Henry D Perry Educational Center

2016-17 Schoolwide Improvement Plan

Henry D Perry Educational Center

3400 WILDCAT WAY, M IR Amar, FL 33023

[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	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	92%

School Grades History

Year	2015-16
Grade	F

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Broward 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.

Table of Contents

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 Henry D Perry Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	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.

The mission of Henry D Perry Education Center is to provide a safe and secure environment in which students, staff and community members can meet their various needs.

b. Provide the school's vision statement.

To inspire our diverse community of learners to meet or exceed their potential in an ever-evolving society.

2. School Environment

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

The school counselor meets with each student and reviews background. When students are having trouble in class, they meet with the counselor. The counselor uses this information to identify areas to work on with teachers and students. The members of the leadership team facilitate collegial conversation on exhibiting behaviors that demonstrate value and respect for low expectancy students as defined in Marzano Design Question 9, Element 39: Demonstrating value and respect for all students. The department chairs prepare and conduct workshops with staff during staff meetings related to this topic throughout the year, and administration meets with teachers individually as needed. When identified, our school social worker and family counselor meet with students and their families to discuss their needs and problematic areas that may prevent the student from succeeding in the school environment.

Teachers embed cultural activities within curriculum and daily announcements recognizing events relating to a variety of cultures, and the school creates a single school culture for behavior and climate. School and facility rules and procedures are monitored and recognized by staff. Students are introduced to rules and procedures during orientation and reinforced daily in the classroom setting. The single school culture for academics focuses on the common belief that students can and will learn with the appropriate instructional and social acceptance by all staff. The climate of an open discussion is encouraged at orientation and the school counselor and administrator are available for students to share concerns. Our school integrates Single School Culture by sharing our mission and vision for success, personalizing each student's learning experience, following our behavioral matrix, teaching expected behaviors, and communicating with parents. The school maintains a customer-focused system designed to meet the individual needs of each of our students, no matter their background and/or circumstances. Action plans are updated during Leadership Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of three unique mentoring programs, including South Florida Cares, Inc. (Academy Students); A girl's mentoring group and male mentoring group.

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

The school safety team is comprised of administrators, security specialists, school resource officer, and behavior specialists. All safety team members, including the SRO, are encouraged to interact positively and involve themselves with the daily activities and routines of each student. We have a

school bullying liaison as well as a school social worker and family counselor to monitor and listen to student needs as they pertain to their socio-emotional well-being.

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.

Initial behavior modifications take place within the classroom between teacher and student. Our discipline matrix allows for teachers and students to resolve conflict early with minimal outside intervention, when possible. Teachers are required to make frequent contact with parents to advise them of the status of their children, as well as make them aware of future consequences. Behavior Specialists monitor students' behavior and apply corrective disciplinary action if a resolution cannot be reached in the classroom. Students receive counseling as needed by meeting with our school social worker and family counselor. Our Assistant Principals finalize major discipline issues that cannot be resolved by teachers, security specialists, or behavior specialists. The principal addresses major disciplinary issues and meets with parents when issues reach critical level.

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.

We utilize careful observation and MTSS system to support our at-risk population. Our school social worker, family counselor, and three certified school counselors tend to students emotional and physical needs. They seek the assistance of outside agencies if requests cannot be completed personally. We also have a Community Youth Counselor who works with our teen parents and their children and provides them access and information to Healthy Start Programs. We maintain a partnership with Henderson Behavioral Center which provides on-site counseling and case management.

3. 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).

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

The criteria for entry into our alternative setting includes: poor attendance/truancy, high mobility, and overage/undercredit
• Sporadic attendance, regardless of whether absence is excused or a result of out-of-school suspension
• One or more suspensions, whether in school or out of school
• Course failure in English Language Arts or mathematics
• A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	

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

Given our at-risk population, all students are assessed at registration to determine appropriate levels of intervention. Parents are contacted early in the intervention process to ensure they are made aware of any challenges their children are facing. After referrals are entered by teachers, the Response to Intervention (RTI) team can begin the process to ensure students are tracked and monitored frequently. We also provide reading and math tutoring/pull outs to prepare each students for state mandated exams.

Interventions also include but are not limited to:
-family and individual counseling
-behavior monitoring with goal setting and feedback
-Single school culture that promotes high learning expectations by all, behavior expectations universal for all, and a culture of respect for self and others is promoted by all.

B. Family and Community Engagement
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).

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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Parents are invited to our Open House within the first month of school. Parents are encouraged to meet with their child's teacher during this time to discuss curriculum as well as behavior expectations. This introduction allows for continual open dialogue throughout the year. Parents are also encouraged to schedule conferences after the release of progress reports each grading period.

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.

This school works with local businesses, organizations and community leaders to build meaningful partnerships to sustain our student population. Then working as a team, through the School Advisory Council and the Leadership Team meetings, the school jointly identifies resources and strategies to resolve these needs.

C. 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).

1. School Leadership Team

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

Name	Title
Haygood, Bardetta	Principal
Bolinger, Patricia	Assistant Principal
Drayton, Lynnette	Assistant Principal
Hoffman, Cathy	School Counselor
Overstreet, Victor	Assistant Principal
Stiverne, Sieglinde	Assistant Principal
Baltazar, Kristin	Other

b. Duties

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

1. Principal/Assistant Principals: provide support, guidance and resources as needed to meet the needs of the students.
2. ESE Specialist: offer research based interventions and strategies to help regular education teachers better understand ways to assist and support the students and adhere to students' Individual Education Plan.
3. Guidance: organize, schedule and support teachers and interventions as needed.
4. Social Worker and Family Counselor: Acts as the family liaison, and supports our teen parents and childcare services, and 7-12 population based on referrals and identified needs.
5. Behavioral Interventionist: provide support and guidance for decreasing nonproductive behaviors and monitors the success of the behavioral interventions.
6. Teachers: support, implement and document the interventions for each student and report the success of the interventions. They also align all available resources.

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 has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the

continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research based

interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Team roles include facilitator and case liaison. Additionally, all teachers of the
student are invited to attend in order to provide background information/data and appropriate intervention strategies.
The process includes the following:
• Administration assesses teacher concerns
• Teachers and guidance counselors inventory student strengths, talents and resources
• Teachers and guidance counselors review baseline data
• Administrators, teachers, guidance counselors, and students work collaboratively on academic goals
• Students work with their teachers, guidance counselors, administrators, and parents to set behavioral goals
• All stakeholders work to design an intervention plan
• All stakeholders identify the progress monitoring method
• All stakeholders review outcomes
• Team schedules a follow-up MTSS meeting within 6-8 weeks to review progress and debriefs all those involved

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kristin Baltazar	Teacher
Venetta McCullough	Teacher
Bardetta Haygood	Principal
Cathy Hoffman	Education Support Employee
Victor Overstreet	Principal
	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 School Advisory Council met to discuss the 2015-2016 FCAT and FSA testing data. Areas of gains and needs for improvement were identified. Goals are reviewed and identified as being met or not. Small groups at the school meet to review, share data with staff and then SAC. Goals and strategies are revised based on data review with all stakeholders.

b. Development of this school improvement plan

The SAC spent time brainstorming resources, needs and barriers as they apply to Henry D. Perry Education Center. These were then included within the expected areas of improvement. Review of the data for the 2015-2016 SIP revealed a need to maintain the current plans of action for the 2016-2017 school year. During the school year, SAC members participate in data analysis and problem-solving related to the development of the upcoming year School Improvement Plan. SAC members review student progress on diagnostics following each administration in the fall and winter. Results of year-end EOCs and FCAT/FSA are reviewed and analyzed with staff then shared with SAC. Teachers work on creating action plans for the upcoming year and information is used in problem solving with SAC members. The SAC also focuses on school climate with members sharing best practices to support the increase among credit earning students and graduates.

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

The SAC and Administration review proposed budgets. School Improvement funds will be spent to support instructional strategies and promote academic excellence. The use of school improvement funds is to support student learning beginning with organizational skills, preparedness for class, note taking,and self-monitoring of progress.

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

Projected use of School Improvement funds:
All funds will be applied to the continual improvement of technology and teacher professional development. Funds were also used for student attendance incentives as well as teacher pay for testing remediation and enrichment, including ACT Saturday Camp.

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
Haygood, Bardetta	Principal
Stiverne, Sieglinde	Assistant Principal

b. Duties

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

We have a Literacy Professional Learning Community focused on providing effective classroom applications for teachers and ways to incorporate cross curricular reading activities. These include but are not limited to:
1. Writing across the curriculum
2. Vocabulary fluency
3. Data analysis for effective problem solving within Tier 1 and 2
4. Content Area Reading Strategies with teacher peer mentoring/feedback
5. Reading Across the curriculum

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.

Each department meets biweekly, and Professional Learning Communities are structured and organized with balanced curriculum in mind. Teachers are encouraged to attend trainings and share new knowledge with faculty. The master schedule has been structured to allow a consistent time for teachers to meet by common and cross content groups. Teachers also voluntarily conduct peer observations and meet to discuss observations to provide constructive criticism for improvement. The school counselor and administrator share information with the collaborating teachers to assist with monitoring student academics and sharing information with parents.

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

Administration seeks to employ teachers with proven experience and professional licensure. We work to move each teacher toward meeting his or her professional licensure requirements, including those in the process of renewing.

The hiring process may include but is not limited to:

1. Administration participates as needed in district recruitment fairs and programs offered throughout the year.
2. Administration supports teachers at the school sites and newer teachers work with school mentors, who provide positive learning and a smooth transition environment for staff. New teachers also participate in the district's NESS Program.
3. All teachers participate in monthly professional development opportunities, then biweekly small staff learning groups. Teachers work together to problem-solve when confronted with instructional.school challenges.
4. Monitor and assist all applicants in the hiring process in an effort to reduce the length of hiring process and increase instructional time.

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

Teachers new to the profession, the district, or the alternative setting are paired with veteran teachers that meet and support the new teachers frequently. We conduct New Educator Support System (NESS) meetings, and involve all mentors and new teachers with these teachers. Administration supports teachers at the school sites and allow for district training opportunities, if necessary.

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.

Students course syllabii are developed using CPALMS as a guide to ensure all course requirements are fully developed and satisfied. The District provides opportunities for faculty to attend content-related workshops and professional development activities. Teachers work collaboratively to align State standards with District instructional plans. Teachers and Administrators work collaboratively to

adopt materials aligning with State standards. Professional Development is provided to teachers and administrators to facilitate the understanding of the State standards.

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.

Our school ensures that all of the needs of our students are met by implementing and gathering data to identify trends such as attendance, discipline patterns of behavior, and socioeconomic status. Teachers are encouraged to utilize highly effective strategies that aid students' learning style such as visual representation, manipulatives, graphic organizers, reciprocal teaching, identifying critical content and engaging students in cognitively complex tasks. Supplemental aids can be assisted listening devices or the use of computer. We utilize competency-based learning: a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

We also employ the use of specific strategies for our at-risk population including but not limited to:
• Tapping in to the interests and intrinsic level of motivation of each student
• Teaching stand-up and interactive lessons
• Small group instruction
• 1:1 instruction and peer assistance
• Provide assignments that give the at-risk students a sense of accomplishment.
• Overall mentoring and nurturing to instill the importance of life-long learning

Data is used to: place students in appropriate level courses; move intensive reading students to higher levels as mastery is achieved; identify students needing both academic and behavioral interventions; and differentiate instruction within the classroom.

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: Extended School Day

Minutes added to school year: 31,080

Co-Enrollment courses and night school for alternative high students.

Strategy Rationale

Overage/Undercredit students have increased opportunity to get on-track for graduation.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Haygood, Bardetta, bardetta.haygood@browardschools.com

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

Classroom course activity scores report and test scores are analyzed.

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. § 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.

Strategies include but are not limited to:
• New student orientation
• Making contact with home school
• Visiting our feeder schools to meet with guidance counselors and discuss our school guidelines and procedures
• Students frequently meet with guidance counselors to evaluate their academic history and future needs
• We implement literacy and math pull out tutoring to prepare students for state assessments

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.

Students establish accounts using the Naviance website as an aid to career awareness and gain insight on secondary educational opportunities. Throughout the year, the BRACE Advisor meets with students to present information about careers and Goal Planning. The advisor also meets with students to review progress and discuss career interests and complete Choices Career planning tools if the student has not already done so. Students participate in the PSAT, ACT, and SAT school day test administration which allows the opportunity for students to take the SAT in a known environment.

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

We offer culinary arts as well as opportunities for students to gain industry certifications through our sister school, Sheridan Technical College. Students are able to attend Sheridan for morning or afternoon classes while simultaneously pursuing their high school diploma on the Henry D Perry Campus.

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

Students can study culinary arts, computers, and criminal justice coursework as a precursor to technical center Adult Dual Enrollment. These programs provide insight for students looking to gain more knowledge and pursue possible opportunities with Sheridan dual enrollment. We also host career and college events including fairs and field trips. We invite guest speakers to communicate the importance of post high school academics as well as career training and certification.

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.

Students are encouraged to register and take the SAT and/or ACT to prepare for possible college entrance. We also offer the TABE test and ASVAB for students wishing to pursue military careers. Place all students who scored a Level 1 and/or Level 2 on state assessments in Intensive Reading courses to facilitate reading proficiency prior to entering hIgh school. We also place all Level 1 Math students into Intensive Math courses to facilitate Math proficiency prior to entering high school.

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student enrollment and overall student attendance.

G2.   Reduce student drop out rate.

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. Increase student enrollment and overall student attendance. 1a

🔑 G084847

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0

Targeted Barriers to Achieving the Goal 3

- Students have jobs and family responsibilities outside of school that hinder attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

G2. Reduce student drop out rate. `1a`

🔑 G084848

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	4.0

Targeted Barriers to Achieving the Goal `3`

- Student job/work restrictions

Resources Available to Help Reduce or Eliminate the Barriers `2`

-

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

G2. Reduce student drop out rate. 1

🔑 G084848

G2.B3 Student job/work restrictions 2

🔑 B225616

G2.B3.S1 Provide scheduling opportunities for students who work so they may take core requirement courses in the morning, based on work schedule 4

🔑 S238006

Strategy Rationale

If they are still able to work, they will continue to attend school.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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					
G2.B3.S1.A1 🔍 A307964	[no content entered]		No Start Date		No End Date one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G2.B3.S1.A1		$0.00
		Total:	$0.00