

Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

www.edline.net/pages/santaluces_high_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Santaluces Community High School is committed to providing a safe environment, rigorous instruction, and extracurricular activities in order to develop and graduate life-long learners who positively impact the community.

Provide the school's vision statement

At Santaluces Community High School, every student will achieve at high levels and graduate with the knowledge and skills necessary to succeed in post-secondary education and careers.

School Environment

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

Single School Culture for Climate is used as a basis for teachers, guidance counselors, and administrators when having conversations with the students in formal and informal settings. Additionally, guidance counselors will visit classrooms to discuss students interests. Clubs and organizations based on student wants are established and overseen by teacher-sponsors. Furthermore school based stakeholders will use evidence based strategies to address cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. To address and develop cultural awareness, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

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

Our school uses Single-School Culture for Behavior and School wide Positive Behavior System. During the course of the day, supervision is present to ensure that students are supervised and safe. Administration and teachers are available to talk with students about academic and non-academic topics in a professional, respectful manner in formal and informal settings. If students do have issues, teachers and administrators work together with students and parents to get them solved. Anti-bullying and SwPBS signs are around the school and implemented on site.

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

Following the ideals of Single School Culture for Behavior, the school has developed a School-wide Positive Behavior Support (SwPBS) system that has universal guidelines that are posted in every classroom. The SwPBS universal guidelines provide students with expectations on desired behaviors

in various school settings. The SwPBS is shared and reviewed with students throughout the school year. Teachers are trained and provided with behavior intervention strategies to minimize unwanted behaviors throughout the course of the school year. Students are also given a copy of the Student Code of Conduct which is discussed in their classes and in grade level assemblies. Furthermore, assistant principals in charge of discipline follow the discipline matrix and policies set forth by the School District and State.

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

Following the practices of Single School Culture for Climate, students are encouraged by teachers, guidance counselors, and administration to discuss with an adult on campus any needs or concerns they may have. When issues do arise, the adults on campus work with students to solve/meet the students' needs or refer the student to someone who can. Guidance counselors work hand in hand with students to meet their social-emotional needs either alone, in group settings or through grief services. Incoming Freshmen students are paired up with upper class-men through our Link Crew program to help support and mentor them as they transition in a high school setting. Mentoring programs are also provided through the "Women of Tomorrow" for our at-risk female students. Furthermore, stakeholders are encouraged to participate in activities to address cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

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

Not applicable

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- * PLCs using Single School Culture for Academics practices (data analysis, unpacking standards, analysis of rigor and relevance, sharing strategies for corrective instruction)
- *SWPBS
- *MTSS/SBT/Rtl
- *Push-in / Pull-out support

- *Gradual Release
- *AVID strategies used schoolwide (Cornell notes, Philosophical Chairs, Socratic Seminars)
- *Johnson Scholars program
- *9th Grade Academy

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

To promote effective parent involvement, the staff at SCHS welcomes input from parents and community members in decision making and encourages them to join us in the activities outline in our PIP below. We work with parents as equal partners in the educational process.

ANNUAL MEETING:

Parents are invited to attend this meeting at the beginning of each school year to learn more about the requirements of Title I and our School-wide Title I Program. At this meeting there are opportunities to give input into the following: School-Parent Compact, Title I Family Involvement, Parents' Right to Know, Ideas of topics for future parent involvement activities, and Title I Budget.

ACCESSIBILITY FOR ALL FAMILIES

We will accommodate all families by providing the following: Choices of meeting dates and times based on survey results, Language Facilitators, Translated documents, and Refreshments.

PARENT INVOLVEMENT ACTIVITIES

Based on parent input, the following activities will assist parents in understanding the Florida Standard strategies and assessments to help parents improve the academic achievement of their children.

*Family Literacy Nights will be implemented for parents to learn strategies to increase reading achievement of their children.

*Family Technology Nights will be implemented to inform parents of on-line technology that is available to them to use with their children at home resulting in increases in academic progress.

*Graduation and College Readiness Seminar to inform parents of requirements for ACT/SAT, AICE, AP, and CTE.

*FAFSA (Financial Aid) Workshop to provide parents with information on grants, loans, and scholarships available to offset the cost of college.

*Title I Information Training for School Staff that provides information to staff on communication with parents and providing resources to support learning at home.

*Newsletters from principal that give best practices to parents and inform them of the values of family involvement.

SHARED DECISION MAKING

Through the school's SAC, parents will review and give input in writing the school's Family Involvement Policy/Plan and evaluate the plan annually. Parents will also give input in writing the School-Compact. Parents review the Title I Family Involvement Survey data results to determine changes. Use of parental funds is discussed.

COMMUNICATION

Parents will be provided information in a language and format which is easy to understand. We will communicate with parents by: flyers, school marquee, Parent Link, website, Family Involvement Surveys will be distributed to parents for input, and Parent Involvement Surveys will be reviewed by SAC.

VOLUNTEERS

Parents are encourage to volunteer at our school in a variety of capacities that address the needs of the students and school.

This Family Involvement Plan has been jointly developed and distributed to the parents of Santaluces High School Students.

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 participates in local organizations such as the chamber of commerce and education boards for local municipalities to help build relationship with local businesses and government. The school also invites business men and women to sit on Academy advisory boards; giving industry input on curriculum initiatives and program goals. The school encourages partnerships between local organizations and Academies to have guest instructors on campus teaching industry standards in our own classrooms directly tying education and the workforce together. The school will hold Open Houses to help ensure stakeholders receive curriculum, Edline, school website, and testing information. The school will also seek and utilize motivational speakers to promote student academic and emotional growth.

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
Moore Robinson, Tameka	Principal
Krupa, Jim	Assistant Principal
Gaddy, Terry	Assistant Principal
Robinson, Shakeica	Assistant Principal
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Smith, Tamara	Assistant Principal
Utterback, JIm	Assistant Principal
Sampson, Catherine	Instructional Coach
Lipten-Block, Stacie	Teacher, K-12
Motter, Stacey	Teacher, ESE
Brown, Glenn	Instructional Coach
Tanguay, Debbie	Guidance Counselor
Timpone, Michael	Dean

Duties

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

Mrs. Moore- Robinson (Principal): Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision Making Leader
Mr. Krupa (Vice-Principal): MTSS/School-wide Data-Based Decision Making Leadership Team Member
Mr. Utterback (Night School AP) MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member
Mr. Gaddy (10th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Harrell (9th Grade Guidance Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Tanguay (Guidance Counselor/Graduation Coach) MTSS/Grade Level-wide Data-Based Decision Making Team Member
Ms. Mawali (11th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Neer (12th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member
Mr. Ramos (9th Grade Academy Dean) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. T. Robinson (10th Grade Guidance Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Mr. Montoya (11th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Barrera (11th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member
Ms. S. Robinson (Curriculum AP) MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member
Ms. Smith (CTE AP) MTSS/School-wide and CTE Data-Based Decision Making Leadership Team Member
Ms. Sampson (Reading Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member
Mr. Brown (Mathematics Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member
Ms. Rosefort (ESOL Guidance Counselor) ESOL Data-Based Decision Making Team Member
Ms. Motter (ESE Coordinator) MTSS/School-wide and ESE Data-Based Decision Making Leadership Team Member
Ms. Lipten (ESOL Coordinator) MTSS/School-wide and ESOL Data-Based Decision Making Leadership Team Member
Mr. Timpone (Dean of SWD & SBT Leader) MTSS/School-wide and SBT Data-Based Decision Making Leadership Team Member

The responsibility of all MTSS School-wide leadership team members is to:

1. model a problem-solving process; understand the 4-step and 8-step problem-solving process
2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data
3. Determine if problems/barriers are systemic or individual based on the data
4. Schedule data days throughout the year
5. Facilitate the development of instructional schedules based upon student needs
6. Ensure professional development matches the needs of the staff based upon student data
7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support
8. Establish a system of communicating student outcomes across the SCHS staff, students and their

parents/guardians

9. Create frequent opportunities to celebrate and communicate success

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

Santaluces High School uses an 8-step problem-solving process for determining instruction, funding, and staffing at the core and supplemental levels. For Intensive level, the 4-step problem-solving process is utilized.

8-Step Problem-Solving (Core & Supplemental):

1. Identify a goal to achieve target
2. Brainstorm resources, barriers; prioritize barriers to overcome
3. Choose barrier to address
4. Brainstorm strategies to overcome prioritized barrier, prioritize strategies
5. Identify action step for each targeted strategy
6. Determine how strategies will be progress monitored for fidelity of who, what, when, and how the strategy will be implemented. (Are they happening as prescribed?)
7. Determine how strategies will be monitored for effectiveness (are they working?)
8. Determine how progress toward each goal will be monitored (establish timeline for using data, establish schedule for data meetings, define criteria for continuing, modifying, or terminating based on data)

4-step: (Intensive):

1. Problem Identification: what exactly is the problem? Academic or behavior?
2. Problem Analysis: Why is the problem happening? What is the function of the behavior?
3. Intervention Design and Implementation: What exactly are we going to do about it? Who is going to do the intervention/strategy? What intervention/strategy is going to be implemented? Where is the intervention/strategy going to take place? When is the intervention/strategy going to take place? Who is going to progress monitor the intervention/strategy? What does fidelity of the intervention/strategy look like? When will we review the data?
4. Response to Intervention: Is the intervention/strategy working as design? Do we need more, less, different intervention?

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during professional learning community meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. We meet as a team at least once a month throughout the school year. Our school uses Title I funds to help fund tutorials for students, teacher and student consumables, parent involvement opportunities and workshops, summer school for students, Saturday parent-teacher conferences, teacher professional development and resource teachers for assistance with State mandated tests and college readiness.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tameka Robinson	Principal
Sheryl Mandoeng	Parent
Shelia Ross	Parent
Brenda Lalman	Parent
Carol Fisher	Parent
Cynthia Alexandre	Parent
Glenn Brown	Teacher
Jeannie Tovar	Parent
Shannon Livingston	Teacher
Victoria Vasquez	Parent
Misha Brahmhat	Student
Megan Gribbon	Student
Drew Schneider	Student
Olga Cadavid	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 is provided with the results of school grade data and what occurred within the SIP. It is then discussed what was successful and what is in need of improvement. The areas of improvement are addressed and placed in the current SIP. The SAC will review the current SIP to provide feedback and final approval.

Development of this school improvement plan

SAC members reviewed the current SIP and were asked to provide inquiries, input and opinions to modify, edit, and/or improve current plan. SAC votes on the approval of the SIP.

Preparation of the school's annual budget and plan

The SAC reviews, provides feedback and gives final approval of the school's annual budget and plan.

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

School improvement (SI) funds are used to provide students with positive educational experiences such as tutoring supplies and materials, workshop experiences or teacher training/professional development. SI funds are also used for after school or Saturday tutoring sessions related to tested subject areas for all students. Teachers have the opportunity to submit requests for SI funds for programs or materials that will improve upon their curriculum and instruction.

Projected use of funds:

1. Supplemental books/materials for teachers, clubs, and sports: \$5,000.00
2. Provide snacks/refreshments to students for Saturday and after school tutorials: \$3,000.00

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
Sampson, Catherine	Instructional Coach
Gaddy, Terry	Assistant Principal
Smith, Tamara	Assistant Principal
Krupa, Jim	Assistant Principal
Lipten-Block, Stacie	Teacher, K-12
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Motter, Stacey	Teacher, ESE
Robinson, Shakeica	Assistant Principal
Brown, Glenn	Instructional Coach
Tanguay, Debbie	Guidance Counselor
Moe, Alison	Instructional Media
Moore Robinson, Tameka	Principal
White, Kathleen	Teacher, K-12
Burse-Floyd, Theresa	Teacher, K-12
Timpone, Michael	Dean

Duties

Describe how the LLT promotes literacy within the school

The goal of the Literacy Leadership Team is to assist teachers and students to improve overall levels of reading and writing proficiency and to help ensure that all students make at least a year's growth as demonstrated on the FSA ELA.

The areas of needs/focus are based on:

- 45% of 10th grade students met proficiency standards on the 2015 FSA ELA.
- Due to the new FSA, there is need for reading and writing with technology implementation across all content areas.
- Based upon library circulation, interest in independent reading is lower than the county norm.

The objectives of the team will be:

- Teachers will incorporate school-wide, research-based reading and writing strategies into their daily instructional practices.
- Curriculum is aligned with the Language Arts Florida Standards (LAFS) and is implemented with fidelity.
- Teachers actively engage students in the four tested reading and writing clusters (Reading, Language, Speaking/Listening, and Writing) in both traditional and technology based formats.
- Teachers continually build a wide range of authentic audiences and purposes for reading and writing in their classrooms using BDA (Before, During, and After Reading) strategies and WICOR (AVID).
- Teachers analyze student performance, provide timely feedback, and adjust instruction accordingly.
- Category 1, 2 & 3 students will utilize Reading Plus to improve fluency and comprehension.

Strategies that the team will implement and provide support:

- Provide training and support for research-based, school-wide reading and writing strategies
- During PLCs, teachers will discuss implementation and success of literacy strategies, analyze student work, and make necessary instructional modifications based on student data.
- Classroom observations will show the implementation of research-based literacy strategies.
- Literacy Leadership Team meetings will be utilized to discuss the implementation of research-based reading/writing strategies and long range literacy plan.
- WICOR and BDA strategies will be used daily across all content areas.
- Reading Plus data will be used to track and monitor student progress towards attainment of the literacy goal and objectives.

The success of the Literacy Plan will be based on:

- A minimum of 80% teacher participation in literacy strategy trainings as evidenced by sign in sheets and authentic student work samples from Professional Develop Days (PDDs) and small professional learning communities (PLCs).
- 100% of teachers will demonstrate the incorporation of research-based learning strategies as evidenced by lesson plans, observations, walkthroughs, and student work analysis.
- During PLCs, 100% of teachers will analyze student performance on assessments/assignments, provide timely feedback, and adjust instruction based on student data as evidenced by the minutes of the PLC and teacher lesson plans.
- There will be an increase in library circulation as evidenced by computer-generated reports.
- There will be an increase in student participation in independent reading as evidenced by teacher and administrator observation.
- A minimum of 80% of Reading students will complete at least two (2) Reading Plus sessions per week.

Public and Collaborative Teaching

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

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

Teachers are encouraged to work together on planning for instruction. Teachers with the same instructional content are given common planning times to develop lessons and best practices for instruction. Professional Learning Community (PLCs) meetings are also implemented in a bi-weekly format for teachers who have similar content. The purpose of the PLCs is to analyze student data, develop a better understanding of benchmark requirements, develop common assessments, develop lessons with sound instructional practices, and find ways to meet the needs of learners. When applicable in the PLCs, specific staff development can occur based on student and teacher needs.

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

- *District New teachers Mentoring program: District Personnel
- *Regular meetings of new teachers with the Principal and/or Assistant Principal: Principal and Assistant Principal
- *Partner new teachers with veteran teachers: Assistant Principal
- *TIPS Training: District Personnel
- *Common Planning Meetings: Assistant Principal
- *AVID Training: Assistant Principal and AVID Coordinator
- *WICOR Training
- *National Board certified Teachers meet with new and 2nd year teachers to mentor Teachers: Assistant Principal
- *Hire Highly Qualified teachers and paraprofessionals: Principal and Assistant Principals
- *Recruit teachers by posting through District website, attend job fairs, involvement with FAU College of Education, and word of mouth

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

The mentoring program consists in the participation of monthly ESP meetings that cover best practices, concerns, and procedures. Additionally, new teachers will be participating in professional learning community meetings to analyze student data to implement best practices that address student needs. For each of the pairings below, the rationale for the pairings is based on ClinEd trained mentors working with mentees that have the same subject matter.

New Teacher/Mentor:

Latrice Boykin/Michael Woods
Jennifer Barrera/Myrlaine Rosefort
Sara Beshara/Rachelle Mays
Estrella Cedeno Aviles/Kathleen White
Geoffrey Demming/Tracy Carruthers
Lissen Ellington/Dr. Karen Crocco
Leann Harms/Roxanne Weber
Kristen Harrell/Tara Robinson
Brandi Henderson/Tracy Carruthers
Cody Kalina/Lou Lifson
Mark Mangano/Glenn Brown
Alysia Pavilonis/Michael Woods
Daniela Pinto/Laura Hamilton
John Stone/Carla Case-Sweeney
Alexander Tepper/Katherine Ewing
Yazmani Velazquez/Dr. Karen Crocco
Zoe Price/Michele Monohan
Albert Taborn/Glenn Brown

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 use of Professional Learning Communities (PLCs) and common planning are primarily used to help ensure that the instructional programs and materials are aligned to Florida's Standards. In the PLCs, the meetings are facilitated by the curriculum AP and assisted by instructional coaches who use the Standards and student data as the means to drive instruction. Lesson plans are developed using a "backwards design" that ensures assessments are aligned to the content and demands of the Standards. Then the process of how the material will be covered is developed. Teachers will implement WICOR and AVID strategies within lessons to promote high level thinking skills. Formative assessments are given within the lesson to help track and provide the opportunity to reteach students prior to evaluative assessments. Administrators also visit classrooms and provide feedback on the implementation of instruction.

In addition to the fore-mentioned programs, the history of Holocaust, history of Africans and African Americans, Hispanic contributions and sacrifices of Veterans content is infused within our social studies courses in grades 9-11 as evident in pacing charts and lesson plans. Furthermore, a course "African American History" is also offered for 11th and 12th grade students.

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

State mandated test data such as the FCAT, FSA ELA, FAIR, and EOCs are used to initially place students in appropriate content classes. For example, students who scored a Level 1 or 2 on the FCAT reading and scored low on the FAIR are placed into Intensive Reading classes. Within the reading classes, students are required to use the "Reading Plus" computer based reading program to develop reading proficiency skills. A gradual release model is used to teach new concepts and skills to the whole class group. Then a small group rotational model is used to support and enrich students based on their individual needs. To assist in the teaching and attainment of content, AVID and WICOR strategies will be implemented. Furthermore throughout the length of the course, teachers use formative, informative, and District provided diagnostic assessments to determine how the students are performing on skill sets and the standards. Based on the results of the assessments, teachers will adjust their teaching objectives and reteach skills and concepts in both large and small groups to meet the needs of the students. Additionally, students who are struggling to meet proficiency can be selected for push-in or pull-out tutoring by the instructional coach. Within the other content areas, the use of a gradual release model, small group instruction, and collaborative groups are used. Again how students perform on formative, informative, and District provided diagnostic assessments throughout the year are used to adjust instruction based on student need. The use of Professional Learning Communities (PLCs) and common planning times are used to allow teachers to collaboratively develop best practices for instructional delivery based on the student data.

In addition to the fore-mentioned support, further support is provided to the school through the following funded programs to assist students and staff:

TITLE I

Individual school allocation

Area support teams

Curriculum support

MTSS

TITLE II

All schools receive:

Area support teams (split-funded with Title I)

Curriculum support – professional development

SIP training and support

PAR Teacher support

Marzano training and online support

Leadership development through Aspiring Leader's Academy

Alternative Certification Program

MTSS professional development

Secondary curriculum support

AVID support

SpringBoard training and support

Advanced Placement training and support

Student Intervention Services Specialist for homeless youth (split-funded)

TITLE X

Services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART) to

- Inform parents, guardians, or youth of educational rights
- Link homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse
- Alert parents/guardians/or youth of academic tutoring opportunities when available and needed
- Provide school supplies and, if needed, school uniforms and toiletries
- Coordinate District Transportation services to maintain home school stability when requested and

feasible

- Ensure Free School Meals (free breakfast and lunch)
- Attend School-Based Team meetings to garner additional student supports
- Provide outreach services to students living in shelters, motels, and other temporary residences
- Assist with summer camp and summer enrichment opportunities
- Facilitate parental involvement specifically oriented to reaching out to parents of homeless students
- Assist with fees for AP, IB, and SAT/ACT testing
- Collaborate with other District programs and community agencies to meet additional individual needs of homeless children and youth

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: Summer Program

Minutes added to school year: 8,400

Algebra 1 and Geometry retake summer program was established for students who were not successful during the regular school year. During the summer, students are provided with specific classroom instruction based on student weaknesses in a small class size setting. Students will also be provided with an intensive-type math class during the regular school year to help develop proficiency in basic math skills associated with Algebra 1 and Geometry.

Strategy Rationale

To allow students additional time and a smaller classroom setting to become proficient in the necessary skills and concepts in Algebra 1 and Geometry.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

Data will be collected throughout the school year in the form of formative and informative assessments, 9-week and semester grades, and teacher anecdotal notes to determine student placement in the program. Once in the program, the data from the assessments will help to drive instruction. At the end of the program, students were then test using the Algebra 1 and Geometry EOC. The end results of the EOC will determine the overall effectiveness of the strategy.

Strategy: Before School Program

Minutes added to school year: 720

9th Grade Academy I-Contracts: Reteaching and assessing students on benchmark driven unit goals in core subject areas.

Strategy Rationale

Teacher will reteach students before school on content that the students did not master during a given unit. The goal is for students to be able to demonstrate benchmark mastery, update missing or incorrect work with grades demonstrating mastery and help ensure students avoid failing a core content class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

Formative and informative assessments and student grades will be used to determine student eligibility and demonstrated mastery. At the end of each marking period, failure rates will be reviewed to determine if students are being successful within content classes.

Strategy: Weekend Program

Minutes added to school year: 2,880

Saturday Success Program: Provide additional support for students in the areas of LAFS AIR exam, mathematics EOCs and ACT/SAT (college readiness) in the form of small group tutorials based on concordant classroom content and formative, informative and District provided assessment data.

Strategy Rationale

To improve student proficiency and understanding of LAFS AIR exam and state mandated mathematics EOCs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

School wide District diagnostic data to help determine areas of weaknesses for tutorial topics. Exit slips and formative assessments at the end of each session to help drive instruction and student groups. Student attendance to determine consistency and student buy-in. At the end of the year, LAFS AIR exam, EOCs, and PERT results will be used to help determine effectiveness.

Strategy: After School Program

Minutes added to school year: 31,680

Sunset Program/Credit Recovery: For senior students who are behind on academic credits or failing courses required for graduation.

Strategy Rationale

To provide seniors with the opportunity to retake courses needed for graduation requirements in smaller settings or in an on-line format which in turn will help increase graduation rate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tanguay, Debbie, debbie.tanguay@palmbeachschools.org

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

Edgenuity reports will be used to determine how the students are performing on on-line courses. Administrators will meet with students bi-weekly to help establish goals and monitor said goals. Additionally credit recovery courses will track student data on formative, informative, and District provided assessments to help drive instruction.

Strategy: Extended School Day

Minutes added to school year: 6,480

ESOL Tutoring: Provide specific academic support; primarily established for ESOL students.

Strategy Rationale

To provide additional support to ESOL students in content specific areas to help develop proficiency on State benchmarks and testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lipten-Block, Stacie, stacie.lipten@palmbeachschools.org

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

Results from diagnostic testing, classroom assignments and student concerns helps drive the individualized student assistance. The results of future assessments and FSA/EOC testing will help determine the effectiveness of the 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

Santaluces High School supports in house transitions from one grade level to another by assigning a guidance counselor to the cohort so the student maintains the same guidance counselor throughout their high school years. Incoming 9th graders who may need additional support transitioning from middle school to high school are invited to Santaluces High School for a summer Jump Start program where they earn high school credit and work directly with a senior class mentor. All 9th graders are placed in small learning communities with a team of teachers who work as a team to make a smooth transition to high school for the incoming cohort. Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment course are provided on school campus to model the college format for seniors prior to their exit from high school.

College and Career Readiness

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

The school uses the AVID model to promote college awareness among the students who perform in the middle on placement assessments. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. Santaluces participates in ASVAB testing to help drive career choices. Santaluces partners with community organizations who provide college scholarships.

Santaluces houses several academy programs that facilitate the earning of industry certifications which yield immediate employment in the community in above entry level jobs. The school also

promotes a post-secondary education day celebration to recognize seniors who have been accepted to various colleges and the Armed Services with the entire student body.

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

Santaluces offers six different career and technical course tracks and five that give students the opportunity to earn industry certification (in some cases, college credit). Our CTE programs include Early Childhood Education, Visual Arts, Web Design & Technology, Criminal Justice, and JROTC. Industry certifications are offered in Adobe Photoshop, Adobe InDesign, DreamWeaver, Microsoft Office, 911 Dispatch Operator, Child Development Associate (CDA), ServeSafe and Prostart, and Auto Cad.

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

In an effort to integrate our CTE with academic subjects we've been able to add AICE and AP classes to our academy tracks. This way students have the opportunity to earn high school credit, industry certification and college credit (passing scores on AP and AICE). Also we've tried pair up our CTE classes with helpful academic courses that would benefit the student such as Culinary and Chemistry.

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

Santaluces High School students ranked below the district in the percentage of students who completed at least one AP , dual enrollment , or AICE course. Students were behind the district and state for the areas of participation and performance in college readiness tests such as ACT and CPT. ACT/SAT/PERT Preparation Courses will be promoted throughout the school year. Various options such as on site courses designed in collaboration with PBSC, and courses through Virtual School will be pursued to provide convenient access to any interested students. Students scoring in ranges not considered college ready will be directly solicited for participation. ACT/SAT/PERT Preparation courses will also be offered on Saturday mornings during our Saturday Success Academy. Direct solicitation for AP, AICE, and Dual Enrollment qualified students will be aggressively pursued in the 2015-2016 school year. Special invitations for students to informational sessions, parent training and presentations from the College and University contacts will be utilized to cultivate in interest and participation. In addition, the AP Potential Tool by College Board for identification of prospective students will be used to target participants and communicate to their parents. Special Programs to increase participation and performance in these areas are APIP Summer Enrichment Program, Summer Bridge/Trio Program through PBSC, AP Institutes and 1 day training for 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement research based strategies in daily instruction, then overall proficiency and performance in FSA/EOC courses will yield a positive significant increase in each respective course.

- G2.** If teachers implement research based strategies in daily instruction, then performance in accelerated courses, industry certification courses and graduation rate will increase.

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 teachers implement research based strategies in daily instruction, then overall proficiency and performance in FSA/EOC courses will yield a positive significant increase in each respective course. 1a

G069898

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	64.0
U.S. History EOC Pass	63.0
Bio I EOC Pass	70.0
FSA - English Language Arts - Proficiency Rate	50.0
Algebra I EOC Pass Rate	58.0

Resources Available to Support the Goal 2

- Professional Learning Community Meetings
- Reading Coach
- Tutorials
- Guidance Counselors
- Graduation Coach
- 9th Grade Strategist
- Push-in and Pull-out tutoring

Targeted Barriers to Achieving the Goal 3

- Students come to school with existing low reading levels, low math levels and students struggle with higher order thinking questions which is a determining factor for being successful on the FSA ELA and ALG 1 EOC exams
- Lack of participation in tutorials.
- Incoming 9th grade reading and math students lack study skills as well as fundamental skills needed to progress.

Plan to Monitor Progress Toward G1. 8

To determine the effectiveness of the strategies, discipline data and student academic data will be reviewed and analyzed. Students who are not showing success will be monitored more and establish specific interventions to meet their needs. Meetings will also be held with 9th grade teachers to determine if strategies are working. PLCs and PDD will be used to help monitor and adjust instruction based on student performance throughout the school year.

Person Responsible

Shakeica Robinson

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Diagnostic results, Performance Matters assessments (FSQs & USAs), EOCs/FSA results, discipline data, student academic data

G2. If teachers implement research based strategies in daily instruction, then performance in accelerated courses, industry certification courses and graduation rate will increase. 1a

G069899

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	64.0
4-Year Grad Rate (At-Risk)	58.0
Advanced coursework completion - H.S.	52.0

Resources Available to Support the Goal 2

- Professional Learning Community Meetings
- Academy Coordinator
- Graduation Coach
- Saturday Success Tutorials

Targeted Barriers to Achieving the Goal 3

- Students come to school with existing low mathematics and reading levels and students struggle with higher order thinking questions.
- Students not passing courses and not receiving credit and/or negatively effecting GPA in courses taken throughout high school with limited opportunities to correct

Plan to Monitor Progress Toward G2. 8

To determine the effectiveness of the strategies, PLCs and LTM/PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and test item specifications.

Person Responsible

Shakeica Robinson

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Industry Certification Exam data, AICE and AP Exam data, Graduation Rate

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 teachers implement research based strategies in daily instruction, then overall proficiency and performance in FSA/EOC courses will yield a positive significant increase in each respective course. **1**

 G069898

G1.B1 Students come to school with existing low reading levels, low math levels and students struggle with higher order thinking questions which is a determining factor for being successful on the FSA ELA and ALG 1 EOC exams **2**

 B181912

G1.B1.S1 Teachers will meet in Professional Learning Communities (PLCs) to analyze student data, determine best practices and develop common assessments and lesson plans. Through the lesson plans and assessments, teachers will increase overall rigor in daily lessons that will require students to use critical thinking. As part of the learning process, teachers will have students use Cornell Notes, CLS, WICOR, and AVID strategies in the classroom. **4**

 S193530

Strategy Rationale

Students need to engage in activities that utilize higher order thinking skills. To ensure this teachers collaborate during PLCs to infuse rigor into lessons and assessments.

Action Step 1 **5**

Provide District Based staff development for FSA ELA item specification analysis and Performance Matters before the teacher's official return to school.

Person Responsible

Wakisha Mawali

Schedule

On 8/3/2015

Evidence of Completion

Teacher sign-in, agendas, discussions in PLCs and PD days.

Action Step 2 5

Provide Reading Coach to support teachers in instruction and materials.

Person Responsible

Catherine Sampson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher support schedule, lesson plans, student reading +/-FSA data, Tutorial plans and attendance

Action Step 3 5

Continual Staff Development on FSA ELA, LAFS, ALG 1 EOC and MAFS through Professional Learning Communities.

Person Responsible

Shakeica Robinson

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

PLC meeting agendas/agendas, attendance sheets, student samples/data

Action Step 4 5

Continual Staff Development on Performance Matters through Professional Learning Communities

Person Responsible

Shakeica Robinson

Schedule

On 5/27/2016

Evidence of Completion

Copies of assessments used in Performance Matters and student data

Action Step 5 5

Provide Math Coach to support teachers in instruction and materials.

Person Responsible

Glenn Brown

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher support schedule, lesson plans, student reading +/FSA data, Tutorial plans and attendance

Action Step 6 5

Continual Staff Development on HMH Curriculum (English. Reading Plus (Reading) and Larson Curriculum (Math) in Professional Learning Communities.

Person Responsible

Shakeica Robinson

Schedule

On 5/27/2016

Evidence of Completion

Action Step 7 5

Provide additional ELA Teacher to reduce class size and support student achievement

Person Responsible

Tameka Moore Robinson

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Teacher course load, student rosters, lesson plans, and student work samples and data

Action Step 8 5

Staff training on evidence-based teaching strategies outside of school-based PLCs

Person Responsible

Tameka Moore Robinson

Schedule

Monthly, from 7/10/2015 to 6/3/2016

Evidence of Completion

Agendas, teacher led staff trainings

Action Step 9 5

Provide school support for the implementation of AVID

Person Responsible

Shakeica Robinson

Schedule

Biweekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Course loads, lesson plans, Professional Development agendas, PLC agendas

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

Attendance sheets for tutorials

Person Responsible

Shakeica Robinson

Schedule

Weekly, from 9/25/2015 to 4/29/2016

Evidence of Completion

Attendance sheets and bus driver log

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

Increase of student in tutorials. Additionally, increase in scores on common assessments and student work within tutorials.

Person Responsible

Shakeica Robinson


Schedule

Weekly, from 9/25/2015 to 4/29/2016

Evidence of Completion

Student attendance sheets, bus driver logs, and student data analyzed in PLCs.

G1.B2 Lack of participation in tutorials. 2

 B181913

G1.B2.S1 Provide transportation for Saturday and summer tutorials. 4

 S193531

Strategy Rationale

Will help students without transportation who live outside of a 2 mile radius get a ride to tutoring for free.

Action Step 1 5

Bus route will be created and used to pick up students for Saturday tutorial

Person Responsible

Terry Gaddy

Schedule

Weekly, from 9/18/2015 to 4/29/2016

Evidence of Completion

Bus route and driver log

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

Driver logs will be reviewed and student attendance at tutorials

Person Responsible

Terry Gaddy

Schedule

Weekly, from 9/26/2015 to 4/29/2016

Evidence of Completion

Driver logs, student attendance

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

Student attendance, and number of students taking the bus will be monitored at Saturday tutorials.

Person Responsible

Terry Gaddy


Schedule

Weekly, from 9/25/2015 to 4/29/2016

Evidence of Completion

Driver log, student attendance sheets

G1.B3 Incoming 9th grade reading and math students lack study skills as well as fundamental skills needed to progress. **2**

 B181914

G1.B3.S1 Utilize Edline, Parent Link (One Voice) and school marquee for frequent parent communications in multiple languages so parents can receive timely information about the Title 1 program, curriculum, assessments and proficiency levels students are expected to meet. **4**

 S193532

Strategy Rationale

To make stake holders aware of events, changes in curriculum, Title 1 programs, and academic support available for students throughout the school year.

Action Step 1 **5**

Consumable supplies and curriculum resources for tutorials

Person Responsible

Catherine Sampson

Schedule

Weekly, from 1/22/2016 to 4/29/2016

Evidence of Completion

Distribution and return of supplies at the end of each tutoring session and student attendance sheets

Action Step 2 **5**

Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered

Person Responsible

Shakeica Robinson

Schedule

Weekly, from 9/18/2015 to 4/29/2016

Evidence of Completion

Tangible advertising items: written, electronic and voice.

Action Step 3 5

Provide parent trainers for parent training on Title I, FSA/EOC testing, and curriculum, and parent/teacher conferences outside of normal school hours.

Person Responsible

Terry Gaddy

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Agendas, parent attendance logs for Title 1 nights, FSA/EOC testing, and curriculum and parent/teacher conference notes.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Assistant principal will establish meeting times and deadlines to review advertising content

Person Responsible

Shakeica Robinson

Schedule

Biweekly, from 1/8/2016 to 4/22/2016

Evidence of Completion

Minutes of meetings and tangible advertising content

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Assistant principal and parent liaison will establish and implement Title 1 parent nights to discuss Title 1 resources, parent support activities and Saturday parent conferences.

Person Responsible

Terry Gaddy

Schedule

Every 2 Months, from 8/10/2015 to 6/3/2016

Evidence of Completion

Copies of advertising of events, results of surveys from meetings, and attendance logs will be used to check for fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student attendance sheets will be collected

Person Responsible

Shakeica Robinson

Schedule

Weekly, from 1/23/2016 to 4/30/2016

Evidence of Completion

Student attendance sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Comparison of parent/stake holder attendance at Title 1 events and Saturday parent conferences throughout school year.

Person Responsible

Terry Gaddy

Schedule

Every 2 Months, from 8/10/2015 to 7/1/2016

Evidence of Completion

Parent/stake holder attendance and agendas for Title 1 events and Saturday parent conferences.

G1.B3.S2 Provide guidance counselor-parent liaison support for summer school program. 4

 S193533

Strategy Rationale

Support students in summer school and assist in tracking, guidance, and parent communication.

Action Step 1 5

Provide support to students and parents during summer school program.

Person Responsible

Ahsley Neer

Schedule

Daily, from 6/6/2016 to 7/29/2016

Evidence of Completion

Parent and student contact logs based on student/parent needs and tracking.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Parent and student contact logs and student tracking information will be collected

Person Responsible

Ahsley Neer

Schedule

Weekly, from 6/6/2016 to 7/29/2016

Evidence of Completion

Parent and student contact logs and student progress will be maintained and collected.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Parent and student contact logs will be used to track student progress and monitor parent interaction.

Person Responsible

Ahsley Neer

Schedule

Weekly, from 6/6/2016 to 7/29/2016

Evidence of Completion

Student attendance, parent and student contact logs will be complete.

G1.B3.S3 Provide a 9th grade Strategist to assist students successfully transition into high school both academically and socially and establish/maintain mentor support program. 4

 S193534

Strategy Rationale

Support incoming freshman by helping establish a good academic foundation, study skills, social skills, and acceptable behavior.

Action Step 1 5

Strategist will meet with all 9th grade students to establish, develop, and maintain positive social and academic norms.

Person Responsible

Ken Ramos

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Schedule, case notes, data chat notes, appointment records, parent/teacher conference notes, and discipline data

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Strategist will meet with students to discuss academic/behavior concerns, assign mentors, hold meetings with 9th grade teachers, and meet with parents when applicable.

Person Responsible

Ken Ramos

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Review of case notes, data chats, appointment records, debriefing/conference/observation notes, reflections on adjustments made due to monitoring for fidelity, and discipline data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Discipline data, conference notes, and student academic progression data will be used to monitor student success/transition into high school.

Person Responsible

Ken Ramos

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Student academic data (grades, common assessments, diagnostic testing data), FSA/EOC scores, discipline data, conference notes, meeting agendas and minutes, and data chats.

G2. If teachers implement research based strategies in daily instruction, then performance in accelerated courses, industry certification courses and graduation rate will increase. 1

G069899

G2.B1 Students come to school with existing low mathematics and reading levels and students struggle with higher order thinking questions. 2

B181916

G2.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICOR, AVID, and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices. 4

S193535

Strategy Rationale

To help ensure the use of high-order thinking skills and strategies

Action Step 1 5

Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.

Person Responsible

David Montoya

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Teacher Marzano observations and discussions/student results on assessments will demonstrate implementation and success of strategy.

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

Administrators will check lesson plans and conduct Marzano observations with feedback for teachers implementing agreed upon corrective strategies.

Person Responsible

David Montoya

Schedule

Biweekly, from 9/1/2015 to 9/1/2015

Evidence of Completion

iObservation reports and lesson plans

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

Successful implementation will be demonstrated through an increase in assessment scores, increased teacher buy-in at PLC meetings.

Person Responsible

David Montoya

Schedule

Biweekly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Student data, lesson plans and Marzano observations

G2.B1.S2 Incorporate manipulative technology in classes 4

 S193536

Strategy Rationale

To help with student attention and skill/content attainment

Action Step 1 5

Train teachers directly on how to incorporate computers, mobipads, and other electronic items

Person Responsible

Tamara Smith

Schedule

Monthly, from 8/11/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, PLC discussions, and Marzano observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Marzano observations, lesson plans

Person Responsible

Tamara Smith

Schedule

Biweekly, from 8/11/2015 to 8/11/2015

Evidence of Completion

iObservations, minutes from PLCs, PD attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Lesson plans, student common assessment scores, and Marzano observations

Person Responsible

Tamara Smith

Schedule

Biweekly, from 8/11/2015 to 8/11/2015

Evidence of Completion

Lesson plans, common assessment scores, PLC minutes, and Marzano observations

G2.B1.S3 Provide additional support for low level students and college readiness support by providing tutorials and summer school **4**

 S193537

Strategy Rationale

Some students need additional learning opportunities to better understand academic content

Action Step 1 **5**

Establish tutorials for low levels students, at-risk, lowest 25%, and college readiness on Saturdays and summer school

Person Responsible

Shakeica Robinson

Schedule

Weekly, from 2/5/2016 to 6/24/2016

Evidence of Completion

Tutorial schedule, attendance records, and PLC agendas, notes, and attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Lesson plans for state mandated testing areas and ACT/SAT

Person Responsible

Shakeica Robinson

Schedule

Biweekly, from 2/5/2016 to 6/24/2016

Evidence of Completion

Attendance sheets for students and teachers, PLC agendas and notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lesson plans will be reviewed, student data analyzed to support areas, and collection of attendance sheets

Person Responsible

Shakeica Robinson

Schedule

Weekly, from 2/5/2016 to 6/24/2016

Evidence of Completion

Lesson plans, PLC agendas, and attendance sheets

G2.B1.S4 Provide additional academic support and credit recovery for at-risk and low level students 4

 S193538

Strategy Rationale

Some students need additional learning and individualized opportunities to better understand academic content

Action Step 1 5

Provide a graduation coach to support at-risk and low performing students.

Person Responsible

Debbie Tanguay

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Schedule, case notes, data cat notes, appointment records, Teacher/Grad Coach/Parent conference notes

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Graduation coach will meet with at-risk students and low performing students to determine if students are getting on track and if additional academic support/changes are required.

Person Responsible

Debbie Tanguay

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Evidence of review of schedule, case notes, data chats, appointment records, debriefing/conference notes, reflections detailing adjustments made due to monitoring for fidelity

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Graduation coach will collect data based on student performance on retake assessments, on-line and credit recovery courses, and student participation in tutorial programs.

Person Responsible

Debbie Tanguay


Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Review of progress monitoring related to students' four year plan of study, FSA concordant score achievement data, student progress through on-line and credit recovery courses, and tutorial attendance.

G2.B3 Students not passing courses and not receiving credit and/or negatively effecting GPA in courses taken throughout high school with limited opportunities to correct **2**

 B181918

G2.B3.S1 Provide students with additional periods/opportunities to retake courses that they failed (D/F) that impacts credits earned and GPA so they can meet graduation requirements. **4**

 S193539

Strategy Rationale

Students need to have a 2.0 GPA and 24 credits earned. When students fail a course, there is limited opportunities to retake the courses during school hours and within Master board.

Action Step 1 **5**

Provide students with additional opportunities to meet graduation requirements by providing additional credit recovery classes during and after school.

Person Responsible

Debbie Tanguay

Schedule

Biweekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Student rosters, attendance, and student progression data for online credit recovery courses

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Credit recovery teachers will monitor, track, and have data chats with students in their courses.

Person Responsible

Debbie Tanguay

Schedule

Biweekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Student attendance, lesson plans, student progression data, and student data chats

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student progression data, grades, and attendance will be monitored and used to make adjustments to student learning to ensure students are satisfying graduation requirements.

Person Responsible

Debbie Tanguay

Schedule

Biweekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Progress monitoring of student progression through courses, student grades, summative assessments, data chats, and student attendance

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 District Based staff development for FSA ELA item specification analysis and Performance Matters before the teacher's official return to school.	Mawali, Wakisha	8/3/2015	Teacher sign-in, agendas, discussions in PLCs and PD days.	8/3/2015 one-time
G1.B2.S1.A1	Bus route will be created and used to pick up students for Saturday tutorial	Gaddy, Terry	9/18/2015	Bus route and driver log	4/29/2016 weekly
G1.B3.S1.A1	Consumable supplies and curriculum resources for tutorials	Sampson, Catherine	1/22/2016	Distribution and return of supplies at the end of each tutoring session and student attendance sheets	4/29/2016 weekly
G1.B3.S2.A1	Provide support to students and parents during summer school program.	Neer, Ahsley	6/6/2016	Parent and student contact logs based on student/parent needs and tracking.	7/29/2016 daily
G1.B3.S3.A1	Strategist will meet with all 9th grade students to establish, develop, and maintain positive social and academic norms.	Ramos, Ken	8/10/2015	Schedule, case notes, data chat notes, appointment records, parent/teacher conference notes, and discipline data	6/3/2016 daily
G2.B1.S1.A1	Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.	Montoya, David	9/8/2015	Teacher Marzano observations and discussions/student results on assessments will demonstrate implementation and success of strategy.	5/27/2016 biweekly
G2.B1.S2.A1	Train teachers directly on how to incorporate computers, mobipads, and other electronic items	Smith, Tamara	8/11/2015	Lesson Plans, PLC discussions, and Marzano observations	5/27/2016 monthly
G2.B1.S3.A1	Establish tutorials for low levels students, at-risk, lowest 25%, and college readiness on Saturdays and summer school	Robinson, Shakeica	2/5/2016	Tutorial schedule, attendance records, and PLC agendas, notes, and attendance	6/24/2016 weekly
G2.B1.S4.A1	Provide a graduation coach to support at-risk and low performing students.	Tanguay, Debbie	8/10/2015	Schedule, case notes, data cat notes, appointment records, Teacher/Grad Coach/Parent conference notes	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Provide students with additional opportunities to meet graduation requirements by providing additional credit recovery classes during and after school.	Tanguay, Debbie	8/10/2015	Student rosters, attendance, and student progression data for online credit recovery courses	6/3/2016 biweekly
G1.B1.S1.A2	Provide Reading Coach to support teachers in instruction and materials.	Sampson, Catherine	8/17/2015	Teacher support schedule, lesson plans, student reading +/-FSA data, Tutorial plans and attendance	6/3/2016 daily
G1.B3.S1.A2	Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered	Robinson, Shakeica	9/18/2015	Tangible advertising items: written, electronic and voice.	4/29/2016 weekly
G1.B1.S1.A3	Continual Staff Development on FSA ELA, LAFS, ALG 1 EOC and MAFS through Professional Learning Communities.	Robinson, Shakeica	9/1/2015	PLC meeting agendas/agendas, attendance sheets, student samples/ data	5/27/2016 biweekly
G1.B3.S1.A3	Provide parent trainers for parent training on Title I, FSA/EOC testing, and curriculum, and parent/teacher conferences outside of normal school hours.	Gaddy, Terry	8/10/2015	Agendas, parent attendance logs for Title 1 nights, FSA/EOC testing, and curriculum and parent/teacher conference notes.	6/3/2016 monthly
G1.B1.S1.A4	Continual Staff Development on Performance Matters through Professional Learning Communities	Robinson, Shakeica	9/1/2015	Copies of assessments used in Performance Matters and student data	5/27/2016 one-time
G1.B1.S1.A5	Provide Math Coach to support teachers in instruction and materials.	Brown, Glenn	8/17/2015	Teacher support schedule, lesson plans, student reading +/-FSA data, Tutorial plans and attendance	6/3/2016 daily
G1.B1.S1.A6	Continual Staff Development on HMH Curriculum (English. Reading Plus (Reading) and Larson Curriculum (Math) in Professional Learning Communities.	Robinson, Shakeica	9/1/2015		5/27/2016 one-time
G1.B1.S1.A7	Provide additional ELA Teacher to reduce class size and support student achievement	Moore Robinson, Tameka	8/10/2015	Teacher course load, student rosters, lesson plans, and student work samples and data	6/3/2016 monthly
G1.B1.S1.A8	Staff training on evidence-based teaching strategies outside of school-based PLCs	Moore Robinson, Tameka	7/10/2015	Agendas, teacher led staff trainings	6/3/2016 monthly
G1.B1.S1.A9	Provide school support for the implementation of AVID	Robinson, Shakeica	8/10/2015	Course loads, lesson plans, Professional Development agendas, PLC agendas	6/3/2016 biweekly
G1.MA1	To determine the effectiveness of the strategies, discipline data and student academic data will be reviewed and analyzed. Students who are not showing success will be monitored more and establish specific interventions to meet their needs. Meetings will also be held with 9th grade teachers to determine if strategies are working. PLCs and PDD will be used to help monitor and adjust instruction based on student performance throughout the school year.	Robinson, Shakeica	9/1/2015	Diagnostic results, Performance Matters assessments (FSQs & USAs), EOCs/FSA results, discipline data, student academic data	5/27/2016 biweekly
G1.B1.S1.MA1	Increase of student in tutorials. Additionally, increase in scores on common assessments and student work within tutorials.	Robinson, Shakeica	9/25/2015	Student attendance sheets, bus driver logs, and student data analyzed in PLCs.	4/29/2016 weekly
G1.B1.S1.MA1	Attendance sheets for tutorials	Robinson, Shakeica	9/25/2015	Attendance sheets and bus driver log	4/29/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Student attendance, and number of students taking the bus will be monitored at Saturday tutorials.	Gaddy, Terry	9/25/2015	Driver log, student attendance sheets	4/29/2016 weekly
G1.B2.S1.MA1	Driver logs will be reviewed and student attendance at tutorials	Gaddy, Terry	9/26/2015	Driver logs, student attendance	4/29/2016 weekly
G1.B3.S1.MA1	Student attendance sheets will be collected	Robinson, Shakeica	1/23/2016	Student attendance sheets	4/30/2016 weekly
G1.B3.S1.MA4	Comparison of parent/stake holder attendance at Title 1 events and Saturday parent conferences throughout school year.	Gaddy, Terry	8/10/2015	Parent/stake holder attendance and agendas for Title 1 events and Saturday parent conferences.	7/1/2016 every-2-months
G1.B3.S1.MA1	Assistant principal will establish meeting times and deadlines to review advertising content	Robinson, Shakeica	1/8/2016	Minutes of meetings and tangible advertising content	4/22/2016 biweekly
G1.B3.S1.MA3	Assistant principal and parent liaison will establish and implement Title 1 parent nights to discuss Title 1 resources, parent support activities and Saturday parent conferences.	Gaddy, Terry	8/10/2015	Copies of advertising of events, results of surveys from meetings, and attendance logs will be used to check for fidelity.	6/3/2016 every-2-months
G1.B3.S2.MA1	Parent and student contact logs will be used to track student progress and monitor parent interaction.	Neer, Ahsley	6/6/2016	Student attendance, parent and student contact logs will be complete.	7/29/2016 weekly
G1.B3.S2.MA1	Parent and student contact logs and student tracking information will be collected	Neer, Ahsley	6/6/2016	Parent and student contact logs and student progress will be maintained and collected.	7/29/2016 weekly
G1.B3.S3.MA1	Discipline data, conference notes, and student academic progression data will be used to monitor student success/ transition into high school.	Ramos, Ken	8/10/2015	Student academic data (grades, common assessments, diagnostic testing data), FSA/EOC scores, discipline data, conference notes, meeting agendas and minutes, and data chats.	6/3/2016 daily
G1.B3.S3.MA1	Strategist will meet with students to discuss academic/behavior concerns, assign mentors, hold meetings with 9th grade teachers, and meet with parents when applicable.	Ramos, Ken	8/10/2015	Review of case notes, data chats, appointment records, debriefing/ conference/observation notes, reflections on adjustments made due to monitoring for fidelity, and discipline data.	6/3/2016 daily
G2.MA1	To determine the effectiveness of the strategies, PLCs and LTM/PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and test item specifications.	Robinson, Shakeica	9/1/2015	Industry Certification Exam data, AICE and AP Exam data, Graduation Rate	5/27/2016 biweekly
G2.B1.S1.MA1	Successful implementation will be demonstrated through an increase in assessment scores, increased teacher buy-in at PLC meetings.	Montoya, David	9/1/2015	Student data, lesson plans and Marzano observations	9/1/2015 biweekly
G2.B1.S1.MA1	Administrators will check lesson plans and conduct Marzano observations with feedback for teachers implementing agreed upon corrective strategies.	Montoya, David	9/1/2015	iObservation reports and lesson plans	9/1/2015 biweekly
G2.B3.S1.MA1	Student progression data, grades, and attendance will be monitored and used to make adjustments to student learning to ensure students are satisfying graduation requirements.	Tanguay, Debbie	8/10/2015	Progress monitoring of student progression through courses, student grades, summative assessments, data chats, and student attendance	6/3/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Credit recovery teachers will monitor, track, and have data chats with students in their courses.	Tanguay, Debbie	8/10/2015	Student attendance, lesson plans, student progression data, and student data chats	6/3/2016 biweekly
G2.B1.S2.MA1	Lesson plans, student common assessment scores, and Marzano observations	Smith, Tamara	8/11/2015	Lesson plans, common assessment scores, PLC minutes, and Marzano observations	8/11/2015 biweekly
G2.B1.S2.MA1	Marzano observations, lesson plans	Smith, Tamara	8/11/2015	iObservations, minutes from PLCs, PD attendance	8/11/2015 biweekly
G2.B1.S3.MA1	Lesson plans will be reviewed, student data analyzed to support areas, and collection of attendance sheets	Robinson, Shakeica	2/5/2016	Lesson plans, PLC agendas, and attendance sheets	6/24/2016 weekly
G2.B1.S3.MA1	Lesson plans for state mandated testing areas and ACT/SAT	Robinson, Shakeica	2/5/2016	Attendance sheets for students and teachers, PLC agendas and notes	6/24/2016 biweekly
G2.B1.S4.MA1	Graduation coach will collect data based on student performance on retake assessments, on-line and credit recovery courses, and student participation in tutorial programs.	Tanguay, Debbie	8/10/2015	Review of progress monitoring related to students' four year plan of study, FSA concordant score achievement data, student progress through on-line and credit recovery courses, and tutorial attendance.	6/3/2016 weekly
G2.B1.S4.MA1	Graduation coach will meet with at-risk students and low performing students to determine if students are getting on track and if additional academic support/changes are required.	Tanguay, Debbie	8/10/2015	Evidence of review of schedule, case notes, data chats, appointment records, debriefing/conference notes, reflections detailing adjustments made due to monitoring for fidelity	6/3/2016 weekly

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 teachers implement research based strategies in daily instruction, then overall proficiency and performance in FSA/EOC courses will yield a positive significant increase in each respective course.

G1.B1 Students come to school with existing low reading levels, low math levels and students struggle with higher order thinking questions which is a determining factor for being successful on the FSA ELA and ALG 1 EOC exams

G1.B1.S1 Teachers will meet in Professional Learning Communities (PLCs) to analyze student data, determine best practices and develop common assessments and lesson plans. Through the lesson plans and assessments, teachers will increase overall rigor in daily lessons that will require students to use critical thinking. As part of the learning process, teachers will have students use Cornell Notes, CLS, WICOR, and AVID strategies in the classroom.

PD Opportunity 1

Provide District Based staff development for FSA ELA item specification analysis and Performance Matters before the teacher's official return to school.

Facilitator

District Personnel: Keisha Johnson

Participants

Select teacher leaders from tested subject areas.

Schedule

On 8/3/2015

PD Opportunity 2

Continual Staff Development on FSA ELA, LAFS, ALG 1 EOC and MAFS through Professional Learning Communities.

Facilitator

Shakeica Robinson

Participants

All teachers

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

PD Opportunity 3

Continual Staff Development on Performance Matters through Professional Learning Communities

Facilitator

Assistant Principals

Participants

EOC/FSA teachers

Schedule

On 5/27/2016

PD Opportunity 4

Continual Staff Development on HMH Curriculum (English. Reading Plus (Reading) and Larson Curriculum (Math) in Professional Learning Communities.

Facilitator

District Personnel, Math and Reading Coaches, Assistant Principals

Participants

Math, Reading, and English Teachers

Schedule

On 5/27/2016

PD Opportunity 5

Staff training on evidence-based teaching strategies outside of school-based PLCs

Facilitator

Outside Vendors and District Personnel

Participants

Teachers and Administration

Schedule

Monthly, from 7/10/2015 to 6/3/2016

PD Opportunity 6

Provide school support for the implementation of AVID

Facilitator

AVID Personnel and On-site AVID team

Participants

Teachers and Administration

Schedule

Biweekly, from 8/10/2015 to 6/3/2016

G2. If teachers implement research based strategies in daily instruction, then performance in accelerated courses, industry certification courses and graduation rate will increase.

G2.B1 Students come to school with existing low mathematics and reading levels and students struggle with higher order thinking questions.

G2.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICOR, AVID, and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices.

PD Opportunity 1

Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.

Facilitator

Assistant Principal, District Personnel

Participants

All teachers

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

G2.B1.S2 Incorporate manipulative technology in classes

PD Opportunity 1

Train teachers directly on how to incorporate computers, mobipads, and other electronic items

Facilitator

Assistant Principal(s), School-based IT Personnel

Participants

All teachers

Schedule

Monthly, from 8/11/2015 to 5/27/2016

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 District Based staff development for FSA ELA item specification analysis and Performance Matters before the teacher's official return to school.				\$4,020.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part D (N&D)		\$4,020.80
<i>Notes: Common Planning on FSA/ELA/EOC: Teacher Salaries and Benefits</i>						
2	G1.B1.S1.A2	Provide Reading Coach to support teachers in instruction and materials.				\$67,693.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part A		\$65,008.45
<i>Notes: Reading Coach: Cathy Sampson: Salary and Benefits</i>						
			1611 - Santaluces Community High	Title I Part A		\$2,685.00
<i>Notes: Reading Coach Consumable Supplies for working with students and training teachers: paper, ink, folders, pencils, pens, markers</i>						
3	G1.B1.S1.A3	Continual Staff Development on FSA ELA, LAFS, ALG 1 EOC and MAFS through Professional Learning Communities.				\$0.00
4	G1.B1.S1.A4	Continual Staff Development on Performance Matters through Professional Learning Communities				\$0.00
5	G1.B1.S1.A5	Provide Math Coach to support teachers in instruction and materials.				\$67,693.46
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part D (N&D)		\$65,008.45
<i>Notes: Math Coach: Glenn Brown: Salary and Benefits</i>						
			1611 - Santaluces Community High	Title I Part D (N&D)		\$2,685.01
<i>Notes: Math Coach Consumable Supplies for working with students and training teachers: paper, ink, folders, pencils, pens, markers</i>						
6	G1.B1.S1.A6	Continual Staff Development on HMH Curriculum (English. Reading Plus (Reading) and Larson Curriculum (Math) in Professional Learning Communities.				\$0.00

Budget Data

7	G1.B1.S1.A7	Provide additional ELA Teacher to reduce class size and support student achievement				\$65,664.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part D (N&D)		\$65,008.45
<i>Notes: ELA Teacher: Lori Graham: Salary and Benefits</i>						
			1611 - Santaluces Community High	Title I Part D (N&D)		\$655.79
<i>Notes: Subs for Lori Graham: Salary and Benefits</i>						
8	G1.B1.S1.A8	Staff training on evidence-based teaching strategies outside of school-based PLCs				\$15,273.53
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part D (N&D)		\$13,266.00
<i>Notes: AVID Conference: Orlando, FL: Confernece Costs: Registration, Hotel, mileage, meals and tolls</i>						
			1611 - Santaluces Community High	Title I Part D (N&D)		\$2,007.53
<i>Notes: Teacher Subs for Professional Development Training: Salary and Benefits</i>						
9	G1.B1.S1.A9	Provide school support for the implementation of AVID				\$15,880.09
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part A		\$9,046.80
<i>Notes: Extra periods for AVID elective courses</i>						
			1611 - Santaluces Community High	Title I Part A		\$4,118.00
<i>Notes: AVID tutorials</i>						
			1611 - Santaluces Community High	Title I Part A		\$1,000.00
<i>Notes: AVID supplies</i>						
			1611 - Santaluces Community High	Title I Part A		\$1,715.29
<i>Notes: Travel for state conferences</i>						
10	G1.B2.S1.A1	Bus route will be created and used to pick up students for Saturday tutorial				\$1,208.36
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			1611 - Santaluces Community High	Title I Part D (N&D)		\$408.36
<i>Notes: Bus Driver Salary and Benefits</i>						
			1611 - Santaluces Community High	Title I Part D (N&D)		\$800.00
<i>Notes: Diesel fuel for Saturday Tutorials' Bus</i>						
11	G1.B3.S1.A1	Consumable supplies and curriculum resources for tutorials				\$5,685.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,685.00
<i>Notes: Consumables for Saturday Success Tutoring in classroom use: Paper and ink, classroom libraries, notebooks, composition books, math manipulatives, pencils, pens, highlighters, post-it notes, chart paper, and lamination film</i>						
12	G1.B3.S1.A2	Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered				\$6,267.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High			\$4,267.23
<i>Notes: Parent communication of acceleration opportunities and parent training materials: Paper/ink, chart paper, highlighters, pens, markers, pencils, paper, newsletters, food for Title I trainings</i>						
			1611 - Santaluces Community High			\$1,000.00
<i>Notes: Postage for parent communication</i>						
			1611 - Santaluces Community High			\$1,000.00
<i>Notes: Parent Newsletter</i>						
13	G1.B3.S1.A3	Provide parent trainers for parent training on Title I, FSA/EOC testing, and curriculum, and parent/teacher conferences outside of normal school hours.				\$4,032.54
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part D (N&D)		\$3,003.04
<i>Notes: Teacher parent trainers: Salary and benefits</i>						
			1611 - Santaluces Community High	Title I Part D (N&D)		\$1,029.50
<i>Notes: Teacher salary and benefits for parent/teacher conferences outside of school hours (Saturdays).</i>						
14	G1.B3.S2.A1	Provide support to students and parents during summer school program.				\$1,530.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	Title I Part A		\$1,530.00
			<i>Notes: All summer guidance Counselor-Parent Liaison salary and benefits</i>			
15	G1.B3.S3.A1	Strategist will meet with all 9th grade students to establish, develop, and maintain positive social and academic norms.				\$0.00
16	G2.B1.S1.A1	Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.				\$4,709.17
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part D (N&D)		\$4,709.17
			<i>Notes: Consumables for teachers to help implement best practices/strategies: paper, ink, pencils, markers, folders, pens</i>			
17	G2.B1.S2.A1	Train teachers directly on how to incorporate computers, mobipads, and other electronic items				\$5,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High			\$100.00
			<i>Notes: Surge Protectors: Use with Printers to help ensure safety and against electrical damage</i>			
			1611 - Santaluces Community High	Title I Part D (N&D)		\$5,500.00
			<i>Notes: Printers: Classroom use for students/teachers, Handouts, and Data Chats</i>			
18	G2.B1.S3.A1	Establish tutorials for low levels students, at-risk, lowest 25%, and college readiness on Saturdays and summer school				\$68,389.33
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part C (Migrant)		\$68,389.33
			<i>Notes: Teacher salary and benefits: 2800 hours</i>			
19	G2.B1.S4.A1	Provide a graduation coach to support at-risk and low performing students.				\$0.00
20	G2.B3.S1.A1	Provide students with additional opportunities to meet graduation requirements by providing additional credit recovery classes during and after school.				\$10,630.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Santaluces Community High	Title I Part C (Migrant)		\$10,630.00
			<i>Notes: Extra credit recovery periods/classes (6th Period Supplements): Teacher salary and benefits</i>			
					Total:	\$344,277.20