

Bay District Schools

Rosenwald High School



2015-16 School Improvement Plan

Rosenwald High School

924 BAY AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

86%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

48%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rosenwald High School will provide a safe, structured, and supportive environment that inspires students to stay in school and graduate ready for college or careers.

Provide the school's vision statement

EDUCATION, GRADUATION, DESTINATION

School Environment

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

The Rosenwald High School Advisory Program (R.A.P.) is implemented school-wide during homeroom from 11:20-11:40 each day. The program's three major goals are: 1. to help freshman establish connection at the high school; 2. to support academic success via increased student accountability; 3. to learn and practice important life-skills. R.A.P. is defined as a place for students to benefit from the guidance and support of a caring adult. Students receive personalized guidance and support related to culture and relationships. The teachers have access to a curriculum for the year to provide students with a variety of opportunities related to culture, relationships, academics and school community.

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

Rosenwald High School administration, teachers, staff, and school resource officer assist in creating an environment of respect and safety. This environment is created and communicated to students daily based on student needs and through the daily communication of the Positive Behavioral Interventions and Supports (PBIS) strategies. Information on school safety and student procedures are available to students through the school's student handbook. We solicit student feedback on the school's environment to evaluate our current practices.

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

Rosenwald High School implements the Positive Behavioral Interventions and Supports (PBIS) strategies. The philosophy of PBIS involves helping all stakeholders and students make positive behavior choices. Everyone will be asked to demonstrate compliance in meeting the following four expectations: be safe; be respectful; be responsible; be encouraging. Teachers are expected to teach these behavioral expectations and use classroom management strategies to create a conducive learning environment while maintaining discipline. All teachers have access to a Positive Behavior Intervention Support Handbook that is aligned with MTSS guidelines. Administration has implemented a PBIS committee to assist in overseeing the program and providing input to revisions as necessary. The PBIS committee includes two administrators: Chandra Tyson, Principal and Barbara Smiley, Assistant Principal and the following teachers and staff: Debra Head, Jimmy Owen, Linda Prado, and Lydia Whittaker.

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

Rosenwald High School ensures social-emotional needs of all students are met by providing opportunities for student access to guidance counselors, crisis intervention, school psychologist, and outside community providers.

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

Referrals from schools include early warning indicators such as low GPA, poor attendance, student documentation tab in FOCUS, multiple discipline referrals, teen parents, juvenile delinquents, low assessment scores, and insufficient progress towards graduation requirements.

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
	8	9	10	11	12	
Attendance below 90 percent	4	20	41	30	37	132
One or more suspensions	4	0	12	6	0	22
Course failure in ELA or Math	10	30	51	34	33	158
Level 1 on statewide assessment	0	0	1	11	28	40

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	4	15	33	26	33	111

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

Rosenwald High School's intervention strategies include, but are not limited to: PBIS Supports, Rosenwald Advisory Program (daily 20 minute homeroom), READ 180 program, mentoring, MTSS supports, differentiated instruction, guidance counselors, parent liaison, crisis intervention teacher (mental health counselor), in-school suspension program, high stakes test tutorials, Edgenuity Credit Recovery Program, literacy and mathematics coaches support, school psychologist, School Resource Deputy, teen parenting program, and childcare 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?

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/200900>.

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

Refer to uploaded plan.

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
Tyson, Chandra	Principal
Palmer, Jenne	Instructional Coach
Smiley, Barbara	Assistant Principal
English, Deborah	Teacher, K-12
Head, Debra	Teacher, K-12
Wellman, Jane	Teacher, K-12
Warren, Ernestine	
Prado, Linda	Teacher, K-12

Duties

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

Principal: Chandra Tyson

Provides a common and clearly defined vision for the use of data-based decision making, ensures that the school based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school-based plans and activities.

Assistant Principal/PBIS Coach: Barbara Smiley

Provides a common and clearly defined vision for the use of data-based decision making, ensures that the school based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school-based plans and activities. Also provides feedback from a support personnel perspective, participates in evaluation of, assists in delivering Tier 2 reading interventions to struggling students, active participant on PBS Team and with PBIS activities, inputs discipline reports data in RTI-B and provides feedback/reports to administration as requested.

Literacy Coach: Jenne Palmer

Facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans.

Math Coach: Ernestine Warren

Facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans.

Regular Education ELA Teacher/ Reading Endorsed: Jane Wellman

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all Tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

Media Specialist/Deborah English

Provides information regarding the media resources and core instruction, organizes the administration of school-wide assessments, participates in student data collection and evaluation, assists with media resources for delivering instruction/ interventions for all Tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

Regular Education Math Teacher: Linda Prado

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all Tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

Regular Education ELA and College Career Ready Teacher: Debra Head

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all Tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

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 has identified and aligned the following available resources:

1. MTSS leadership team and MTSS Instructional Specialist (Lisa Gibson):

The MTSS leadership team meets monthly to review student progress and problem solve for those students who are not responding to interventions that are in place (READ 180, Algebra Nation and behavioral supports). Additionally, the school administration, guidance counselors and literacy coach attends monthly district MTSS meetings to collaborate with other schools, and receive district support for MTSS efforts.

The MTSS Instructional Specialist facilitate and support data collection activities, assists PLC teams in data analysis. provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans. Students who are on Tier 3 Interventions are provided opportunities to work through SuccessMaker 8. SuccessMaker 8 is a computer-based, tiered Instructional Model focused on comprehensive K-10 program encompassing instruction and assessment for each phase of the Multi-Tiered (MTSS) process. The SuccessMaker 8 model combines valid assessments with a rich curriculum that can be individualized to meet the needs of every student, integrated under a single teacher interface.

Behavioral supports such as check in and out(CICO) system, stay in class agreements, behavioral and attendance contracts, Rosenwald's PBS Bulldog Bucks Incentive/Reward System, Rosenwald Advisory Program (RAP), FBA/PBIP, mentoring, etc.

2. Algebra Nation program teachers: Grace Alford, Vicky Payne

Algebra Nation is a program based on comprehensive research and focused on bridging the learning

gap in Algebra. Students most in need of assistance in Algebra are placed on Algebra Nation or blended instruction course using Edgenuity. The teachers provide information regarding core instruction, participate in student data collection and evaluation, deliver instruction/ interventions for all Tiers as defined by student need, and evaluate the effectiveness of implemented strategies through ongoing progress monitoring. The Math Coach will continue to assist teachers in implementing curriculum with fidelity using the coaching cycle framework.

3. Intensive Reading course teachers: Grace Alford, Nancy Montague (READ 180), Cecilia Page, Jane Wellman, Lydia Whittaker

Students who have not shown mastery on the FCAT Reading test are placed in an Intensive Reading course and/or READ 180. Intensive Reading teachers must have completed or must be working on their reading endorsement. Reading teachers have also been trained in Secondary Reading Frameworks. The Literacy Coach and READ 180 Coach will continue to assist teachers with implementing curriculum with fidelity using the coaching cycle framework.

4. Credit Recovery courses are assigned based upon progress towards meeting graduation requirements.

5. Rosenwald's Advisory Program (R.A.P.) is a daily advisory program to improve student outcomes and to decrease drop out rates.

6. Additional personnel to assist with identified needs:

District MTSS/PBIS Behavior Interventionist: Diana Keisker and James Allen

Facilitates and provides collaborative assistance with MTSS/PBIS district resources and supports.

Staff Training Specialist: Margo Anderson

Facilitates and provides collaborative assistance to teachers regarding implementing district writing initiatives.

ESE Resource Teacher: Charity Williams

Participates in data collection, integrates core instruction activities/materials into Tier 3 instruction and collaborates with general education teachers.

Classroom Coaches: Shirley Baker and Suzanne Witham

Shirley Baker will work with teachers on data based lesson planning and Suzanne Witham will assist teachers in improving their classroom management, organization and standards-based lesson planning.

Staff Training Specialist:

These specialist will work with teachers on content implementation and instructional delivery, new teacher induction and alternative certification requirements, professional development opportunities, etc.

District Graduation Options Instructional Specialist: Jennifer Jennings

We will identify a graduation options team(Team Rosenwald) to review our graduation rates and attendance trend data and implement strategies to prevent students from dropping out of school. Our attendance initiative will support this committee's efforts to increase our graduation rates and daily average attendance.

Parent Liaison: Mary Vaughan

Collects data related to attendance, assists teachers and students with strategies, provides referrals to community resources, serves as member of the PBIS committee.

7. Title I Federal Initiatives:

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 86% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

8. Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- * Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- * Support for schools serving migrant students
- * Family literacy programs, including such programs that use models developed under Even Start.
- * The integration of information technology into educational and related programs and
- * Programs to facilitate the transition of secondary school students to post secondary education or employment

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chandra Tyson	Principal
Latasha Holley	Parent
Trezia Horne	Parent
Lois Kempton	Parent
Carly Murphy	Parent
Cassaundra Nance	Parent
Eddie Summers	Parent
Gregory Dossie	Business/Community
Andre Goss	Business/Community
Clemson Pinckney	Business/Community
Mary Auxier	Teacher
Chad Barron	Teacher
Debra Head	Teacher
Linda Prado	Teacher
Vivian Ransom	Parent
Tempestt Ransom	Student
Kimberly Henderson	Parent
Mary Vaughan	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed and approved the School Improvement Plan on October 9, 2014. Members were encouraged to make suggestions and provide input of the School Improvement Plan.

Development of this school improvement plan

The SAC will review to approve the School Improvement Plan October 8, 2015. Members will be encouraged to make suggestions and provide input.

Preparation of the school's annual budget and plan

The faculty and staff will meet in the spring of the year to review and give input into the annual budget for the 2015-2016 school year.

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

School Improvement Funds was allocated for school-wide PBIS activities, such as Field Day and ACT registration fees for student taking the test. We spent \$165.30 for the PBIS activity and \$295.00 for the ACT registration fees. Both expenditures are used as a means to keep students engaged in school and increase graduation rates.

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
Tyson, Chandra	Principal
Palmer, Jenne	Instructional Coach
Smiley, Barbara	Assistant Principal
Wellman, Jane	Teacher, K-12
English, Deborah	Teacher, K-12
Montague, Nancy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. Writing: The LLT will continue with implementation of the District's Writing Initiative & Text Based Writing. LLT appointed teachers will revisit the FSA Writing Rubric (4-4-2) throughout the year. Three times during the year, the LLT will assist in giving a school-wide writing assessment and will assist in scoring those assessments.
2. Implementation of Florida Standards: 9th/10th ELA, 11th/12th ELA, Writing, and Math PLC's will meet weekly. District personnel and administrators (P.L.U.S. 2) will monitor lessons for implementation and observe classrooms. Additionally, teachers will be trained on Depth of Knowledge, data analysis, the CIS Model, Kagan Structures, common formative assessments, data-based and standards-based lesson planning and the Gradual Release Model which will support the implementation of the Florida Standards.
3. Financial Literacy: A new component of the Economics course is the Financial Literacy initiative mandated by the state. Doral Bank has supplied Bay District with EverFi, a computer based financial literacy program. All students enrolled in Economics courses at Rosenwald High School will complete the EverFi curriculum to satisfy the state's financial literacy requirement. Also, we will continue to work with community members to provide financial literacy programs such as Mad City Money

- sponsored by Innovations Bank and Beach Chamber of Commerce and Junior Achievement.
4. The LLT will assist in hosting two book fairs a year.
 5. Celebrate International Literacy Day and Celebrate Literacy Week! Florida.
 6. Continue to focus on vocabulary acquisition across 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

Professional Learning Communities are implemented to encourage positive collaborative relationships. These include 9th/10th Reading/ELA, 11th/12th Reading/ELA, Writing, and Math.

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

Recruiting:

Rosenwald High School advertises vacancies through the Bay District Schools' website. BDS then advertises on various job board portals, such as Monster.com and the Hire Vets website, to recruit teachers to the district. Rosenwald only hires certified-in-field, highly qualified teachers for our vacancies.

Retention:

In order to retain our current highly qualified, certified-in-field staff, we encourage and provide our teachers with opportunities to attend conferences, serve on leadership teams, and serve in leadership roles at the school. We also provide support through our site-based Literacy coach, so that teachers feel supported and knowledgeable about their subject matter and resources available. Rosenwald utilizes the P.L.U.S. 2 district initiative to gain assistance with support and resources. District Staff Training Specialists assist and educate teachers in the areas of Classroom Management, Technology, MTSS, Writing, Differentiated Instruction, Kagan and Florida Standards. We also employ a Crisis Intervention Teacher and a Parent Liaison to assist teachers with students and their families' physical, mental, emotional and social health.

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

Each department has an experienced, highly qualified teacher on the campus site to mentor new teachers to Rosenwald High School or new to the district. Laura McClain is mentored by Constance Roscoe. Ida Younavjak is mentored by Debra Head. Sylvonna Simmons is mentored by Jane Wellman. Chad Barron is mentored by Linda Prado. Additionally, the district has provided coaches who work with teachers on areas such as classroom management, technology, differentiated instruction, time management, and other areas of need. The district also provides a New Teacher Induction program. New teachers meet throughout the year to discuss areas of interest and importance to neophyte teachers. New teachers are provided assistance by Staff Training Specialists with the induction program and job embedded professional development. Specific academic activities are planned; including Charlotte Danielson Framework for Teaching, FSA Writing Rubric (4-4-2), Differentiated Instruction, and book studies on Teach Like a Pirate and Growth Mindset.

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

The school ensures its core instructional programs and materials are aligned to Florida Standards through content area professional learning community (PLC) collaborative development of common formative assessments, instructional focus calendars, pacing guides, and CPalms resources.

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

Initially, Rosenwald High School uses state-wide assessment data to place students into intensive reading and remedial math courses. Within the classroom, teachers disaggregate and triangulate data to form small groups in order to differentiate instruction and for remediation. For example, math classrooms utilize Algebra Nation and Edgenuity tutorial programs to supplement skill deficits. Reading classrooms implement the Reading Framework through the READ 180 program, Pearson Literature Florida program, and CPALMS lesson plans.

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: Weekend Program

Minutes added to school year: 2,160

Saturday School for FCAT Retakes and FSA Retakes: Students will attend Saturday school for the three weeks leading to the FCAT Retake, FSA Retake, ACT, and SAT. Saturday School will be staffed by certified teachers and focuses upon reading strategies that are developed for FCAT/FSA/ACT/SAT success. Teachers will utilize the Edgenuity, ACT/SAT website, and Varsity Tutor for relevant resources and materials. Saturday School will be provided before the upcoming state assessments.

Strategy Rationale

Extended learning will guide students' progress towards reading proficiency.

Strategy Purpose(s)

- Enrichment

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 will be collected about those students who participate. Administrators and teachers will analyze data to determine if students who attended Saturday School performed better on the FCAT retake, FSA retake, ACT, and SAT.

Strategy: Extended School Day

Minutes added to school year: 360

Literacy Lunch tutorial. Certified teachers and the principal facilitate tutorial sessions for students to support improvement of reading proficiency on the Fall FCAT retakes. Varsity Tutors and resources are used to enhance remedial practices.

Strategy Rationale

Extending the learning will increase student proficiency in reading skills and test taking strategies.

Strategy Purpose(s)

- Enrichment

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 on those students that participate. Administrators and teachers analyze data to determine if students who attended the Literacy Lunch Tutorial met proficiency levels on the summative assessments.

Strategy: Extended School Day

Minutes added to school year: 10,000

Math Tutorial: Students are invited to attend math tutoring for any math subject on Monday and Friday mornings. Math teachers provide students with strategies and homework assistance to help them grasp difficult math concepts using on-line resources.

Strategy Rationale

Extending the learning will increase student proficiency on math end of course (EOC) exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tyson, Chandra, tysoncl@bay.k12.fl.us

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

The math department will collect data on participants and compare their growth this year to previous years.

Strategy: Summer Program

Minutes added to school year: 2,400

Summer School/ Credit Recovery: Students who need to recover credits are invited to attend Summer School which are recovered on Edgenuity. These courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers.

Strategy Rationale

Extended learning provides credit recovery for timely graduation.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Tyson, Chandra, tysoncl@bay.k12.fl.us

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

Guidance counselors review data for successful completion of Edgenuity courses.

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

Rosenwald provides beginning of the year strategies such as: orientation for new students and incoming 8/9th graders, Open House, and initial administrative/student Interviews. During the year, the school's strategies include: R.A.P (Rosenwald Advisory Program), military recruiters, Job Co-op teacher, parent liaison, teen parenting courses, horticulture training, ACT/SAT tutorials, career day, STEMtastic Day and college application essay. The end of the year strategies include: college visits, financial literacy, and post-secondary educational field-trips.

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

Each student (and the student's parents) meets with a guidance counselor to tailor a course of study that specifically targets the student's individual needs. Students come to Rosenwald High School with a variety of needs. Each student's academic, assessment and discipline history is reviewed in order to assist students with their choices.

Students will participate in a College & Career Fair to explore a variety of job opportunities.

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

Students are given the opportunity to take a series of computer courses, such as Digital Design and Agricultural Science, leading to an industry certification giving them a marketable skill. During the course of this class, students are introduced to a variety of occupations, including STEM related occupations; these relate to the courses in which they are enrolled.

Students are also given the opportunity to participate in Cooperative Education. Students must complete a Work Study course in addition to the Co-Op opportunity. During the Work Study course, students learn the essentials of being a good employee, customer relations, and other work-related skills. Students then apply these skills on the job. Our Co-Op teacher follows up on students to ensure they are effective employees.

Our teen parenting students are enrolled in a parenting and nutritional course, which teaches the students about child development, nutrition and responsible parenting.

Career Assemblies, My College Options surveys, ASVAB and PSAT results are used to help guide students in finding the best post-secondary option for their futures.

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

Elective courses offered at Rosenwald High School focusing on career and technical education include: digital design, agricultural science, and computing for college and careers.

The percentage of Rosenwald High School students, who scored proficient on state-wide assessments in 2014, is significantly lower than the district and state. The majority of the population consists of at risk students. The focus continues to remain on career and college readiness. The school's ELA initiative includes Secondary Reading Framework, READ 180, Text Complexity, and Florida Standards implementation. Algebra Nation provides an intensive program of study for the Algebra I curriculum.

The guidance counselors are working with the students who qualify for Dual Enrolled courses to ensure they have the opportunity and encouragement to enroll with Gulf Coast State College/Haney Technical Center. Counselors encourage students to apply for state and community scholarships. Counselors meet with reading classes to provide information and guide students in registration for the ACT and/or SAT.

College admissions and financial aid officers are invited to participate in on-campus events, such as Open House, during lunch, and FAFSA assembly.

All senior students are enrolled in English 4: College and Careers. Students take the Postsecondary Education Readiness Test (PERT) for the end of course exam. This course is designed to teach students the necessary skills to be successful in a freshman English course (such as ENC 1101).

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

Strategies to improve student readiness:

Rosenwald Advisory Program (R.A.P.), military recruiters, Job Co-op teacher, ACT/SAT tutorials, career day, STEMtastic day, college application essay assistance. college visits, junior financial literacy, post-secondary educational field-trips

Summer School/ Credit Recovery: Students who need to make up credits are invited to attend Summer School. Summer School credits are recovered on Edgenuity. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve levels of proficiency by 5% in reading, writing, and math by using student engagement strategies by May 2016.

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. Improve levels of proficiency by 5% in reading, writing, and math by using student engagement strategies by May 2016. 1a

G071612

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - ED	
Bio I EOC Pass	40.0
4-Year Grad Rate (Standard Diploma)	35.0
5-Year Grad Rate	40.0

Resources Available to Support the Goal 2

- READ 180: An intensive reading intervention program. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.
- Intensive Reading Classes: Students who are not proficient readers are enrolled in an intensive reading class with reading certified teachers.
- Implementation of Florida Standards
- Literacy Leadership Team
- District instructional specialists, instructional coaches, and staff training specialists
- Content area Professional Learning Communities
- Tutorials(Saturday School, before, during and after school) by staff for student remediation and skill attainment.
- Engagement strategies (Kagan, CRISS, Brain-based research)
- Khan Academy, Varsity Tutors
- Algebra Nation, Edgenuity
- Teach Like a Pirate and Growth Mindset bookstudy
- Mentoring Program
- Positive Behavior Intervention Supports-school-wide emphasis on teaching and rewarding appropriate behaviors of all stakeholders.
- Implementation of the Comprehensive Reading Plan
- Agricultural Program
- Classroom libraries
- Attendance Task Force
- Lesson studies
- Crisis Intervention teacher

- Parent liaison
- Data notebooks
- Professional Development
- Blended learning
- Rosenwald Advisory Program
- ACT and SAT registration

Targeted Barriers to Achieving the Goal 3

- Lack of student accountability
- Lack of consistent feedback

Plan to Monitor Progress Toward G1. 8

Data will be collected on use of the Common Board Configurations and use of learning scales in the classrooms.

Person Responsible

Chandra Tyson

Schedule

Quarterly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Lesson Plans, Learning Walk Look-For Forms

Plan to Monitor Progress Toward G1. 8

Data will be collected from the tutorial sign-in sheets and progress reports.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 9/8/2015 to 5/26/2016

Evidence of Completion

Sign-in sheets, testing results, report card, graduation check

Plan to Monitor Progress Toward G1. 8

Teacher and student feedback will be collected on the utilization of the Gradual Release Model.

Person Responsible

Chandra Tyson

Schedule

Quarterly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Teacher and student surveys and interviews

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. Improve levels of proficiency by 5% in reading, writing, and math by using student engagement strategies by May 2016. **1**

 **G071612**

G1.B1 Lack of student accountability **2**

 **B186664**

G1.B1.S1 Utilization of tutorials **4**

 **S198078**

Strategy Rationale

Teachers will offer Saturday School, before, during, and after school tutoring.
Students will attend and actively participate.

Action Step 1 **5**

Students will participate in the following: before and after school tutoring, ACT/FSA Prep, Saturday school, Khan Academy, and Varsity Tutors.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 9/26/2015 to 5/26/2016

Evidence of Completion

Sign-in sheets

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

Track the progress of student learning in the tutorial on-line programs and student work samples

Person Responsible

Chandra Tyson

Schedule

Weekly, from 9/26/2015 to 5/26/2016

Evidence of Completion

Charts, graphs, and assessments

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

Review student progress

Person Responsible

Chandra Tyson

Schedule

Weekly, from 9/26/2015 to 5/26/2016

Evidence of Completion

Student work, report cards, Measures of Academic Progress (MAP), schedules, sign-in sheets

G1.B1.S2 Practice the Gradual Release Model of Responsibility by Frey & Fisher. 4

 S198079

Strategy Rationale

Teachers will use scaffolding to practice the model that allows the release of responsibility to the students.

Action Step 1 5

On Your Mark Grading Workshop

Person Responsible

Schedule

On 10/15/2015

Evidence of Completion

Lesson plans, learning walks, data notebooks

Action Step 2 5

2015 Educational Strategies and Student Engagement Institute

Person Responsible

Barbara Smiley

Schedule

On 9/23/2015

Evidence of Completion

Passports

Action Step 3 5

Engaging Students with Poverty in Mind

Person Responsible

Schedule

On 2/17/2016

Evidence of Completion

Classroom management strategies, integrated curriculum techniques

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

District Literacy Coach and Administrators will conduct biweekly learning walks to monitor fidelity of implementation.

Person Responsible

Jenne Palmer

Schedule

Biweekly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Learning walks look-for form

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

The Gradual Release Model will be utilized to increase student accountability.

Person Responsible

Jenne Palmer


Schedule

Biweekly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Student interviews, data notebook checks, lesson plans, and learning gains on summative assessments

G1.B2 Lack of consistent feedback 2

 B186665

G1.B2.S1 Alignment of Florida Standards 4

 S198080

Strategy Rationale

Teachers will display objectives and discuss learning goals and scales. Students will monitor their own levels of understanding.

Action Step 1 5

Students will reflect upon their own learning by using a common performance scale.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Student data notebook

Action Step 2 5

Data Driven Instruction Cycle

Person Responsible

Chandra Tyson

Schedule

On 9/29/2015

Evidence of Completion

Data analysis in the PLC meetings

Action Step 3 5

Data-based Lesson Plans

Person Responsible

Chandra Tyson

Schedule

On 9/24/2015

Evidence of Completion

Lesson plans, differentiated instruction, summations from the book studies on The Formative Assessment Action Plan, Teach Like a Pirate, and Common Formative Assessments

Action Step 4 5

Mindset: The New Psychology of Success book study

Person Responsible

Chandra Tyson

Schedule

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

Evidence of Completion

Question stems collected at monthly faculty meetings

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

Classroom walk throughs

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/24/2015 to 5/26/2016

Evidence of Completion

Data collection notebooks

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

Weekly PLC meetings and data driven dialogue

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/24/2015 to 5/26/2016

Evidence of Completion

PLC meeting minutes, lesson plan implementation, report cards, standards based instruction, PLUS 2 Learning Walks, State Standardized Assessments

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	Students will participate in the following: before and after school tutoring, ACT/ FSA Prep, Saturday school, Khan Academy, and Varsity Tutors.	Tyson, Chandra	9/26/2015	Sign-in sheets	5/26/2016 weekly
G1.B1.S2.A1	On Your Mark Grading Workshop		10/14/2015	Lesson plans, learning walks, data notebooks	10/15/2015 one-time
G1.B2.S1.A1	Students will reflect upon their own learning by using a common performance scale.	Tyson, Chandra	8/24/2015	Student data notebook	5/26/2016 weekly
G1.B1.S2.A2	2015 Educational Strategies and Student Engagement Institute	Smiley, Barbara	9/21/2015	Passports	9/23/2015 one-time
G1.B2.S1.A2	Data Driven Instruction Cycle	Tyson, Chandra	9/29/2015	Data analysis in the PLC meetings	9/29/2015 one-time
G1.B1.S2.A3	Engaging Students with Poverty in Mind		2/10/2016	Classroom management strategies, integrated curriculum techniques	2/17/2016 one-time
G1.B2.S1.A3	Data-based Lesson Plans	Tyson, Chandra	9/24/2015	Lesson plans, differentiated instruction, summations from the book studies on The Formative Assessment Action Plan, Teach Like a Pirate, and Common Formative Assessments	9/24/2015 one-time
G1.B2.S1.A4	Mindset: The New Psychology of Success book study	Tyson, Chandra	1/26/2016	Question stems collected at monthly faculty meetings	5/26/2016 monthly
G1.MA1	Data will be collected on use of the Common Board Configurations and use of learning scales in the classrooms.	Tyson, Chandra	8/24/2015	Lesson Plans, Learning Walk Look-For Forms	5/26/2016 quarterly
G1.MA2	Data will be collected from the tutorial sign-in sheets and progress reports.	Tyson, Chandra	9/8/2015	Sign-in sheets, testing results, report card, graduation check	5/26/2016 monthly
G1.MA3	Teacher and student feedback will be collected on the utilization of the Gradual Release Model.	Tyson, Chandra	8/24/2015	Teacher and student surveys and interviews	5/26/2016 quarterly
G1.B1.S1.MA1	Review student progress	Tyson, Chandra	9/26/2015	Student work, report cards, Measures of Academic Progress (MAP), schedules, sign-in sheets	5/26/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Track the progress of student learning in the tutorial on-line programs and student work samples	Tyson, Chandra	9/26/2015	Charts, graphs, and assessments	5/26/2016 weekly
G1.B2.S1.MA1	Weekly PLC meetings and data driven dialogue	Tyson, Chandra	8/24/2015	PLC meeting minutes, lesson plan implementation, report cards, standards based instruction, PLUS 2 Learning Walks, State Standardized Assessments	5/26/2016 weekly
G1.B2.S1.MA1	Classroom walk throughs	Tyson, Chandra	8/24/2015	Data collection notebooks	5/26/2016 weekly
G1.B1.S2.MA1	The Gradual Release Model will be utilized to increase student accountability.	Palmer, Jenne	8/24/2015	Student interviews, data notebook checks, lesson plans, and learning gains on summative assessments	5/26/2016 biweekly
G1.B1.S2.MA1	District Literacy Coach and Administrators will conduct biweekly learning walks to monitor fidelity of implementation.	Palmer, Jenne	8/24/2015	Learning walks look-for form	5/26/2016 biweekly

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. Improve levels of proficiency by 5% in reading, writing, and math by using student engagement strategies by May 2016.

G1.B1 Lack of student accountability

G1.B1.S2 Practice the Gradual Release Model of Responsibility by Frey & Fisher.

PD Opportunity 1

On Your Mark Grading Workshop

Facilitator

Solution Tree

Participants

Teachers will require students to increase their levels of responsibility in their learning.

Schedule

On 10/15/2015

PD Opportunity 2

2015 Educational Strategies and Student Engagement Institute

Facilitator

Florida Department of Education

Participants

Barbara Smiley, Susan Bowen

Schedule

On 9/23/2015

PD Opportunity 3

Engaging Students with Poverty in Mind

Facilitator

Cinda Trexler, Dana Tutunick, Cheri Wroblewski

Participants

Deborah English

Schedule

On 2/17/2016

G1.B2 Lack of consistent feedback

G1.B2.S1 Alignment of Florida Standards

PD Opportunity 1

Data Driven Instruction Cycle

Facilitator

Shirley Baker

Participants

All faculty

Schedule

On 9/29/2015

PD Opportunity 2

Data-based Lesson Plans

Facilitator

Chandra Tyson

Participants

All faculty

Schedule

On 9/24/2015

PD Opportunity 3

Mindset: The New Psychology of Success book study

Facilitator

Chandra Tyson

Participants

All faculty members

Schedule

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

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	Students will participate in the following: before and after school tutoring, ACT/FSA Prep, Saturday school, Khan Academy, and Varsity Tutors.				\$77,632.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Rosenwald High School			\$9,767.00
			<i>Notes: Students will be provided summer school credit recovery opportunities throughout the summer.</i>			
			0581 - Rosenwald High School			\$65,750.00
			<i>Notes: Paraprofessionals will be hired to assist students within the classroom setting.</i>			
			0581 - Rosenwald High School	Title I Part A		\$2,115.00
			<i>Notes: Saturday School will be held the following Saturdays: Sept. 26, Oct. 3, Oct. 10, 2015 and Feb. 27, March 5, March 12, 2016. Three teachers will be hired for Fall and three teachers will be hired for Spring at 5 hours per day.</i>			
2	G1.B1.S2.A1	On Your Mark Grading Workshop				\$1,947.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Rosenwald High School			\$1,947.00
			<i>Notes: Three staff members attended the "On Your Mark Grading" In Orlando, Florida October 14-15, 2015. The purpose of the workshop is to create more effective grading practices that will provide accurate, specific, timely feedback designed to improve student performance and engagement.</i>			
3	G1.B1.S2.A2	2015 Educational Strategies and Student Engagement Institute				\$356.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Rosenwald High School			\$356.00
			<i>Notes: Mrs. Smiley and Mrs. Bowen attended conference to learn about engagement strategies.</i>			
4	G1.B1.S2.A3	Engaging Students with Poverty in Mind				\$1,748.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Rosenwald High School			\$498.00

Budget Data						
			Notes: Staff members will be provided a copy of "Teach Like a Pirate." All staff members will participate in a book study to enhance understanding of engaging students.			
			0581 - Rosenwald High School			\$0.00
			Notes: Motivational speaker, Doc Brown will speak to selected students.			
			0581 - Rosenwald High School			\$750.00
			Notes: Motivational speaker will visit Rosenwald High School to address selected students.			
			0581 - Rosenwald High School			\$500.00
			Notes: Motivational guest speaker will visit Rosenwald High School to address the student body.			
			0581 - Rosenwald High School			\$0.00
			Notes: Motivational Speaker and local author, David Lewis will speak to selected students.			
5	G1.B2.S1.A1	Students will reflect upon their own learning by using a common performance scale.				\$0.00
6	G1.B2.S1.A2	Data Driven Instruction Cycle				\$0.00
7	G1.B2.S1.A3	Data-based Lesson Plans				\$0.00
8	G1.B2.S1.A4	Mindset: The New Psychology of Success book study				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Rosenwald High School			\$250.00
			Notes: Mindset: The New Psychology of Success book study			
Total:						\$81,933.00