

School District of Osceola County, FL

New Dimensions High School



2016-17 Schoolwide Improvement Plan

New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

<https://newdimensionshs.com/>

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)
High School 9-12	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	87%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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

N/A

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 New Dimensions High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

New Dimensions High School Beliefs:

- Every student can be successful.
- Everyone is a life-long learner.
- Every student can exceed expectations.
- Every student is capable of obtaining and applying knowledge.
- Everyone is capable of fulfilling his or her life-long dreams.

New Dimensions High School Mission:

To provide learning opportunities which are participatory, involving hope, curiosity and commitment, so that action becomes a legitimate result of learning.

b. Provide the school's vision statement.

2. School Environment

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

NDHS more than just supports students in the classroom. As a small school, the NDHS environment naturally fosters a structure whereby each student is well known by many adults who advocate to support students' educational experiences by giving personal attention to each student, focusing on student needs. Almost all teachers sponsor an academic program, sport, club or activity and serve as a long term advocate for the student's needs regarding learning, thinking, and life skills.

Teachers also employ the strategies and practices of the Marzano Element # 36 "Understanding Students Interests and Backgrounds" regularly. This allows them to really get to know their students

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

NDHS more than just supports students in the classroom. As a small school, the NDHS environment naturally fosters a structure whereby each student is well known by many adults who advocate to support students' educational experiences by giving personal attention to each student, focusing on student needs. Almost all teachers sponsor an academic program, sport, club or activity and serve as a long term

advocate for the student's needs regarding learning, thinking, and life skills.

NDHS is very active in making sure students' physical, social and emotional needs are met. The Anti-Bullying program is very strong. A suggestion box allows privacy and anonymity when helping to combat and report problems of bullying or other concerns students may have. Staff actively provides interventions the implementation of the MTSS process. A comprehensive athletic program promotes a healthy lifestyle

for all involved. Clubs allow the students many opportunities to be involved. Several staff members are CPR certified. All students are required to take the HOPE course which addresses adolescent

issues and healthy ways to cope in times of need. Services are available for advisement, assessment, referral, educational and career planning for all students. NDHS contracts services of a speech therapist and ESOL/ESE Compliance specialists to help students with special needs and for compliance.

New Dimensions High School is an exceptional example of a safe and healthy environment for learning. School leaders have put in place clear definitions and expectations for maintaining safety, cleanliness, and a healthy school environment. These expectations are shared with stakeholders. The staff and all students are knowledgeable of the school emergency plan, and faculty procedural handbook. Thorough professional development in these areas is provided at the beginning of each school year. The high expectations are articulated to the students through orientation assemblies, student handbooks, and regularly over daily announcements. Using emergency drills to practice the various plans, reaction and response time to potential emergency situations is excellent. Health and safety inspection reports are posted on the school's webpage. Having dedicated maintenance personnel supports a learning environment needed for a clean and safe campus.

For the 2016-17 school year, NDHS is implementing a Mentor Program to assist with helping students with academic and personal issues. Career and college readiness will be a focus of this program as well.

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.

New Dimensions High School instructional delivery is centered on a 4 X 4 Block Schedule. This scheduling format helps students achieve their pursuits for a higher education by allowing students to focus on four subjects at a time, similar to what they would be experiencing at the college level. In addition, the 4 X 4 Block Schedule supports teachers at NDHS affording an opportunity to have an entire block of 90 minutes for planning each day. This gives the teachers the equivalent of an entire work day to complete the necessary planning and requirements for the week.

That being said, we have a student code of conduct and discipline plan in place for both students and staff to adhere to. The student code of conduct is printed in the yearly planner provided to each child upon entry at the beginning of each school year. At orientations the policies and procedure are reviewed with the students and parents. During preplanning, teachers are made aware of the policies as well, and discipline procedures are reviewed. Frequent visibility and visits to classrooms by administration also ensures that clear behavioral expectations are being met by students and that staff procedures are consistently enforced.

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.

The school provides and coordinates learning support to meet the unique learning needs of students. These multi-tiered practices are shared with families to keep them informed of their child's learning progress. NDHS appoints teachers who oversee our ESE, Gifted, DE and AP programs. Through MTSS teams and PLC's, data is used to identify unique learning needs of students and provide appropriate interventions.

NDHS also contracts with the local school board to provide extra counseling and psychological services as needed.

For the 2016-17 school year, NDHS is implementing a Mentor Program to assist with helping

students with academic and personal issues. Career and college readiness will be a focus of this program as well.

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.

The following information is monitored as early warning indicators for NDHS:

Attendance below 90%
One or more suspensions
Course failure in ELA or Math
Level 1 or 2 on State ELA assessments
Students with less than 2.0

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	5	12	4	9	30	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	1	0	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	3	8	12	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	30	25	18	90	
Less than 2.0	0	0	0	0	0	0	0	0	0	6	4	1	1	12	

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	3	7	5	8	23	

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

Meetings are held with students and their parents when attendance issues arise. Letters are also generated to parents concerning attendance. In addition, the school uses ENGRADE, an electronic grade book system that also features email capabilities to that teachers and parents can communicate directly.

PLCs are a vehicle for the departments to discuss struggling students and to develop and put in place interventions.

Students not passing FSA or level 1 or 2 on NGSSS exams are placed into intensive classes or the college readiness classes.

Tiger Tutoring and the Tiger Writing Center are held after school every week. Students identified as struggling are encouraged to attend. Parents are notified of the intervention with recommendation that

their child attend.

Student Mentor Program - students with multiple indicators are matched with mentors from the community to assist with getting them on track.

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?

No

1. PIP Link

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

2. Description

Increase the number of stakeholders attending the monthly SAC meetings by adding 5 new parents.

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.

New Dimensions High School is in partnership with the Chamber of Commerce's Poinciana Area Council through which the community and the school work collaboratively to secure internship positions, assisting students working in the STEM program and seniors completing requirements for their senior project job shadowing, with the area hospital and the newly opened assisted living facility.

In addition, NDHS has been asked for the 2015-16 school year to become involved with a new community developing in the area that caters to the elderly and those with memory issues. Service opportunities and internship opportunities are being established.

We also continue to maintain a relationship with business and community leaders as they serve on the panel of judges for the required senior research project annually. In addition our relationship with the Rotary organization remains strong as does the school's affiliated Interact Club.

For the 2016-17 School year we established a Student Mentor Program and have begun matching 9th and 11th grade students with adult mentors from the community.

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
Cafiero, Tina	Principal
Grimm, Jacqueline	Principal

b. Duties

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

Dr. Tina Cafiero and Dr. Jackie Grimm founded and have operated New Dimensions High School since 1998. Both administrators are totally hands on school leaders and work in various aspects of the school to ensure that NDHS is one of the most highly regarded schools in Central Florida. Dr. Cafiero serves as the Director of Instruction and works with all aspects of teaching and learning. Dr. Grimm is the Director of Operations and sees that all resources are in place so that the school can operate educational and financially sound. Though they oversee different aspects of the school, it is a true partnership and collaboration which has successfully maintained high standards and an A rating for many years.

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.

NDHS is a data driven school. The two school leaders compile and analyze all data related to all aspects of operating a public school. This includes but is not limited to areas concerning academics, finances, human resources, facilities, technology, and professional development.

Data and information is then shared with varying parties depending on it's nature. The MTSS team which consists of all 20 instructional staff members, will meet and review the data provided by our administration and departmental Professional Learning Communities. School-wide data will be analyzed as well as attention being given to the problem areas presented by the Dept. PLCs. Based on analyzed data and discussions among various departments and PLCs, the MTSS will make decisions and put in place instructional strategies, professional development, and interventions to address needs that are determined.

Faculty meets, PLC meetings, Department meetings, Literacy Leadership Team meetings and MTSS meetings are all held monthly. If additional meeting time is needed outside the formally scheduled meeting times, the meetings with specified parties are convened to meet needs that arise.

In addition to solving academic problems based on the collaborative meetings, areas for professional development are also identified and used to drive our professional teacher development. One way this is done is through classroom observations by the administrator, along with planning conference and reflection conferences, teacher growth plans and IPDPs submitted to administrator.

Both administrators prepare the budget. Budget is developed based on needs assessment for personnel, equipment and furniture, instructional materials, etc. Teachers are asked for requests for texts and other instructional equipment/materials. Requests are looked at and incorporated into our Digital Classroom Plan, 5 Year Technology plan that is done in conjunction with our outside Network Management Company. Needs are prioritized and met when funds permit. All proposed budgets are then submitted annually to our Board of Directors for approval in June. In addition, as a charter school, we are required by law to have an independent accounting firm conduct an annual financial audit. This is provided to the board, the district, and the state General Auditor's Office.

Through out the school year if expenses not budgeted arise, budget amendments are made and submitted to the Board for approval.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Tina Cafiero	Principal
Dr. Jackie Grimm	Principal
Rada Sosa	Parent
Ilsa Vega	Parent
Poldark Jasko	Student
Lavern Harris	Parent
Ketia Itacy	Parent
Naomi Itacy	Student
Tom Morrison	Parent
Alexzandria Morrison	Student
Nalini Chintaman	Parent
saddiq Nelson	Student
Heather Cano	Parent
Pablo Cano	Parent
Brandon Cano	Parent
Jossmilyann Colon	Student
Sebastien Jasko	Student
Amanda Geltz	Parent

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 SIP is presented and discussed at almost every monthly SAC meeting. The academic goals are also addressed with the SAC after the annual state assessment scores are released. Academic progress is discussed with the SAC and the bases for new goals are arrived at from discussions with SAC and MTSS team.

We presented the SIP to the SAC at the Oct 2016 meeting for their approval, informing the SAC that it is a living document and changes can be made as the year evolves.

b. Development of this school improvement plan

The SIP is presented to the SAC quarterly during the school year for input, suggestions, revision, approval, and support of the goals spelled out in the plan.

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

The school's annual budget is prepared by the school administration and presented to it's Governing Board at a public board meeting.

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

The complete amount of our school improvement funds are used to help offset the cost of student planners that are distributed to all students. The planner is not only an agenda/calendar, but also contains the student handbook with all student policies and procedures.

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
Cafiero, Tina	Principal

b. Duties

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

The LLT will continue to foster the reading and literacy goals of the school. Professional development will include delving into the lesson study process. Examples of some of the other professional development offered by the LLT for this school year will include Marzano's Academic Vocabulary, and the Reading Minute, Assessment Strategies, and support of the CCSS.

The LLT will continue to organize the school-wide read aloud choosing a book and activities related to our yearly theme. The LLT will also be hosting a parent evening in conjunction with the SAC to provide parents with strategies for supporting literacy in the home.

The LLT team members have also collaborated with members from the MTSS team and have looked at one of our weak areas - writing. They have since presented several Writing across the curriculum professional development inservices for our staff.

The LLT will support the National and state-wide literacy events, ie: Teen Read Week, Halloween Literary Character Costume Contest, FL Literacy Week by hosting school wide events to support literacy.

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.

The school administration has scheduled and preserved monthly PLC meeting time for PLCs in the following areas: by departmental, Post Secondary Ed, AP, and LLT. This time is used for collaboration, problem solving, brainstorming, and curriculum planning.

Also, as a small staff, we provide professional development for the entire faculty monthly.

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

With such a small instructional staff comprised of only twenty instructional teachers, the planning and hiring process requires that careful consideration is taken in making sure candidates with specific certification areas, experience, and philosophical beliefs meet the need of the school. Openings are posted on a national website, resumes are screened and applicants are contacted for the interviewing process.

Once candidates are hired, they are oriented with a new teacher meeting/training and matched with a veteran mentor teacher to assist in making the transition to NDHS a smooth one. Dr. Cafiero works with all teachers to make sure that they become and stay in compliance with all certification guidelines and that they meet state, school and district requirements. Professional development is also provided to all staff to inform teachers of school wide initiatives and instructional practices. The Marzano Deliberate Practice Growth Plan system is also used by all teachers and monitored closely by administration. Initial planning and continuous feed back is provided.

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

The NDHS mentoring program consists of structured guidance and regular, ongoing support for NDHS teachers, especially beginning teachers, and may include peer partnerships, pipelines with institutions of higher education, professional development opportunities, or other organizations that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.

All first year teachers and teachers new to NDHS are introduced to a veteran colleague who is there to assist in supporting new teachers with questions regarding school policies and procedures, certification, assistance with implementation of instructional programs and initiatives by the school. Professional development is also provided on-going through out the school year.

The rationale for placing new teachers and experienced teachers just beginning at NDHS into the program is so that they understand the differences between NDHS and the district initiatives. As a charter school we have our own philosophy, initiatives, and policies. The distinction is sometimes difficult for teachers who have taught in the district or other public schools in the past. This guidance makes the transition smoother.

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.

Curriculum maps have been or are currently being revised/developed by the departments. With a number of new courses, this was needed to be done so that we have a guaranteed curriculum for New Dimensions that is aligned to the state standards.

The school has also developed NDHS End of Course Exams for those hard to assess areas that are not covered by the state assessment program. These exams were developed with the use of various item test banks developed to meet the FL Standards.

The required lesson plan template required the staff to list the standards that are being address by their learning goal. Observations by administrators and Reflective visits by the district staff verify that the standards listed are indeed being met.

The staff is looking at establishing scales and rubrics to go with their learning goals during the 2016-17 school year.

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.

During Preplanning, instructional staff is given data binders with school wide data. Together as a whole, we analyze this data and discuss the school's strengths and weaknesses. Teachers then take that data and pull out their individual student data to help guide their planning and instruction. During PLCs, student data is discussed monthly and departments make changes to instruction, assessment, materials, etc according to needs.

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: After School Program

Minutes added to school year: 2,160

Regularly scheduled after school tutorial instruction program held twice a week with Math, Science, and LA teachers.

Strategy Rationale

To assist students who are struggling in core areas, or to assist students who want to enrich material already mastered.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cafiero, Tina, christina.cafiero@osceolaschools.net

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

Teachers working with the programs will have students sign in when attending the various sessions

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.

NDHS has a mandatory course for all seniors called Senior Success Initiative. Seniors must take the course that culminates in a rigorous, in-depth Senior Research Project. The student spends the course researching a career of their choice, exploring colleges or post secondary training to support their goals, applying to post secondary schools, researching scholarships, applying for scholarships, and being exposed to professionals from the community to form networking opportunities. The

teacher of the program also ensures that students are prepared for and take college entrance exams. The course culminates with an oral presentation to a panel of community leaders where the students presents their research project orally and through a comprehensive portfolio.

In addition, in Sept of 2016 we started the NDHS Mentor Program. Ninth and 11th grade students are matched with a local adult mentor to guide them through their high school years and to acclimate to both high school and to stay focused on preparing for the next level.

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.

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition it is recommended that all 9th - 11th grade students take our Leadership Skills Development courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match. We also have our mandatory Senior Success Initiative to guide seniors through the senior project, a semester long career and college research project, in which they will delve into a career interest and research it comprehensively. They will then present and oral presentation to a panel of local business leaders.

In the spring of each year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Parents are invited to participate in the process and final course selection is sent home for parent's signature.

All students also participate in a weekly homeroom program in which career exploration and post secondary school options are discussed and researched.

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

We are a project based school which incorporates applied projects in all content areas. Inter-disciplinary thematic units are also encouraged so that students experience the relevancy of what they are learning and its connection to the world and content outside one particular class. Bi-annual project fairs are held where student work is displayed for parents and the community to see.

In the 2014-15 school year we have added the national Project Lead the Way's Biomedical Science Program. This is a four year program that takes students through four very rigorous STEM classes revolving around the principals of Biomedical Science. The fourth course culminates in a capstone course where students actually do field work. Being the first year, we have rolled out the first course, The Principals of Biomedical Science.

All projects are conducted so that the students see the connections to the real world and the connections between their vocational, performing arts, and physical education classes with their academic core classes.

Another special feature to NDHS is the required Senior Research Project. Every senior must research in depth a career area of interest. They must write a research paper about the career, do a job shadow with someone in the field, conduct interviews with practitioners, and present an oral presentation, featuring a physical project (ie powerpoint, demonstration, etc) to a panel of local business leaders.

In the 2015-16 school year we added Industry Certification opportunities in Digital Design, Phlebotomy, and Patient Care Technician was added in 2016-17.

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

A group of teachers along with administrators work with our students to determine post-secondary needs. SAT and ACT test taking strategies are given, along with college application and scholarship application completion. We also bring in speakers and representatives from colleges, university and trade schools to speak with our students about post secondary options. The school also will offer senior parent nights to present the college process and financial aid information to parents. We will also continue to work with Valencia Community College in building our Dual Enrollment program on campus and by having students attend the VCC campuses. NDHS will also maintain its scholarship database for students to access for all scholarship information that the school receives.

Each year we hold two senior parent nights to make sure we are providing seniors and their parents with critical information for transitioning onto post-secondary institutions. Juniors are strongly encouraged to attend as well. Each fall we also hold a parent night to explain to parents the accelerated program such as AP and DE.

This group of teachers and administrator will use the High School Feedback Report to analyze the post-secondary readiness and entrance data for NDHS and tailor the program according to needs and trends determined.

In addition, NDHS continued to add rigorous courses to the curriculum offering. We have 6 AP courses and continue with Dual Enrollment courses to be taught on our campus. Students are encouraged to take these rigorous classes. We will also continue our articulation agreement partnership with Valencia Community College for our dual enrollment program.

We have also the College Readiness ELA and Math courses to our offerings. Students are placed into the courses based on their PERT scores. Those students' scores demonstrating that they need additional support to become college ready are placed into the classes. Ms. Hirschauer is also having an afterschool program for ACT/SAT preparation. Those enrolled must attend all classes to maintain their place in the program.

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.

NDHS added several college readiness Language Arts and Math courses.

The Senior Success Initiative

NDHS Mentor Program

ACT and SAT. Preparation taught in the Intensive reading classes once the state retake exams are taken

STEM program with internship a requirement

Added Industry Certification courses

Began a dual enrollment program with TECO for various health related areas

Will be offering Valencia dual enrollment classes on NDHS campus Spring 2017

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.** Promote a culture that recognizes education as a positive force in the community and beyond.
- G2.** Build a rigorous culture of high expectations through providing highly engaged classrooms by all instructional staff.
- G3.** Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness.

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. Promote a culture that recognizes education as a positive force in the community and beyond. 1a

G085326

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of family knowledge of the requirements and processes for students moving on to post secondary education options.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mentor Program
- Senior Success Initiative

Plan to Monitor Progress Toward G1. 8

student grades, community hours, post secondary acceptances

Person Responsible

Jacqueline Grimm

Schedule

Annually, from 10/3/2016 to 5/31/2017

Evidence of Completion

results of surveys, college acceptances, student grades

G2. Build a rigorous culture of high expectations through providing highly engaged classrooms by all instructional staff. 1a

G085327

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	78.0
Algebra II EOC Pass Rate	59.0

Targeted Barriers to Achieving the Goal 3

- Students lack of engagement of highly performing tasks
- Limited background knowledge in academic classes

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- All content areas implementing increased use of informational texts
- Professional Development on Marzano's Academic Vocabulary
- Professional Development in establishing Effective Learning Goals
-

Plan to Monitor Progress Toward G2. 8

IPDP and Growth plans: Pre and post test data, formative assessments, and state assessments

Person Responsible

Tina Cafiero

Schedule

Quarterly, from 8/15/2016 to 8/15/2017

Evidence of Completion

growth plan updates

G3. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness. 1a

G085328

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0

Targeted Barriers to Achieving the Goal 3

- Students lacking confidence and experience with career / college transition process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development in Career and College Readiness Infusion across content areas
- Intensive Reading Teacher incorporating ACT/SAT prep into curriculum
- Continuation of our Senior Success required class for all 12th graders.

Plan to Monitor Progress Toward G3. 8

Progress monitoring with state assessments, college entrance exam data

Person Responsible

Tina Cafiero

Schedule

Quarterly, from 8/10/2016 to 8/15/2017

Evidence of Completion

test data

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. Promote a culture that recognizes education as a positive force in the community and beyond. **1**

 **G085326**

G1.B1 Lack of family knowledge of the requirements and processes for students moving on to post secondary education options. **2**

 **B226889**

G1.B1.S1 Mentor Program implementation in 2016-17 school year **4**

 **S239352**

Strategy Rationale

Students would be exposed to another adult advocate from the community to assist them in making positive decisions toward post secondary educational career and college goals

Action Step 1 **5**

Begin the Mentor Program with 9th and 11th grade students

Person Responsible

Jacqueline Grimm

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

Data for the mentor involvement from the community and the student mentees

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

Ongoing record keeping of additional new community mentors

Person Responsible

Jacqueline Grimm

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

Mentor logged meeting time hours

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

Surveys and meetings will be held with students and mentors to gauge effectiveness of the program

Person Responsible

Jacqueline Grimm

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

survey results, student grades, college admissions data

G2. Build a rigorous culture of high expectations through providing highly engaged classrooms by all instructional staff. 1

G085327

G2.B1 Students lack of engagement of highly performing tasks 2

B226890

G2.B1.S1 Implementation of the Marzano 7 Essential Elements for Rigorous Instruction 4

S239354

Strategy Rationale

Teachers will work on these practices. Strengthening their skills with these practices should result in higher rigor in the class room.

Action Step 1 5

Provide Professional Development on the Marzano 7 Essential Elements

Person Responsible

Schedule

Annually, from 8/4/2016 to 8/4/2016

Evidence of Completion

Lesson plans, observations, PD Logs

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

Observations of the teachers teaching in their classrooms

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Marzano iObservations, walkthroughs, Growth Plans

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

Review of weekly lesson plans

Person Responsible

Schedule

Evidence of Completion

Teacher submitted weekly lesson plans with Academic and Content related Vocabulary listed that will be related to and taught in lesson

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

Teachers will make a growth plan revolving around one of the 7 essential elements

Person Responsible

Schedule

Annually, from 9/11/2015 to 6/30/2016

Evidence of Completion

Growth Plans, observations, lessonplans

G2.B1.S2 Provide more complex tasks within lessons to increase student engagement and rigor **4**

 S239355

Strategy Rationale

Increased student engagement in complex tasks will provide more rigorous and effective learning experiences for the students.

Action Step 1 **5**

Provide the ELEOT Tool Professional Development for instructional staff

Person Responsible

Schedule

On 8/15/2016

Evidence of Completion

Professional development logs

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

Observe classrooms to observe teachers using complex tasks

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/15/2016 to 8/15/2017

Evidence of Completion

lesson plans, iObservation ratings, notes and comments

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

Use ELEOT tool for classroom observations

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/10/2015 to 8/15/2017

Evidence of Completion

ELEOT observation data

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

Discuss the ELEOT classroom observation tool results from accumulated observations

Person Responsible

Tina Cafiero


Schedule

Quarterly, from 8/15/2016 to 8/15/2017

Evidence of Completion

observation data

G2.B1.S3 Using effective learning goals and rubrics for lesson planning and development. 4

 S239356

Strategy Rationale

Teachers should plan effective learning goals with scales or rubrics to assess student achievement for each goal to make sure students are engaged and learning.

Action Step 1 5

Provide PD on Delving Deeper into the Standards

Person Responsible

Tina Cafiero

Schedule

On 8/5/2016

Evidence of Completion

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

Observe classrooms and review lesson plans to determine teacher use of effective learning goals.

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

lesson plans, observation notes and data, student assessment scores

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

Continue the discussion of learning goals with faculty as a whole and individually with teachers during planning and reflection conferences.

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/24/2015 to 6/10/2016


Evidence of Completion

assessment scores, IPDP results, lesson plans

G2.B2 Limited background knowledge in academic classes **2**

 B226891

G2.B2.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff **4**

 S239357

Strategy Rationale

This will assist students in understanding the vocabulary they will see and hear in class, in their texts, and on state assessments

Action Step 1 **5**

Conduct Marzano's Academic Vocabulary inservice

Person Responsible

Schedule

On 8/18/2015

Evidence of Completion

PD logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Observations of classroom teachers incorporating Academic Vocabulary in all classes

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Marzano Instructional Observation System

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom pre/post tests, state assessments

Person Responsible

Schedule

Evidence of Completion

data from teacher pre/post tests, IPDP

G2.B2.S2 Marzano's Academic Vocabulary strategies, Marzano Evaluation System [copy] 4

 S239358

Strategy Rationale

Exposure to these types of words will make students more comfortable with what is being asked of them on college entrance exams.

Action Step 1 5

All staff trained on using Marzano's Academic Vocabulary in their content areas

Person Responsible

Schedule

On 8/3/2016

Evidence of Completion

Observations, preplanning workshop attendance, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Observe classrooms to witness teachers using academic vocabulary

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

iObservation, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Make sure that teachers are using the academic vocabulary indicated in their lesson plans.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

iObservations, lesson plans

G2.B2.S3 All instructional staff will infuse math strategies into their content area (academic vocabulary, critical thinking) 4

 S239359

Strategy Rationale

Students will be more familiar with math concepts when they see relevancy to other areas.

Action Step 1 5

Professional Development on Infusing Math Critical Thinking Skills and Vocabulary across content areas.

Person Responsible

Tina Cafiero

Schedule

On 10/17/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Classroom observations

Person Responsible

Tina Cafiero

Schedule

Weekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

lobservation data from formal, informal and walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Data analyzed on math Pre-post tests, formative and summative assessments, and state exams

Person Responsible

Tina Cafiero

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

assessment data

G3. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness. 1

G085328

G3.B1 Students lacking confidence and experience with career / college transition process 2

B226892

G3.B1.S1 Marzano's Academic Vocabulary strategies, Marzano Evaluation System 4

S239360

Strategy Rationale

Exposure to these types of words will make students more comfortable with what is being asked of them on college entrance exams.

Action Step 1 5

All staff trained on using Marzano's Academic Vocabulary in their content areas

Person Responsible

Tina Cafiero

Schedule

Annually, from 8/4/2016 to 8/4/2016

Evidence of Completion

Observations, preplanning workshop attendance, lesson plans

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

Observe classrooms to witness teachers using academic vocabulary

Person Responsible

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

iObservation, lesson plans

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

Make sure that teachers are using the academic vocabulary indicated in their lesson plans.

Person Responsible


Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

iObservations, lesson plans

G3.B1.S2 Schedule all seniors into the Senior Success Initiative 4

 S239361

Strategy Rationale

Students will be provided curriculum and strategies for completing the required senior research project

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G3.B1.S3 Training for Intensive Reading Teacher for ACT/SAT Prep 4

 S239362

Strategy Rationale











Students will gain strategies for success on SAT/ACT to demonstrate college readiness

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

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.B1.S1.MA3 M317340	Review of weekly lesson plans		No Start Date	Teacher submitted weekly lesson plans with Academic and Content related Vocabulary listed that will be related to and taught in lesson	No End Date one-time
G2.B2.S1.MA1 M317346	Classroom pre/post tests, state assessments		No Start Date	data from teacher pre/post tests, IPDP	No End Date one-time
G2.B1.S1.MA1 M317339	Observations of the teachers teaching in their classrooms		8/18/2014	Marzano iObservations, walkthroughs, Growth Plans	6/5/2015 daily
G2.B2.S2.MA1 M317348	Make sure that teachers are using the academic vocabulary indicated in their lesson plans.		8/18/2014	iObservations, lesson plans	6/5/2015 weekly
G2.B2.S2.MA1 M317349	Observe classrooms to witness teachers using academic vocabulary		8/18/2014	iObservation, lesson plans	6/5/2015 daily
G2.B2.S1.A1 A309978	Conduct Marzano's Academic Vocabulary inservice		8/18/2015	PD logs	8/18/2015 one-time
G2.B2.S1.MA1 M317347	Observations of classroom teachers incorporating Academic Vocabulary in all classes		8/24/2015	Marzano Instructional Observation System	6/9/2016 weekly
G2.B1.S3.MA1 M317344	Continue the discussion of learning goals with faculty as a whole and individually with teachers...	Cafiero, Tina	8/24/2015	assessment scores, IPDP results, lesson plans	6/10/2016 weekly
G2.B1.S3.MA1 M317345	Observe classrooms and review lesson plans to determine teacher use of effective learning goals.	Cafiero, Tina	8/24/2015	lesson plans, observation notes and data, student assessment scores	6/10/2016 weekly
G2.B1.S1.MA1 M317338	Teachers will make a growth plan revolving around one of the 7 essential elements		9/11/2015	Growth Plans, observations, lessonplans	6/30/2016 annually
G2.B2.S2.A1 A309979	All staff trained on using Marzano's Academic Vocabulary in their content areas		8/3/2016	Observations, preplanning workshop attendance, lesson plans	8/3/2016 one-time
G2.B1.S1.A1 A309975	Provide Professional Development on the Marzano 7 Essential Elements		8/4/2016	Lesson plans, observations, PD Logs	8/4/2016 annually
G3.B1.S1.A1 A309981	All staff trained on using Marzano's Academic Vocabulary in their content areas	Cafiero, Tina	8/4/2016	Observations, preplanning workshop attendance, lesson plans	8/4/2016 annually
G2.B1.S3.A1 A309977	Provide PD on Delving Deeper into the Standards	Cafiero, Tina	8/5/2016		8/5/2016 one-time
G2.B1.S2.A1 A309976	Provide the ELEOT Tool Professional Development for instructional staff		8/8/2016	Professional development logs	8/15/2016 one-time
G2.B2.S3.A1 A309980	Professional Development on Infusing Math Critical Thinking Skills and Vocabulary across content...	Cafiero, Tina	10/17/2016		10/17/2016 one-time
G1.MA1 M317337	student grades, community hours, post secondary acceptances	Grimm, Jacqueline	10/3/2016	results of surveys, college acceptances, student grades	5/31/2017 annually
G1.B1.S1.MA1 M317335	Surveys and meetings will be held with students and mentors to gauge effectiveness of the program	Grimm, Jacqueline	10/3/2016	survey results, student grades, college admissions data	5/31/2017 quarterly
G1.B1.S1.MA1 M317336	Ongoing record keeping of additional new community mentors	Grimm, Jacqueline	9/1/2016	Mentor logged meeting time hours	5/31/2017 daily

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New Dimensions High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1  A309974	Begin the Mentor Program with 9th and 11th grade students	Grimm, Jacqueline	9/1/2016	Data for the mentor involvement from the community and the student mentees	5/31/2017 daily
G3.B1.S1.MA1  M317353	Make sure that teachers are using the academic vocabulary indicated in their lesson plans.		8/10/2016	iObservations, lesson plans	5/31/2017 weekly
G3.B1.S1.MA1  M317354	Observe classrooms to witness teachers using academic vocabulary		8/8/2016	iObservation, lesson plans	5/31/2017 weekly
G2.B2.S3.MA1  M317350	Data analyzed on math Pre-post tests, formative and summative assessments, and state exams	Cafiero, Tina	10/17/2016	assessment data	5/31/2017 monthly
G2.B2.S3.MA1  M317351	Classroom observations	Cafiero, Tina	10/17/2016	observation data from formal, informal and walk throughs	5/31/2017 weekly
G2.MA1  M317352	IPDP and Growth plans: Pre and post test data, formative assessments, and state assessments	Cafiero, Tina	8/15/2016	growth plan updates	8/15/2017 quarterly
G3.MA1  M317355	Progress monitoring with state assessments, college entrance exam data	Cafiero, Tina	8/10/2016	test data	8/15/2017 quarterly
G2.B1.S2.MA1  M317341	Discuss the ELEOT classroom observation tool results from accumulated observations	Cafiero, Tina	8/15/2016	observation data	8/15/2017 quarterly
G2.B1.S2.MA1  M317342	Observe classrooms to observe teachers using complex tasks	Cafiero, Tina	8/15/2016	lesson plans, iObservation ratings, notes and comments	8/15/2017 weekly
G2.B1.S2.MA2  M317343	Use ELEOT tool for classroom observations	Cafiero, Tina	8/10/2015	ELEOT observation data	8/15/2017 weekly

V. Professional Development Opportunities

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

G1. Promote a culture that recognizes education as a positive force in the community and beyond.

G1.B1 Lack of family knowledge of the requirements and processes for students moving on to post secondary education options.

G1.B1.S1 Mentor Program implementation in 2016-17 school year

PD Opportunity 1

Begin the Mentor Program with 9th and 11th grade students

Facilitator

Dr. Grimm

Participants

Local community members, student participants, teachers

Schedule

Daily, from 9/1/2016 to 5/31/2017

G2. Build a rigorous culture of high expectations through providing highly engaged classrooms by all instructional staff.

G2.B1 Students lack of engagement of highly performing tasks

G2.B1.S1 Implementation of the Marzano 7 Essential Elements for Rigorous Instruction

PD Opportunity 1

Provide Professional Development on the Marzano 7 Essential Elements

Facilitator

Dr. Tina Cafiero

Participants

All instructional staff

Schedule

Annually, from 8/4/2016 to 8/4/2016

G2.B1.S2 Provide more complex tasks within lessons to increase student engagement and rigor

PD Opportunity 1

Provide the ELEOT Tool Professional Development for instructional staff

Facilitator

Dr. Cafiero

Participants

all instructional staff

Schedule

On 8/15/2016

G2.B1.S3 Using effective learning goals and rubrics for lesson planning and development.

PD Opportunity 1

Provide PD on Delving Deeper into the Standards

Facilitator

Ali Dennis and District Resource Teachers

Participants

NDHS Instructional Staff

Schedule

On 8/5/2016

G2.B2 Limited background knowledge in academic classes

G2.B2.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff

PD Opportunity 1

Conduct Marzano's Academic Vocabulary inservice

Facilitator

Dr. Cafiero

Participants

All instructional staff

Schedule

On 8/18/2015

G2.B2.S2 Marzano's Academic Vocabulary strategies, Marzano Evaluation System [copy]

PD Opportunity 1

All staff trained on using Marzano's Academic Vocabulary in their content areas

Facilitator

Tina Cafiero

Participants

All Staff

Schedule

On 8/3/2016

G2.B2.S3 All instructional staff will infuse math strategies into their content area (academic vocabulary, critical thinking)

PD Opportunity 1

Professional Development on Infusing Math Critical Thinking Skills and Vocabulary across content areas.

Facilitator

Math Department Teachers

Participants

All instructional staff

Schedule

On 10/17/2016

G3. Build a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness.

G3.B1 Students lacking confidence and experience with career / college transition process

G3.B1.S1 Marzano's Academic Vocabulary strategies, Marzano Evaluation System

PD Opportunity 1

All staff trained on using Marzano's Academic Vocabulary in their content areas

Facilitator

Tina Cafiero

Participants

All Staff

Schedule

Annually, from 8/4/2016 to 8/4/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Begin the Mentor Program with 9th and 11th grade students	\$0.00
2	G2.B1.S1.A1	Provide Professional Development on the Marzano 7 Essential Elements	\$0.00
3	G2.B1.S2.A1	Provide the ELEOT Tool Professional Development for instructional staff	\$0.00
4	G2.B1.S3.A1	Provide PD on Delving Deeper into the Standards	\$0.00
5	G2.B2.S1.A1	Conduct Marzano's Academic Vocabulary inservice	\$0.00
6	G2.B2.S2.A1	All staff trained on using Marzano's Academic Vocabulary in their content areas	\$0.00
7	G2.B2.S3.A1	Professional Development on Infusing Math Critical Thinking Skills and Vocabulary across content areas.	\$0.00
8	G3.B1.S1.A1	All staff trained on using Marzano's Academic Vocabulary in their content areas	\$0.00
Total:			\$0.00