In the 2014-15 school year we have added the national Project Lead the Way's Biomedical Science Program. This is a four year program that takes students through four very rigorous STEM classes revolving around the principals of Biomedical Science. The fourth course culminates in a capstone course where students actually do field work. Being the irst year, we have rolled out the first course, The Principals of Biomedical Science.
All projects are conducted so that the students see the connections to the real world and the connections between their vocational, performing arts, and physical education classes with their academic core classes.
Another special feature to NDHS is the required Senior Research Project. Every senior must research in depth a career area of interest. They must write a research paper about the career, do a job shadow with someone in the filed, conduct interviews with practitioners, and present an oral presentation, featuring a physical project (ie powerpoint, demonstration, etc) to a panel of local business leaders.

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

A group of teachers along with administrators work with our seniors to determine post-secondary needs. SAT and ACT test taking strategies are given, along with college application and scholarship application completion. We also bring in speakers and representatives from colleges, university and trade schools to speak with our students about post secondary options. The school also will offer senior parent nights to present the college process and financial aid information to parents. We will also continue to work with Valencia Community College in building our Dual Enrollment program on campus and by having students attend the VCC campuses. NDHS will also maintain its scholarship database for students to access for all scholarship information that the school receives.
Each year we hold two senior parent nights to make sure we are providing seniors and their parents with critical information for transitioning onto post-secondary institutions. Juniors are strongly encouraged to attend as well.
This group of teachers and administrator will use the High School Feedback Report to analyze the post-secondary readiness and entrance data for NDHS and tailor the program according to needs and trends determined.

In addition, NDHS continued to add rigorous courses to the curriculum offering. We have 8 AP courses and continue with Dual Enrollment courses to be taught on our campus. Students are encouraged to take these rigorous classes. We will also continue our articulation agreement partnership with Valencia Community College for our dual enrollment program.

We have also the College Readiness ELA and Math courses to our offerings. Students are placed into the courses based on their PERT scores. Those students' scores domonstrating that they need additional support to become college ready are placed into the classes. Ms. Hirschauer is also having and afterschool program for ACT/SAT preparation. Those enrolled must attend all classes to maintain their place in the program.

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

NDHS added several college readiness Language Arts and Math courses.
The Senior Success Iniative
ACT and SAT. Preparation taught in the Intensive reading classes once the state retake exams are taken
STEM program with internship a requirement

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff.

G2. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness.

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. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff. `1a`

🔑 G069226

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - ELL	59.0

Resources Available to Support the Goal `2`

- Continuing with the Writing and Journalism programs
- Full time reading specialist to work with all students scoring levels 1 and 2 on state assessments
- All content areas implementing increased use of informational texts
- Professional Development on Marzano's Academic Vocabualry
- Professional Development in establishing Effective Learning Goals
-

Targeted Barriers to Achieving the Goal `3`

- Students lack of engagement of highly performing tasks
- Limited background knowledge in academic classes

Plan to Monitor Progress Toward G1. `8`

Growth plans: Pre and post test data, formative assessments, and state assessments

Person Responsible

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

Evidence of Completion
growth plan updates

G2. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness. 1a

G069227

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- Professional Development in Career and College Readiness Infusion across content areas

- Intensive Reading Teacher incorporating ACT/SAT prep into curriculum

Targeted Barriers to Achieving the Goal 3

- Students lacking confidence and experience with career / college transition process

Plan to Monitor Progress Toward G2. 8

Progress monitoring with pre-post tests, state assessments

Person Responsible

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

Evidence of Completion
test data

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. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff. 1

🔑 G069226

G1.B1 Students lack of engagement of highly performing tasks 2

🔑 B180096

G1.B1.S1 Implementation of the Marzano 7 Essential Elements for Rigorous Instruction 4

🔑 S191365

Strategy Rationale

Teachers will work on these practices. Strengthening their skills with these practices should result in higher rigor in the class room.

Action Step 1 5

Provide Professional Development on the Marzano 7 Essential Elements

Person Responsible

Schedule

Annually, from 8/19/2015 to 8/19/2015

Evidence of Completion

Lesson plans, observations, PD Logs

Action Step 2 `5`

Provide Professional Development on Marzano Academic Vocabulary

Person Responsible

Schedule

On 8/18/2015

Evidence of Completion

Professional development attendance logs will be collected and teachers will need to complete survey at the conclusion of the PD

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

Observations of the teachers teaching in their classrooms

Person Responsible

Schedule

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

Evidence of Completion

Marzano iObservations, walkthroughs, Growth Plans

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

Review of weekly lesson plans

Person Responsible

Schedule

Evidence of Completion

Teacher submitted weekly lesson plans with Academic and Content related Vocabulary listed that will be related to and taught in lesson

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

Teachers will make a growth plan revolving around one of the 7 essential elements

Person Responsible

Schedule

Annually, from 9/11/2015 to 6/30/2016

Evidence of Completion

Growth Plans, observations, lessonplans

G1.B1.S2 Provide more complex tasks within lessons to increase student engagement and rigor `4`

🔑 S191366

Strategy Rationale

Increased student engagement in complex tasks will provide more rigorous and effective learning experiences for the students.

Action Step 1 `5`

Provide the ELEOT Tool Professional Development for instructional staff

Person Responsible

Schedule

On 8/19/2015

Evidence of Completion

Professional development logs

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

Observe classrooms to observe teachers using complex tasks

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

lesson plans, iObservation ratings, notes and comments

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

Use ELEOT tool for classroom observations

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

ELEOT observation data

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

Discuss the ELEOT classroom observation tool results from accumulated observations

Person Responsible

Schedule

Monthly, from 8/24/2015 to 8/24/2015

Evidence of Completion

observation data

G1.B1.S3 Provide professional on establishing effective learning goals `4`

🔑 S191367

Strategy Rationale

Teachers should plan effective learning goals with scales or rubrics to assess student achievement for each goal to make sure students are engaged and learning.

Action Step 1 `5`

Provide PD on Establishing Effective Learning Goals

Person Responsible

Tina Cafiero

Schedule

Evidence of Completion

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

Observe classrooms and review lesson plans to determine teacher use of effective learning goals.

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

lesson plans, observation notes and data, student assessment scores

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

Continue the discussion of learning goals with faculty as a whole and individually with teachers during planning and reflection conferences.

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

assessment scores, IPDP results, lesson plans

G1.B2 Limited background knowledge in academic classes 2

B180097

G1.B2.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff 4

S191368

Strategy Rationale

This will assist students in understanding the vocabulary they will see and hear in class, in their texts, and on state assessments

Action Step 1 5

Conduct Marzano's Academic Vocabulary inservice

Person Responsible

Schedule

On 8/18/2015

Evidence of Completion

PD logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observations of classroom teachers incorporating Academic Vocabulary in all classes

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Marzano Instructional Observation System

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom pre/post tests, state assessments

Person Responsible

Schedule

Evidence of Completion

data from teacher pre/post tests, IPDP

G1.B2.S2 Marzano's Academic Vocabulary strategies, Marzano Evaluation System [copy] `4`

🔑 S191369

Strategy Rationale

Exposure to these types of words will make students more comfortable with what is being asked of them on college entrance exams.

Action Step 1 `5`

All staff trained on using Marzano's Academic Vocabulary in their content areas

Person Responsible

Schedule

On 8/13/2014

Evidence of Completion

Observations, preplanning workshop attendance, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Observe classrooms to witness teachers using academic vocabualry

Person Responsible

Schedule

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

Evidence of Completion

iObservation, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Make sure that teachers are using the academic vocabulary indicated in their lesson plans.

Person Responsible

Schedule

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

Evidence of Completion

iOservations, lesson plans

G2. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness. `1`

🔍 G069227

G2.B1 Students lacking confidence and experience with career / college transition process `2`

🔍 B180098

G2.B1.S1 Marzano's Academic Vocabulary strategies, Marzano Evaluation System `4`

🔍 S191370

Strategy Rationale

Exposure to these types of words will make students more comfortable with what is being asked of them on college entrance exams.

Action Step 1 `5`

All staff trained on using Marzano's Academic Vocabulary in their content areas

Person Responsible

Schedule

On 8/13/2014

Evidence of Completion

Observations, preplanning workshop attendance, lesson plans

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

Observe classrooms to witness teachers using academic vocabualry

Person Responsible

Schedule

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

Evidence of Completion

iObservation, lesson plans

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

Make sure that teachers are using the academic vocabulary indicated in their lesson plans.

Person Responsible

Schedule

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

Evidence of Completion

iOservations, lesson plans

G2.B1.S3 Professional Development in college/career readiness for all content areas 4

S191372

Strategy Rationale

This will provide content area teachers strategies to relate their content to real world for career and college readiness

Action Step 1 5

Professional Development held for all teachers on Writing Across the Content Areas

Person Responsible

Schedule

On 8/14/2014

Evidence of Completion

PD Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom Observations of teachers using writing in their classes

Person Responsible

Schedule

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

Evidence of Completion

Student work, assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Writing teachers will provide assistance to those staff members struggling with this areas

Person Responsible

Schedule

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

Evidence of Completion

Observations of teachers successfully using writing in all classes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development on the Marzano 7 Essential Elements		8/19/2015	Lesson plans, observations, PD Logs	8/19/2015 annually
G1.B1.S2.A1	Provide the ELEOT Tool Professional Development for instructional staff		8/19/2015	Professional development logs	8/19/2015 one-time
G1.B1.S3.A1	Provide PD on Establishing Effective Learning Goals	Cafiero, Tina	8/20/2015		one-time
G1.B2.S1.A1	Conduct Marzano's Academic Vocabulary inservice		8/18/2015	PD logs	8/18/2015 one-time
G1.B2.S2.A1	All staff trained on using Marzano's Academic Vocabulary in their content areas		8/13/2014	Observations, preplanning workshop attendance, lesson plans	8/13/2014 one-time
G2.B1.S1.A1	All staff trained on using Marzano's Academic Vocabulary in their content areas		8/13/2014	Observations, preplanning workshop attendance, lesson plans	8/13/2014 one-time
G2.B1.S3.A1	Professional Development held for all teachers on Writing Across the Content Areas		8/14/2014	PD Logs	8/14/2014 one-time
G1.B1.S1.A2	Provide Professional Development on Marzano Academic Vocabulary		8/18/2015	Professional development attendance logs will be collected and teachers will need to complete survey at the conclusion of the PD	8/18/2015 one-time
G1.MA1	Growth plans: Pre and post test data, formative assessments, and state assessments		8/18/2014	growth plan updates	6/5/2015 quarterly
G1.B1.S1.MA1	Teachers will make a growth plan revolving around one of the 7 essential elements		9/11/2015	Growth Plans, observations, lessonplans	6/30/2016 annually
G1.B1.S1.MA1	Observations of the teachers teaching in their classrooms		8/18/2014	Marzano iObservations, walkthroughs, Growth Plans	6/5/2015 daily
G1.B1.S1.MA3	Review of weekly lesson plans		Teacher submitted weekly lesson plans with Academic and Content related Vocabulary listed that will be related to and taught in lesson	one-time	
G1.B2.S1.MA1	Classroom pre/post tests, state assessments		data from teacher pre/ post tests, IPDP	one-time	
G1.B2.S1.MA1	Observations of classroom teachers incorporating Academic Vocabulary in all classes		8/24/2015	Marzano Instructional Observation System	6/9/2016 weekly
G1.B1.S2.MA1	Discuss the ELEOT classroom observation tool results from accumulated observations		8/24/2015	observation data	8/24/2015 monthly
G1.B1.S2.MA1	Observe classrooms to observe teachers using complex tasks		8/24/2015	lesson plans, iObservation ratings, notes and comments	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA2	Use ELEOT tool for classroom observations		8/24/2015	ELEOT observation data	6/9/2016 weekly
G1.B2.S2.MA1	Make sure that teachers are using the academic vocabulary indicated in their lesson plans.		8/18/2014	iOservations, lesson plans	6/5/2015 weekly
G1.B2.S2.MA1	Observe classrooms to witness teachers using academic vocabualry		8/18/2014	iObservation, lesson plans	6/5/2015 daily
G1.B1.S3.MA1	Continue the discussion of learning goals with faculty as a whole and individually with teachers during planning and reflection conferences.	Cafiero, Tina	8/24/2015	assessment scores, IPDP results, lesson plans	6/10/2016 weekly
G1.B1.S3.MA1	Observe classrooms and review lesson plans to determine teacher use of effective learning goals.	Cafiero, Tina	8/24/2015	lesson plans, observation notes and data, student assessment scores	6/10/2016 weekly
G2.MA1	Progress monitoring with pre-post tests, state assessments		8/18/2014	test data	6/5/2015 quarterly
G2.B1.S1.MA1	Make sure that teachers are using the academic vocabulary indicated in their lesson plans.		8/18/2014	iOservations, lesson plans	6/5/2015 weekly
G2.B1.S1.MA1	Observe classrooms to witness teachers using academic vocabualry		8/18/2014	iObservation, lesson plans	6/5/2015 daily
G2.B1.S3.MA1	Writing teachers will provide assistance to those staff members struggling with this areas		8/18/2014	Observations of teachers successfully using writing in all classes	6/5/2015 daily
G2.B1.S3.MA1	Classroom Observations of teachers using writing in their classes		8/18/2014	Student work, assessments	6/5/2015 daily

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. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff.

G1.B1 Students lack of engagement of highly performing tasks

G1.B1.S1 Implementation of the Marzano 7 Essential Elements for Rigorous Instruction

PD Opportunity 1

Provide Professional Development on the Marzano 7 Essential Elements

Facilitator

Dr. Tina Cafiero

Participants

All instructional staff

Schedule

Annually, from 8/19/2015 to 8/19/2015

PD Opportunity 2

Provide Professional Development on Marzano Academic Vocabulary

Facilitator

Dr. Cafiero

Participants

entire instructional staff

Schedule

On 8/18/2015

G1.B1.S2 Provide more complex tasks within lessons to increase student engagement and rigor

PD Opportunity 1

Provide the ELEOT Tool Professional Development for instructional staff

Facilitator

Dr. Cafiero

Participants

all instructional staff

Schedule

On 8/19/2015

G1.B1.S3 Provide professional on establishing effective learning goals

PD Opportunity 1

Provide PD on Establishing Effective Learning Goals

Facilitator

Ali Dennis and District Resource Teachers

Participants

NDHS Instructional Staff

Schedule

G1.B2 Limited background knowledge in academic classes

G1.B2.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff

PD Opportunity 1

Conduct Marzano's Academic Vocabulary inservice

Facilitator

Dr. Cafiero

Participants

All instructional staff

Schedule

On 8/18/2015

G1.B2.S2 Marzano's Academic Vocabulary strategies, Marzano Evaluation System [copy]

PD Opportunity 1

All staff trained on using Marzano's Academic Vocabulary in their content areas

Facilitator

Tina Cafiero

Participants

All Staff

Schedule

On 8/13/2014

G2. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness.

G2.B1 Students lacking confidence and experience with career / college transition process

G2.B1.S1 Marzano's Academic Vocabulary strategies, Marzano Evaluation System

PD Opportunity 1

All staff trained on using Marzano's Academic Vocabulary in their content areas

Facilitator

Tina Cafiero

Participants

All Staff

Schedule

On 8/13/2014

G2.B1.S3 Professional Development in college/career readiness for all content areas

PD Opportunity 1

Professional Development held for all teachers on Writing Across the Content Areas

Facilitator

Jessica Torrence, Paula Anderson

Participants

All instructional Staff

Schedule

On 8/14/2014

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Provide Professional Development on the Marzano 7 Essential Elements**	$0.00
2	G1.B1.S1.A2	**Provide Professional Development on Marzano Academic Vocabulary**	$0.00
3	G1.B1.S2.A1	**Provide the ELEOT Tool Professional Development for instructional staff**	$0.00
4	G1.B1.S3.A1	**Provide PD on Establishing Effective Learning Goals**	$0.00
5	G1.B2.S1.A1	**Conduct Marzano's Academic Vocabulary inservice**	$0.00
6	G1.B2.S2.A1	**All staff trained on using Marzano's Academic Vocabulary in their content areas**	$0.00
7	G2.B1.S1.A1	**All staff trained on using Marzano's Academic Vocabulary in their content areas**	$0.00
8	G2.B1.S3.A1	**Professional Development held for all teachers on Writing Across the Content Areas**	$0.00
		Total:	**$0.00**