

Rosenwald High School



2016-17 Schoolwide Improvement Plan

Rosenwald High School

924 BAY AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	61%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rosenwald High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

EDUCATION. GRADUATION. DESTINATION.

2. School Environment

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

The Rosenwald High School Advisory Program (RAP) is implemented school-wide during homeroom from 8:30 - 8:55 each day. The program's three major goals are: 1. to help freshman establish connection at the high school; 2. to support academic success via increased student accountability; 3. to learn and practice important life-skills. RAP is defined as a place for students to benefit from the guidance and support of a caring adult. Students receive personalized guidance and support related to culture and relationships. The teachers have access to a curriculum for the year to provide students with a variety of opportunities related to culture, relationships, academics and school community.

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

Assistant Principal and the following teachers and staff: Debra Head, Jimmy Owen, Ella Pinckney, and Linda Prado.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Rosenwald High School ensures social-emotional needs of all students are met by providing opportunities for student access to teachers as advisors(RAP), guidance counselors, crisis intervention teachers, school psychologist, and outside community providers. Mentors are also assigned to classes or to individual students to assist in ensuring all students have access to pupil services. In addition, guest speakers are identified to facilitate assemblies or focus groups.

3. Early Warning Systems

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

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

Referrals from schools include early warning indicators such as a GPA under 2.0, attendance below 90%, negative student documentation(anecdotal notes) tab in FOCUS, 1 or more discipline referrals, teen parents and pregnant teens, a level 1 score on statewide assessments,and over-aged and under-credited criteria(those making inadequate progress towards meeting graduation requirements,F on report card).

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	20	41	30	37	132	
One or more suspensions	0	0	0	0	0	0	0	0	4	0	12	6	0	22	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	10	30	51	34	33	158	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	1	11	28	40	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	4	15	33	26	33	111	

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

Rosenwald High School's intervention strategies include, but are not limited to: PBIS Supports, Rosenwald Advisory Program (daily 25 minute homeroom), Professional Learning Communities (PLCs), READ 180 program, mentoring, MTSS supports, differentiated instruction, guidance counselors, parent liaison, crisis intervention teacher (mental health counselor), in-school suspension program, high stakes test tutorials, Edgenuity Credit Recovery Program, literacy and mathematics coaches support, school psychologist, School Resource Deputy, teen parenting program, and childcare center.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318581>.

2. Description

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

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

Refer to uploaded plan.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tyson, Chandra	Principal
Palmer, Jenne	Instructional Coach
Craft, Barbara	Assistant Principal
Head, Debra	Teacher, K-12
Prado, Linda	Teacher, K-12
Wellman, Jane	Teacher, K-12
Owen, Jimmy	Teacher, Career/Technical
Warren, Ernestine	Instructional Coach

b. Duties

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

Principal: Chandra Tyson,
provides a common and clearly defined vision for the use of data-based decision making, ensures that the school based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and

communicates with parents regarding school-based plans and activities.

Assistant Principal/PBIS Coach: Barbara Smiley, provides a common and clearly defined vision for the use of data-based decision making, ensures that the school based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school-based plans and activities. She also provides feedback from a support personnel perspective, participates in evaluation of, assists in delivering Tier 2 reading interventions to struggling students, serves as the PBIS Coach and coordinates PBIS activities, inputs discipline reports data in FOCUS and provides feedback/reports.

Literacy Coach: Jenne Palmer, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans. She also supports teachers using the instructional coaching cycle.

Math Coach: Ernestine Warren, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans. She also supports teachers using the instructional coaching cycle.

Career & Technical Education (CTE) Teacher: Jimmy Owen, provides academic, technical, and employability skills and knowledge to pursue post-secondary training or higher education and enter a career field prepared for ongoing learning. These programs provide students with opportunities to acquire the competencies required in today's workplace—such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication. CTE is no longer just about teaching students a narrow set of skills sufficient for entry-level jobs; it is about preparing students for careers.

Regular Education Math Teacher: Linda Prado, provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring. Also, she serves as the district's math committee as our school's liaison.

Regular Education ELA and College Career Ready Teacher: Debra Head, provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring. Also, she serves as the district's ELA team as our school's liaison.

Regular Education ELA, Economics and World History Teacher: Jane Wellman, provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team has identified and aligned the following available resources:

1. MTSS leadership Team and Graduation Assistance Team:

District Graduation Options Instructional Specialist: Jennifer Jennings

The two teams have aligned to review graduation and attendance rates and school-wide . academic/ behavioral trend data Overall, they will implement strategies to prevent students from dropping out of school and identify viable graduation options. Attendance initiative supports this committee's efforts to increase graduation rates and daily average attendance.

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

The graduation options instructional specialist facilitates and supports data collection activities, assists the team in data analysis, identifies professional development and provides technical assistance to staff regarding data based action planning, and supports the implementation of Tier 2 and Tier 3 intervention plans.

Students who are on Tier 3 Interventions are provided opportunities to work through SuccessMaker 8. SuccessMaker 8 is a computer-based, tiered Instructional model focused on comprehensive K-10 program encompassing instruction and assessment for each phase of the multi-tiered (MTSS) process. The SuccessMaker 8 model combines valid assessments with a rich curriculum that can be individualized to meet the needs of every student, which is integrated under a single teacher interface. Behavioral supports such as check in and out (CICO) system, stay in class agreements, behavioral and attendance contracts, Rosenwald's PBIS Bulldog Bucks Incentive/Reward System, Rosenwald Advisory Program (RAP), FBA/PBIP, mentoring, etc.

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

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

3. Intensive Reading course teachers: Grace Alford, Cecilia Page (READ 180)

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

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

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

6. Additional personnel to assist with identified needs are:

District MTSS/PBIS Behavior Interventionist: James Allen

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

Staff Training Specialist: Cinda Trexler

Facilitates and provides collaborative assistance to teachers working to engage students living in poverty

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

ESE Resource Teacher: Cee Cee Brown

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

Classroom Coaches: Shirley Baker and Suzanne Witham

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

Literacy Coach: Jenne Palmer

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

Math Coach: Ernestine Warren

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

Parent Liaison: Ella Pinckney

Strengthens partnerships between home and school, collects data related to attendance, conducts home visits, assists teachers and students with strategies, provides referrals to community resources, serves as member of the PBIS committee

7. Title I Federal Initiatives:

Title I, Part A

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

8. Title I, Part C- Migrant

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

assist migrant children and their families. Funds are used for the following purposes:

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chandra Tyson	Principal
Gregory Dossie	Business/Community
Andre Goss	Business/Community
Clemson Pinckney	Business/Community
Debra Head	Teacher
Carolyn Ella Pinckney	Education Support Employee
Phyllis Harrington	Parent
Jeanette Walker	Parent
Deborah Copeland	Parent
Emily Clark	Parent
Rosalind Neal	Education Support Employee
Tracey Moye	Parent
Kimberly McCall	Parent
Veronica Reynosa	Parent
Erika Zuniga	Parent
Patrick Murphy	Student
Khryist'asja Battles	Student
Shawn Trench	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-16 school improvement plan's final progress monitoring was conducted to rate its impact on student growth.

b. Development of this school improvement plan

The SAC reviewed the school's demographic information and discussed the goal, barriers, and strategies of the School Improvement Plan on October 13, 2016. Members and the School Improvement Leadership Team discussed the 2015-16 climate survey results and Spring 2016 assessment results of which our school improvement rating is based. Members reviewed the SIP draft, asked questions regarding the data and strategies and approved the contents of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The faculty/staff and School Advisory Council met in the Spring of 2016 to review and give input into the annual budget for the 2016-2017 school year in regards to the academic needs of students. Emphasis was placed on personnel, programs and the trend data . Discussion ensued to continue to use funding to support the governance of the school and academic progression.

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

School Improvement Funds are allocated for increasing academic achievement, school-wide PBIS activities, such as Field Day and ACT registration fees. Expenditures are used as a means to keep students engaged in school and increase graduation rates. However, there were no funds expended from the SAC budget, last year, to support these initiatives.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Tyson, Chandra	Principal
Palmer, Jenne	Instructional Coach
Craft, Barbara	Assistant Principal
Wellman, Jane	Teacher, K-12
Karas, Carly	Teacher, K-12
Montague, Nancy	Teacher, K-12
Head, Debra	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Writing: Throughout the 2016-2017 school year the Literacy Leadership Team will continue emphasis on informational text based writing. At three intervals the combined efforts of the Literacy Leadership Team (LLT) and the English Language Arts (ELA) instructors will plan and administer the Bulldog Writes!i In a collaborative manner these assessments will be scored utilizing the FSA Writing Rubric. (4-4-2) .

2. Implementation of Florida Standards: Integrate national industry standards of Agriculture, Food,

and Natural Resources, Early Childhood Education, and Digital Design Career Academies and Florida standards through the PLCs; which will meet twice weekly.

District personnel and administrators will monitor standards-based lessons for implementation and observe classrooms for student response to the instruction. Additionally, teachers will be trained on Depth of Knowledge, data analysis, the CIS Model, Kagan Structures, common formative assessments, data-based and standards-based lesson planning, instructional shifts, and the Gradual Release Model which will support the implementation of the Florida Standards.

3. Financial Literacy: A new component of the Economics course is the Financial Literacy initiative mandated by the state. Doral Bank has supplied Bay District with EverFi, a computer based financial literacy program. All students enrolled in economics courses at Rosenwald High School will complete the EverFi curriculum to satisfy the state's financial literacy requirement. Also, we will continue to work with community members to provide financial literacy programs such as Mad City Money sponsored by Innovations Bank and Beach Chamber of Commerce and Junior Achievement.

4. The LLT will assist in hosting at least one book fair a year.

5. Celebrate International Literacy Day and Celebrate Literacy Week! Florida.

6. Continue to focus on vocabulary acquisition across content areas.

7. Increase students' exposure to informational text and complex text.

D. Public and Collaborative Teaching

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

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

Professional Learning Communities have been implemented to ensure better student achievement results through committed collaborative relationships focused on collective inquiry and action research. Teachers, after reviewing student achievement data, will explore research-based practices such as co-teaching, blended learning, gradual release model, differentiated instruction, and project based learning. Twice a week teachers will review data to analyze the students' response to their instruction and assessment. Data-informed decisions will be made to drive future instruction or reteaching. The three PLC career academies include Agriculture, Food, and Natural Resources, Early Childhood Education, and Digital Design. A career resource lab will be established to invite industry partners to serve as resources in the development of the academy lesson plans and student business plans. On-site and/or offsite professional development opportunities will be provided four times a year during our district PLC days to build teachers' capacity, align systems, facilitate shared responsibility, and build coherence and clarity.

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

Recruiting:

Rosenwald High School advertises vacancies through the Bay District Schools' website. BDS then advertises on various job board portals, such as Monster.com and the Hire Vets website, to recruit teachers to the district. Promotion of career opportunities at Rosenwald is marketed at the district-wide job fair. Rosenwald strives to hire only certified-in-field, highly qualified teachers for vacancies.

Retention:

In order to retain current, highly qualified, certified-in-field staff, encouragement and opportunities are provided. Some of those include attending conferences, serving on leadership teams, and participating in leadership roles. Another measure is through the site-based literacy coaching cycles which supports and educates teachers. Rosenwald also utilizes the Charlotte Danielson's Framework for Teachers to gain assistance with support and resources for effective instructional delivery. District Staff Training Specialists assist and educate teachers, especially new teachers, in the areas of classroom management, technology, MTSS, writing, differentiated instruction, Kagan and Florida standards. In

addition, a crisis intervention teacher and a parent liaison assist teachers who have identified students and families with physical, mental, emotional, and social health needs. New teachers are also assigned mentors at the school level.

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

Each department has an experienced, highly qualified teacher on the campus site to mentor new teachers to Rosenwald High School or new to the district. Debra Head will mentor ELA teachers, Linda Prado will mentor math teachers, and Jimmy Owen will mentor science teachers. Additionally, the district has provided coaches who work with teachers on areas such as classroom management, technology, differentiated instruction, time management, and other areas of need. The district also provides a New Teacher Induction program. New teachers meet throughout the year to discuss areas of interest and importance to neophyte teachers. New teachers are provided assistance by Staff Training Specialists with the induction program and job embedded professional development. Specific academic activities are planned; including Charlotte Danielson Framework for Teaching, differentiated instruction, and book studies on the growth mindset and engaging students with poverty in mind.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures its core instructional programs and materials are aligned to Florida standards through review of course descriptions, Career & Technical Education (CTE) standards, a viable, guaranteed curriculum discussed in professional learning communities (PLCs), collaborative development of common formative assessments (CFAs), instructional focus calendars, district pacing guides, and CPALMS lesson plans and resources.

b. Instructional Strategies

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

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

Tutorial sessions are also coordinated before, during and on Saturdays. Students mastering the standards are provided project based learning activities or independent studies. Additional volunteers will be matched to students' based on their deficient.

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

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School for FSA Retakes, ACT/SAT preparation: Students will attend Saturday school for the three weeks leading to the FSA Retake, ACT, and SAT. Saturday School will be staffed by certified teachers and focuses upon reading strategies that are developed for FSA/ACT/SAT successes. Teachers will utilize the Edgenuity, ACT/SAT website, March2Success and Varsity Tutor for relevant resources and materials. Saturday School will be provided before the upcoming state assessments.

Strategy Rationale

Extended learning will guide students' progress towards reading proficiency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Summer Program

Minutes added to school year: 3,600

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

Strategy Rationale

Extended learning provides credit recovery for timely graduation.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Guidance counselors review data for successful completion of Edgenuity courses.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Rosenwald provides beginning of the year strategies such as: orientation for new students and incoming 8/9th graders, Open House, and initial guidance counselor/student interviews. During the year, the school's strategies include: RAP (Rosenwald Advisory Program), military recruiters, Job Co-op teacher, parent liaison, teen parenting courses, horticulture training, ACT/SAT tutorials, career day, STEMtastic Day and college application essay. The end of the year strategies include: college visits, financial literacy, and post-secondary educational field-trips. Our career academies engage students in real-world, authentic, and relevant education throughout the year.

b. College and Career Readiness

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

Each student (and the student's parents) meets with a guidance counselor to tailor a course of study that specifically targets the student's individual needs resulting in a career and graduation pathway. Each student's academic, assessment, and discipline history along with their career interest are reviewed in order to assist students with their choices.

Career & Technical Education teachers and content area teachers will work together as a team to determine a range of careers in specific industries as well as identify course standards that could be applied to the industry. The team of teachers will work with business and industry partners to build their capacity and understanding of the industry's daily work. Students will be required to complete a "work" project to present to the industry leader. Feedback from the business partnership will be provided to both teachers and students.

Students will participate in a College & Career Fair to explore a variety of job opportunities. In addition, a career and resource lab will be established to serve as an incubator for entrepreneurship.

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

Students are given the opportunity to take a series of computer courses in Digital Design or coursework in Agricultural Science, leading to an industry certification giving them a marketable skill. During the course of this class, students are introduced to a variety of occupations, including STEM positions.

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

College and Career Management is offered as a dual enrollment course through Gulf Coast State College.

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

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

Rosenwald High School is restructuring to transition from CTE elective courses into wall to wall career academies. Elective courses offered at Rosenwald High School focusing on career and technical education include: digital design, agricultural science, and early childhood education.

The percentage of Rosenwald High School students, who scored proficient on state-wide assessments in Spring 2016, is significantly lower than the district and state. The majority of the population consists of at risk students. The focus continues to remain on career and college

readiness. The school's ELA initiative includes Secondary Reading Framework, READ 180, Text Complexity, and Florida Standards implementation. Algebra Nation provides an intensive program of study for the Algebra I curriculum.

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

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

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

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

Strategies to improve student readiness:

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

Tenth grade students take the PSAT test and career survey.

Summer School/ Credit Recovery: Students who need to make up credits are invited to attend Summer School.

Summer School credits are recovered on Edgenuity. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers.

Soft skills will be taught through the CTE academies.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve levels of proficiency by 5% in English language arts and math by using student engagement strategies by May 2017.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve levels of proficiency by 5% in English language arts and math by using student engagement strategies by May 2017. 1a

G084274

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	53.0
AMO Math - ED	53.0
AMO Reading - All Students	58.0
AMO Reading - ED	56.0
Bio I EOC Pass	40.0
4-Year Grad Rate (Standard Diploma)	35.0
5-Year Grad Rate	40.0

Targeted Barriers to Achieving the Goal 3

- Lack of positive school culture and climate.
- Lack of implementation of standards.
- Lack of focus on alternative graduation and career pathways.

Resources Available to Help Reduce or Eliminate the Barriers 2

- READ 180: An intensive reading intervention program. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.
- Intensive Reading Classes: Students who are not proficient readers are enrolled in an intensive reading class with reading certified teachers.
- Implementation of Florida Standards
- Literacy Leadership Team
- District instructional specialists, instructional coaches, and staff training specialists
- Professional Learning Communities (interdisciplinary teams with a focus on career and technical education)
- Tutorials (Saturday School, before, during and after school) by staff for student remediation and skill attainment.
- Engagement strategies (Kagan, CRISS, Brain-based research)
- On-line tutorials: Khan Academy, Varsity Tutors, March2Success
- Blended Learning: Algebra Nation, Edgenuity, IXL
- Mindset and Engaging Students with Poverty in Mind bookstudy
- Mentoring Program
- Positive Behavior Intervention Supports-school-wide emphasis on teaching and rewarding appropriate behaviors of all stakeholders.
- Implementation of the Comprehensive Reading Plan

- Agritechnology Career Academy, Digital Design Academy, Early Childhood Education Academy
- Classroom libraries
- Attendance Task Force
- Lesson studies
- Crisis Intervention teacher
- Parent liaison
- Data notebooks
- Professional Development
- Rosenwald Advisory Program
- ACT and SAT Prep classes

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Improve levels of proficiency by 5% in English language arts and math by using student engagement strategies by May 2017. **1**

 **G084274**

G1.B1 Lack of positive school culture and climate. **2**

 **B223918**

G1.B1.S1 Conduct a needs assessment with focus groups of parents, students and staff. Facilitators: Dr. Robert Kirton of DNA Educational Solutions Support and Willie Spears of The Willie Spears Experience **4**

 **S236287**

Strategy Rationale

To analyze the current culture and climate of the school and to offer a plan of action to improve the learning environment at home and in school.

Action Step 1 **5**

We will conduct focus groups with our stakeholders.

Person Responsible

Chandra Tyson

Schedule

On 9/26/2016

Evidence of Completion

Sign in sheets, Needs assessment results and strategic action plan

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

We will interview our stakeholders.

Person Responsible

Chandra Tyson

Schedule

On 9/27/2016

Evidence of Completion

DNA report, student surveys, newsletter, teacher feedback

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

We will adjust our teaching practices and management techniques.

Person Responsible

Chandra Tyson

Schedule

On 9/27/2016

Evidence of Completion

Observations, student feedback, survey

G1.B1.S2 Build teacher's capacity in the area of classroom management, discipline, student rapport, relationship building and respect. Facilitator: Dr. Robert Kirton of DNA Educational Solutions Support will provide on-line professional development resources. 4

S236288

Strategy Rationale

To build the teacher's capacity of how to work with students and their families in an alternative school setting.

Action Step 1 5

We will provide professional development to enhance teacher practices.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 9/27/2016 to 5/3/2017

Evidence of Completion

Self-reflection of learnings

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

We will provide teachers with instructional and behavioral supports.

Person Responsible

Jenne Palmer

Schedule

Weekly, from 9/27/2016 to 5/26/2017

Evidence of Completion

Evidence of the instructional coaching cycles, discipline referral data, classroom management walk through data

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

We will conduct classroom walk through's.

Person Responsible

Chandra Tyson


Schedule

Monthly, from 9/27/2016 to 5/26/2017

Evidence of Completion

D/F reports, climate surveys, walk through data, student feedback, professional development certificates

G1.B1.S3 Attend the National Alternative Education Association Conference 4

 S236289

Strategy Rationale

To build the faculty's capacity in providing advocacy and support for professionals serving youth in alternative settings.

Action Step 1 5

We will attend the National Alternative Education Association Conference.

Person Responsible

Chandra Tyson

Schedule

On 3/10/2017

Evidence of Completion

Self-reflections, power point presentations, TDY, minutes, agenda/program brochure

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

We will share the strategies learned after attending the sessions.

Person Responsible

Chandra Tyson

Schedule

Annually, from 3/13/2017 to 5/26/2017

Evidence of Completion

power point, reflection, handouts, lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Conduct classroom walk throughs, surveys,

Person Responsible

Chandra Tyson


Schedule

Monthly, from 3/13/2017 to 5/26/2017

Evidence of Completion

Lesson plans, CWT data, feedback to teachers, coaching cycles

G1.B1.S4 Read the Mindset: The New Psychology of Success 4

 S236290

Strategy Rationale

To challenge our beliefs on how to teach students to learn and reach their potential

Action Step 1 5

We will conduct a book study.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 9/7/2016 to 5/3/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

We will conduct literary circles during faculty meetings.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 9/7/2016 to 5/3/2017

Evidence of Completion

responses to prompts, surveys, and D/F reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

We will conduct principal chats.

Person Responsible

Chandra Tyson

Schedule

Quarterly, from 10/21/2016 to 5/26/2017

Evidence of Completion

climate surveys, reflection on attendance data, teacher feedback, student feedback, report card grades

G1.B2 Lack of implementation of standards. 2

 B223919

G1.B2.S1 Align Florida Standards with an emphasis on the instructional shifts required in ELA and math

4

 S236291

Strategy Rationale

Teachers will understand how student performance is measured by aligning Florida standards via a display of learning targets, identification of a guaranteed, viable curriculum and authentic response assessment options. Students will also monitor their own levels of understanding.

Action Step 1 5

Unpack the instructional shifts and core actions steps needed to increase rigor and engagement.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 8/18/2016 to 5/3/2017

Evidence of Completion

Question/answers, engagement activities, lesson plans, CWT

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

We will conduct monthly ELA meetings.

Person Responsible

Debra Head

Schedule

Monthly, from 10/27/2016 to 5/22/2017

Evidence of Completion

agenda, meeting minutes

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

We will collaborate to plan standards based lessons and assess using CFA's.

Person Responsible

Jenne Palmer

Schedule

Monthly, from 10/27/2016 to 5/22/2017

Evidence of Completion

CFA's and lesson plans

G1.B2.S2 Integrate Florida standards with national industry standards during our PLC meetings. 4

 S236292

Strategy Rationale

To collaboratively plan standards-based lessons that are rigorous and relevant to student learning integrating industry standards.

Action Step 1 5

Unpack the National CTE standards

Person Responsible

Chandra Tyson


Schedule

Weekly, from 8/18/2016 to 5/3/2017

Evidence of Completion

Minutes posted on the I-drive from each academy

G1.B2.S3 Attend the National Career Academy Coalition Conference 4

 S236293

Strategy Rationale

To gain collegial support and expertise for the development of career academies as a strategy to transform schools

Action Step 1 5

We will attend the National Career Academy Coalition Conference

Person Responsible

Chandra Tyson

Schedule

On 11/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

We will learn how to transition from CTE program to Career Academies.

Person Responsible

Chandra Tyson

Schedule

On 11/9/2016

Evidence of Completion

TDY's, conference agenda, handouts, Career Academy leadership meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

We will collaborate during PLC meetings.

Person Responsible

Chandra Tyson


Schedule

Monthly, from 12/7/2016 to 5/3/2017

Evidence of Completion

agenda, meeting notes, observations, check lists, standard based lesson plans

G1.B2.S4 Purchase instructional supplies for teachers 4

 S236294

Strategy Rationale

To support student learning

Action Step 1 5

We will purchase additional supplies for instruction.

Person Responsible

Chandra Tyson

Schedule

On 5/3/2017

Evidence of Completion

Purchasing receipts

Action Step 2 5

We will purchase laptops for instruction.

Person Responsible

Chandra Tyson

Schedule

On 5/31/2017

Evidence of Completion

Receipt of purchase, checkout of laptop cart

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

We will identify instructional supplies for purchase.

Person Responsible

Barbara Craft

Schedule

Semiannually, from 8/18/2016 to 6/6/2017

Evidence of Completion

purchase receipts

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

We will utilize the purchased supplies.

Person Responsible

Barbara Craft


Schedule

Semiannually, from 8/18/2016 to 6/6/2017

Evidence of Completion

walk through's

G1.B2.S5 Attend and present at the Florida Reading Association Conference 4

 S236295

Strategy Rationale

To build teacher's capacity of literacy development for adolescents and improve teachers' feedback to students' writing

Action Step 1 5

We will attend the Florida Reading Association Conference to learn literacy-rich strategies.

Person Responsible

Chandra Tyson

Schedule

On 10/22/2016

Evidence of Completion

Agenda, Power Point, Hand outs, Reflections, Notes

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Facilitate ELA departmental meeting

Person Responsible

Debra Head

Schedule

Weekly, from 10/27/2016 to 5/5/2017

Evidence of Completion

agenda, minutes, lesson plans, handouts, powerpoint

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

Engage teachers in the instructional coaching cycle

Person Responsible

Jenne Palmer

Schedule

On 5/5/2017

Evidence of Completion

lesson plans, feedback to and from teachers, coaching cycles summaries

G1.B2.S6 Hire substitutes for teachers **4**

 S236296

Strategy Rationale

To support teachers attending conferences, conducting lesson studies, PLC meetings, etc.

Action Step 1 **5**

We will hire substitutes for teachers who attend conferences.

Person Responsible

Chandra Tyson

Schedule

Annually, from 8/18/2016 to 5/3/2017

Evidence of Completion

Substitute sign-in sheet, TDY's

Plan to Monitor Fidelity of Implementation of G1.B2.S6 **6**

We will utilize Aesop to secure substitutes.

Person Responsible

Chandra Tyson

Schedule

Quarterly, from 9/14/2016 to 5/26/2017

Evidence of Completion

TDY's, handouts, professional development record

Plan to Monitor Effectiveness of Implementation of G1.B2.S6 7

We will monitor the effectiveness of lesson plans.

Person Responsible

Chandra Tyson

Schedule

Quarterly, from 9/14/2016 to 5/26/2017

Evidence of Completion

substitute notes, lesson plan review, student work

G1.B2.S7 Coordinate School Improvement Leadership Team Summer Curriculum Planning Days 4

 S236297

Strategy Rationale

To set aside time for the leadership team to have purposeful, data-driven discussions about the curriculum, instruction and assessments.

Action Step 1 5

We will coordinate School Improvement Leadership Team summer curriculum planning days.

Person Responsible

Chandra Tyson

Schedule

Daily, from 7/25/2016 to 7/28/2016

Evidence of Completion

Sign in sheets, book study notes/activities, facilitator handouts

Plan to Monitor Fidelity of Implementation of G1.B2.S7 6

We will meet to unpack and to align standards.

Person Responsible

Chandra Tyson

Schedule

On 8/3/2016

Evidence of Completion

agenda, meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S7 7

We will create standards based lesson plans.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/18/2016 to 6/6/2017


Evidence of Completion

lesson plans, observations, curriculum maps

G1.B3 Lack of focus on alternative graduation and career pathways. 2

 B223920

G1.B3.S1 Hire instructional paraprofessionals 4

 S236298

Strategy Rationale

To support the instructional program and student learning using the push-in model

Action Step 1 5

We will hire instructional paraprofessionals.

Person Responsible

Chandra Tyson

Schedule

Daily, from 8/18/2016 to 5/3/2017

Evidence of Completion

paraprofessional master schedule

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

We will interview qualified candidates.

Person Responsible

Chandra Tyson

Schedule

On 12/21/2016

Evidence of Completion

interview sheets

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

We will provide feedback to support paraprofessionals' development in the classroom.

Person Responsible

Chandra Tyson


Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

paraprofessional daily logs

G1.B3.S2 Schedule tutorials (bootcamps) for students on Saturday 4

 S236299

Strategy Rationale

To provide a supportive environment for students to gain skills needed prior to standardized testing

Action Step 1 5

We will offer tutoring for students on Saturday.

Person Responsible

Chandra Tyson

Schedule

Semiannually, from 10/1/2016 to 3/11/2017

Evidence of Completion

sign-in sheets of teachers and students, budget sheet

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

We will identify students in need of tutorial.

Person Responsible

Debra Head

Schedule

Semiannually, from 10/1/2016 to 4/15/2017

Evidence of Completion

attendance log, sign-in sheets, planning notes

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

We will review the assessment data.

Person Responsible

Debra Head


Schedule

Semiannually, from 10/1/2016 to 4/15/2017

Evidence of Completion

standardized tests results

G1.B3.S3 Offer summer credit recovery options for students 4

 S236300

Strategy Rationale

To advance the academic progression and create graduation options for students

Action Step 1 5

Offer Summer School credit recovery options

Person Responsible

Barbara Craft

Schedule

Daily, from 6/12/2017 to 6/29/2017

Evidence of Completion

Teacher and student sign in sheets

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

We will identify students in need of credit recovery.

Person Responsible

Barbara Craft

Schedule

Quarterly, from 3/31/2017 to 6/6/2017

Evidence of Completion

report cards, grade book, credit checks

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

We will review the students' data.

Person Responsible

Barbara Craft

Schedule

Quarterly, from 3/31/2017 to 6/6/2017

Evidence of Completion

credit checks, on line Edgenuity reports

G1.B3.S4 Establish wall-to-wall career academies 4

 S236301

Strategy Rationale

To provide opportunities for students to earn an industry certification upon graduation

Action Step 1 5

We will implement wall-to-wall career academies.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/18/2016 to 5/25/2017

Evidence of Completion

minutes from PLC meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

We will collaborate during our career academy-PLC meetings.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/18/2016 to 5/25/2017

Evidence of Completion

PLC meeting minutes, observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

We will conduct classroom walk through's.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 11/1/2016 to 5/25/2017

Evidence of Completion

lesson plans, student interviews, teacher feed-back, certification tests' results, leadership agendas, check lists


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S7.A1 A304822	We will coordinate School Improvement Leadership Team summer curriculum planning days.	Tyson, Chandra	7/25/2016	Sign in sheets, book study notes/ activities, facilitator handouts	7/28/2016 daily
G1.B2.S7.MA1 M310654	We will meet to unpack and to align standards.	Tyson, Chandra	7/25/2016	agenda, meeting notes	8/3/2016 one-time
G1.B1.S1.A1 A304811	We will conduct focus groups with our stakeholders.	Tyson, Chandra	9/26/2016	Sign in sheets, Needs assessment results and strategic action plan	9/26/2016 one-time
G1.B1.S1.MA1 M310635	We will adjust our teaching practices and management techniques.	Tyson, Chandra	9/27/2016	Observations, student feedback, survey	9/27/2016 one-time
G1.B1.S1.MA1 M310636	We will interview our stakeholders.	Tyson, Chandra	9/26/2016	DNA report, student surveys, newsletter, teacher feedback	9/27/2016 one-time
G1.B2.S5.A1 A304820	We will attend the Florida Reading Association Conference to learn literacy-rich strategies.	Tyson, Chandra	10/20/2016	Agenda, Power Point, Hand outs, Reflections, Notes	10/22/2016 one-time
G1.B2.S3.MA1 M310646	We will learn how to transition from CTE program to Career Academies.	Tyson, Chandra	11/7/2016	TDY's, conference agenda, handouts, Career Academy leadership meetings	11/9/2016 one-time
G1.B2.S3.A1 A304817	We will attend the National Career Academy Coalition Conference	Tyson, Chandra	11/7/2016		11/9/2016 one-time
G1.B3.S1.MA1 M310656	We will interview qualified candidates.	Tyson, Chandra	7/11/2016	interview sheets	12/21/2016 one-time
G1.B1.S3.A1 A304813	We will attend the National Alternative Education Association Conference.	Tyson, Chandra	3/7/2017	Self-reflections, power point presentations, TDY, minutes, agenda/ program brochure	3/10/2017 one-time
G1.B3.S2.A1 A304824	We will offer tutoring for students on Saturday.	Tyson, Chandra	10/1/2016	sign-in sheets of teachers and students, budget sheet	3/11/2017 semiannually
G1.B3.S2.MA1 M310657	We will review the assessment data.	Head, Debra	10/1/2016	standardized tests results	4/15/2017 semiannually
G1.B3.S2.MA1 M310658	We will identify students in need of tutorial.	Head, Debra	10/1/2016	attendance log, sign-in sheets, planning notes	4/15/2017 semiannually
G1.B2.S1.A1 A304815	Unpack the instructional shifts and core actions steps needed to increase rigor and engagement.	Tyson, Chandra	8/18/2016	Question/answers, engagement activities, lesson plans, CWT	5/3/2017 monthly
G1.B3.S1.A1 A304823	We will hire instructional paraprofessionals.	Tyson, Chandra	8/18/2016	paraprofessional master schedule	5/3/2017 daily
G1.B1.S2.A1 A304812	We will provide professional development to enhance teacher practices.	Tyson, Chandra	9/27/2016	Self-reflection of learnings	5/3/2017 monthly
G1.B2.S2.A1 A304816	Unpack the National CTE standards	Tyson, Chandra	8/18/2016	Minutes posted on the I-drive from each academy	5/3/2017 weekly
G1.B2.S3.MA1 M310645	We will collaborate during PLC meetings.	Tyson, Chandra	12/7/2016	agenda, meeting notes, observations, check lists, standard based lesson plans	5/3/2017 monthly
G1.B1.S4.MA1 M310642	We will conduct literary circles during faculty meetings.	Tyson, Chandra	9/7/2016	responses to prompts, surveys, and D/F reports	5/3/2017 monthly
G1.B1.S4.A1 A304814	We will conduct a book study.	Tyson, Chandra	9/7/2016		5/3/2017 monthly
G1.B2.S4.A1 A304818	We will purchase additional supplies for instruction.	Tyson, Chandra	8/18/2016	Purchasing receipts	5/3/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S6.A1 A304821	We will hire substitutes for teachers who attend conferences.	Tyson, Chandra	8/18/2016	Substitute sign-in sheet, TDY's	5/3/2017 annually
G1.B2.S5.MA1 M310649	Engage teachers in the instructional coaching cycle	Palmer, Jenne	11/7/2016	lesson plans, feedback to and from teachers, coaching cycles summaries	5/5/2017 one-time
G1.B2.S5.MA1 M310650	Facilitate ELA departmental meeting	Head, Debra	10/27/2016	agenda, minutes, lesson plans, handouts, powerpoint	5/5/2017 weekly
G1.B2.S1.MA1 M310643	We will collaborate to plan standards based lessons and assess using CFA's.	Palmer, Jenne	10/27/2016	CFA's and lesson plans	5/22/2017 monthly
G1.B2.S1.MA1 M310644	We will conduct monthly ELA meetings.	Head, Debra	10/27/2016	agenda, meeting minutes	5/22/2017 monthly
G1.B3.S4.MA1 M310661	We will conduct classroom walk through's.	Tyson, Chandra	11/1/2016	lesson plans, student interviews, teacher feed-back, certification tests' results, leadership agendas, check lists	5/25/2017 monthly
G1.B3.S4.MA1 M310662	We will collaborate during our career academy-PLC meetings.	Tyson, Chandra	8/18/2016	PLC meeting minutes, observations	5/25/2017 weekly
G1.B3.S4.A1 A304826	We will implement wall-to-wall career academies.	Tyson, Chandra	8/18/2016	minutes from PLC meetings	5/25/2017 weekly
G1.B1.S2.MA1 M310637	We will conduct classroom walk through's.	Tyson, Chandra	9/27/2016	D/F reports, climate surveys, walk through data, student feedback, professional development certificates	5/26/2017 monthly
G1.B1.S2.MA1 M310638	We will provide teachers with instructional and behavioral supports.	Palmer, Jenne	9/27/2016	Evidence of the instructional coaching cycles, discipline referral data, classroom management walk through data	5/26/2017 weekly
G1.B1.S3.MA1 M310639	Conduct classroom walk throughs, surveys,	Tyson, Chandra	3/13/2017	Lesson plans, CWT data, feedback to teachers, coaching cycles	5/26/2017 monthly
G1.B1.S3.MA1 M310640	We will share the strategies learned after attending the sessions.	Tyson, Chandra	3/13/2017	power point, reflection, handouts, lesson plans, observations	5/26/2017 annually
G1.B1.S4.MA1 M310641	We will conduct principal chats.	Tyson, Chandra	10/21/2016	climate surveys, reflection on attendance data, teacher feedback, student feedback, report card grades	5/26/2017 quarterly
G1.B2.S6.MA1 M310651	We will monitor the effectiveness of lesson plans.	Tyson, Chandra	9/14/2016	substitute notes, lesson plan review, student work	5/26/2017 quarterly
G1.B2.S6.MA1 M310652	We will utilize Aesop to secure substitutes.	Tyson, Chandra	9/14/2016	TDY's, handouts, professional development record	5/26/2017 quarterly
G1.B2.S4.A2 A304819	We will purchase laptops for instruction.	Tyson, Chandra	8/18/2016	Receipt of purchase, checkout of laptop cart	5/31/2017 one-time
G1.B3.S1.MA1 M310655	We will provide feedback to support paraprofessionals' development in the classroom.	Tyson, Chandra	8/18/2016	paraprofessional daily logs	6/2/2017 daily
G1.B3.S3.MA1 M310659	We will review the students' data.	Craft, Barbara	3/31/2017	credit checks, on line Edgenuity reports	6/6/2017 quarterly
G1.B3.S3.MA1 M310660	We will identify students in need of credit recovery.	Craft, Barbara	3/31/2017	report cards, grade book, credit checks	6/6/2017 quarterly
G1.B2.S4.MA1 M310647	We will utilize the purchased supplies.	Craft, Barbara	8/18/2016	walk through's	6/6/2017 semiannually
G1.B2.S4.MA1 M310648	We will identify instructional supplies for purchase.	Craft, Barbara	8/18/2016	purchase receipts	6/6/2017 semiannually
G1.B2.S7.MA1 M310653	We will create standards based lesson plans.	Tyson, Chandra	8/18/2016	lesson plans, observations, curriculum maps	6/6/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S3.A1  A304825	Offer Summer School credit recovery options	Craft, Barbara	6/12/2017	Teacher and student sign in sheets	6/29/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve levels of proficiency by 5% in English language arts and math by using student engagement strategies by May 2017.

G1.B1 Lack of positive school culture and climate.

G1.B1.S1 Conduct a needs assessment with focus groups of parents, students and staff. Facilitators: Dr. Robert Kirton of DNA Educational Solutions Support and Willie Spears of The Willie Spears Experience

PD Opportunity 1

We will conduct focus groups with our stakeholders.

Facilitator

Dr. Robert Kirton

Participants

Students, parents, staff

Schedule

On 9/26/2016

G1.B1.S2 Build teacher's capacity in the area of classroom management, discipline, student rapport, relationship building and respect. Facilitator: Dr. Robert Kirton of DNA Educational Solutions Support will provide on-line professional development resources.

PD Opportunity 1

We will provide professional development to enhance teacher practices.

Facilitator

Dr. Robert Kirton, DNA Educational Solutions Support

Participants

Teachers

Schedule

Monthly, from 9/27/2016 to 5/3/2017

G1.B1.S3 Attend the National Alternative Education Association Conference

PD Opportunity 1

We will attend the National Alternative Education Association Conference.

Facilitator

Speakers and Facilitators at The National Alternative Education Association Conference

Participants

Staff

Schedule

On 3/10/2017

G1.B1.S4 Read the Mindset: The New Psychology of Success

PD Opportunity 1

We will conduct a book study.

Facilitator

Chandra Tyson

Participants

teachers

Schedule

Monthly, from 9/7/2016 to 5/3/2017

G1.B2 Lack of implementation of standards.

G1.B2.S1 Align Florida Standards with an emphasis on the instructional shifts required in ELA and math

PD Opportunity 1

Unpack the instructional shifts and core actions steps needed to increase rigor and engagement.

Facilitator

Chandra Tyson

Participants

All faculty members

Schedule

Monthly, from 8/18/2016 to 5/3/2017

G1.B2.S3 Attend the National Career Academy Coalition Conference

PD Opportunity 1

We will attend the National Career Academy Coalition Conference

Facilitator

National Career Academy Coalition Conference

Participants

Mary Auxier, Jimmy Owen, Jeff Porter, Chandra Tyson

Schedule

On 11/9/2016

G1.B2.S5 Attend and present at the Florida Reading Association Conference

PD Opportunity 1

We will attend the Florida Reading Association Conference to learn literacy-rich strategies.

Facilitator

Florida Reading Association

Participants

Jenne Palmer, Chandra Tyson, Jane Wellman

Schedule

On 10/22/2016

G1.B2.S6 Hire substitutes for teachers

PD Opportunity 1

We will hire substitutes for teachers who attend conferences.

Facilitator

Designated by specified conference

Participants

Select staff

Schedule

Annually, from 8/18/2016 to 5/3/2017

G1.B2.S7 Coordinate School Improvement Leadership Team Summer Curriculum Planning Days

PD Opportunity 1

We will coordinate School Improvement Leadership Team summer curriculum planning days.

Facilitator

Chandra Tyson

Participants

Debra Head, Jimmy Owen, Linda Prado

Schedule

Daily, from 7/25/2016 to 7/28/2016

VI. Technical Assistance Items

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

G1. Improve levels of proficiency by 5% in English language arts and math by using student engagement strategies by May 2017.

G1.B3 Lack of focus on alternative graduation and career pathways.

G1.B3.S4 Establish wall-to-wall career academies

TA Opportunity 1

We will implement wall-to-wall career academies.

Facilitator

Chandra Tyson

Participants

faculty

Schedule

Weekly, from 8/18/2016 to 5/25/2017

VII. Budget

1	G1.B1.S1.A1	We will conduct focus groups with our stakeholders.				\$4,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	0581 - Rosenwald High School	Title I, Part A	0.0	\$4,375.00
Notes: Dr. Kirton will be paid \$4,000.00 for his services and Willie Spears, \$375.00.						
2	G1.B1.S2.A1	We will provide professional development to enhance teacher practices.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0581 - Rosenwald High School	Title I, Part A	0.0	\$4,000.00
3	G1.B1.S3.A1	We will attend the National Alternative Education Association Conference.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0581 - Rosenwald High School	Title I, Part A	0.0	\$3,500.00
4	G1.B1.S4.A1	We will conduct a book study.				\$0.00
5	G1.B2.S1.A1	Unpack the instructional shifts and core actions steps needed to increase rigor and engagement.				\$0.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0581 - Rosenwald High School		0.0	\$0.00
			Notes: There is no budget for this line item .			
6	G1.B2.S2.A1	Unpack the National CTE standards				\$0.00
7	G1.B2.S3.A1	We will attend the National Career Academy Coalition Conference				\$3,711.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0581 - Rosenwald High School	Title I, Part A	0.0	\$3,711.00
8	G1.B2.S4.A1	We will purchase additional supplies for instruction.				\$81.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0581 - Rosenwald High School	Title I, Part A	0.0	\$81.00
9	G1.B2.S4.A2	We will purchase laptops for instruction.				\$3,228.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0581 - Rosenwald High School	Title I, Part A	0.0	\$3,228.00
10	G1.B2.S5.A1	We will attend the Florida Reading Association Conference to learn literacy-rich strategies.				\$2,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0581 - Rosenwald High School	Title I, Part A	0.0	\$2,550.00
11	G1.B2.S6.A1	We will hire substitutes for teachers who attend conferences.				\$693.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0581 - Rosenwald High School	Title I, Part A	0.0	\$693.00
12	G1.B2.S7.A1	We will coordinate School Improvement Leadership Team summer curriculum planning days.				\$1,122.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0581 - Rosenwald High School	Title I, Part A	0.0	\$1,122.00
13	G1.B3.S1.A1	We will hire instructional paraprofessionals.				\$57,978.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	150-Aides	0581 - Rosenwald High School	Title I, Part A	3.08	\$57,978.00
14	G1.B3.S2.A1	We will offer tutoring for students on Saturday.				\$2,187.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0581 - Rosenwald High School	Title I, Part A	0.04	\$2,187.00
15	G1.B3.S3.A1	Offer Summer School credit recovery options				\$10,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0581 - Rosenwald High School	Title I, Part A	0.16	\$10,375.00
16	G1.B3.S4.A1	We will implement wall-to-wall career academies.				\$0.00
Total:						\$93,800.00