

Boyd H. Anderson High School



2015-16 School Improvement Plan

Boyd H. Anderson High School

3050 NW 41ST ST, Lauderdale Lakes, FL 33309

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

No

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)

99%

School Grades History

Year
Grade

2014-15
C*

2013-14
D

2012-13
C

2011-12
C

**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 was approved by the Broward County School Board on 1/20/2016.

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
Focus	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

We educate students to be college and career ready.

Provide the school's vision statement

We deliver professional, individualized, global education to all students.

School Environment

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

The process by which the school learns about student culture:

The school learns about student culture by being proactive on tracking students academically and tracks attendance. The school identifies learning needs and deficiencies, guidance schedules parent/teacher meetings. We have also initiated a small learning community during which a group of 4 or 5 teachers meet once a week to discuss individual students and develop academic plans to help the student improve learning. The teachers share about 80% of the students which enable them to develop relationships with the students and the parents. The students in 9th and 10th grade are looped which provides the opportunity for each teacher to have the same students 2 years in a row.

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

By developing a school wide discipline plan which is created by faculty, staff, parents, and students. The plan is presented to SAC for input and feedback. Based on data throughout the year, the plan is augmented with new processes.

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

There is a School Discipline committee which meets and creates a school-wide discipline plan to address student behavior and tardies. This behavior plan is passed on to faculty via faculty meetings, email, and faculty handbook. Each faculty member is expected to establish behavioral expectations within his/her classroom. Students are also informed of behavioral expectations during grade-level assemblies at the beginning of the school year. Training on classroom management is provided through professional development and through Professional Learning Communities.

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

We developed a database the counselors utilize to track students 9-12. The counselors monitor student academic achievement by checking pinnacle and communicating with teachers. Each counselor has small groups with students that are identified by teachers to counselors and once a week for 30 minutes, counselors address social and emotional needs of students at times in small groups and other times individually through the response to intervention school wide process, the team also address individual students and also create specialized plans to satisfy student needs.

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

Based on the data systems used to identify students who have attendance, behavioral or academic concerns, the following early warning indicators were identified in the year 2014-2015: 2.65% of the 9th graders, 24.12% of the 10th graders, 26.22% of the 11th graders, and 24.3% of the 12th graders were identified as scoring a level 1 score on the statewide standardized assessments. While 8.07% of students ranging from 9-12 grade failed English Language Arts, 10% of the 9th graders, 16.1% of the 10th graders, 7.4% of the 11th graders, and 8.7% of the 12th graders were identified as having one or more suspensions. 2.9% of the 9th graders, 2.0% of the 10th graders, 1.1% of the 11th graders and 0% of the 12th grade students were identified as having an attendance below 90 percent.

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	15	10	5	0	30
One or more suspensions	49	79	33	35	196
Course failure in ELA or Math	0	0	38	0	38
Level 1 on statewide assessment	15	118	124	94	351

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	93	197	105	74	469

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

Boyd H. Anderson High School has an effective multi-grade level teams in place to problem solve and create action plans for our students. In addition, notification procedures are in place for parents. Our school counseling department develops and implements a comprehensive program that evaluates grade level groups , intervention plans and connect our students as well as their families to essential school and community resources.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The monthly scheduled School Advisory Council (SAC) and School Advisory Forum (SAF) encourage parental involvement and collaboration between school and community. The "Keys to Success" organized twice a year provides parents with practical tools that inform them of the school system, strategies and academic resources to facilitate a more productive engagement with the school. Organized events such as Freshmen Orientation, Open House provides opportunities to introduce parents to the school community, create personal connection with parents to ensure continued communication throughout the school year.

The school also encourages parent phone calls and face-to-face meetings to keep parents informed of their child's progress.

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

The school builds and sustains partnerships with the local community by encouraging community involvement in SAC, SAF, and school events. In addition to having members attend SAC and SAF meetings, the school welcomes input from our community partners during the meetings. The school has a relationship with Local businesses which help with the students college and career readiness. Health and Wellness students frequently visit the Florida Medical hospital for coaching and mentoring for career readiness. Every year we have a job fair which involves local businesses talking to students and offering local job opportunities. Broward Sheriff's office frequently communicates with students and share with them diversified information relevant to social-emotional, job opportunities, and law awareness

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
Almanzar, Angel	Principal
Peters, Paula	Assistant Principal
Humphrey, Linda	Assistant Principal
Farr, Leslie	Assistant Principal
Anderson, Shawanda	Instructional Coach
Cameron, Camille	Instructional Coach
Duperval, Marie	Administrative Support
Corbitt, Mishka	Administrative Support
Redman, Stephanie	Administrative Support
Williams, Collette	Instructional Coach
Jones, Kamika	Instructional Coach
Ford, Kristie	Assistant Principal

Duties

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

The members outline a school-wide vision of high standards and academic success for all students. They create a climate that helps ensure that faculty, staff and students put learning at the center of their daily activities. They help cultivate leadership in others throughout the school by allowing others to accomplish the school's vision and purpose. They provide support and training for aspiring leaders in the school. They collaborate with faculty and staff to improve students' academic achievement by focusing on quality education and high expectations for students. The members manage teachers/ staff members and create processes that involve planning, implementation, support, communication and monitoring. They use data to make informed decisions about the school and its stakeholders.

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's leadership team meets once a week to collaborate, problem solve, evaluate implementation, and make decisions, based on current school data and observations. Through their problem-solving methods, they make informed decisions that help improve our teachers, students and our school community. The leadership meeting also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation.

School Advisory Council (SAC)**Membership:**

Name	Stakeholder Group
Angel Almanzar	Principal
Levoyd Williams	Business/Community
Annie Calloway	Education Support Employee
John Bridges	Teacher
Kerith Corbourne	Business/Community
Jose-Ricardo Flores	Parent
Judy Griffith	Parent
Hugh Hylton	Parent
James Kalmer	Teacher
Kassandra Myers	Parent
Glorida Pressley-Carter	Parent
Linda Rivers	Teacher
Beverly Simpson	Parent
Ray Smith	Parent
Kathleen Stennett	Business/Community
Jonathan Toussaint	Student
Theresa Williams	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC committee evaluated last year's School Improvement Plan based on school-wide assessment data with the purpose of defining goals and objectives for the 2015-2016 school year.

Development of this school improvement plan

In the development of this school's improvement plan, the leadership team shared the progress toward school goals at the beginning of the school year and we gathered input regarding the need for continued goals. SAC members were assembled at the end of last year to discuss the current school status, grades and goals. During that meeting, parents shared their ideas and gave input on the school's goals and agreed to monitor progress throughout the school year.

Preparation of the school's annual budget and plan

In preparation of the school's annual budget and plan, SAC assists the principal and leadership team in the school's annual budget. SAC also assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals, school's vision and student performance standards. The plan also addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.

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

SAC approves of the expenditure of school improvement funds. The following projects were approved for the 2014-2015 school year:

College & Career program \$8500

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
Peters, Paula	Assistant Principal
Humphrey, Linda	Assistant Principal
Almanzar, Angel	Principal
Anderson, Shawanda	Instructional Coach
Williams, Beverly	Instructional Coach
Cameron, Camille	Instructional Coach
Corbitt, Mishka	
Garcia, William	Teacher, K-12
Mullings, Beverly	Teacher, K-12
Oscar, Sandi	Teacher, ESE
Richardson, Nikole	Teacher, K-12
Williams, Collette	Teacher, K-12
Angelo, Micheal	Teacher, K-12
Ford, Kristie	Assistant Principal
Daquin, Matieu	Teacher, K-12
Jones, Kamika	Instructional Coach
Robinson, Carmen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team provide support for instructional skills to improve students' reading comprehension through the use of effective reading strategies. They encourage and support a school-wide implementation of content-based literacy standards for Literacy across curricula. Through the guidance of two Literacy coaches, the team was able to develop Reading strategies that support differentiated instructions and accommodate students' academic levels. Through a school-wide initiative, a daily Word-of- the-Day program was created in addition to our reading program (C.A.R.E.). The literacy team also emphasizes the use of formative assessments and data analysis.

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

Boyd H. Anderson High School has a master schedule that allows for 100 minutes of planning for all grade level teachers. In addition, the school supports a Professional Learning Community (PLC) meeting, once a week, for at least 40 minutes where teachers are encouraged to work together collaboratively when unwrapping the benchmarks and planning out lessons that align with the Florida State Standards.

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

Boyd H. Anderson High School fosters a collaborative network of teacher support through a New Educator Support System. They foster collegiality and support collaborative relationships that create a

positive school climate where teachers are valued and feel supported in their work. They also provide Professional development resources that support effective teaching and learning. The school also promotes continued development of instructional leadership skills for school leaders and administrators. Boyd H. Anderson High School strives to recruit and retain highly qualified teachers by participating in job fairs. Applitrak is used to screen applicants in addition to checking references and networking with other principals.

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

Boyd H. Anderson High School uses "iObservation" an instructional improvement system for all teachers. Through that system, they observe Mentees' instructions and provide feedback. The New Educator Support Coaches help plan lessons with New Teachers to connect the lesson activities to the Florida State Standards. They also share best practices, discuss student progress, and analyze student work and data through Small Learning Community (SLC) and Professional Learning Community (PLC) meetings.

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 uses data-driven instruction with a rigorous Florida Standards instructional design. The school also uses a C.A.R.E. and Word of the Day program to build better readers and writers while providing intervention for struggling students. The school also uses "Achieve 3000" a web-based tool for supporting reading comprehensions and writing proficiency for students. It uses an easy organized system with proven instruction and exceptional differentiation and scaffolding for struggling student readers. The state supplies CPALMS to provide the Florida State standards and lesson plans aligned to the state standards. Additional resources and materials include EDGE, COLLECTIONS, and district adopted textbooks which are aligned to the Florida State Standards. District based resources such as BEEP are used to align instruction and to provide instructional resources. District supplied formative assessments and State standards based CARE packages are also used. School based resources include Florida standards aligned USATest prep, another resource used by history, biology, and reading.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use Florida Assessment data, End-of-Course (EOC) Assessment Results, and Common Assessment data to differentiate their instruction and lesson planning. Teachers use Interventions for students with difficulty in attaining proficient levels on assessments.

Step 1: Teachers define the measurable goal(s) to be attained

Step 2: Teachers Identify possible reasons why the desired goals are not being attained.

Step 3: Teachers develop and implement a well-supported plan involving evidence-based strategies to attain the goals.

Step 4: Teachers evaluate the effectiveness of the plan in relation to the stated goals.

Schoolwide interventions are handled by the RtI team. The RtI team focuses on providing a multi-

tiered system of student support. The team reviews existing data, identifies additional data collection needs, develops a hypothesis, then designs interventions to address concerns and develop the intervention plan.

The grade level Guidance Counselors serve as case managers and designate selected RtI members to collect and analyze the tiered data. Tier-1, in consultation with colleagues, the teacher tries universal, evidence-based interventions. Tier-2, in consultation with several team members, the teacher tries targeted, evidenced based interventions. Tier-3, using full team support, teachers and others try intensive, evidenced based interventions, appropriate data will be collected using selected criteria specific to the evidence-based intervention being implemented. Review of the data occurs regularly and the need for a higher tiered evidenced base intervention is evaluated.

Students who are in the low quartile receive intensive interventions and their progress are continuously monitored.

Academic coaches also provide pull outs and push ins in accordance to school data.

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

Strategy: After School Program

Minutes added to school year: 24,000

The 21st Century After school programs allows the YMCA to provide our school with academic enrichment and social enrichment programs. Through this community partnerships our school is able to provide instructions in core academic subjects in math, reading, and English to complement regular day school curricula. Additionally, we provide opportunities for social enrichment activities that foster personal growth and character development in our students as well as contribute to a well-rounded education

Strategy Rationale

The FCAT/FSA Reading data and final grade reports were used to determine the need for science, reading and mathematics intervention. Students in the program will be progress monitored to determine if the interventions are effective.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Duperval, Marie, marie.duperval@browardschools.com

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

Weekly progress reports are collected at the end of each week.

Data is shared with teachers and reviewed with leadership team. Behavior data are collected and addressed

daily. We monitor the behavior of students attending the 21st Century After-school Program.

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

Boyd H. Anderson High School will hold an orientation for incoming 9th grade students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. During the school year, Keys to Success and other programs are held to provide parents with resources to guide their child academically through the school year. Guidance counselors also monitor student progress throughout the year and provide necessary information to the parents regarding student academic needs.

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***

Boyd H. Anderson High School partners with Broward College and Florida International University to offer Dual-Enrollment classes for students to earn approximately 30 credit hours. We also offer two rigorous college prep programs for our students to participate in: The International Baccalaureate Program and The Health and Wellness program. Other initiatives and programs such as Career fairs, College fairs, and College Summit have been established to encourage a college-going culture at the school as well as to support and assist administrators, teachers, students and families. The school has a BRACE advisor on site who assists students with their college applications and financial aid packets.

The school supports the promotion of increased student participation and performance in Advanced Placement (AP) coursework. Boyd Anderson also participates in the District-Wide SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students. Additionally, the Guidance department informs and supports students and parents in graduation and college readiness goals.

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

Boyd H. Anderson High School offers Industry Certifications in Business, Culinary, Health & Wellness, and Information Technology.

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

Boyd H. Anderson High School Schools offers career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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

Boyd H. Anderson High School provides assistance to specific students as identified by the Leadership Team. We offer College Readiness programs in Reading and Math for students. The Guidance Department conducts classroom guidance and individual counseling sessions with students and Parent conferences, school events and activities are held to explain their role in assisting students with being ready for college

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers offer rigorous standards based curriculum instruction to all students, then student achievement will increase in all content areas.

Strategic Goals Detail

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

G1. If all teachers offer rigorous standards based curriculum instruction to all students, then student achievement will increase in all content areas. 1a

G074677

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
Bio I EOC Pass	66.0
Algebra I EOC Pass Rate	24.2
Geometry EOC Pass Rate	17.8
Algebra II EOC Pass Rate	19.8
FSA English Language Arts - Achievement	22.0
U.S. History EOC Pass	41.0

Resources Available to Support the Goal 2

- Professional Development (PD)
- Professional Learning Communities (PLC)
- CPALMS
- Instructional Focus Calenders (IFC)
- BEEP
- District supplied formative assessments
- District supplied CARE packages
- Academic Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers are not aware of CPALMS as a resouce.
- Lack of understanding of how to use the standards to guide classroom instruction.
- Students have limited development of word relationships and college ready vocabulary in the areas of oral and written language.

Plan to Monitor Progress Toward G1. 8

Data collected from various assessments and iObservation reports will be monitored by administration.

Person Responsible

Angel Almanzar

Schedule

Every 3 Weeks, from 9/1/2015 to 4/29/2016

Evidence of Completion

Data marks from iObservations.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. If all teachers offer rigorous standards based curriculum instruction to all students, then student achievement will increase in all content areas. **1**

 **G074677**

G1.B1 Teachers are not aware of CPALMS as a resource. **2**

 **B195023**

G1.B1.S1 Train Teachers how to use CPALMS as a resource look up standards and find standard based state approved lesson plans. **4**

 **S206619**

Strategy Rationale

If teachers know how to use CPALMS in the classroom, they can identify instructional activities at the appropriate DOK level to apply in the classroom.

Action Step 1 **5**

Provide Professional Development for teachers on how to use CPALMS and how to unwrap the standards.

Person Responsible

Paula Peters

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teachers, upon completion of the activity will use CPALMS.org to identify a standard related to their curriculum and unwrap that standard. They will document their activity by signing into the training and turning in an example of a standard being unwrapped.

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

Administration will conduct classroom walk-throughs to ensure implementation of standards based instruction.

Person Responsible

Paula Peters

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher board configurations will align with the standard. Lesson plans will exhibit unwrapped standards, and student work will align with teacher's lesson plan.

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

Instructional coaches will monitor various student assessment data aligned to the standards.

Person Responsible

Paula Peters


Schedule

Every 3 Weeks, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student work and assessment data will be collected and used to determine effectiveness.

G1.B2 Lack of understanding of how to use the standards to guide classroom instruction. 2

 B195024

G1.B2.S1 Train teachers how to unwrap the standards to create standard driven instruction. 4

 S206620

Strategy Rationale

If teachers understand how to unwrap the standards, they will create instruction in accordance with the state standards.

Action Step 1 5

Professional Development will be held on how to unwrap the Florida State Standards.

Person Responsible

Paula Peters

Schedule

Biweekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Sign in sheets, lesson plans, student work, rubrics, and scales.

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

Classroom walkthroughs and inspection of lesson plans.

Person Responsible

Paula Peters

Schedule

Every 3 Weeks, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson plans and iObservation.

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

Collect student data from various assessments.

Person Responsible

Paula Peters

Schedule

Every 3 Weeks, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student performance data.

G1.B4 Students have limited development of word relationships and college ready vocabulary in the areas of oral and written language. 2

 B195026

G1.B4.S1 Reading coaches will provide Word of the Day curriculum and quizzes to each class. 4

 S206623

Strategy Rationale

If teachers infuse instruction with targeted vocabulary terms, students will increase their knowledge of word relationships and college ready vocabulary.

Action Step 1 5

Teachers will infuse Word of the Day throughout the instructional day with students.

Person Responsible

Paula Peters

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Students will complete Word of the Day activities in a dedicated notebook.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom Walk Throughs will be conducted to monitor for fidelity.

Person Responsible

Paula Peters

Schedule

Biweekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Students will provide evidence in the form of notebooks and data from Word of the Day assessments.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Results from Word of the Day assessments, District benchmark tests, Reports from ACT, SAT, and PSAT.

Person Responsible

Paula Peters

Schedule

Every 3 Weeks, from 9/1/2015 to 6/3/2016

Evidence of Completion

Data based on the Word of the Day assessments, District benchmark tests, and data from the ACT, SAT, and PSAT reports.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide Professional Development for teachers on how to use CPALMS and how to unwrap the standards.	Peters, Paula	9/1/2015	Teachers, upon completion of the activity will use CPALMS.org to identify a standard related to their curriculum and unwrap that standard. They will document their activity by signing into the training and turning in an example of a standard being unwrapped.	6/3/2016 monthly
G1.B2.S1.A1	Professional Development will be held on how to unwrap the Florida State Standards.	Peters, Paula	9/1/2015	Sign in sheets, lesson plans, student work, rubrics, and scales.	6/3/2016 biweekly
G1.B4.S1.A1	Teachers will infuse Word of the Day throughout the instructional day with students.	Peters, Paula	9/1/2015	Students will complete Word of the Day activities in a dedicated notebook.	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Data collected from various assessments and iObservation reports will be monitored by administration.	Almanzar, Angel	9/1/2015	Data marks from iObservations.	4/29/2016 every-3-weeks
G1.B1.S1.MA1	Instructional coaches will monitor various student assessment data aligned to the standards.	Peters, Paula	9/1/2015	Student work and assessment data will be collected and used to determine effectiveness.	6/3/2016 every-3-weeks
G1.B1.S1.MA1	Administration will conduct classroom walk-throughs to ensure implementation of standards based instruction.	Peters, Paula	9/1/2015	Teacher board configurations will align with the standard. Lesson plans will exhibit unwrapped standards, and student work will align with teacher's lesson plan.	6/3/2016 weekly
G1.B2.S1.MA1	Collect student data from various assessments.	Peters, Paula	9/1/2015	Student performance data.	6/3/2016 every-3-weeks
G1.B2.S1.MA1	Classroom walkthroughs and inspection of lesson plans.	Peters, Paula	9/1/2015	Lesson plans and iObservation.	6/3/2016 every-3-weeks
G1.B4.S1.MA1	Results from Word of the Day assessments, District benchmark tests, Reports from ACT, SAT, and PSAT.	Peters, Paula	9/1/2015	Data based on the Word of the Day assessments, District benchmark tests, and data from the ACT, SAT, and PSAT reports.	6/3/2016 every-3-weeks
G1.B4.S1.MA1	Classroom Walk Throughs will be conducted to monitor for fidelity.	Peters, Paula	9/1/2015	Students will provide evidence in the form of notebooks and data from Word of the Day assessments.	6/3/2016 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. If all teachers offer rigorous standards based curriculum instruction to all students, then student achievement will increase in all content areas.

G1.B1 Teachers are not aware of CPALMS as a resource.

G1.B1.S1 Train Teachers how to use CPALMS as a resource look up standards and find standard based state approved lesson plans.

PD Opportunity 1

Provide Professional Development for teachers on how to use CPALMS and how to unwrap the standards.

Facilitator

Curriculum Leaders

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/3/2016

G1.B2 Lack of understanding of how to use the standards to guide classroom instruction.

G1.B2.S1 Train teachers how to unwrap the standards to create standard driven instruction.

PD Opportunity 1

Professional Development will be held on how to unwrap the Florida State Standards.

Facilitator

Curriculum Leaders

Participants

Instructional Staff.

Schedule

Biweekly, from 9/1/2015 to 6/3/2016

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	Provide Professional Development for teachers on how to use CPALMS and how to unwrap the standards.	\$0.00
2	G1.B2.S1.A1	Professional Development will be held on how to unwrap the Florida State Standards.	\$0.00
3	G1.B4.S1.A1	Teachers will infuse Word of the Day throughout the instructional day with students.	\$0.00
Total:			\$0.00