

Highridge Family Center



2015-16 School Improvement Plan

Highridge Family Center

4400 N AUSTRALIAN AVE, West Palm Beach, FL 33407

http://www.edline.net/pages/highridge_family_center

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	0%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Palm Beach 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, 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	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 schools in the Department of Educational Alternatives are committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential, with the most effective staff, to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The schools in the Department of Educational Alternatives envisions a dynamic collaborative multicultural community, where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

School Environment

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

The School Counselor meets with each student and reviews background. When students are having trouble in class, they meet with the counselor. The counselor uses this information to identify areas to work on with teachers and students.

The School Counselor consults with educators on exhibiting behaviors that demonstrate value and respect for low expectancy students as expected in Marzano Design Question 9, Element 39: Demonstrating value and respect for all students. The counselor prepares and conducts workshops with staff during staff meetings related to this topic throughout the year, and meets with teachers individually as needed.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Teachers will embed cultural activities within curriculum and daily announcements recognizing events relating to a variety of cultures. Students daily watch CNN news for students and discuss cultures form around the world in reading and/or social studies classes. Teachers will participate in the district culture conference in November of 2014. Teachers will build time within class for small group discussion of a variety of cultures and share knowledge through decorating bulletin boards and sharing with class in presentations.

The school creates a single school culture for behavior and climate through the point system implemented and monitored with the collaborative partner residential facility. School and facility rules and procedures are monitored and recognized by staff from the school and facility staff. Students are introduced to rules and procedures during orientation at the residential and school facility and reinforced on a daily basis through the point system.

The Single School Culture for academics focuses on the common belief in children by all staff that all students can and will learn with the appropriate instructional and social acceptance by all staff. The climate of an open discussion is encouraged at orientation and the school counselor and administrator are available for students to share concerns. Concerns are shared with staff on an

individual and group format.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix, teaching Expected Behaviors, and communicating with parents. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS program.

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

The school works with the collaborative residential partner to review and reinforce the point system. Part of initial orientation and ongoing training with students is the emphasis on respect for others and reporting of concerns/incidents to program and/or school staff.

The school and program counselors share information regarding student behavior and needs. As needed, all staff is made aware of how to work with students on particular behavioral issues.

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

The partnering residential program provides a behavioral support staff person for each classroom during instruction. The teacher and the behavioral support staff person share responsibility for monitoring behavior through the point cards.

Universal guidelines/rules and expectations are shared during orientation and throughout the residents stay on a weekly basis.

The program offers motivation for earning points, from participating in extra activities (movies, pizza party) to staying up late and moving up in Levels.

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 Counselor works with the therapeutic staff of the collaborative partner to address student concerns. Through the collaborative agreement, the partnering agency provides weekly therapeutic sessions addressing student needs as well as weekly group sessions.

The school based team meets bi-weekly to discuss students with barriers to academic and social success.

The school counselor meets with each students within 10 days of entry to determine any additional needs. Teachers report students who are observed to have additional needs to the school counselor who follows up with the student and/or therapeutic counselor.

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

Students are referred to this school based on a variety of warning indicators by parents, the courts, word of mouth, counselors in other programs, and as part of a list of suggestions from school counselors:

Indicators include attendance, academic failures, family concerns, drug/alcohol abuse, court recommendations, suspensions, expulsions, retention.

All students who attend Highridge Family Center are automatically placed on PS/SBT

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
	4	5	6	7	8	9	10	11	
Attendance below 90 percent	2	2	2	5	3	3	3	3	23
One or more suspensions	2	2	13	7	10	14	5	2	55
Course failure in ELA or Math	1	4	8	5	13	18	6	4	59
Level 1 on statewide assessment	2	3	12	8	13	4	3	0	45
	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level								Total
	4	5	6	7	8	9	10	11	
Students exhibiting two or more indicators	2	3	8	7	10	15	6	4	55

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

This school, collaborating with the residential agency partner, is considered an intervention strategy for the students enrolled in the program. The majority if not all of the warning indicators are incurred at the home school and part of the reason the student is attending this school.

Interventions include:

- counseling in therapeutic groups, individually and with family (program and agency)
- behavior monitoring with goal setting and feedback
- outside agencies such as AA, Big Brothers, and Alanon group meetings

Single school culture that promotes learning is expected by all, behavior expectations is universal for all and a culture of respect for self and others is promoted by all.

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

All parents will participate in orientation when students enroll and in weekly parenting sessions at the Center. Parents will receive progress reports midway during the nine-weeks. Reports are shared with therapists and parent during the weekly family sessions conducted by residential staff.

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

Students attending this school live throughout the entire district of Palm Beach County. This school works with the other schools in the Department of Educational Alternatives, and their collaborative partners to discuss needs. Then working as a team, through the School Advisory Council and the Program Directors meetings, the schools jointly identify resources and strategies to resolve these needs.

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
Bess, Angela	Principal
Garvin-Shaw, Shanda	Other

Duties

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

*Director/Principal: Provides a vision for department administrators utilizing problem-solving processes for identifying challenges and strategies.

*Manager/Site Administrator: Provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based plans and activities.

*Select General Education Teachers: Provide information on core instruction, collect and analyze student data, deliver School-wide Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate materials and progress between Tier 1 and 2.

*Certified School Counselor: Provides quality support services and expertise on issues ranging from academic program to individual student intervention and assessment. Links community agencies to schools and families to support the child's academic, emotional, behavioral and social success.

*ELL support: provide support and collect data for progress monitoring of students with English as a second language. Work with teachers to plan instruction and support and meet with parents and translate for parents.

*Support Facilitators: support for students in classroom and teacher planning for instruction of students with exceptional needs in a non-isolating, least restrictive environment.

*Speech Language Pathologist: Educates the team in the role language plays in learning and instruction design and provides language therapy for students.

Due to the small size of the school and staff, there is an overlap in membership with the leadership team, MTSS/RtI and School Advisory Council. The school collaborate/plan with the other schools in the DJJ/Youth Services group.

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

Step 1: Identify the Problem by determining the difference between what is and what should be happening. Use EDW reports comparing school to district and state. Use Performance Matters reports to monitor student progress on diagnostics and mini-assessments.

In teacher groups:

- a. Analyze school demographic/academic/profile data for the purpose of problem analysis and generating a working hypothesis.
- b. analyze school-wide and grade-level data on academic performance to select academic goals
- c. analyze dis-aggregated data to identify groups in need of intervention
- d. Assess school staff's skill development

Step 2: Analyze the problem by brainstorming in different groups why the problem is happening. Use learning team meeting and staff meetings to eliminate hypothesis not relevant, Identify barriers to success and action plan on how to overcome.

Step 3: Design intervention and implementation by developing action plan for strategies, with monitoring of implementation with fidelity and progress on a schedule.

Step 4: administrators and teachers determine if the Response to Instruction/Intervention is working by analyzing student data (progress monitoring) and go back to step 1 and 2 if not.

The school receives Title I, Part D funds as part of the DJJ/Youth Services group in the Educational Alternatives department. Student data is reviewed from previous year during the summer and a team identifies needs through problem-solving process. Information is shared with School Advisory Council and teachers. Tutoring, resource teachers, and instructional materials to aid instruction are primary areas of use of these funds.

Due to the small size of the school (less than 60), the needs of individual students are provided for by district department through the intervention of the certified school counselor.

School improvement funds are used to provide organizational materials for the students such as binders, paper, dividers, pencils and pens and pouches. Funds are sufficient to cover the number of students who enroll throughout the year.

Administrative Staff will work with the Director to identify needs of students and teachers at each school site, not supported by regular district funding. Supplemental funding is used for materials, training and workshops, and tutorials, to name a few.

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix, teaching Expected Behaviors, and communicating with parents. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Antoinette Porter	Parent
Angela Clarke	Business/Community
Shelia Lawrence	Education Support Employee
Angela Bess	Principal
Mary Beth Roberts	Teacher
Alma Horne	Education Support Employee
Sandra Moore	Parent
Roderick White	Business/Community
Twila Taylor	Business/Community
Manny Alvarez	Business/Community
Joselyn Bayona	Business/Community
Mamine Saintil	Business/Community
Keith Kearney	Teacher
Susie Puhl	Parent

Duties

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

Evaluation of last year's school improvement plan

Goals are reviewed and identified as being met or not. Small groups at the school meet to review, share data with staff and then SAC. Goals and strategies are revised based on data review with all stakeholders.

Development of this school improvement plan

During the school year, SAC members participate in data analysis and problem-solving related to the development of the upcoming year School Improvement Plan. SAC members review student progress on diagnostics following each administration in the fall and winter. EDW reports are analyzed with SAC members to identify areas needing improvement. Results of year-end EOCs and FCAT are reviewed and analyzed with staff then shared with SAC. Teachers work on creating action plans for the upcoming year and information is used in problem solving with SAC members. The SAC also focuses on school climate with members sharing best practices from the different school sites.

Preparation of the school's annual budget and plan

The SAC and Program Directors review proposed budgets with the Director or designated person.

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

The use of school improvement funds is to support student learning beginning with organizational skills, preparedness for class, note taking, and self-monitoring of progress. Materials such as binders, paper, dividers, pencils, pens and pouches are purchased with 40% of the SIP funds. 20% will be allocated for Bullying Prevention materials and presentations. The remaining 20% is used to purchase books for school-wide reading projects and materials related to Character Education.

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

The SAC is working on parent and student membership. At most school sites, students do not leave the facility, and parents are from all areas of the district.

Options are being considered to include students and parents via phone or video conferencing. Also is sharing information with students at the schools sites before and after meetings and bringing student/parent ideas/concerns to meetings via school staff.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Garvin-Shaw, Shanda	Other
Tedesco, Rebecca	Teacher, K-12
Keough, Lisa	Guidance Counselor
Roberts, Mary Beth	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

1. Writing across the curriculum
2. Vocabulary fluency
3. Data analysis for effective problem solving within Tier 1 and 2
4. Content Area Reading Strategies with teacher peer mentoring/feedback
5. Reading Across the curriculum

Literacy members include Reading and English certified teachers: Mary Beth Roberts (also ESE), and Rebecca Tedesco

Public and Collaborative Teaching

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

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

Teachers meet twice a month to plan together, identify student concerns and discuss cross content strategies. Teachers participate in monthly Learning Team Meetings with school and department staff. The master schedule has been planned to allow a consistent time for teachers to meet by common and cross content groups. Teachers also voluntarily conduct peer observations and meet to discuss observations.

The school counselor and administrator share information with the collaborating partner agency to assist with monitoring student academics and sharing information with parents.

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

1. Director/Principal participates as needed in district recruitment fairs and programs offered throughout the year.
2. Manager/Site Administrator supports teachers at the school sites and newer teachers work with school mentors, who provide positive learning and a smooth transition environment for staff. New teachers also participate in the district's Educator Support Program.

3. All teachers participate in monthly professional development opportunities, then weekly small staff learning groups. Teachers work together to problem-solve when confronted with instructional school challenges.
4. Monitor and assist all applicants in the hiring process in an effort to reduce the length of hiring process and increase instructional time.

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

Manager/Site Administrator supports teachers at the school sites and newer teachers work with school mentors, who provide positive learning and transition environment for staff. New teachers also participate in the district Educator Support Program and are assigned a mentor and peer for support. All teachers participate in monthly professional development opportunities in content area groupings with teachers from 6 (six) schools and weekly in small, site based, learning groups. Teachers also participate in problem-solving together when confronted with instructional school challenges. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the schools' values and beliefs about teaching. One teacher works as the Marzano liaison to assist on focusing on best practices through iObservation.

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

Teachers meet with district department program planners in preschool meetings where changes are identified and scope and sequence for each core course is reviewed.

Teachers use the district lesson planning web-site, Blender, to align their content and instruction to the state and district guidelines. During monthly professional development, teachers plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension and dispels misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

Teachers submit lesson plans weekly to be reviewed with/by an administrator.

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

The school uses data from the Performance Matters program after diagnostic testing to identify areas students are in need of improvement. Teachers use whole, small and individual groupings in class to focus on needs and provide individual assistance. Teachers may plan additional instruction and materials to address these needs.

Each classroom has classroom libraries related to content area to allow student to read on topics at various reading levels and support comprehension.

The i-Ready program is used to establish baselines in reading and math and apply specific on target instruction in areas needing support.

The teacher and school counselor meet with students to discuss academic progress through student data chats.

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: 1,800

Students are identified by teacher through class performance and/or diagnostic tests as being in need of support. Students are scheduled for tutoring time with the residential program. Tutor targets specific skills to be worked on.

Strategy Rationale

Students are in the program for 3 months then return to their home school. Targeted areas of need are identified and support provided through Title I funds for tutoring after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org

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

Students take pre-tests and post-tests to monitor improvement. Data is reported to referring teacher.

Strategy: Extended School Day

Minutes added to school year: 4,300

During summer program student in danger of retention or who have failed a course are given an opportunity to make up credit.

Strategy Rationale

Students work in small groups in a positive environment with academic and behavior support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org

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

course completion in Edgenuity and i-Ready scores

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

Students enter at various times during the year and remain in the Youth Services schools from 3 to 6 months. Upon entry students participate in an orientation and career information session. The school counselor meets with students within two weeks of students enrolling to go over individual needs and questions.

Upon completion of the program, the school counselor meets with the students. The counselor shares information with the home school counselor relating to the student's success in the program, interventions that worked with the student and recommendations/suggestions for the students upon return to the home school.

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

During weekly student orientation the Graduation/Career Coach meets with students to present information about careers and College Goal Planning. The school counselor meets with students to review progress and discuss career interests and complete Choices Career planning tools if the student has not already done so.

Students participate in the PSAT and SAT school day test administration which allows the opportunity for student to take the SAT in a known environment and removing barriers to not participating in Saturday testing.

The College Success Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school and Realizing the college Dream (High school).

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

Students are enrolled in the school for 3 (three) to 6 (six) months. Teachers incorporate career exploration as part of course instruction and Career Days are held each semester. Classroom Speaker for High School group conducts interest survey and talks about transition from school to work.

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

NA school is primarily grades 6-10 and are enrolled for 3-6 months.

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

NA school is primarily grades 6-10 and are enrolled for 3-6 months.

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:

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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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.
- G2.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques.

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. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas. 1a

G069971

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0
Bio I EOC Pass	40.0

Resources Available to Support the Goal 2

- Training in instructional strategies through Marzano using Marzano liaisons and district professional development.

Targeted Barriers to Achieving the Goal 3

- Multiple preparations in a class, frequent turnover of students (student training in class procedures).

Plan to Monitor Progress Toward G1. 8

monitor academic progress through i-Ready, diagnostics, mini-assessment. performance matters, report cards

Person Responsible

Shanda Garvin-Shaw

Schedule

Biweekly, from 10/12/2015 to 6/1/2016

Evidence of Completion

Performance summaries for academics

G2. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques. 1a

G069972

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	40.0
ELA/Reading Gains	60.0
Algebra I EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- Florida standards, Marzano's Frameworks and iObservation (Marzano) with resources, department level professional development on Professional Development Days (PDD) and Learning Team Meetings (LTM), administrator and Marzano Teacher Liaison training during faculty and staff meetings, peer teachers, Guiding Tools for Instructional Problem Solving (GTIPS) Learning Village lesson plan district website, common planning time, and online websites.

Targeted Barriers to Achieving the Goal 3

- Understanding of reading for meaning and probing questioning.
- Adjustment phase in new observation process requiring teachers and administrators to reflect on what and how they are doing things and using a problem-solving model to identify goals and action plan. Lack of experience and working collaboratively to learn and implement the Marzano 41 elements in Domain 1, Classroom Strategies and Behaviors.

Plan to Monitor Progress Toward G2. 8

Review Spring FSA results in ELA and Math, EOC's

Person Responsible

Shanda Garvin-Shaw

Schedule

On 7/1/2016

Evidence of Completion

Performance reports indicate increase in percent making gains.

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. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas. **1**

 **G069971**

G1.B1 Multiple preparations in a class, frequent turnover of students (student training in class procedures). **2**

 **B182125**

G1.B1.S1 Professional development in instructional strategies with peer observation and discussion part of follow up. **4**

 **S193813**

Strategy Rationale

If teachers can work with other teachers to identify areas of strength and areas needing improvement, they will more likely change what they are doing to benefit students.

Action Step 1 **5**

Train selected teachers to Marzano Liaisons and work with administrators and teachers at the school site.

Person Responsible

Shanda Garvin-Shaw

Schedule

Monthly, from 9/21/2015 to 2/29/2016

Evidence of Completion

training documentation of teacher and training of staff by liaison, peer observation, administration observation, professional growth plans

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

Teacher instructional strategies as defined in professional growth plan and with Marzano liaison.

Person Responsible

Shanda Garvin-Shaw

Schedule

Monthly, from 10/5/2015 to 3/1/2016

Evidence of Completion

observations in i-Observation, sign-in sheets for professional development

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

Administrative observations of classroom behavior, liaison observation and discussion with peer teachers.

Person Responsible

Shanda Garvin-Shaw


Schedule

Monthly, from 10/5/2015 to 6/1/2016

Evidence of Completion

Observations in iObservation and notes on classroom behavior.


G2. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques. 1

 G069972

G2.B1 Understanding of reading for meaning and probing questioning. 2

 B182126

G2.B1.S1 Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcome of increased reading comprehension. 4

 S193814

Strategy Rationale

if all teachers focus on this strategy and it is used in all classrooms, students will practice the strategy repeatedly throughout the day.

Action Step 1 5

Plan training schedule for reading for meaning instruction.

Person Responsible

Shanda Garvin-Shaw

Schedule

Every 2 Months, from 9/21/2015 to 2/29/2016

Evidence of Completion

Sign-in sheets, classroom observation of practices implemented and review of lesson plans, activities completed for points

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

Lesson plans (review checklist) and classroom observations (iObservation)

Person Responsible

Shanda Garvin-Shaw

Schedule

Monthly, from 11/10/2015 to 4/30/2016

Evidence of Completion

Lesson plan checklists, iObservation reports

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

Student performance on interim benchmarks and diagnostics.

Person Responsible

Shanda Garvin-Shaw

Schedule

Quarterly, from 11/28/2015 to 4/30/2016

Evidence of Completion

Diagnostic Test Reports in EDW and Performance Matters improvement

G2.B2 Adjustment phase in new observation process requiring teachers and administrators to reflect on what and how they are doing things and using a problem-solving model to identify goals and action plan. Lack of experience and working collaboratively to learn and implement the Marzano 41 elements in Domain 1, Classroom Strategies and Behaviors. 2

 B182127

G2.B2.S1 Train with practice on the problem-solving process as described within the school improvement guidelines and (GTIPS), using data and student work to determine the effectiveness of instruction. 4

 S193815

Strategy Rationale

Teachers reviewing impact of their instruction on learning through data analysis and problem solving to identify what is working or why not will make connection with action and outcome.

Action Step 1 5

Train on problem-solving process using data.

Person Responsible

Shanda Garvin-Shaw

Schedule

Every 2 Months, from 9/21/2015 to 2/29/2016

Evidence of Completion

sing-in and agenda

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

Documentation of practice and actual problem-solving plans

Person Responsible

Shanda Garvin-Shaw

Schedule

Semiannually, from 10/9/2015 to 5/29/2016

Evidence of Completion

Problem-solving worksheets and action plans

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

Teachers show in lesson plans and delivery instructional strategies planned for using process.

Person Responsible

Shanda Garvin-Shaw

Schedule

On 5/29/2016

Evidence of Completion

Action plan and lesson plan match instructional delivery observed

G2.B2.S2 Provide training and practice opportunities with/for teachers during common planning and staff meetings on implementing the 41 elements and monitoring impact on desired outcome. 4

 S193816

Strategy Rationale

The more teachers work with other teachers and the best practices as stated in iObservation, especially common focus element #20, Helping Students revise knowledge, the more they will implement in class and make the practice an established one.

Action Step 1 5

Training on Marzano elements 1 - 58 and 60

Person Responsible

Shanda Garvin-Shaw

Schedule

Monthly, from 9/1/2015 to 4/29/2016

Evidence of Completion

agendas and sign-in sheets, teacher common planning

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

Training using district prepared videos/vodcasts

Person Responsible

Shanda Garvin-Shaw

Schedule

Every 2 Months, from 9/28/2015 to 5/31/2016

Evidence of Completion

agendas, feedback evaluations from iObservation

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

Professional Growth plan, element 20, classroom instruction

Person Responsible

Shanda Garvin-Shaw

Schedule

On 5/31/2016

Evidence of Completion

iObservation reports

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	Train selected teachers to Marzano Liaisons and work with administrators and teachers at the school site.	Garvin-Shaw, Shanda	9/21/2015	training documentation of teacher and training of staff by liaison, peer observation, administration observation, professional growth plans	2/29/2016 monthly
G2.B1.S1.A1	Plan training schedule for reading for meaning instruction.	Garvin-Shaw, Shanda	9/21/2015	Sign-in sheets, classroom observation of practices implemented and review of lesson plans, activities completed for points	2/29/2016 every-2-months
G2.B2.S1.A1	Train on problem-solving process using data.	Garvin-Shaw, Shanda	9/21/2015	sign-in and agenda	2/29/2016 every-2-months
G2.B2.S2.A1	Training on Marzano elements 1 - 58 and 60	Garvin-Shaw, Shanda	9/1/2015	agendas and sign-in sheets, teacher common planning	4/29/2016 monthly
G1.MA1	monitor academic progress through i-Ready, diagnostics, mini-assessment, performance matters, report cards	Garvin-Shaw, Shanda	10/12/2015	Performance summaries for academics	6/1/2016 biweekly
G1.B1.S1.MA1	Administrative observations of classroom behavior, liaison observation and discussion with peer teachers.	Garvin-Shaw, Shanda	10/5/2015	Observations in iObservation and notes on classroom behavior.	6/1/2016 monthly
G1.B1.S1.MA1	Teacher instructional strategies as defined in professional growth plan and with Marzano liaison.	Garvin-Shaw, Shanda	10/5/2015	observations in i-Observation, sign-in sheets for professional development	3/1/2016 monthly
G2.MA1	Review Spring FSA results in ELA and Math, EOC's	Garvin-Shaw, Shanda	5/23/2016	Performance reports indicate increase in percent making gains.	7/1/2016 one-time
G2.B1.S1.MA1	Student performance on interim benchmarks and diagnostics.	Garvin-Shaw, Shanda	11/28/2015	Diagnostic Test Reports in EDW and Performance Matters improvement	4/30/2016 quarterly
G2.B1.S1.MA1	Lesson plans (review checklist) and classroom observations (iObservation)	Garvin-Shaw, Shanda	11/10/2015	Lesson plan checklists, iObservation reports	4/30/2016 monthly
G2.B2.S1.MA1	Teachers show in lesson plans and delivery instructional strategies planned for using process.	Garvin-Shaw, Shanda	11/3/2015	Action plan and lesson plan match instructional delivery observed	5/29/2016 one-time
G2.B2.S1.MA1	Documentation of practice and actual problem-solving plans	Garvin-Shaw, Shanda	10/9/2015	Problem-solving worksheets and action plans	5/29/2016 semiannually
G2.B2.S2.MA1	Professional Growth plan, element 20, classroom instruction	Garvin-Shaw, Shanda	10/12/2015	iObservation reports	5/31/2016 one-time

Palm Beach - 3024 - Highridge Family Center - 2015-16 SIP
Highridge Family Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	Training using district prepared videos/ vodcasts	Garvin-Shaw, Shanda	9/28/2015	agendas, feedback evaluations from iObservation	5/31/2016 every-2-months

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. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.

G1.B1 Multiple preparations in a class, frequent turnover of students (student training in class procedures).

G1.B1.S1 Professional development in instructional strategies with peer observation and discussion part of follow up.

PD Opportunity 1

Train selected teachers to Marzano Liaisons and work with administrators and teachers at the school site.

Facilitator

District Professional Development Team

Participants

All teachers

Schedule

Monthly, from 9/21/2015 to 2/29/2016

G2. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques.

G2.B1 Understanding of reading for meaning and probing questioning.

G2.B1.S1 Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcome of increased reading comprehension.

PD Opportunity 1

Plan training schedule for reading for meaning instruction.

Facilitator

Experienced teacher and professional development team members

Participants

all instructional staff

Schedule

Every 2 Months, from 9/21/2015 to 2/29/2016

G2.B2 Adjustment phase in new observation process requiring teachers and administrators to reflect on what and how they are doing things and using a problem-solving model to identify goals and action plan. Lack of experience and working collaboratively to learn and implement the Marzano 41 elements in Domain 1, Classroom Strategies and Behaviors.

G2.B2.S1 Train with practice on the problem-solving process as described within the school improvement guidelines and (GTIPS), using data and student work to determine the effectiveness of instruction.

PD Opportunity 1

Train on problem-solving process using data.

Facilitator

Marzano liaison and Manager

Participants

all instructional staff

Schedule

Every 2 Months, from 9/21/2015 to 2/29/2016

G2.B2.S2 Provide training and practice opportunities with/for teachers during common planning and staff meetings on implementing the 41 elements and monitoring impact on desired outcome.

PD Opportunity 1

Training on Marzano elements 1 - 58 and 60

Facilitator

Manager and Marzano liaison

Participants

instructional staff

Schedule

Monthly, from 9/1/2015 to 4/29/2016

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	Train selected teachers to Marzano Liaisons and work with administrators and teachers at the school site.				\$345.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$345.00
			Notes: Student binders and materials for organizing information and monitoring progress in classes.			
2	G2.B1.S1.A1	Plan training schedule for reading for meaning instruction.				\$0.00
3	G2.B2.S1.A1	Train on problem-solving process using data.				\$0.00
4	G2.B2.S2.A1	Training on Marzano elements 1 - 58 and 60				\$0.00
Total:						\$345.00