

Miami-Dade County Public Schools

Brucie Ball Educational Center



2015-16 School Improvement Plan

Brucie Ball Educational Center

11001 SW 76TH ST, HOMEBOUND, Homebound, FL 33173

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	94%

School Grades History

Year	2011-12	2009-10	2008-09	2007-08
Grade	F	-	I	C

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	0

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 mission of Brucie Ball Educational Center is to provide a quality educational program that maximizes the potential of our students with special needs. Individualized instruction in the school, home and/or hospital environment is designed to target each student's unique needs. Our mission includes providing an educational experience which will enable each student to participate in the community to the fullest extent possible and to achieve their academic goals.

Provide the school's vision statement

The vision of Brucie Ball Educational Center is to recognize the worth and dignity of students by addressing their academic and social needs in a compassionate and respectful manner.

School Environment

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

Initial information about a homebound student's culture and background is gathered in an intake meeting to appropriately place the student into one of our instructional models. Initial contact by the teacher is made via telephone to discuss specific information regarding the student's needs. Itinerant teachers for the Hospitalized/Homebound Instructional Program and Community Based Program for the Intellectually Disabled population instruct students in their homes and therefore form close relationships with family members and care givers. Teleclass teachers are able to conference with parents regularly over the phone as needed and parents are welcome to come into the school site to meet with their child's teacher in person. School based teachers are in regular contact with the parents of their students through phone conferencing, paper communications sent home with the child, and parent and teacher conferences in the school building.

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

Our school creates safe learning environments in multiple educational settings. The teleclass program encourages students to feel comfortable and safe verbalizing school and/or personal issues. Students/parents can ask to be placed on a separate line on the multi-telepatcher system to speak privately with the teacher. Itinerant Hospitalized/Homebound and Community Based teachers respect the environment and culture of the home/educational setting of their students.

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

Teleclass teachers set up guidelines for students to follow regarding proper phone etiquette, including mutual respect for peers and teachers, taking turns when speaking, and using appropriate language. Initial intake meetings for alternative education teleclass students include a review of academic and behavioral policies and procedures, behavioral contracts and agreements, truancy monitoring, and parent/teacher/student conferences. Due to the nature of our itinerant programs, students are

instructed individually and therefore individualized behavioral contracts are implemented by each student's teacher as needed.

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

Our school considers counseling for students entering the Hospitalized/Homebound program, especially those students with a psychiatric medical diagnosis. District clinicians provide counseling services to students identified through IEP team meetings to be in need of individual counseling. As needed, Functional Assessment of Behaviors (FAB) and Behavioral Intervention Plans (BIP) will be developed and implemented for identified students.

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

Hospital/Homebound students are too medically ill to attend their regular schools and their medical condition often necessitates cancelling of scheduled instructional time by an itinerant teacher. Teachers will notify and document excessive student absences after a child has missed two itinerant teacher visits. After four itinerant teacher visits, the school social worker will make a home visitation. After missing six itinerant teacher visits, the assistant principal will follow up. Students who failed courses in English Language Arts or Mathematics are identified by our school counselor or our intake team and students are then placed in the appropriate intervention classes and are provided with additional instruction by certified content area teachers. Retention meetings are held at the end of the year to determine if students will be retained or promoted and to consider summer school needs for remediation. All secondary level 1 students in English Language Arts or Mathematics are identified and placed in the appropriate intervention class.

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	6	7	12	9	11	23	21	24	26	36	25	15	224
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	0	1	3	0	2	7	9	8	24	11	14	7	89
Level 1 on statewide assessment	0	0	0	11	12	6	15	13	15	26	27	8	0	133
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	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
	K	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	8	26	21	19	45	43	47	76	74	47	22	440

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

Teachers notify and document excessive student absences after a child has missed two itinerant teacher visits. After four itinerant teacher visits have been missed, the school social worker makes a home visitation. After six itinerant teacher visits have been missed, the assistant principal follows up. Students who failed courses in English Language Arts or Mathematics are identified by our school counselor or our intake team and students are then placed in the appropriate intervention classes and are provided with additional instruction by certified content area teachers. Retention meetings are held at the end of the year to determine if a student will be retained or promoted and to consider summer school needs for remediation. All level 1 secondary students in English Language Arts or Mathematics are identified and placed in the appropriate intervention class. In the past several years, no students have been suspended while enrolled at Brucie Ball Educational Center.

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

During the 2014-2015 school year, parent participation in school wide activities was 10%. Our goal for the 2015-2016 school year is to increase parent participation by 4 percentage points. School-wide activities will be implemented to involve our families to meet their needs. Bi-weekly team parent conferences will be held via telephone or telepatcher to address the academic and behavioral needs of under performing homebound students. Online technology such as One Drive and Edmodo, will be used to improve communication and to involve all of our stakeholders. The school social worker will make home visits to provide support to the family and assist them with making contact and referrals to outside agencies. Teachers will work with families to ensure successful transition back to the home school following dismissal from Homebound placement.

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

Our school has a Dade Partners liaison who assists in formalizing relationships between our school and businesses/organizations to bring resources together to support educational success. The Dade Partners Program mobilizes and channels resources into the school based on targeted strategic goals, engages stakeholders by serving as the vehicle to foster a greater understanding of the school system and its programs, provides role models for students, enhances communication between Miami-Dade County Schools and the community, and promotes a positive environment for education and business

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
Wehking, Deborah	Principal
Sardinas, Alex	Assistant Principal
Martinez, Ray	Teacher, K-12
Corbin, Maria	Teacher, ESE
Stille, Jackie	Teacher, ESE

Duties

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

The Leadership Team is comprised of the Principal, Deborah Wehking, Assistant Principal Alex Sardinas, and three Department Heads, Ray Martinez, Maria Corbin, and Jacqueline Stille. The Leadership Team meets weekly and works collaboratively to problem solve as issues and concerns arise through an ongoing, systematic examination of available data. The goal in all decision-making is to have a positive impact on student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and to prevent student failure through early intervention. The team identifies problems and develops strategies related to improving instruction and student achievement.

The Department Heads assume responsibility for facilitating the smooth operation of the faculty and staff in their respective departments. They monitor timelines to ensure compliance with local, state, and federal requirements. They respond to requests for information or assistance from teachers and parents.

The Principal is responsible for the safe and smooth operation of all the programs in the school, and receives administrative support and assistance from the Assistant Principal.

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

The school leadership team uses a multifaceted process to identify and align resources to meet the needs of students. The leadership team, comprised of the Principal, Assistant Principal, and three Department Heads, meets weekly. The team collaborates regarding decisions impacting student performance. Adjustments are made as necessary. The Principal has ultimate responsibility for all budgetary decisions, but input from the members of the leadership team is sought and valued. Assistant Principal, Alex Sardinas is assigned to monitor the property control inventory including instructional materials and technology resources to ensure they are allocated to maximize student performance.

Mr. Sardinas is also assigned to monitor FTE reporting for the school. Most personnel are funded through state and local funds. There are also positions funded through the Federal IDEA Grant. Nutrition Program funds help provide free breakfast to all students and free or reduced lunch to qualifying students. IDEA funds are used to support Exceptional Education students and programs at Brucie Ball Educational Center.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Deborah Wehking	Principal
Patricia Ravinet	Teacher
Hilda Marquez	Parent
Aida Rufin	Parent
Pam Smith	Teacher
Zeida Ibarra	Teacher
Robin Leavitt	Teacher
Jose Corugedo	Teacher
Jackie Villalobos	Education Support Employee
Beatrice Collazo	Business/Community
Linda Piotrowski	Parent
Christine Sheng	Teacher
Melba Enriquez	Teacher
Erica Gentzen	Education Support Employee
Mayra Perez	Parent
Dania Primiana	Parent
Connie Cespedes	Parent
Romina Randall	Parent
William Pope	Parent
John Navarro	Business/Community

Duties

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

Evaluation of last year's school improvement plan

At the first meeting of the SAC this school year, the Council will evaluate last year's school improvement plan. Recommendations made by the faculty at the end of the school year will be considered. The work of the school improvement team in identifying barriers, brainstorming solutions, and suggesting strategies to reduce the priority barrier will be considered.

Development of this school improvement plan

The purpose of the Brucie Ball Educational Center School Advisory Council (SAC) is to work to ensure improved student achievement and stakeholder involvement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability. The SAC will review and approve the School Improvement Plan, and evaluate it at mid-year. Upon approval by the SAC, the School Improvement Plan will be submitted for review and acceptance by the District.

Preparation of the school's annual budget and plan

The Council has met and agreed by consensus to put the available SAC funds, approximately \$743.00. into trust to be used to purchase small items such as food related student incentives, gift

cards to be used as student incentives, student or staff recognition certificates or plaques, or paper for copying Individual Educational Plans.

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

Available funds were put into trust and were spent on small items including gift cards and student activities aligned with academic performance and attendance.

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
Wehking, Deborah	Principal
Sardinas, Alex	Assistant Principal
Paez, Nicole	Teacher, K-12
Stille, Jackie	Teacher, K-12
Weiss, Maude	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year is to build capacity of literacy instruction within the school across the content areas. The team will support students' efforts and content area teachers will be trained to teach reading strategies that are effective for their subject areas.

The LLT focuses on initiatives to ensure fidelity in the use of core, supplemental, and intervention reading programs, given the limitations resulting from the highly restrictive setting of homebound students. The LLT will determine professional development needs to provide teachers the support and resources to assist with implementing the Florida Standards for grades K-12.

The activities of the LLT include:

- Providing professional development to promote reading instruction in all of the content areas
- Identifying students in need of intervention and placing those students in intervention programs
- Identifying and implementing the use of technology resources, when available, for students to extend instructional time
- Ensuring proper placement of students in appropriate intensive reading classes, and
- Promoting the use of effective strategies for literacy in writing across the content areas.

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 strategies implemented to encourage positive working relationships between teachers include common planning times for teachers. Common planning time facilitates collaborative planning and instruction. Best instructional practices are discussed during department meetings. Professional Development on early release days are an integral part of building positive working relationships through collaboration.

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

In order to recruit and retain highly qualified teachers, the school's administration uses Teacher Match to identify highly qualified candidates for open positions. The district and school administrations organize professional development activities to keep instructional staff abreast of current best practices. At the school level, teachers are recognized for good work as a way of showing appreciation for hard work they do on behalf of MDCPS students. In addition, our district tries to attract and retain qualified teachers by offering competitive salaries.

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

In accordance with the district's Mentoring and Induction of New Teachers (MINT), each first year teacher is assigned a MINT trained mentor. New and experienced teachers are paired, so that the beginning teacher receives the support needed during the first year to be successful and to maximize student achievement. The mentoring takes place on a weekly basis and opportunities are provided for the new teacher to observe veteran teacher as well as chances for the mentor to visit the new teacher during instruction to provide constructive feedback.

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

Our school uses current state adopted core instructional materials and programs. Teachers follow the Miami-Dade Public Schools Pacing Guides for all core content area courses. The Pacing Guides are closely aligned to the Florida Standards. The teachers' lesson plans must be correlated to the specific Florida Standard they are targeting to ensure the performance tasks are aligned with the standards. The Administrative, School Leadership, and Literacy Leadership teams hold regularly scheduled meetings with staff to support the implementation of the Florida Standards.

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

Teachers are provided training on how to pull data from Gateway to Data (G2D), State-Wide Assessment scores (SAT-10, FSA, EOC, SAT, ACT, PERT, etc) and progress reports from various online learning programs (iReady, Compass Learning Odyssey, etc.). Teachers conduct data chats with each student and their parent/guardian. During the data chat meeting, academic strengths and weakness are identified and discussed. Instructional strategies are data driven and tailored to meet the individual needs of each student. Research-supported interventions and materials are used to

target specific skills or deficiencies. Students are placed in intervention classes for reading and/or math as indicated by assessment scores.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 6,000

Certified teachers will provide extended school year services during the Summer, for students whose IEPs indicate ESY is necessary. Instruction will be focused on skills students need to pass maintain progress in ACCESS points to the Florida Standards and prevent excessive regression.

Strategy Rationale

Additional instructional time will provide students with the opportunity to strengthen the skills required on state wide assessments, and decrease the need for recoupment in the new school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wehking, Deborah, pr9732@dadeschools.net

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

The data from Florida Standards Alternate Assessment will be analyzed and used to determine the effectiveness of the strategy.

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

Brucie Ball Educational Center will administer the state-wide kindergarten screening tool Florida Kindergarten Readiness Screener (FLKRS) to determine the readiness of each child coming into kindergarten. Strategies will be implemented to involve parents to assist their children be more prepared for learning. Parents will be given a Guide to Grade Level Skills for the Florida Standards at open house. Our Staffing and Transition Specialists will work with parents, students, and home school staff to successfully transition students into and out of the Homebound/Hospitalized Instructional Program.

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

All secondary students complete an annual post-secondary transition inventory. In addition, an individual education plan (IEP) meeting takes place for each homebound student when he/she enrolls in Brucie Ball Educational Center, and annually thereafter if the student is still enrolled at Brucie Ball

Educational Center. Transition planning begins at age 14 for Brucie Ball Educational Center students as part of the development of their initial and annual IEPs. In this transition plan, the student provides input on future goals including career, educational and personal goals. The intake specialist goes over this plan, as well as the student's schedule of classes, keeping in mind their chosen academic and career track. Electives are based on the school's course offerings as well as the student's interests.

Transition meetings are also held with each graduating student specifically to assist them to prepare for post-secondary endeavors by providing them with information on two- and four- year colleges, universities, vocational and career schools and facilitating access to state vocational rehabilitation services when applicable.

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Teachers implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

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

Teachers will include tasks and assignments that have a career focus. Teachers' instruction will use an integrated approach to learning that makes a connection for students to see between what they are learning and how they will be able use that information outside of the school. Teachers will infuse job related skills that are necessary for successful employment in the work force.

Instructional methods for this integrated curriculum often include "applied teaching methods and modeling strategies" so that learning is more contextualized, more integrated or interdisciplinary, student-centered, active, and project based. Teachers increase their knowledge of workplace practice and authentic applications of their subjects, to create high-quality integrated curricula that combine academic and vocational skills, to adopt teaching roles that support authentic learning, and to develop alternative assessments that provide meaningful feedback.

The foundation of all efforts to improve high school students' transition to post secondary education and/or careers is an applied and integrated curriculum that connects academic and vocational learning. This curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. An applied and integrated curriculum embodies what research shows about meaningful, engaged learning. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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

Each senior preparing for graduation is invited to participate in a transition IEP facilitated by a District Transition Specialist. When appropriate, a representative from the Florida Office of Vocational Rehabilitation attends. The purpose of these individual meetings is to assist the student and his/her family to develop a post-secondary plan. When appropriate, connection with a vocational school, college or university is facilitated. Financial assistance from Vocational Rehabilitation and/or use of the FAFSA form to begin the process of seeking financial assistance is facilitated. All seniors must complete an online Senior Exit Survey.

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

The High School Feedback Report Trends Data does not include our general education students graduation rate and PERT scores, as all of our graduating Seniors are dismissed from the Homebound Program and return to their home schools before graduation. However, efforts are made to improve students' post secondary readiness. Students are encouraged to take the PERT, ACT, and SAT. Students not meeting the college readiness standards are enrolled in College Readiness Math or Reading course. A career readiness elective, Career Prep, is offered as an elective to all Seniors. It focuses on post secondary skills or employment skills.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

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. Increase student achievement by improving core instruction in all content areas. 1a

G070426

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	52.0
AMO Math - Hispanic	50.0
AMO Math - African American	51.0
AMO Math - ELL	48.0
AMO Math - SWD	50.0
AMO Reading - All Students	58.0
AMO Reading - African American	59.0
AMO Reading - Hispanic	58.0
AMO Reading - ELL	52.0
AMO Reading - White	59.0
AMO Reading - SWD	58.0
AMO Reading - ED	60.0
FAA Writing Proficiency	26.0
FAA Mathematics Achievement	27.0
FAA Reading Proficiency	27.0
FAA Science Proficiency	35.0
FCAT 2.0 Science Proficiency	40.0
Bio I EOC Pass	42.0
Algebra I EOC Pass Rate	34.0
Geometry EOC Pass Rate	28.0

Resources Available to Support the Goal 2

- Experienced homebound/hospitalized teachers, paper-based intervention programs, online instructional resources.

Targeted Barriers to Achieving the Goal 3

- High percentage of students functioning below grade level.

Plan to Monitor Progress Toward G1. 8

Interim assessment data from District, State, formative and summative assessment results.

Person Responsible

Alex Sardinias

Schedule

Quarterly, from 9/17/2015 to 5/13/2016

Evidence of Completion

Student grades and assessment and progress monitoring 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. Increase student achievement by improving core instruction in all content areas. **1**

 G070426

G1.B1 High percentage of students functioning below grade level. **2**

 B183446

G1.B1.S1 Infuse a variety of higher order thinking strategies into the delivery of instruction in core content areas. **4**

 S195135

Strategy Rationale

Increasing higher order thinking in students will increase instructional rigor and student achievement.

Action Step 1 **5**

During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.

Person Responsible

Nicole Paez

Schedule

Monthly, from 9/17/2015 to 5/13/2016

Evidence of Completion

Student work products will be presented to teacher colleagues during department meetings; teachers will provide/receive feedback.

Action Step 2 5

Teachers will be encouraged to participate in District provided professional development to improve skill in teaching assigned subjects with improved rigor.

Person Responsible

Deborah Wehking

Schedule

Monthly, from 10/20/2015 to 5/18/2016

Evidence of Completion

Teacher use of complex text and higher order thinking questions during instruction or other practices that increase rigor, as noted during observations and classroom visitations.

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

Evidence of the use of higher order thinking strategies to increase academic rigor will be seen during observations and classroom visitations, and noted on teacher lesson plans.

Person Responsible

Deborah Wehking

Schedule

Quarterly, from 9/17/2015 to 5/4/2016

Evidence of Completion

Teacher lesson plans, observations, improvement on assessment scores, and progress monitoring results.

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

Data analysis of student assessments indicating reading comprehension progress.

Person Responsible

Deborah Wehking


Schedule

Quarterly, from 9/17/2015 to 5/13/2016

Evidence of Completion

Student grades and data trends that indicate improvement in student achievement.

G1.B1.S2 Departmentalize instruction of homebound students who receive one-to-one instruction in their homes or hospitals. 4

 S195136

Strategy Rationale

Assigning one teacher for Language Arts, Social Studies, and possibly an elective, and a different teacher for Math, Science, and possibly an elective will benefit students because teachers will have fewer subjects for which to prepare lessons and will have more time to focus on improving their skills in their primary subjects.

Action Step 1 5

During monthly faculty meetings and department meetings, teachers will be encouraged to participate in professional development related to their primary subjects.

Person Responsible

Deborah Wehking

Schedule

Monthly, from 10/20/2015 to 5/18/2016

Evidence of Completion

The attendance roster and agenda of the monthly faculty meeting will demonstrate that teachers received information regarding available professional development opportunities.

Action Step 2 5

At the opening of school, and as new students are placed into the homebound program, teachers will be assigned to teach primarily Language Arts and Social Studies, or primarily Mathematics and Science.

Person Responsible

Ray Martinez

Schedule

Monthly, from 10/27/2015 to 5/18/2016

Evidence of Completion

Student schedules will reflect the assignment of one teacher for Language Arts/Social Studies, and a different teacher for Mathematics/Science

Action Step 3 **5**

Teachers will benefit from fewer subjects for which to prepare, and will use the time gained to focus on developing more rigorous lesson plans and improving their skills in their given subjects.

Person Responsible

Alex Sardinas

Schedule

Monthly, from 10/20/2015 to 5/18/2016

Evidence of Completion

Administrative observation of homebound instruction

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

The Administrative Team will ensure that hospital/homebound teachers take advantage of professional development opportunities in the primary subjects they are assigned to teach.

Person Responsible

Deborah Wehking

Schedule

Monthly, from 10/1/2015 to 5/15/2016

Evidence of Completion

Evidence of teacher participation in professional development opportunities will be seen by documentation such as temporary duty forms and master plan points.

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

The effectiveness of the use of departmentalization will be monitored by the administrative team's observations of instruction and analysis of formative assessment data.

Person Responsible

Deborah Wehking

Schedule

Monthly, from 10/1/2015 to 5/13/2016

Evidence of Completion

Evidence of the effectiveness of the strategy will be found in student grades and formative assessment data.

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	During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.	Paez, Nicole	9/17/2015	Student work products will be presented to teacher colleagues during department meetings; teachers will provide/receive feedback.	5/13/2016 monthly
G1.B1.S2.A1	During monthly faculty meetings and department meetings, teachers will be encouraged to participate in professional development related to their primary subjects.	Wehking, Deborah	10/20/2015	The attendance roster and agenda of the monthly faculty meeting will demonstrate that teachers received information regarding available professional development opportunities.	5/18/2016 monthly
G1.B1.S1.A2	Teachers will be encouraged to participate in District provided professional development to improve skill in teaching assigned subjects with improved rigor.	Wehking, Deborah	10/20/2015	Teacher use of complex text and higher order thinking questions during instruction or other practices that increase rigor, as noted during observations and classroom visitations.	5/18/2016 monthly
G1.B1.S2.A2	At the opening of school, and as new students are placed into the homebound program, teachers will be assigned to teach primarily Language Arts and Social Studies, or primarily Mathematics and Science.	Martinez, Ray	10/27/2015	Student schedules will reflect the assignment of one teacher for Language Arts/Social Studies, and a different teacher for Mathematics/ Science	5/18/2016 monthly
G1.B1.S2.A3	Teachers will benefit from fewer subjects for which to prepare, and will use the time gained to focus on developing more rigorous lesson plans and improving their skills in their given subjects.	Sardinas, Alex	10/20/2015	Administrative observation of homebound instruction	5/18/2016 monthly
G1.MA1	Interim assessment data from District, State, formative and summative assessment results.	Sardinas, Alex	9/17/2015	Student grades and assessment and progress monitoring data.	5/13/2016 quarterly
G1.B1.S1.MA1	Data analysis of student assessments indicating reading comprehension progress.	Wehking, Deborah	9/17/2015	Student grades and data trends that indicate improvement in student achievement.	5/13/2016 quarterly
G1.B1.S1.MA1	Evidence of the use of higher order thinking strategies to increase academic rigor will be seen during observations and classroom visitations, and noted on teacher lesson plans.	Wehking, Deborah	9/17/2015	Teacher lesson plans, observations, improvement on assessment scores, and progress monitoring results.	5/4/2016 quarterly
G1.B1.S2.MA1	The effectiveness of the use of departmentalization will be monitored by the administrative team's observations of instruction and analysis of formative assessment data.	Wehking, Deborah	10/1/2015	Evidence of the effectiveness of the strategy will be found in student grades and formative assessment data.	5/13/2016 monthly
G1.B1.S2.MA1	The Administrative Team will ensure that hospital/homebound teachers take advantage of professional development opportunities in the primary subjects they are assigned to teach.	Wehking, Deborah	10/1/2015	Evidence of teacher participation in professional development opportunities will be seen by documentation such as temporary duty forms and master plan points.	5/15/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 High percentage of students functioning below grade level.

G1.B1.S1 Infuse a variety of higher order thinking strategies into the delivery of instruction in core content areas.

PD Opportunity 1

During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.

Facilitator

Jackie Stille, Alex Sardinas

Participants

Hospital/Homebound Teachers

Schedule

Monthly, from 9/17/2015 to 5/13/2016

PD Opportunity 2

Teachers will be encouraged to participate in District provided professional development to improve skill in teaching assigned subjects with improved rigor.

Facilitator

Deborah Wehking, Alex Sardinas

Participants

Homebound/Hospitalized Teachers

Schedule

Monthly, from 10/20/2015 to 5/18/2016

G1.B1.S2 Departmentalize instruction of homebound students who receive one-to-one instruction in their homes or hospitals.

PD Opportunity 1

During monthly faculty meetings and department meetings, teachers will be encouraged to participate in professional development related to their primary subjects.

Facilitator

Alex Sardinias, Assistant Principal

Participants

Hospital/Homebound Teachers

Schedule

Monthly, from 10/20/2015 to 5/18/2016

PD Opportunity 2

Teachers will benefit from fewer subjects for which to prepare, and will use the time gained to focus on developing more rigorous lesson plans and improving their skills in their given subjects.

Facilitator

Alex Sardinias, Assistant Principal

Participants

Hospital/Homebound Teachers

Schedule

Monthly, from 10/20/2015 to 5/18/2016

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	During monthly faculty meetings, professional development will be provided to introduce and model a monthly instructional strategy designed to increase academic rigor.	\$0.00
2	G1.B1.S1.A2	Teachers will be encouraged to participate in District provided professional development to improve skill in teaching assigned subjects with improved rigor.	\$0.00
3	G1.B1.S2.A1	During monthly faculty meetings and department meetings, teachers will be encouraged to participate in professional development related to their primary subjects.	\$0.00
4	G1.B1.S2.A2	At the opening of school, and as new students are placed into the homebound program, teachers will be assigned to teach primarily Language Arts and Social Studies, or primarily Mathematics and Science.	\$0.00
5	G1.B1.S2.A3	Teachers will benefit from fewer subjects for which to prepare, and will use the time gained to focus on developing more rigorous lesson plans and improving their skills in their given subjects.	\$0.00
Total:			\$0.00