

The School District of Palm Beach County

Quantum High School



2015-16 School Improvement Plan

Quantum High School

1275 GATEWAY BLVD, Boynton Beach, FL 33426

www.yourdiplomayourway.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	83%

School Grades History

Year
Grade

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

The mission of Quantum High School is to help at-risk students earn a standard high school diploma and prepare for post secondary success.

Provide the school's vision statement

Quantum High School understands students have different needs and learn at different rates and have diverse learning styles which cause many of these at risk students to drop out of school. We believe that everyone deserves a quality education that meets his or her individual needs and aligns to their personal goals and ambitions. All students can be successful in high school and in life regardless of their life circumstances.

School Environment

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

Quantum High School fosters a positive student culture by creating opportunities for students to interact with staff and the entire student body. Students have the opportunity to showcase their cultural values throughout the school year i.e. African American History, Hispanic Heritage, Haitian Flag Day etc.

This interaction provides students a unique experience to learn and respect the different cultures representative of the student body. This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and showcased for all stakeholders to see.

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

Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community.

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

Teachers are trained in classroom management, procedures, as well as behavior strategies and interventions in order to ensure fair and consistent procedures, rules and protocols for disciplinary incidents. The School follows the Palm Beach district code of conduct and it is presented to each student during orientation. Each teacher is responsible for creating and implementing a Classroom Management Plan that includes clear behavior expectations as well as incentives for positive behavior and other successes.

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

There is a Family Support Specialist assigned to the school. The Family Support Specialist is a licensed clinical social worker qualified to provide direct support to all students and initiate on site and off site referrals for additional support services as needed. Each student participates in a Personal/Social Needs Assessment upon enrollment and an individualized support plan is developed to assist them in overcoming any non-academic obstacles that are impacting personal and academic success. The Family Support Specialist also supervises mental health and social work interns from local colleges and universities who come and provide direct services to students. In addition, the Family Support Specialist networks with local social welfare agencies to ensure on-site full wrap-around services available to all students in need. These services include but are not limited to assistance with childcare, case management, grief counseling, addictions counseling, anger management counseling, family and relationship counseling and individual counseling.

The school also has a full time Career Coach, who is a certified guidance counselor, that supports and mentors students through all aspects of successful transition. These supports include assistance in finding and securing employment, college search and applications and connection with military recruiters. The Career Coach also assists students in finding and applying for financial aid and scholarship opportunities.

The Principal, Family Support Specialist, Career Coach, and other school personnel work together to meet with community agencies with the goal of encouraging community-based service providers to partner with the school in order to provide necessary services to students and their families and eliminate barriers to attending and meeting student's social-emotional needs.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Quantum High School's early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from high school. The early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from high school. The early warning system uses readily available data to systematically identify students who are at risk; identified students then can be matched with appropriate interventions to help them get on track for graduation. Indicators include: attendance, behavior, state exams, and screening exams.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	28	42	21	34	125
One or more suspensions	0	2	0	1	3
Course failure in ELA or Math	13	30	41	46	130
Level 1 on statewide assessment	25	32	22	27	106

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	24	30	42	47	143

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

The school begins by identifying students exhibiting two or more early warning indicators in order to track and understand patterns across groups of students and over time. This allows the school's team to begin to

consider the allocation of student support or dropout-prevention resources to flagged students. Our accelerated learning model is student-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a high school diploma. The school's innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out.

Key components of the school program include:

Small Learning Environment – Safe and secure learning environment that provides small student/teacher ratios for personalized attention and learning.

A Blended Teaching and Learning Environment – A self-paced, mastery based program which also includes evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software. Students also participate in direct instruction classes and tutorials to assist them in improving academic performance.

Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real-world connections relevant to students' lives.

Individual Success Plan – A comprehensive plan, specific to each student, that serves as a "roadmap" to student success.

Integrated Support Services – A Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful.

Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.

Ongoing Communication of Student Progress – A "Student Dashboard" (virtual portal) for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan goals.

Job Club – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.

Personal Social Curriculum & School Connect – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.

Students with high truancy are placed on attendance contracts requiring 85%+ attendance in order to earn credits towards graduation. Attendance is monitored closely and parents are notified each time the student is absent.

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

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

Parents are invited to attend Open House and various meetings and training opportunities throughout the school year. The school prepares and sends Progress Reports via email and home with students each quarter regarding students' attendance, behavior and academic progress. Every parent is contacted by phone at least once per month with a positive comment about their child. Administrators and teachers are available by phone and in person during school hours. We encourage daily and ongoing communication with parents.

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's Family Support Specialist and Career Coach work diligently to build partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. The school has numerous educational and social service agencies that work with students to support them and engage them in their academic experience as well as help deter barriers of them obtaining a high school diploma. Formal and informal partnerships with community agencies and post secondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and post secondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Career Coach hosts College and Career Fairs, post secondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's SAC.

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
Hicks, Joy	Principal
Lentz, Canaan	Assistant Principal
McCoy, Daquia	Instructional Coach

Duties

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

The school based team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school's staff, the governing board and the School Advisory Committee.

The school improvement plan will serve as the framework for the plans set by the Multi-Tiered Support System (MTSS) Leadership Team. The goals and objectives outlined within the SIP will drive the efforts made by the MTSS Leadership team to create academic improvements throughout the school. In the initial stages the MTSS will start by focusing heavily on the data. Following the diagnostics and FAIR assessments, the MTSS will analyze the data to create a picture of the strengths and weaknesses of the students. Following the data analysis the team will provide an in-service professional development trainings to obtain strategies. The success of the implementation will be monitored continuously and will also be revised on an "as needed" basis.

Dr. Joy G. Hicks, Principal - is responsible for:

Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school

Recruiting, hiring, and retaining highly qualified school staff

Leading all initiatives to ensure school meets defined instructional goals

Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.

Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.

Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.

Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:

Staff

Student

Parents

School district personnel

Charter School Board of Directors

Referring schools

District representatives

Community partners

Local media

Other stakeholders as identified

Facilitating a school climate that is conducive to student learning and implement research-based instructional practices.

Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.

Canaan Lentz, Assistant Principal - is responsible for:

Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

Assisting Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the state standards

Overseeing all aspects of the core academic program to include, but not be limited to:

Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments

Development of Individual Success Plans (ISP)

Ensure student academic records are accurate and up to date

On-going individual student academic advising

Student preparation and staff administration of all standardized assessments
Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

Assisting Principal in hiring highly-qualified instructional staff, supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

Daquia McCoy, Reading Teacher - is responsible for:

Coaching, motivating, and instructing instructors within the company model, with attention given to reading interventions and instruction that result in high school graduation and career or college readiness for our students.

Providing a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.

Providing direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

Maintaining, disaggregating, and providing progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.

Collaborating effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.

Participating in professional development courses or activities to maintain appropriate certification or credentials based on position.

Khemrajee Kangal, ESE Teacher - is responsible for:

Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.

The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies. The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP).

Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specific IEP objectives.

Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.

Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their ISP and IEP.

Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.

Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.

Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Rebecca Ransier, Career/Technical Coach - is responsible for:

Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.

Assist with student orientation process.

Coordinate post secondary readiness, preparation and transition activities.

Monitor students' post-secondary transition progress and My Success©, document and record all post secondary activity.

Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.

Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.

Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)

Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

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

The school leadership identifies and aligns all of the resources in order to meet the needs of all of the students by conducting regular professional learning community meetings that focus on sharing and developing best practice amongst peers who are linked with and have a shared sense of responsibility for a designated group of students. The PLCs build capacity so that members are constantly developing their toolbox of strategies to improve student outcomes. The school based teams that are adept at solution planning and hold each other accountable for following through on agreed upon actions. The PLCs are rooted in data based decision making, action research and job embedded professional learning.

Research repeatedly reinforces that highly effective schools are consistent in their practices and dedicated to monitoring data for signs of under performance against their key goals. The Principal and Leadership team meet weekly to shape the successful implementation of PLCs. The PLC leaders ensure that the team members share progress and performance challenges in their classes, and clarify the needs from assessment data and other student level data. The Leadership Team schedules PLC meetings into the school's annual cycle of team meetings, data collection and opportunities for engagement with parents / families. The PLC meetings are reserved for discussion about student outcomes and learning & teaching strategies to support student progress and achievement and prevented from creeping into day-to-day issues. The PLC meetings connect teacher growth opportunities to improving teaching and learning outcomes.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Canaan Lentz	Education Support Employee
Dr. Joy G. Hicks	Principal
Canaan Lentz	Education Support Employee
Thomas Douglas	Business/Community
Maria Lozano	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC assists in the preparation and evaluation of the School Improvement Plan (SIP) and acts as a resource to the school principal. The committee provided suggestions, strategies and feedback as they evaluated the plan in order to prepare and plan for this year's plan.

The SAC reviewed last year's SIP in order determine if goals were met and what goals needed to be included according to state assessment and other school wide data. The SAC members evaluated the 2014-2015 School Improvement Plan. The student achievement data was reviewed and recommendations were made for the following school year. These recommendations included continuing the direct instruction, math pull-out interventions with the Math Interventionist and push-in reading/ELA support

Development of this school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The SAC's additional responsibilities include assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). The committee reviewed school data, needs and assisted the school in development of the SIP by providing, input, suggestions and strategies. The SAC committee reviewed the school's progress toward meeting school goals. The committee reviewed student achievement data, discipline and attendance reports and helped to identify barriers and then recommended strategies for improvement. The SAC reviewed this data, identified problem areas and developed improvement strategies. The committee will monitor the plan and progress toward goals throughout the year.

Preparation of the school's annual budget and plan

The SAC reviewed activities from last year's budget and determined which needed to be included and if any other activities or events would enhance student achievement. The committee reviewed and decided upon resources and materials that would best support student achievement and the entire school. They agreed upon the need for tutorials, professional development, Instructional Assistants, parent trainings and materials for trainings. With that determination the budget was prepared and planned.

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

Quantum does not have a allocated amount used for school improvement. Funds in the general operating budget have been used to better the instruction for our students. The focus last and this year for students achievement resides with improving our reading and math scores. Funds are used to pay salaries for highly qualified teachers and necessary professional development. During the 2014-2015 school year the SAC funds were focused on student achievement. Funds were

allocated based on student educational needs and approved by the SAC. Funds were provided and used for incentives for students with improved attendance and educational services as well.

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
Hicks, Joy	Principal
McCoy, Daquia	Teacher, K-12
Lentz, Canaan	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, lead teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading teacher must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The major initiatives supported and implemented by this team include implementation of the reading plan, standards aligned, Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The implementation of school-wide reading strategies across all content areas, modeling, coaching and professional development is provided by the reading teacher for teachers and students.

Public and Collaborative Teaching

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

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

Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom issues. Teachers participate in PLCs and there is a high level of collegiality, team work, and dialogue in relation to best practices for student achievement. The school recognizes individual and group accomplishments on a regular basis; celebrations are tied directly to the school's mission, vision, values, and goals.

Collaborative job embedded professional learning time is embedded into staff's daily schedule. Time is used to build teaming skills focused on collaboratively planning for student achievement, Learning Walks and peer observations, problem solving and building a common language for teaching and learning. Teams build knowledge and understanding of new systems introduced, such as new technology assessments, and curricular options. Teams will work together to share best practices. Time Monthly is set aside for professional learning as well as collaborative learning; vertical articulation and data analysis.

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

The recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions:

A nationwide search is conducted, including referrals from board members, job postings in Education Week, teachers-teachers.com, CareerBuilder.com, and other pertinent publications.

The Principal reviews all resumes for staff.

Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.

Interviews are conducted with the Principal.

Background and extensive reference checks are conducted.

Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would are not only eligible but approved and cleared for hire by the School District.

Professional development is extensive and ongoing, incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff.

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

Once hired teachers are paired with an effective mentor teacher. This pairing allows new teachers to collaborate and work closely with an experienced teacher as well as provide extra support for them in their new role. The mentor teacher models classroom procedures and expectations and lessons. Teachers participate in professional development to enhance use of technology, shadow other teachers, work together on Portfolio Rubrics, academic interventions for students, and collaborate on PLC activities. Peer observations along with feedback and follow-up has also been implemented to support new teachers.

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an advisor or coach for a beginning teacher in order to develop a formalized, collaborative relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers. Mentor teachers will provide feedback that will help beginning teachers recognize and understand strengths, areas of development and growth as well as their teaching style and pinpoint areas that will help her be more effective.

The veteran teacher models lessons, procedures and strategies for managing the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which beginning teachers need additional support in implementing consistently.

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

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by Apex Learning and strategies are directly correlated to the adopted curriculum. Apex Learning courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

Instructional Strategies

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

The school facilitates pull out targeted tutorials, a comprehensive intensive reading curriculum, and small group instruction by push-in as three primary methods of intervention to supplement instruction for students having difficulty attaining proficiency or advanced level on state assessments.

- Holding weekly meetings to review data and to make decisions about literacy instruction in the school.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering mini-assessments which measure instructed standards
- Conducting progress monitoring data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. This cohesive structure provides a layered view that reaches every piece of our school.

The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/ Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model.

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

Strategy: Extended School Day

Minutes added to school year: 2,306

Provide an extended day and school year as well as after school and additional reading enrichment for students needing more support. This also benefits those who want to gain tools to assist them in accelerating and preparing for state wide assessments as well as college entrance exams. Our reading teacher provides extended opportunities along with all instructional staff over our 205 day calendar (extended school year)

Strategy Rationale

Academic enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCoy, Daquia, daquia.mccoy@als-education.com

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

Lesson plans, student sign in/participation and mini-assessment data will assist in determining effectiveness.

Strategy: Extended School Day

Minutes added to school year: 4,612

Students may attend an additional session daily.

Strategy Rationale

Academic enrichment

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lentz, Canaan, caanan.lentz@als-education.com

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

Apex Software reports, Progress Monitoring Logs and classroom attendance.

Student Transition and Readiness

PreK-12 Transition

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

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

The school's innovative instructional program contains the following elements, which support and contribute to student learning, achievement and transition from one level to another.

- Small Learning Environment – Safe and secure learning environment that provides small student/teacher ratios for personalized attention and learning
- Technology-enhanced Teaching and Learning – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software
- Rigorous and Relevant Curriculum – Curriculum aligned to the Florida Standards and focused on making real-world connections relevant to students' lives
- Individual Success Plan – A comprehensive plan that serves as a “road map” to student success.
- Integrated Support Services – Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. Also, the Career Coach teaches job-seeking, employment skills, and interviewing techniques; tracks mandatory employment hours; and conducts employer outreach on behalf of the students.
- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Critical Thinking and Problem Solving – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
- 21st Century Knowledge and Skills – Development of competencies to ensure adequate preparation for success in the global workforce.
- Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on intervention strategies as determined by ongoing learning gap analyses.
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.

College and Career Readiness

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

All students complete Choices360 college and career exploration and application activities as part of the course credit for Personal, Career and School Development Skills 1 and 2. Students earn credit in Executive Internship and Voluntary Public Service courses. The Career Coach ensures that students gain quality work experience in addition to course credit. The school hosts College and Career Fairs with representatives from public and private post-secondary institutions and industry. In addition, the Career Coach schedules, presentations, led by our postsecondary partners, to further enhance student transition from secondary to postsecondary. All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students. Schools administer the ASVAB to students each year to further support college and career readiness.

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

Quantum High School is implementing a career and technical education (CTE) pilot program, credentialing 10 students per school in Microsoft Office Specialist (MOS) 2010 Bundle Certification (Word, PowerPoint, Excel) in the 2015-16 school year. Online curricula, practice tests and industry certification exams with retakes will be made available to both students and staff.

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

The Career Coach helps students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. ACT Plan is administered to students to further support performance on the ACT exam. The Career Coach schedule ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources. All students complete college and career related activities in Choice360 and, as a result, earn credit in the Personal, Career and School Development Skills courses.

The school currently offers the Introduction to Information Technology course via Apex, and expect to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, the school will build career academies that include both state and online curricula, industry certification, and articulation agreements.

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

The students meet with the Career Coach to review and discuss graduation requirements. In addition, the school graduation committee ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands on manner and provides an opportunity for them to ask questions. PERT, SAT, ACT and ASVAB testing information will also ensure the students are prepared for the requirements of postsecondary choices.

The math, English and reading teachers will focus on getting students ready to pass FCAT Reading, FSA, Algebra 1 EOC. The Career Coach will provide students with information on colleges and scholarships that best suit their needs and also create partnerships with local institutions of higher learning to plan tours and host guest speakers.

The school also reviews and provides assistance to specific students as needed by offering

- Evening/Saturday college readiness workshops for students
- Classroom guidance and individual counseling sessions with students
- Support for parents to provide assistance on their role in assisting students prepare for college

The Career Coach helps students register for assessments including SAT and ACT exams, as well as provide test preparation workshops to support students through this process. The Career Coach schedule ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources. All students complete college and career related activities in Choice360 and, as a result, earn credit in the Personal, Career and School Development Skills courses.

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.** Quantum High School will use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students.
- G2.** Quantum High School organizational structures and systems are set up to maximize the cycle of continuous improvement efforts
- G3.** The school will promote and foster a positive culture and climate focused on improved outcomes for all students.
- G4.** To express high expectations and articulate college & career readiness as a goal for all students.
- G5.** Use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment
- G6.** Increase parental engagement and stakeholder collaboration to build school capacity to better meet the needs of students and families in need at Quantum High School

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. Quantum High School will use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. 1a

G075096

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Reading and math tutorials; push-in/pull outs

Targeted Barriers to Achieving the Goal 3

- As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Quantum High School organizational structures and systems are set up to maximize the cycle of continuous improvement efforts 1a

G075097

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Student and teacher incentives, recognition and support staff, i.e., math interventionst, reading teacher and teacher assistant to help with classroom engagement

Targeted Barriers to Achieving the Goal 3

- Many students have poor attendance, making their time in school even more valuable in terms of completing coursework and credits.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. The school will promote and foster a positive culture and climate focused on improved outcomes for all students. 1a

G075098

Targets Supported 1b

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

School Climate Survey - Student

Resources Available to Support the Goal 2

- Students are assigned to one teacher advisor and/or mentor
- The Family Support Specialist (FSS) will work with teachers and students as an additional support.
- Students are greeted daily by staff and administrators as they walk through the door and have positive relationships with caring adults.
- The school has a number of community partnerships that help support students and families.

Targeted Barriers to Achieving the Goal 3

- Many at-risk students do not have the needed support and structure to be successful in school.
- Some student have fallen so far behind that they are discouraged and feel they cannot catch up and be successful
- Some students lack the social skills and relationships to succeed in a high school setting

Plan to Monitor Progress Toward G3. 8

FSA, FCAT, EOC, and student survey data will be used to determine progress toward goal.

Person Responsible

Joy Hicks

Schedule

Quarterly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Percent of graduates, student surveys, ISP, graduation plan, success of students

G4. To express high expectations and articulate college & career readiness as a goal for all students. 1a

G075099

Targets Supported 1b

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

4-Year Grad Rate (At-Risk)

Resources Available to Support the Goal 2

- The school has a full time Career Coach on campus to work with students on college and career readiness and support students in a successful post-secondary transition.
- Teachers have and reinforce high expectations of students and review their goals daily
- College, career fairs and military visits take place regularly on campus and students are also able to participate in off campus fairs with the guidance of the Career Coach.
- Direct instruction, course prep and tutorials designed to assist students in preparing for require assessments.
- Parent and Family nights quarterly that provide information and training for parents to better understand the graduation requirements as well as post-secondary options to better support their student.

Targeted Barriers to Achieving the Goal 3

- Many students are not prepared, lack the needed support and are not encouraged to pursue post-secondary options.

Plan to Monitor Progress Toward G4. 8

Course completions, ISP and goal completions, graduation rate

Person Responsible

Canaan Lentz

Schedule

Weekly, from 8/31/2015 to 6/30/2016

Evidence of Completion

Student rate of course and goal completion, student transitions plans and Individual Success/ Graduation Plans

G5. Use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment 1a

G075100

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
Algebra I EOC Pass Rate	10.0

Resources Available to Support the Goal 2

- Adaptive software
- Common planning and teacher collaboration
- Formative and mini-assessments
- RTI/MTSS protocol
- Professional development by reading teacher and push-in, pull out tutorials
- EDW reports
- Test item specification; test strand, standard and content focus

Targeted Barriers to Achieving the Goal 3

- Students lack of stamina and skill in understanding high level reading text
- Students lack of strong mathematical skills to tackle moderate to difficult math concepts
- The need for professional development and facilitation of effective sharing of classroom best practices through PLCs

Plan to Monitor Progress Toward G5. 8

Participation and feedback from PD and teacher observations, student performance and attendance

Person Responsible

Joy Hicks

Schedule

Daily, from 7/1/2015 to 7/8/2016

Evidence of Completion

Data chat notes, student attendance, school wide attendance, contact logs, progress monitoring logs, graduation plans, course completions and assessment data

G6. Increase parental engagement and stakeholder collaboration to build school capacity to better meet the needs of students and families in need at Quantum High School 1a

G075101

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
Algebra I EOC Pass Rate	10.0

Resources Available to Support the Goal 2

- 1) Reading Plus reports 2) Incorporate grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and explaining. 3) Reading Teacher Push-in and lead weekly reading meetings to support and assist teachers with reading strategies 4) Provide Literary Cafe daily for students to work with reading teacher and read for pleasure.

Targeted Barriers to Achieving the Goal 3

- As a drop-out prevention and recovery program, we have found that many of our students' parents have now disengaged from their child's educational experience.

Plan to Monitor Progress Toward G6. 8

Parent/family night trainings and workshop plans and evaluations, monitoring attendance at parent/family nights, state assessment data, ISP completion rate, post-secondary plan data, attendance data

Person Responsible

Joy Hicks

Schedule

Weekly, from 9/15/2015 to 6/30/2016

Evidence of Completion

Collection of student and parent surveys, classroom observations, increased parental involvement, completed graduation plans, post-secondary plans and increased number of graduates.

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. Quantum High School will use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. **1**

 G075096

G1.B1 As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation. **2**

 B196099

G1.B1.S1 Provide direct, targeted interventions for students who have failed reading and/or math state assessments required for graduation **4**

 S207821

Strategy Rationale

Focused enrichment and additional practice will assist students in passing required assessments for graduation

Action Step 1 **5**

Students will participate in mandatory reading and math groups

Person Responsible

Canaan Lentz

Schedule

Evidence of Completion

Attendance records, mini-assessments, results of state assessments

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

Class observations, support and training for teachers facilitating the groups

Person Responsible

Joy Hicks

Schedule

Evidence of Completion

Weekly meetings with staff to discuss groups, progress and engagement of students as well as assessment data

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

Classroom observations, student surveys, student progress and assessment data

Person Responsible

Joy Hicks

Schedule

Evidence of Completion

Assessment data, progress monitoring logs

G2. Quantum High School organizational structures and systems are set up to maximize the cycle of continuous improvement efforts **1**

G075097

G2.B1 Many students have poor attendance, making their time in school even more valuable in terms of completing coursework and credits. **2**

B196100

G2.B1.S1 Maximize student learning time by including interventions and activities that encourage and reinforce students working until the end of the school day **4**

S207822

Strategy Rationale

Action Step 1 **5**

Increase time on task and reward effort of students and teachers in the area of class closures, credits earned, increased effort and attendance.

Person Responsible

Schedule

Evidence of Completion

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

Review attendance and credit data

Person Responsible

Joy Hicks

Schedule

Evidence of Completion

STARS reports, teacher progress monitoring logs

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

Monthly review of progress and attendance data

Person Responsible

Joy Hicks

Schedule


Evidence of Completion

STARS reports, teacher progress logs


G3. The school will promote and foster a positive culture and climate focused on improved outcomes for all students. 1

 G075098

G3.B1 Many at-risk students do not have the needed support and structure to be successful in school. 2

 B196101

G3.B1.S1 Provide students with teacher advisor and mentor 4

 S207823

Strategy Rationale

Students will build a rapport with their teacher advisor as that is the teacher they are with all day.

Action Step 1 5

Teacher advisor will review progress with students weekly and document meetings

Person Responsible

Canaan Lentz

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Progress monitoring logs

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

Teachers will provide logs and surveys to administrators for review. Administrators will also conduct classroom observations and student interviews.

Person Responsible

Joy Hicks

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

The monitoring of Individual Success Plan and Celebrations of success of staff and students.

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

Review progress monitoring logs, student surveys, monitoring of ISP, and classroom observations

Person Responsible

Joy Hicks

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Individual Success Plans, Student Celebrations, graduate data

G3.B2 Some student have fallen so far behind that they are discouraged and feel they cannot catch up and be successful **2**

 B196102

G3.B2.S1 Identify critical skills taught in ELA and Math courses and compile activities that will address these skills. Implement direct instruction prep classes and tutorials that focus on building and enhancing those skills needed for state assessments and EOC exams. **4**

 S207824

Strategy Rationale

Focusing on critical skills that are needed to pass assessments will benefit students who are deficiency in particular areas and require additional support.

Action Step 1 **5**

Teachers will work together to analyze and refine strategies to incorporate into lesson plans. Training along with modeling and coaching will be done by reading teacher and math interventionist.

Person Responsible

Daquia McCoy

Schedule

On 6/30/2016

Evidence of Completion

Classroom observations, lesson plan, training sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Students will participate in prep courses, tutorials and work closely with teacher advisors, math interventionist and reading teacher.

Person Responsible

Joy Hicks

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Teacher lesson plans and calendars/schedules, mini-assessments, FSA, FCAT, EOC assessment data, graduation plans, student satisfaction survey , student celebrations.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administrators will meet with support staff and teachers weekly to review lessons, observe classes and provide formative feedback.

Person Responsible

Joy Hicks

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Observation notes, meeting notes, lessons as well as student course completions, post-secondary plans and Individual Graduation Plans.

G3.B3 Some students lack the social skills and relationships to succeed in a high school setting 2

 B196103

G3.B3.S1 Students will be placed with a teacher advisor and mentor as well as work closely with the Family Support Specialist and Career Coach for added support in building social skills and relationships needed to succeed in a high school setting and for a successful post secondary transition. 4

 S207825

Strategy Rationale

Building positive and successful relationships is key for students in high school and as they transition to post secondary options.

Action Step 1 5

Students will receive on site and off site services to guide and support them while enrolled at Quantum

Person Responsible

Joy Hicks

Schedule

Weekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Community partnerships, referral logs, and individual success plans.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Career Coach and Family Support Specialist will work with all students to provide needed services or refer students to services according to needs assessments. The Career Coach and FSS will also provide on site workshops and skill trainings for students.

Person Responsible

Joy Hicks

Schedule

Weekly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Job Club logs, meeting notes, participation in workshops and trainings, ISP and IGP.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

FSS and Career Coach will meet with teachers and students to assess newly developed skills and relationships and also meet with administrators weekly to review progress.

Person Responsible

Joy Hicks

Schedule

Weekly, from 10/1/2015 to 10/1/2015

Evidence of Completion

Meeting notes, referral logs, observations, graduation and post-secondary transition.

G4. To express high expectations and articulate college & career readiness as a goal for all students. 1

G075099

G4.B1 Many students are not prepared, lack the needed support and are not encouraged to pursue post-secondary options. 2

B196104

G4.B1.S1 The school has a full time Career Coach to support students in deciding what career or college field they are interested in and also assist in preparing them for a successful transition. 4

S207826

Strategy Rationale

The support the Career Coach gives students helps reduce this barrier as she is on campus full-time, daily and her only focus is in college and career prep and supporting teachers in articulating post-secondary transition.

Action Step 1 5

Career Coach will initially meet with students during Orientation to complete goals and interest profiler.

Person Responsible

Canaan Lentz

Schedule

Weekly, from 8/31/2015 to 6/30/2016

Evidence of Completion

Student goals and career interests on Dashboard as well as progress toward graduation plan goals.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Career Coach will work with students and train teachers on supporting students in order to best prepare them for post-secondary success.

Person Responsible

Canaan Lentz

Schedule

Monthly, from 8/31/2015 to 6/30/2016

Evidence of Completion

Student rate of course and goal completion, IGP completion, post-secondary transition plans and Individual Success/Graduation Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Career Coach will meet weekly with administrators to review as well as use training evaluations and the ISP to monitor effectiveness.

Person Responsible

Canaan Lentz

Schedule

Biweekly, from 8/31/2015 to 6/30/2016


Evidence of Completion

Student rate of course and goal completion, post-secondary transition plans and Individual Success/Graduation Plans

G5. Use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment 1

 G075100

G5.B1 Students lack of stamina and skill in understanding high level reading text 2

 B196105

G5.B1.S1 Reading teacher provides direct instruction push-in and pull out tutorials to assist students in developing stamina and needed skills for assessments. 4

 S207827

Strategy Rationale

The direct instruction push in and pull outs will assist students in reading growth by providing them practice and enrichment on needed skills.

Action Step 1 5

Reading teacher will teach lessons and also model in classrooms while working with teachers to analyze and refine strategies regarding growth in instructional practice.

Person Responsible

Joy Hicks

Schedule

Daily, from 9/1/2015 to 6/5/2016

Evidence of Completion

Lesson plans, Reading Plus reports, observations and assessment data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom walk through and formal observation

Person Responsible

Joy Hicks

Schedule

Daily, from 9/1/2015 to 6/5/2016

Evidence of Completion

Data chat notes, student contact logs, daily attendance, supervising teacher's evaluation

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Classroom walk through and formal observation of services

Person Responsible

Joy Hicks


Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observation notes, assessment data, student and teacher feedback

G5.B2 Students lack of strong mathematical skills to tackle moderate to difficult math concepts **2**

 B196106

G5.B2.S1 Math Interventionist will work with students in small groups daily to provide math enrichment.

4

 S207828

Strategy Rationale

Providing additional practice of mathematical skills will help students better prepare to tackle difficult math concepts and better perform on Algebra 1 EOC

Action Step 1 **5**

Math Interventionist will plan and deliver lessons daily in small groups

Person Responsible

Canaan Lentz

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Lesson plans, student feedback, mini-assessments

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Classroom observations, monitoring of student attendance, student data analysis

Person Responsible

Joy Hicks

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plan, student and teacher sign-in, evaluation and student data, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Observations, monitoring of lesson plans, student attendance in classes

Person Responsible

Joy Hicks

Schedule

Quarterly, from 9/15/2014 to 6/5/2015


Evidence of Completion

Review of lesson plan, monitoring of student and teacher sign-in, improvements in math, EOC assessment data

G5.B3 The need for professional development and facilitation of effective sharing of classroom best practices through PLCs 2

 B196107

G5.B3.S1 Participation and best practice sharing from county and state charter conferences 4

 S207829

Strategy Rationale

To learn more about FSA and best practices to better prepare professional development for teachers.

Action Step 1 5

Florida Charter Conference

Person Responsible

Joy Hicks

Schedule

On 11/12/2015

Evidence of Completion

Conference program, notes, PD agenda and activities

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Attend the conference and conduct PD for staff

Person Responsible

Joy Hicks

Schedule

On 6/5/2015

Evidence of Completion

PD schedule, teacher follow-up activities, teacher sign-in and evaluation

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Participation and feedback from PD and teacher observations

Person Responsible

Joy Hicks

Schedule

On 6/5/2016


Evidence of Completion

PD agenda, teacher sign-in, and minutes of the meeting, teacher observations (observations), Monitor the use of instructional strategies and best practices from the PLCs

G6. Increase parental engagement and stakeholder collaboration to build school capacity to better meet the needs of students and families in need. at Quantum High School **1**

 G075101

G6.B1 As a drop-out prevention and recovery program, we have found that many of our students' parents have now disengaged from their child's educational experience. **2**

 B196108

G6.B1.S1 Host Parent/Family nights to engage parents and increase understanding and awareness of graduation requirements, post secondary options and how to best support their student. **4**

 S207830

Strategy Rationale

Increasing parental engagement will help students feel more supported.

Action Step 1 **5**

Plan and implement Parent/Family nights to engage students and their families.

Person Responsible

Joy Hicks

Schedule

Weekly, from 9/15/2015 to 5/15/2016

Evidence of Completion

Sign-in logs, training materials, training evaluations (when applicable), parent surveys

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

Monitoring and approving the parent/family night trainings and workshops, monitoring attendance at parent/family nights, observations of each parent/family nights and evaluations

Person Responsible

Joy Hicks

Schedule

On 4/22/2016

Evidence of Completion

Sign-in logs, evaluations, training plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitoring and approving the parent/family night trainings and workshops, monitoring attendance at parent/family nights, observations of each parent/family nights and evaluations

Person Responsible

Joy Hicks

Schedule

On 4/22/2015

Evidence of Completion

Student and parental engagement, increased parent contact/communication, parent and student surveys, student attendance, classroom observation data, assessment data, behavior reports, Individual Success Plan completions and graduate data.

G6.B1.S2 Continue to increase stakeholder and community relationships. 4

 S207831

Strategy Rationale

Community and stakeholder partnerships provide positive support, resources and connections to students and families.

Action Step 1 5

Increase stakeholder relationships and community partnerships

Person Responsible

Joy Hicks

Schedule

Quarterly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Action Step 2 5

Increase stakeholder relationships and community partnerships

Person Responsible

Joy Hicks

Schedule

Quarterly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Stakeholder tracking document and sign-in sheets of visitors/community partnerships

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Review of the stakeholder tracking document and community partnerships

Person Responsible

Joy Hicks

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Updates to the stakeholder tracking document and referrals to community partners as well as visitor sign in logs

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Preparing staff for stakeholder tours and presentations and ensuring that all stakeholders understand the students we serve and how they can be supportive and best assist our population.

Person Responsible

Joy Hicks

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Student surveys, increased student engagement in school and the community, increase in stakeholder tours and community partnerships that support our students with jobs, housing, child care etc.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will participate in mandatory reading and math groups	Lentz, Canaan	8/17/2015	Attendance records, mini-assessments, results of state assessments	weekly
G2.B1.S1.A1	Increase time on task and reward effort of students and teachers in the area of class closures, credits earned, increased effort and attendance.		8/17/2015		weekly
G3.B1.S1.A1	Teacher advisor will review progress with students weekly and document meetings	Lentz, Canaan	9/1/2015	Progress monitoring logs	6/30/2016 weekly
G3.B2.S1.A1	Teachers will work together to analyze and refine strategies to incorporate into lesson plans. Training along with modeling and coaching will be done by reading teacher and math interventionist.	McCoy, Daquia	9/1/2015	Classroom observations, lesson plan, training sign in sheets	6/30/2016 one-time
G3.B3.S1.A1	Students will receive on site and off site services to guide and support them while enrolled at Quantum	Hicks, Joy	8/17/2015	Community partnerships, referral logs, and individual success plans.	6/30/2016 weekly
G4.B1.S1.A1	Career Coach will initially meet with students during Orientation to complete goals and interest profiler.	Lentz, Canaan	8/31/2015	Student goals and career interests on Dashboard as well as progress toward graduation plan goals.	6/30/2016 weekly
G5.B1.S1.A1	Reading teacher will teach lessons and also model in classrooms while working with teachers to analyze and refine strategies regarding growth in instructional practice.	Hicks, Joy	9/1/2015	Lesson plans, Reading Plus reports, observations and assessment data	6/5/2016 daily
G5.B2.S1.A1	Math Interventionist will plan and deliver lessons daily in small groups	Lentz, Canaan	9/1/2015	Lesson plans, student feedback, mini-assessments	6/30/2016 weekly
G5.B3.S1.A1	Florida Charter Conference	Hicks, Joy	11/10/2015	Conference program, notes, PD agenda and activities	11/12/2015 one-time
G6.B1.S1.A1	Plan and implement Parent/Family nights to engage students and their families.	Hicks, Joy	9/15/2015	Sign-in logs, training materials, training evaluations (when applicable), parent surveys	5/15/2016 weekly
G6.B1.S2.A1	Increase stakeholder relationships and community partnerships	Hicks, Joy	9/1/2015		9/1/2015 quarterly
G6.B1.S2.A2	Increase stakeholder relationships and community partnerships	Hicks, Joy	9/1/2015	Stakeholder tracking document and sign-in sheets of visitors/community partnerships	6/30/2016 quarterly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Classroom observations, student surveys, student progress and assessment data	Hicks, Joy	8/17/2015	Assessment data, progress monitoring logs	monthly
G1.B1.S1.MA1	Class observations, support and training for teachers facilitating the groups	Hicks, Joy	8/17/2015	Weekly meetings with staff to discuss groups, progress and engagement of students as well as assessment data	weekly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Monthly review of progress and attendance data	Hicks, Joy	8/17/2015	STARS reports, teacher progress logs	monthly
G2.B1.S1.MA1	Review attendance and credit data	Hicks, Joy	8/17/2015	STARS reports, teacher progress monitoring logs	weekly
G3.MA1	FSA, FCAT, EOC, and student survey data will be used to determine progress toward goal.	Hicks, Joy	9/1/2015	Percent of graduates, student surveys, ISP, graduation plan, success of students	6/30/2016 quarterly

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Quantum High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Review progress monitoring logs, student surveys, monitoring of ISP, and classroom observations	Hicks, Joy	9/1/2015	Individual Success Plans, Student Celebrations, graduate data	6/30/2016 monthly
G3.B1.S1.MA1	Teachers will provide logs and surveys to administrators for review. Administrators will also conduct classroom observations and student interviews.	Hicks, Joy	9/1/2015	The monitoring of Individual Success Plan and Celebrations of success of staff and students.	6/30/2016 monthly
G3.B2.S1.MA1	Administrators will meet with support staff and teachers weekly to review lessons, observe classes and provide formative feedback.	Hicks, Joy	9/1/2015	Observation notes, meeting notes, lessons as well as student course completions, post-secondary plans and Individual Graduation Plans.	6/30/2016 weekly
G3.B2.S1.MA1	Students will participate in prep courses, tutorials and work closely with teacher advisors, math interventionist and reading teacher.	Hicks, Joy	9/1/2015	Teacher lesson plans and calendars/schedules, mini-assessments, FSA, FCAT, EOC assessment data, graduation plans, student satisfaction survey , student celebrations.	6/30/2016 weekly
G3.B3.S1.MA1	FSS and Career Coach will meet with teachers and students to assess newly developed skills and relationships and also meet with administrators weekly to review progress.	Hicks, Joy	10/1/2015	Meeting notes, referral logs, observations, graduation and post-secondary transition.	10/1/2015 weekly
G3.B3.S1.MA1	Career Coach and Family Support Specialist will work with all students to provide needed services or refer students to services according to needs assessments. The Career Coach and FSS will also provide on site workshops and skill trainings for students.	Hicks, Joy	8/24/2015	Job Club logs, meeting notes, participation in workshops and trainings, ISP and IGP.	6/30/2016 weekly
G4.MA1	Course completions, ISP and goal completions, graduation rate	Lentz, Canaan	8/31/2015	Student rate of course and goal completion, student transitions plans and Individual Success/Graduation Plans	6/30/2016 weekly
G4.B1.S1.MA1	Career Coach will meet weekly with administrators to review as well as use training evaluations and the ISP to monitor effectiveness.	Lentz, Canaan	8/31/2015	Student rate of course and goal completion, post-secondary transition plans and Individual Success/ Graduation Plans	6/30/2016 biweekly
G4.B1.S1.MA1	Career Coach will work with students and train teachers on supporting students in order to best prepare them for post-secondary success.	Lentz, Canaan	8/31/2015	Student rate of course and goal completion, IGP completion, post-secondary transition plans and Individual Success/Graduation Plans	6/30/2016 monthly
G5.MA1	Participation and feedback from PD and teacher observations, student performance and attendance	Hicks, Joy	7/1/2015	Data chat notes, student attendance, school wide attendance, contact logs, progress monitoring logs, graduation plans, course completions and assessment data	7/8/2016 daily
G5.B1.S1.MA1	Classroom walk through and formal observation of services	Hicks, Joy	9/1/2014	Lesson plans, observation notes, assessment data, student and teacher feedback	6/5/2015 daily
G5.B1.S1.MA1	Classroom walk through and formal observation	Hicks, Joy	9/1/2015	Data chat notes, student contact logs, daily attendance, supervising teacher's evaluation	6/5/2016 daily
G5.B2.S1.MA1	Observations, monitoring of lesson plans, student attendance in classes	Hicks, Joy	9/15/2014	Review of lesson plan, monitoring of student and teacher sign-in, improvements in math, EOC assessment data	6/5/2015 quarterly
G5.B2.S1.MA1	Classroom observations, monitoring of student attendance, student data analysis	Hicks, Joy	9/15/2014	Lesson plan, student and teacher sign-in, evaluation and student data, lesson plans	6/5/2015 quarterly
G5.B3.S1.MA1	Participation and feedback from PD and teacher observations	Hicks, Joy	9/1/2015	PD agenda, teacher sign-in, and minutes of the meeting, teacher observations (observations), Monitor the	6/5/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				use of instructional strategies and best practices from the PLCs	
G5.B3.S1.MA1	Attend the conference and conduct PD for staff	Hicks, Joy	7/1/2014	PD schedule, teacher follow-up activities, teacher sign-in and evaluation	6/5/2015 one-time
G6.MA1	Parent/family night trainings and workshop plans and evaluations, monitoring attendance at parent/family nights, state assessment data, ISP completion rate, post-secondary plan data, attendance data	Hicks, Joy	9/15/2015	Collection of student and parent surveys, classroom observations, increased parental involvement, completed graduation plans, post-secondary plans and increased number of graduates.	6/30/2016 weekly
G6.B1.S1.MA1	Monitoring and approving the parent/family night trainings and workshops, monitoring attendance at parent/family nights, observations of each parent/family nights and evaluations	Hicks, Joy	9/15/2014	Student and parental engagement, increased parent contact/ communication, parent and student surveys, student attendance, classroom observation data, assessment data, behavior reports, Individual Success Plan completions and graduate data.	4/22/2015 one-time
G6.B1.S1.MA1	Monitoring and approving the parent/family night trainings and workshops, monitoring attendance at parent/family nights, observations of each parent/family nights and evaluations	Hicks, Joy	9/15/2015	Sign-in logs, evaluations, training plans	4/22/2016 one-time
G6.B1.S2.MA1	Preparing staff for stakeholder tours and presentations and ensuring that all stakeholders understand the students we serve and how they can be supportive and best assist our population.	Hicks, Joy	9/1/2015	Student surveys, increased student engagement in school and the community, increase in stakeholder tours and community partnerships that support our students with jobs, housing, child care etc.	6/30/2016 monthly
G6.B1.S2.MA1	Review of the stakeholder tracking document and community partnerships	Hicks, Joy	9/1/2015	Updates to the stakeholder tracking document and referrals to community partners as well as visitor sign in logs	6/30/2016 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.

G3. The school will promote and foster a positive culture and climate focused on improved outcomes for all students.

G3.B2 Some student have fallen so far behind that they are discouraged and feel they cannot catch up and be successful

G3.B2.S1 Identify critical skills taught in ELA and Math courses and compile activities that will address these skills. Implement direct instruction prep classes and tutorials that focus on building and enhancing those skills needed for state assessments and EOC exams.

PD Opportunity 1

Teachers will work together to analyze and refine strategies to incorporate into lesson plans. Training along with modeling and coaching will be done by reading teacher and math interventionist.

Facilitator

Reading Teacher, Math Interventionist

Participants

Teachers

Schedule

On 6/30/2016

G5. Use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment

G5.B3 The need for professional development and facilitation of effective sharing of classroom best practices through PLCs

G5.B3.S1 Participation and best practice sharing from county and state charter conferences

PD Opportunity 1

Florida Charter Conference

Facilitator

Speakers/ Dr Hicks (will conduct PD and train others to share best practices obtained at conferences)

Participants

Techers and Staff

Schedule

On 11/12/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Students will participate in mandatory reading and math groups				\$0.00
2	G2.B1.S1.A1	Increase time on task and reward effort of students and teachers in the area of class closures, credits earned, increased effort and attendance.				\$0.00
3	G3.B1.S1.A1	Teacher advisor will review progress with students weekly and document meetings				\$0.00
4	G3.B2.S1.A1	Teachers will work together to analyze and refine strategies to incorporate into lesson plans. Training along with modeling and coaching will be done by reading teacher and math interventionist.				\$0.00
5	G3.B3.S1.A1	Students will receive on site and off site services to guide and support them while enrolled at Quantum				\$0.00
6	G4.B1.S1.A1	Career Coach will initially meet with students during Orientation to complete goals and interest profiler.				\$0.00
7	G5.B1.S1.A1	Reading teacher will teach lessons and also model in classrooms while working with teachers to analyze and refine strategies regarding growth in instructional practice.				\$0.00
8	G5.B2.S1.A1	Math Interventionist will plan and deliver lessons daily in small groups				\$0.00
9	G5.B3.S1.A1	Florida Charter Conference				\$950.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3401 - Quantum High School	Title I Part A		\$950.00
			<i>Notes: Local and National Charter School Conferences</i>			
10	G6.B1.S1.A1	Plan and implement Parent/Family nights to engage students and their families.				\$0.00
11	G6.B1.S2.A1	Increase stakeholder relationships and community partnerships				\$0.00
12	G6.B1.S2.A2	Increase stakeholder relationships and community partnerships				\$0.00
					Total:	\$950.00