# Law Enforcement Officers Memorial High School



**2015-16 School Improvement Plan**

# Law Enforcement Officers Memorial High School

### 300 NW 2ND AVE, Miami, FL 33128

### http://schoolof justice.dadeschools.net

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| High | Yes | 81% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 97% |

## School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

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

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

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

It is through integrity, duty, and justice, that we prove our bravery and provide public service to our community.

##### Provide the school's vision statement

Provide an educational environment that meets the needs of all students while promoting university and career pathways.

#### School Environment

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

As students enter LEOMHS, the faculty & staff strive to get an understanding of the students' culture by meeting with parents and students to discuss their goals and intended outcome for success. Teachers build a relationship with students by showing students respect and allowing them to express themselves in a respectable manner.

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

There are several techniques LEOMHS uses to achieve an environment where students feel safe and respected. Our teachers monitor the way we call on students. Our teachers make sure that they give all students chances to participate in class. Our teachers try to increase the amount of time they wait between asking a student a question and moving on by either answering the question themselves or calling on another student. Teachers give students hints and clues to help them succeed in class. Teachers tell students directly that they believe that they have the ability to do well. The teachers' belief in them will inspire their success.

##### 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 goal in correcting students should be to have them reflect on what they did, be sorry that they disappointed you, and make a better choice in the future. Teachers and Administrators at LEOMHS ensure this by:
Reviewing what happened
Identifying and accepting the student's feelings
Reviewing alternative actions
Explaining the building policy as it applies to the situation
Letting the student know that all students are treated the same
Invoking an immediate and meaningful consequence
Letting the student know you are disappointed that you have to invoke a consequence to his or her action
Communicating an expectation that the student will do better in the future

**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**

At the end of every 9 weeks, LEOMHS brings parents of students with less than a 2.5 GPA in for a meeting. We offer tutoring after school, as well as math and reading interventions, and our guidance counselor is always available to meet with students in need.

### 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**

At LEOMHS, the Student Services Department monitors the students academic progress, attendance, and discipline. Parent meetings are scheduled at the end of each nine weeks for students who receive a 2.5 or below, have 10 or more absences, and have any disciplinary referrals. Students who receive a 2.5 or below are placed on probation. Any student on probation must attend two mandatory tutoring sessions per week.

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

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

| Indicator | Grade Level | | | | Total |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 2 | 2 | 2 | 9 | 15 |
| One or more suspensions | 0 | 0 | 0 | 13 | 13 |
| Course failure in ELA or Math | 2 | 1 | 2 | 0 | 5 |
| Level 1 on statewide assessment | 11 | 1 | 2 | 0 | 14 |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

During the After School and Saturday Tutorial Program students are:
*provided the opportunity to meet proficient and distinguished performance levels because teachers are familiar with the student's individual strengths and areas needing improvement
*provided with an effective means of improving achievement by targeting the individual needs
*provided with effective instructional strategies that: increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs based on the student's data.
*provided with instruction that is consistent with, and are designed to implement, the State and local improvement plans.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/197993.

*Description*

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

In an effort to build and sustain partnerships with local community agencies, students complete an internship with community partners during their senior year.
Local community agencies provide resources for students through classroom presentations and mentoring programs. Several agencies participate in the annual College and Career Fair.

## 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 |
|---|---|
| Shinn, Christopher | Principal |
| Moore, LaShinda | Assistant Principal |

**Duties**

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

• Christopher J. Shinn, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Provides a common vision for the use of data driven instruction and decision- making. Conveys information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.
• Dr. La Shinda S. Moore, Assistant Principal: Assist with ensuring that the implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Assist with providing a common vision for the use of data driven instruction and decision- making. Assist with conveying information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.
• Lizbeth Concepcion, Language Arts,
• Todd Doucimo, Reading,
• Kerry Hinton, Mathematics and Science,
• Rachelle Anderson, Social Studies,

• Paola Martinez, Foreign Language- Provides information about core instruction, assist in data collection, participate in data chats, and collaborate with others to implement intervention strategies within the delivery of instruction.

• Heather Zielke, Reading Instructor: Identifies and analyzes scientifically based assessments and intervention approaches. Identifies systematic patterns of student need to appropriately implement evidence-based intervention strategies. Assist in the implementation of progress monitoring, data collection, data analysis, and support teachers by providing professional development opportunities.

• Vanessa Barrios, Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.

• Cynthia McKinnon- Bodden, SPED Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for SPED students.

***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***

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Leaders develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/

Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via school administration and the school's counselor, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

## School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
| --- | --- |
| Christopher J. Shinn | Principal |
| Todd Doucimo | Teacher |
| Marco Siervo | Teacher |
| Marcia Chisholm | Teacher |
| Norma Nin | Parent |
| Marvelle McIntyre-Hall | Business/Community |
| Luisa Fonte | Education Support Employee |
| Luca Zini | Teacher |
| Jennifer Chapman | Teacher |
| Tangela Ramos | Teacher |
| Sharon Storr-Bowden | Teacher |
| Felix Fuentes | Parent |
| Barbara Valdes | Parent |
| Anthony Ellington | Parent |
| Dominique Fontilus | Parent |
| Miriam Lainez | Parent |
| Shadll Bromell | Student |
| Katherine Chiu | Student |
| Sephoria Jolicoeur | Student |
| Gerbenn Seraphin | Student |

**Duties**

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

*Evaluation of last year's school improvement plan*

In evaluating last year's school improvement plan, the EESAC Committee meets to discuss the needs of the school and discusses the support that they can give to the students, faculty and staff.
The committee also looks at the data and discuss how the community can get involved with assisting the school in improving the reading, math, and science data.

*Development of this school improvement plan*

The EESAC at Law Enforcement Officers' Memorial is the sole body responsible for final decision making at the school relating to the implementation of the SIP goals. The committee assists the Leadership team in evaluating the SIP, assists the Principal in the development of the budget, and determines the allocations of the EESAC's budget.

*Preparation of the school's annual budget and plan*

The school's annual budget is reviewed with the EESAC committee and recommendations are given to the principal on effective ways to use the budget.

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

Our allocation is projected to be $1,770 pending final FTE. The full amount will be allocated towards incentives, recognition, and awards for our students.

***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 |
| --- | --- |
| Shinn, Christopher | Principal |
| Barrios, Vanessa | Guidance Counselor |
| Concepcion, Lizbet | Instructional Technology |
| Moore, LaShinda | Assistant Principal |
| Ramos, Tanela | Teacher, K-12 |
| Tirado-Martinez, Paola | Teacher, K-12 |

### Duties

***Describe how the LLT promotes literacy within the school***

• Build a learning community that involves all stakeholders
• Develop a school-based literacy action plan
• Develop a writing plan to increase writing across the curriculum
• Create an intervention plan for bubble students

## 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**

Each Tuesday, teachers meet in small groups (Department Meeting, Grade Level Meeting, or Faculty Meeting) to collaborate and discuss best practices. Teachers are encouraged to eat lunch together and build a sense of collegiality.

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

1. Job embedded professional development opportunities will be provided through teacher planning days and faculty meetings. Based on data reviewed there will be specific and focused professional developments on strategies to increase the areas of deficiencies.
2. Teachers have the opportunity to meet with department chairs once a week to plan, review the upcoming week's lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.
3. Leadership opportunities for Instructional Staff are encouraged to assist the Administrative Team with duties and responsibilities of the operations of the school.

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

New Teachers will meet with the Principal/Assistant Principal for extra support in any specific subject area.

## 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***

LEOMHS ensures its core instructional programs and materials are alligned to Florida's standards by using the following: district-mandated textbooks and instructional guides, as well as keeping our instructors current with personal development classes and seminars.

#### 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 Baseline tests and Interim Tests to provide and differentiate instruction to meet diverse needs of students. Students who are still not meeting expectations are given Math and/or Reading Intervention.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 1,000

During the After School and Saturday Tutorial Program students are:
provided the opportunity to meet proficient and distinguished performance levels because teachers are familiar with the student's individual strengths and areas needing improvement provided with an effective means of improving achievement by targeting the individual needs provided with effective instructional strategies that: increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs based on the student's data.

### Strategy Rationale

To supplement in-class instruction.

### Strategy Purpose(s)

- Teacher collaboration, planning and professional development

### Person(s) responsible for monitoring implementation of the strategy

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

Data is collected weekly, monthly, and quarterly. Teachers review the data with their Curriculum Leaders and Administrators in an effort to identify the student's individual needs, the classroom needs, and the school needs as a whole.
Each time the data is collected, the team evaluates the effectiveness of the strategies being used based on the increase or decrease in the data.

## Student Transition and Readiness

### PreK-12 Transition

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

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

The strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another are the following: From "middle to high," our Student Government has a mentoring group and from "high to college" we host a College and Career Fair, as well as, offer internships with the business community and Dual Enrollment with Miami-Dade College.

### College and Career Readiness

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

-The Student Services department has an "open door policy" to all students that wish to discuss their academics and career goal.
- All 11th & 12th graders meet with the School Counselor individually a minimum or two times per year to discuss and promote academic and career planning.
-9th & 10th graders meet in a group setting twice a year to discuss and promote academic and career planning.
-Monthly visits from College and military representatives
-Students are offered the opportunity to be dually enrolled at MDC (which puts them closer to their

future goals)
-Annual college & career fair.

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

-In our magnet academy classes' students are provided with real-life practical knowledge and experience in that field.
-Each academy has at least one instructor that has actual experience in the field that they are teaching.
-Each academy has at least two field trips that are applicable to their field of interest (Law, Homeland Security or Forensics)
-Many of the upper level academy courses have an internship attached to them; this affords our students the opportunity to connect their previous course work to their future career goals
-In each core subject and magnet class the students are required to conduct action research projects with their peers (at school and in the community) to gain a better awareness and understanding or their future career goals.
-Group projects are a staple in Higher Education thus our teachers assign collaborative assignments in order to acclimate our students to this style of learning.

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

-In addition administering the PSAT in 10th grade we will also plan to administer the PLAN because the majority of our students take the ACT as well. The PLAN will help us to identify early on areas of weakness as it pertains to student success on the ACT.
-In 11th & 12th grade English classes, the curriculum will include SAT & ACT prep. This prep will be done in hopes that we have a higher percentage of our students qualifying for the FL Academic Scholars: Bright Futures Scholarship.
- To increase the number of graduates that would've taken at least one Dual enrollment course we offered dual enrollment to qualified students following the 10th grade year.
- We will constantly evaluate and better the curriculum for Math for College readiness class and we will offer English 4 for College Readiness. This strategy will help improve the completion (pass) rate of our graduates who enrolled in a Freshman composition class in college.

***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 strategies that LEOMHS uses for improving student readiness for the public post-secondary level are as follows: Our school requires that all students take the ACT and SAT during their junior year and have students retake them during senior year. We also offer the PSAT to all 10th and 11th graders. We also offer tutoring for these tests. LEOMHS takes juniors on College visits. We also have a partnership with Miami-Dade College for taking the PERT and Dual enrollment courses. Our school also hosts an annual College and Career Fair.

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

**G2.**     EWS: The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point.

**G3.**     STEM/CTE: The results of the 2015 STEM data indicates that 1% of students achieved proficiency. Our goal for 2015-2016 is to increase the number of students achieving proficiency by 2 percentage points to 2%.

**G4.**     Parental Involvement see PIP

### Strategic Goals Detail

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

**G1.** To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070732

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 85.0 |
| AMO Reading - African American | 84.0 |
| AMO Reading - Hispanic | 85.0 |
| AMO Reading - ED | 83.0 |

## Resources Available to Support the Goal 2

- Grade Level Curriculum Leaders, Professional Learning Communities (once a month), two computer labs, Promethean Boards in all classrooms, Part-time Media Specialist, Media Center is opened before and after school, 2-3 computers in each classroom, all 9th grade students have tablets, After School Tutoring (Mon-Thurs 2:30-3:30), Push-In Reading Interventions, Math Pull-Out Intervention, Florida Achieve for Math, Khan Academy for Math, Townseend Press for Language Arts, GIZMO for Math & Science, Reading Plus for English, EdModo.

## Targeted Barriers to Achieving the Goal 3

- Lack of rigor incorporating higher order thinking and questioning strategies.

## Plan to Monitor Progress Toward G1. 8

Teachers will use teacher made baseline and bi-weekly exams to monitor the students' progress.

### Person Responsible
Christopher Shinn

### Schedule
Monthly, from 8/24/2015 to 12/18/2015

### *Evidence of Completion*
Administrator will monitor fidelity by attending and participating in professional developments, monthly grade level meetings, and professional learning communities. Administrators will monitor the effectiveness implementation by conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples and student collaborative conversation

**G2.** EWS: The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point. `1a`

🔑 G070733

**Targets Supported** `1b`

| Indicator | Annual Target |
|-----------|---------------|

**Resources Available to Support the Goal** `2`

- •

**Targeted Barriers to Achieving the Goal** `3`

- • Transportation, illness, & home location make attendance difficult.

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

Students who attend daily will be rewarded.

**Person Responsible**

Christopher Shinn

**Schedule**

Quarterly, from 8/24/2015 to 10/29/2015

***Evidence of Completion***

An increase of the number of students attending school daily.

**G3.** STEM/CTE: The results of the 2015 STEM data indicates that 1% of students achieved proficiency. Our goal for 2015-2016 is to increase the number of students achieving proficiency by 2 percentage points to 2%. `1a`

🔑 G070734

**Targets Supported** `1b`

| Indicator | Annual Target |
|-----------|---------------|
| CTE Industry Certification Exam Participation | |

**Resources Available to Support the Goal** `2`

- • Initiate the first group of students into the Science Honor Society

**Targeted Barriers to Achieving the Goal** `3`

- • There is a lack of student interest.

**Plan to Monitor Progress Toward G3.** `8`

Course selection will be added to accommodate student interest

**Person Responsible**

Christopher Shinn

**Schedule**

Quarterly, from 8/24/2015 to 6/1/2016

***Evidence of Completion***

An increase in the number of students achieving proficiency in a STEM related course.

## G4. Parental Involvement see PIP `1a`

🔍 G070735

### Targets Supported `1b`

| Indicator | Annual Target |
|-----------|---------------|

### Resources Available to Support the Goal `2`

•

### Targeted Barriers to Achieving the Goal `3`

### Plan to Monitor Progress Toward G4. `8`

**Person Responsible**

**Schedule**

*Evidence of Completion*

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

🔑 G070732

**G1.B1** Lack of rigor incorporating higher order thinking and questioning strategies. 2

🔑 B184328

**G1.B1.S1** Increase Rigor and Higher Order Thinking Skills: Implement question strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. 4

🔑 S195873

**Strategy Rationale**

**Action Step 1** 5

Provide all content area teachers during early release day with a professional development on unwrapping the Florida Standards infusing Higher Order Questioning strategies and the development of higher order thinking questions.

**Person Responsible**

Christopher Shinn

**Schedule**

On 10/9/2015

***Evidence of Completion***

Agenda, Sign-in sheets

### Action Step 2  5

During monthly grade level meetings,content area teachers will work in grade level groups to discuss best practices, identify and develop appropriate higher odder questions based on the Florida Standards

**Person Responsible**

Christopher Shinn

**Schedule**

Monthly, from 9/1/2015 to 5/26/2016

***Evidence of Completion***

Lesson Plans and Development of Higher Order Questions and observation of classroom discussions.

### Action Step 3  5

During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations.

**Person Responsible**

Christopher Shinn

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

### Action Step 4  5

During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning..

**Person Responsible**

Christopher Shinn

**Schedule**

On 11/26/2015

***Evidence of Completion***

Agenda Sign-in Sheet, observation schedule and collaboration notes.

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

Administrator will monitor fidelity by attending and participating in professional developments, monthly grade level meetings, and professional learning communities.

**Person Responsible**

Christopher Shinn

**Schedule**

Weekly, from 9/25/2015 to 11/26/2015

***Evidence of Completion***

Classroom walkthroughs & Lesson Plans

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

Administrators will monitor the effectiveness implementation by conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples and student collaborative conversation

**Person Responsible**

Christopher Shinn

**Schedule**

Weekly, from 9/25/2015 to 11/26/2015

***Evidence of Completion***

Classroom walkthroughs & Lesson Plans

**G2.** EWS: The results of the attendance rates indicate that 2% of students were absent more than 10 days. Our goal for 2013-2014 is to decrease the number of students absent by 1 percentage point. [1]

🔑 G070733

**G2.B1** Transportation, illness, & home location make attendance difficult. [2]

🔑 B184332

**G2.B1.S1** Students who attend daily will be rewarded. [4]

🔑 S195874

### Strategy Rationale

We will reward students for doing the right thing.

**Action Step 1** [5]

Students who attend daily will be rewarded.

### Person Responsible

Christopher Shinn

### Schedule

On 10/29/2015

### *Evidence of Completion*

An increase of the number of students attending school daily.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** [6]

Students who attend daily will be rewarded.

### Person Responsible

Christopher Shinn

### Schedule

Quarterly, from 8/24/2015 to 10/29/2015

### *Evidence of Completion*

An increase of the number of students attending school daily.

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

Students who attend daily will be rewarded.

### Person Responsible

Christopher Shinn

### Schedule

Quarterly, from 8/24/2015 to 10/29/2015

### *Evidence of Completion*

An increase of the number of students attending school daily.

**G3.** STEM/CTE: The results of the 2015 STEM data indicates that 1% of students achieved proficiency. Our goal for 2015-2016 is to increase the number of students achieving proficiency by 2 percentage points to 2%. `1`

🔑 G070734

**G3.B1** There is a lack of student interest. `2`

🔑 B184333

**G3.B1.S1** Course selection will be added to accommodate student interest. `4`

🔑 S195875

### Strategy Rationale

Courses will be added in an effort to encourage student participation,

**Action Step 1** `5`

Course selection will be added to accommodate student interest.

### Person Responsible

LaShinda Moore

### Schedule

Monthly, from 8/24/2015 to 6/1/2016

### *Evidence of Completion*

An increase in the number of students achieving proficiency in a STEM related course.

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

Course selection will be added to accommodate student interest.

### Person Responsible

Christopher Shinn

### Schedule

Quarterly, from 8/24/2015 to 6/1/2016

### *Evidence of Completion*

An increase in the number of students achieving proficiency in a STEM related course.

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

Course selection will be added to accommodate student interest

### Person Responsible

LaShinda Moore

### Schedule

Quarterly, from 8/24/2015 to 6/1/2016

### *Evidence of Completion*

An increase in the number of students achieving proficiency in a STEM related course.

## Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | Provide all content area teachers during early release day with a professional development on unwrapping the Florida Standards infusing Higher Order Questioning strategies and the development of higher order thinking questions. | Shinn, Christopher | 10/8/2015 | Agenda, Sign-in sheets | 10/9/2015 one-time |
| G2.B1.S1.A1 | Students who attend daily will be rewarded. | Shinn, Christopher | 8/24/2015 | An increase of the number of students attending school daily. | 10/29/2015 one-time |
| G3.B1.S1.A1 | Course selection will be added to accommodate student interest. | Moore, LaShinda | 8/24/2015 | An increase in the number of students achieving proficiency in a STEM related course. | 6/1/2016 monthly |
| G1.B1.S1.A2 | During monthly grade level meetings,content area teachers will work in grade level groups to discuss best practices, identify and develop | Shinn, Christopher | 9/1/2015 | Lesson Plans and Development of Higher Order Questions and observation of classroom discussions. | 5/26/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | appropriate higher odder questions based on the Florida Standards | | | | |
| G1.B1.S1.A3 | During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations. | Shinn, Christopher | 8/24/2015 | | 5/27/2016 daily |
| G1.B1.S1.A4 | During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning.. | Shinn, Christopher | 8/24/2015 | Agenda Sign-in Sheet, observation schedule and collaboration notes. | 11/26/2015 one-time |
| G1.MA1 | Teachers will use teacher made baseline and bi-weekly exams to monitor the students' progress. | Shinn, Christopher | 8/24/2015 | Administrator will monitor fidelity by attending and participating in professional developments, monthly grade level meetings, and professional learning communities. Administrators will monitor the effectiveness implementation by conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples and student collaborative conversation | 12/18/2015 monthly |
| G1.B1.S1.MA1 | Administrators will monitor the effectiveness implementation by conducting classroom walkthrough, observation of effective implementation of higher order questioning, student work samples and student collaborative conversation | Shinn, Christopher | 9/25/2015 | Classroom walkthroughs & Lesson Plans | 11/26/2015 weekly |
| G1.B1.S1.MA1 | Administrator will monitor fidelity by attending and participating in professional developments, monthly grade level meetings, and professional learning communities. | Shinn, Christopher | 9/25/2015 | Classroom walkthroughs & Lesson Plans | 11/26/2015 weekly |
| G2.MA1 | Students who attend daily will be rewarded. | Shinn, Christopher | 8/24/2015 | An increase of the number of students attending school daily. | 10/29/2015 quarterly |
| G2.B1.S1.MA1 | Students who attend daily will be rewarded. | Shinn, Christopher | 8/24/2015 | An increase of the number of students attending school daily. | 10/29/2015 quarterly |
| G2.B1.S1.MA1 | Students who attend daily will be rewarded. | Shinn, Christopher | 8/24/2015 | An increase of the number of students attending school daily. | 10/29/2015 quarterly |
| G3.MA1 | Course selection will be added to accommodate student interest | Shinn, Christopher | 8/24/2015 | An increase in the number of students achieving proficiency in a STEM related course. | 6/1/2016 quarterly |
| G3.B1.S1.MA1 | Course selection will be added to accommodate student interest | Moore, LaShinda | 8/24/2015 | An increase in the number of students achieving proficiency in a STEM related course. | 6/1/2016 quarterly |
| G3.B1.S1.MA1 | Course selection will be added to accommodate student interest. | Shinn, Christopher | 8/24/2015 | An increase in the number of students achieving proficiency in a STEM related course. | 6/1/2016 quarterly |
| G4.MA1 | [no content entered] | | | one-time | |

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

**G1.B1** Lack of rigor incorporating higher order thinking and questioning strategies.

**G1.B1.S1** Increase Rigor and Higher Order Thinking Skills: Implement question strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

### PD Opportunity 1

Provide all content area teachers during early release day with a professional development on unwrapping the Florida Standards infusing Higher Order Questioning strategies and the development of higher order thinking questions.

#### Facilitator

Mr. Doucimo (Language Arts Teacher) & Ms. Zielke (Language Arts Teacher), Mr. Padgett (Math) & Ms. Gutierrez (Math Teacher)., Ms. Hinton (Science Teacher) & Ms.Chisholm (Science Teacher), Mr. Zini (Social Studies Teacher) & Ms. Anderson (Social Studies Teacher).

#### Participants

All content area teachers

#### Schedule

On 10/9/2015

### PD Opportunity 2

During monthly grade level meetings,content area teachers will work in grade level groups to discuss best practices, identify and develop appropriate higher odder questions based on the Florida Standards

#### Facilitator

Teachers & Mr. Doucimo (9th Grade Leader), Ms. Hinton (10th Grade Leaders), Mr. Siero (11th & 12 grade leader)

#### Participants

All content area teachers

#### Schedule

Monthly, from 9/1/2015 to 5/26/2016

**PD Opportunity 3**

During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations.

### Facilitator

All content area teachers

### Participants

All content area teachers

### Schedule

Daily, from 8/24/2015 to 5/27/2016

**PD Opportunity 4**

During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning..

### Facilitator

Teachers & Mr. Doucimo (9th Grade Leader), Ms. Hinton (10th Grade Leaders), Mr. Siero (11th & 12 grade leader)

### Participants

All content area teachers

### Schedule

On 11/26/2015

## Technical Assistance Items

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

### Budget

| | | Budget Data | |
|---|---|---|---|
| 1 | G1.B1.S1.A1 | Provide all content area teachers during early release day with a professional development on unwrapping the Florida Standards infusing Higher Order Questioning strategies and the development of higher order thinking questions. | $0.00 |
| 2 | G1.B1.S1.A2 | During monthly grade level meetings,content area teachers will work in grade level groups to discuss best practices, identify and develop appropriate higher odder questions based on the Florida Standards | $0.00 |
| 3 | G1.B1.S1.A3 | During classroom instruction all content area teachers will incorporate in their daily lessons higher order thinking questions that lead to student led collaborative conversations. | $0.00 |
| 4 | G1.B1.S1.A4 | During Professional Learning Communities all content area teachers will share best practices in questioning strategies and provide opportunities for teachers needing additional support the opportunity to observe and collaborate effective implementation of higher order questioning.. | $0.00 |
| 5 | G2.B1.S1.A1 | Students who attend daily will be rewarded. | $0.00 |
| 6 | G3.B1.S1.A1 | Course selection will be added to accommodate student interest. | $0.00 |
| | | Total: | $0.00 |