

Hendry County Schools

Clewiston High School



2016-17 Schoolwide Improvement Plan

Clewiston High School

1501 S FRANCISCO ST, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=4&sc_id=1171294169

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2015-16 Title I School No	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 99%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Hendry County School Board on 10/25/2016.

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 Clewiston High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Clewiston High will ensure that all students make academic gains in a safe environment that encourages students to take on academic challenges with support in pursuit of them becoming well-rounded and productive citizens of society.

b. Provide the school's vision statement.

Engage, Inspire, and Challenge, every student, every day.

2. School Environment

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

All teachers strive to implement a common customer service friendly approach in working students. The majority of the school staff is involved in the school's extracurricular program whether in coaching, club sponsorship, or tutoring. Teachers routinely individualize their approach to students by talking to them about personal attendance and grade data to the individual student. This year, we are plan on celebrating Hispanic Heritage month with celebration during lunch. We also plan on celebrating African American history the same way. In addition, we also hosting the second annual Taste of Clewiston which will bring onto the school the different types of foods from the community. We also provide students with many opportunities to build relationships between themselves. Whether it is preparing for a pep rally, participating in Field Day, or having a door decorating contest during homecoming week, the staff at our school facilitate situations where students can get to know each other and build relationships.

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

As students are entering school teachers, administrators, and support staff are around campus serving their morning duties. They welcome and greet students and ensure the safety of our campus. In between classes teachers are at their door, greeting students as they arrive and shaking their hands. We a wide array of different clubs where students can express their view on an issue or work towards making this school a better place for everyone. As students leave school staff is again out on campus serving duty and ensuring all students leave safely. In addition, there is an SRO present throughout every school day on our campus. We also have Remind 101 and a Facebook page that we use to communicate information to parents and students in case of an emergency. We also have an Emergency Response team and we conduct several intruder, fire, and weather drills throughout the year. Throughout the year we visit classrooms and have grade level meetings to discuss different issues. At the end of the year, we also conduct focus group made up of many different students where we gauge their perceptions on many issues.

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.

Teachers share a common progression of discipline that is used prior to writing referrals. This is also helped by the digital reporting available to teachers through our Pinnacle (attendance program). This year, we are continuing a program where we ask students to be "Be PRO" which promotes students being prepared, respectful, and on time. The school routinely emphasizes how important is it to 'be pro". Our school is also continuing with a book store where students will be able to trade out possible behavior points for school spirit items. We are also launching a new recognition program referred to as our Gold Card program. This program will recognize students who are on track academically, but also have no unexcused absences and no referrals with special privileges. During leadership and department chair meetings throughout the year, data on discipline and attendance is reviewed and problem solving occurs. Dissemination of information from our district Discipline leadership meetings also occurs. Also, we have continuously stressed our initiative to have students engaged from the beginning to the end of class. This minimizes incidents in the classroom and increases student achievement.

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.

At Clewiston High School we have two guidance counselors available to students throughout the school day. Power Hour is a program where students have one hour in the middle of their day to receive additional help in their academic class as well as join a club or talk to a guidance counselor/ teacher if needed. There is a wide array of different clubs that help to ensure a connection between the student and the school. We also have a Destination graduation representative full-time on our campus that also mentors those students at risk for dropping out.

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.

We have a truancy program that identifies students that miss more than 10% of school days. Those students are identified and referred to the guidance office for consultation. Guidance counselors then meet and discuss with the student how their attendance can be improved. If students continue to be absent, followup meetings are held with administration and the Deans office. Students that receive one or more out of school suspensions, meet with administrators and together design a plan to improve their behavior and discipline. We also refer appropriate students to anger management or mental health professionals. For students who failed an English or math class, those students are given an option to recover their class credits with the use of a credit recovery online program. At the present time, we do not know the students who scored a level 1 on the FSA in ELA last year.

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	50	61	70	56	237
One or more suspensions	0	0	0	0	0	0	0	0	0	29	27	31	20	107
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	15	16	6	67
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	140	99	37	415

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	48	37	37	21	143

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

The Power Hour program provides our school with the opportunity to help those students who struggle academically. This program allows those students to receive more individualized guidance and support. The administration makes home visits to the homes of students that are severely absent and have low grades. The after school program provides time for students to receive one on one tutoring. Our performance based diploma lab uses the PLATO program so that students can recover credits which they previously failed. We also use APEX Learning systems for students who need to recover and earn past due credits.

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

Clewiston High maintains an active Facebook page to communicate school happenings and important upcoming events. The Facebook page has 2,070 followers. We also have an ed-connect call out system that is able to send a call out to all parents. We also have a guidance counselor who doubles as a parent liaison and will lead the implementation of a Parent Academy that provides parents with workshops that will teach parents great skills to improve their student's academic skills. The administration also conducts three parent outreach meetings throughout the year in three outlying areas to provide information. In addition, our school hosts a FAFSA workshop and a curriculum night for 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.

The school has a School Advisory Council and has many different opportunities throughout the community engagement. Much of the community support centers around athletics. Our athletic department draws in a huge amount of support from our community each year. We then leverage athletics with many students as a way to help them succeed academically. We will conduct our second annual Taste of Clewiston event to draw in more community support. Throughout the year we plan on visiting the Rotary club and other community organizations to discuss ways that they can support our student body. We plan on also hosting another career day with the help of local businesses and another College Signing Day with community support and involvement. Our clubs and organization work with a multitude of different businesses and non-profits to forge stronger relationships. In addition, Power Hour

provides us the unique platform to have more interaction between our students and the community by allowing us to bring in guest speakers to discuss careers and options in life after graduation.

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
Sanchez, Roberto	Principal
Summers, Phillip	Assistant Principal
Thomas, Mary	Instructional Coach
Parantha, Victoria	Instructional Coach
Llossas, Sherrie	School Counselor
De Las Salas, Cindy	School Counselor
Roquett , Jose	Instructional Coach
Groves , Josh	Dean
Parantha , Reko	Dean

b. Duties

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

These school leaders are either administrators, deans, guidance counselors, and/or academic coaches. They meet monthly to collaborate on school decisions. They share the responsibilities of providing regular professional development for teachers. The leadership team frequently serves as the test field for new ideas to be vetted and critiqued before they are introduced to other members of the staff. The administration delegates certain tasks to other members of the leadership team and because of this, they are able to spend time on campus visiting classrooms and supporting instruction.

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

The school leadership focuses what the things that will make students successful. We define success by reaching one's individual potential in both academic and personal domains. With this mindset, we approach any decision that has to be made regarding the expenditures of funds. The school leadership is critical in this process is that is the medium by which the school principal gains a primary source of input and feedback on decisions regarding how school funds shall be used. The school principal brings the the school leadership the budget of funds to be spent with the area of need. The school leadership team reviews available funds and the needs and provides feedback and eventually a decision in terms of what the best allocation of those resources may be. There are times as well, when the school leadership will identify a need and bring it to the table for the principal to review and

examine whether the school has a funding source for the need. The school principal along with the administrative team and the school book keeper, keep an inventory of resources that are available.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ian Stone	Teacher
Roberto Sanchez	Education Support Employee
Priscilla Brown	Parent
Mali Gardner	Business/Community
Lisa Knaack	Parent
Ruby Tarter	Parent
Dena Weekley	Teacher
Sean Miller	Business/Community
Laurinda Barraza	Parent
Graciela Luna	Parent
Phillip Summers	Parent
Sylvester Humphries	Business/Community

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 SAC review's school performance data from last year and analyzes whether or not the school met the goals outlined in last year's plan. The SAC also decides how best to allocate school SAC funds based on the goals outlined by the school and the benefit of the request to the student body.

b. Development of this school improvement plan

The process begins with the school leadership team and department chairs analyzing the school data at the end of the year and making determinations of what worked and did not work during the previous year. Attention is also paid to surveys from parents and staff, and focus group feedback from students. Based on that reflection, the school's leadership team decides where to prioritize this year's efforts as a school. One those priorities or goals are established, a plan for how to achieve those in spite of the possible barriers is established or created.

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

At meetings of the SAC they will discuss needs of the school in supporting goals of the school, whether they are financial or personnel. They will evaluate the total costs of improvements and include those in the budget or find modes of increasing funds to accommodate those needs.

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

School planners: \$1,500

Support clubs and organizations: \$500.

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
Llossas, Sherrie	School Counselor
Sanchez, Roberto	Principal
Bamburg, Donna	Teacher, K-12
Summers, Katrina	Teacher, K-12
Thomas, Mary	Instructional Coach

b. Duties

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

The LLT will meet on a monthly basis. During these meetings we will look at data, collaborate, share ideas and establish goals and/or target areas of weaknesses and strengths to better support our teachers with literacy through the content area. Our focus is to conduct workshops, review data, model lessons, or cover for teachers to visit other classrooms in order for our teachers to continue to grow and work together, as well as, ensure academic success for our students. We will meet with each department at least twice a month during their planning time. During each meeting we will focus on grade level needs and expectations. The coaches will be available to for support, planning, guidance, and/or mentoring. It will support literacy school wide through a variety of different literacy enrichment activities throughout the year. The LLT also promotes the use of NG-CARPD strategies in classrooms. The LLT serves as a reference point of best practices within the AVID framework for reading and writing.

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.

Priority for common planning was given to English teachers in 9th and 10th grade. We are focused on improving our literacy proficiency scores. In addition, common planning is also a priority for our math teachers, Throughout the year, staff come together and do things that build a sense of community among the staff. Items like the Secret Pal allow staff an opportunity to get to know another person. Each month we host an end of the month faculty breakfast for all the staff members that had a birthday within the month. We also have a Sunshine Committee that supports different teacher needs throughout the year.

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

Clewiston High School has a few teachers who are out of field because they have not yet met all of the requirements for ESOL; however, courses are offered for them to become ESOL Endorsed either online through Beacon Educator or Face to Face with Instructional Coaches.

Our recruiting process starts by using Teacher - Teacher. com and Applitrack.com provided by the county. The county also provides us with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate we contact the county office for information to make sure that the candidate is highly qualified.

Our county provides a very structured and supportive beginning teacher program in order to retain the quality teachers that we hire.

Each new teacher at Clewiston High School is assigned a mentor who is connected with that grade level and has met all of the requirements to be part of the Leadership Team. The administration, along with the coaches, meet with during PLC's bi-weekly to provide workshops in areas of need or to problem solve. It is also a requirement to have a PLC bi-weekly.

We feel these additional requirements help the new teachers to assimilate to our school better, make them feel more connected, and assist them with quality teaching.

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

All of our mentors at Clewiston High School are also part of our Leadership Team. Therefore, they are teachers who have passed all of the requirements set forth by the county, are very involved in the schools, and have completed all of the requirements for collegial thinking and clinical Coaching. We try to connect each new teacher with someone from the Leadership Team who is part of his/her content area.

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.

Both ELA and math teachers began to work on planning for instruction that is clearly aligned to the state standards over the summer. Math teachers met twice over the summer to unpack their standards and create a curriculum map that directly and clearly addressed the state standards. In ELA, teachers looked at the standards and reviewed both the curriculum and the pacing guide. Our math coach took the curriculum map that was established and created a pacing guide for both Algebra I and Geometry. Our ELA teachers use the Springboard curriculum that is aligned to the ELA standards and provides comprehensive resources that ensure our teachers are able to teach the standards appropriately. Throughout the school year, both ELA and Math teachers will meet consistently to further unpack the standards and revise their instruction if needed.

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.

Through the use of PEER, an automated online system, teachers now have improved access to information on students' needs for classroom accommodations and modifications. Based on the 504 and/or IEP plans for those students teachers make appropriate accommodations in order for all students to be afforded the opportunity to achieve proficiency. In addition, all students in 9th and 10th

grade students were given block classes in ELA this school year, ensuring that all students were given the maximum appropriate time to learn in instructional environments. However, our best intervention program is power hour. Power hour allows teachers to work closely with students in a small group setting to work on deficiencies.

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: 120

We have a few different programs that we offer after school for our students for an additional hour two times a week for several months.

1. The first is for our students who are struggling academically in either reading or math. These students are given additional time in that particular subject area. We have required the teachers to have activities that are hands on and keep the students active. This is NOT a drill and kill time! Last year we had three different rotations and hope to have the same this year. Some students only came to one session and some came to all three depending on their needs.
2. The second program is a Science enrichment group. These students take what is being taught and extend their learning into after school program taking the subject just a bit further. We are currently trying to incorporate more STEM projects into our regular school day so this program will be even more in depth than the past. We have created a partnership with our high school and their bio-tech teachers to implement more hands on experiments and environmental projects.
3. The third program is our Migrant Program. This program is for our Migrant students assisting them with homework and extending the skills to make sure that the student understands the concepts and that language does not become a barrier with the topic.

Strategy Rationale

Re-engage students in school curriculum and offer additional support to our students beyond the normal class day..

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Roberto, sanchezr@hendry-schools.net

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

Credit accrual data, along with benchmark progress monitoring data will be analyzed to determine effectiveness.

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.

Clewiston High School has created a freshman academy at our school in order to better assist ninth graders in their transition from middle school. Freshman have most of their courses in the same building and also share a common lunch when we are not on a power hour schedule. This has allowed a smoother transition in to a larger and more complex environment, leading to decreased behavioral incidents and increased achievement. For outgoing students, we have restructured our way of work within our guidance department in a way that allows our senior guidance counselor to give more personal academic counseling to all seniors. In addition, we work with a representative from the Destination Graduation program that provides support in career guidance and ACT/SAT registration and FASFA completion. We have also begun to use Naviance with all of our students. This program will allow us to gain more information from a student that will allow us to better assist students with career planning.

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.

This year we will work very closely with our Destination Graduation representation who has many connections with the business community. She will play a pivotal role in organizing our career fair for all students that is scheduled for December of 2016. We have also increased our executive internship program that allows our students to gain employment while attending high school. We will work closely with our Director of Career and Technical Education to continue to increase our enrollment and expand our program offerings in CTE. Through our AVID program, we promote the importance of obtaining the skills needed to be successful in college, not just getting to college. We have also begun to expand AVID strategies school wide like the use of Cornell notes, the interactive notebook, and the AVID binder which targets organization.

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

We offer four career and technical education programs ranging in areas like agriculture to digital design. Within our four CTE programs, students have the opportunity to earn eight different certifications in 2016-2017. These programs and the different tracks that lead to meaningful industry certifications give our students a direct and clear connection between school and the workforce. As students participate in these programs, the majority of these students also participate simultaneously in a student organization that predominately meets after school. For example, students that progress through our agritechnology program are also members of our Future Farmer's of America (FFA). Through their participation in a career and technical student organization (CTSO) students work on real-world projects directly with businesses of individuals in the field and through such collaborative partnerships, students are able to gain valuable experience and many times, give back to the community. In addition to CTE, our school also has advanced programs like Advanced Placement (AP) and dual-enrollment for students who seek to matriculate in an academic post-secondary institution after high school.

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

During school hours there are a number of available courses related to the multiple CTE programs made available to all students. Agriculture offers multiple levels of agritechnology, biotechnology, aquaculture, and electricity. Criminal Justice offers an 911/dispatchers course as well multiple levels of a criminal justice course. Health Sciences offers multiple levels of an allied health sciences course ending with a home health aid certification with potential to earn a CNA. We also have computer ending in Microsoft certifications as well as a digital design course. In addition, we have also worked with our district to identify and place students in our adult school programs for welding and mechanics.

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.

This year, our school is continuing to implement the Advancement Via Individual Determination (AVID) program in grades 9-12. More than 175 students are enrolled in the college preparatory program. This program provides these with the soft skills, organizational, time management, and social skills needed to not only enroll in college but also succeed in college. In addition to this we also offer nine Advanced Placement courses that provide student with university-type content and instruction as well as two dual-enrollment courses for eligible students. Beyond this and school-wide our primary goal this year is to increase the rigor in each classroom. This will ensure that we have the base foundation to improve the critical thinking, reading, and writing skill of all students thereby ensuring that even more students will be ready for college material upon graduation from our school through core instruction alone.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we continue to improve our use of the standards to guide our instruction, we will see an improvement in proficiency in all state-mandated assessments.
- G2.** If we expand our school-wide writing program by incorporating more AVID literacy strategies in each classroom we will see an improvement in our students reading and writing abilities.
- G3.** If we focus and improve our student support systems, we will see a rise in our attendance rate and a decrease in referrals and course failures.

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. If we continue to improve our use of the standards to guide our instruction, we will see an improvement in proficiency in all state-mandated assessments. 1a

G087284

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the knowledge and skill to unpack the new standards and plan for that type of complexity or rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel
- Time
- Instructional coaches. District director of assessment and the district director of professional development will also assist in providing ongoing and continued professional development to teachers in the use of standards based instruction.

Plan to Monitor Progress Toward G1. 8

Notes and agendas from meetings where the standards were studied collaboratively. In addition, data from classroom observations will also be used.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/10/2016 to 4/28/2017

Evidence of Completion

Agendas and notes from classroom visits.

Plan to Monitor Progress Toward G1. 8

Agenda and minutes from PLC meetings

Person Responsible

Mary Thomas

Schedule

On 5/24/2017

Evidence of Completion

Agenda and minutes from PLC meetings will reflect that the standards were analyzed and that instructional plans were made or modified to ensure the data was use to improve instruction.

G2. If we expand our school-wide writing program by incorporating more AVID literacy strategies in each classroom we will see an improvement in our students reading and writing abilities. 1a

G087285

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not have the knowledge base of what strategies to use to address writing in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel
- Time
- Rubrics

Plan to Monitor Progress Toward G2. 8

We will collect data using the interim writing assessments and standardized testing. We will also collect documentation that supports the fact the writing training has been given and opportunities for teachers to observe good writing instruction have been fulfilled.

Person Responsible

Mary Thomas

Schedule

Quarterly, from 8/19/2016 to 6/3/2017

Evidence of Completion

Writing assessments, standardized testing

G3. If we focus and improve our student support systems, we will see a rise in our attendance rate and a decrease in referrals and course failures. 1a

G087286

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	100.0

Targeted Barriers to Achieving the Goal 3

- Communication of the importance of attendance and lack of motivation to create a culture of attendance in each class.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel
- Time
- PBS program.

Plan to Monitor Progress Toward G3. 8

Data reports on attendance

Person Responsible

Phillip Summers

Schedule

On 6/3/2016

Evidence of Completion

Analysis from attendance reports will indicate more students are attending school.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we continue to improve our use of the standards to guide our instruction, we will see an improvement in proficiency in all state-mandated assessments. **1**

 G087284

G1.B1 Teachers lack the knowledge and skill to unpack the new standards and plan for that type of complexity or rigor. **2**

 B232017

G1.B1.S1 Provide continuing professional development for teachers in the analysis of standards and in planning for instruction that adequately addressed the complexity of those standards. Continue to focus on standards in math and ELA professional training days. **4**

 S244848

Strategy Rationale

If teachers are shown the effectiveness of planning for instruction that accurately reflects the rigor of the new standards, we will see an improvement in test scores. .

Action Step 1 **5**

Implementing professional development for teachers to interpret data in all content areas.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Evidence that data is being used in lesson plans to make effective instructional decisions.

G1.B1.S2 Provide feedback to teachers on the alignment between instruction and it's connection impact to the standards. 4

 S244849

Strategy Rationale

If teachers are getting feedback on how well their instruction is tied to the standards they will be able to make modifications for either improvement or continuation.

Action Step 1 5

Continue to discuss and study the standards so that we can plan instruction that adequately addresses those standards.

Person Responsible

Jose Roquett

Schedule

Monthly, from 8/2/2016 to 5/23/2017

Evidence of Completion

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

Classroom observations will be focused on the connection between the standards and how well they are addressed in instruction.

Person Responsible

Josh Groves

Schedule

Biweekly, from 8/2/2016 to 5/24/2017

Evidence of Completion

Observation feedback from classroom visits.

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

Scores from the mid year and third baseline assessments in ELA and Math will be used to determine if the focus on standards based instruction has worked.

Person Responsible

Josh Groves

Schedule

Quarterly, from 8/10/2016 to 3/30/2017

Evidence of Completion

Data from the performance of students on the end of year and mid year progress monitoring assessments in ELA and Math.

G2. If we expand our school-wide writing program by incorporating more AVID literacy strategies in each classroom we will see an improvement in our students reading and writing abilities. 1

G087285

G2.B1 Teachers do not have the knowledge base of what strategies to use to address writing in the classroom. 2

B232018

G2.B1.S1 Provide high quality professional training on the how to best address writing in the classroom.

4

S244850

Strategy Rationale

If writing materials can be incorporated in all content areas, students will be able to improve their writing skills and success on writing assessments.

Action Step 1 5

Provide non-English teachers with appropriate writing materials to improve student writing in all content areas.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 9/1/2015 to 3/30/2017

Evidence of Completion

Students writing samples and state assessments will provide evidence of improved student writing.

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

Resources will be available to teachers of non-English classes to incorporate appropriate writing materials and topics. Teachers will also be able to observe effective writing workshop models as professional development.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 9/1/2016 to 6/3/2017

Evidence of Completion

Students writing data will be collected to ensure all content areas are producing high quality student writing samples.

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

Writing samples will be collected monthly at department chair meetings. Data from practice writings samples will be analyzed.

Person Responsible

Mary Thomas

Schedule

Monthly, from 9/1/2016 to 3/31/2017

Evidence of Completion

Data from practice writings samples will be analyzed.

G3. If we focus and improve our student support systems, we will see a rise in our attendance rate and a decrease in referrals and course failures. 1

G087286

G3.B1 Communication of the importance of attendance and lack of motivation to create a culture of attendance in each class. 2

B232020

G3.B1.S1 Recognize students with good attendance and promote consistently the importance of coming to school. 4

S244851

Strategy Rationale

We will encourage and motivate students to come to school on a regular basis. If we do this, the academic performance of our students will increase.

Action Step 1 5

Attendance will be prioritized.

Person Responsible

Phillip Summers

Schedule

Monthly, from 8/18/2016 to 6/3/2017

Evidence of Completion

Attendance data will be discussed in each leadership and department chair meeting. This data will also be communicated to all staff and all staff will emphasize the importance of attendance. Students with good attendance will be recognized.

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

Performance Matters will be used to create tests to enhance reading skills and monitor improvement.

Person Responsible

Roberto Sanchez














Schedule

Monthly, from 8/18/2016 to 6/3/2017

Evidence of Completion

Mini assessments will monitor students reading improvements throughout the year.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A317023	Implementing professional development for teachers to interpret data in all content areas.	Sanchez, Roberto	8/18/2014	Evidence that data is being used in lesson plans to make effective instructional decisions.	6/3/2015 monthly
G3.MA1  M329519	Data reports on attendance	Summers, Phillip	8/18/2015	Analysis from attendance reports will indicate more students are attending school.	6/3/2016 one-time
G2.B1.S1.A1  A317025	Provide non-English teachers with appropriate writing materials to improve student writing in all...	Sanchez, Roberto	9/1/2015	Students writing samples and state assessments will provide evidence of improved student writing.	3/30/2017 monthly
G1.B1.S2.MA1  M329511	Scores from the mid year and third baseline assessments in ELA and Math will be used to determine...	Groves , Josh	8/10/2016	Data from the performance of students on the end of year and mid year progress monitoring assessments in ELA and Math.	3/30/2017 quarterly
G2.B1.S1.MA1  M329515	Writing samples will be collected monthly at department chair meetings. Data from practice writings...	Thomas, Mary	9/1/2016	Data from practice writings samples will be analyzed.	3/31/2017 monthly
G1.MA1  M329513	Notes and agendas from meetings where the standards were studied collaboratively. In addition, data...	Sanchez, Roberto	8/10/2016	Agendas and notes from classroom visits.	4/28/2017 monthly
G1.B1.S2.A1  A317024	Continue to discuss and study the standards so that we can plan instruction that adequately...	Roquett , Jose	8/2/2016		5/23/2017 monthly
G1.MA2  M329514	Agenda and minutes from PLC meetings	Thomas, Mary	8/10/2016	Agenda and minutes from PLC meetings will reflect that the standards were analyzed and that instructional plans were made or modified to ensure the data was use to improve instruction.	5/24/2017 one-time
G1.B1.S2.MA1  M329512	Classroom observations will be focused on the connection between the standards and how well they...	Groves , Josh	8/2/2016	Observation feedback from classroom visits.	5/24/2017 biweekly
G2.MA1  M329517	We will collect data using the interim writing assessments and standardized testing. We will also...	Thomas, Mary	8/19/2016	Writing assessments, standardized testing	6/3/2017 quarterly
G2.B1.S1.MA1  M329516	Resources will be available to teachers of non-English classes to incorporate appropriate writing...	Sanchez, Roberto	9/1/2016	Students writing data will be collected to ensure all content areas are producing high quality student writing samples.	6/3/2017 monthly
G3.B1.S1.MA1  M329518	Performance Matters will be used to create tests to enhance reading skills and monitor improvement.	Sanchez, Roberto	8/18/2016	Mini assessments will monitor students reading improvements throughout the year.	6/3/2017 monthly
G3.B1.S1.A1  A317026	Attendance will be prioritized.	Summers, Phillip	8/18/2016	Attendance data will be discussed in each leadership and department chair meeting. This data will also be communicated to all staff and all staff will emphasize the importance of attendance. Student with good attendance will be recognized.	6/3/2017 monthly

V. Professional Development Opportunities

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

G1. If we continue to improve our use of the standards to guide our instruction, we will see an improvement in proficiency in all state-mandated assessments.

G1.B1 Teachers lack the knowledge and skill to unpack the new standards and plan for that type of complexity or rigor.

G1.B1.S1 Provide continuing professional development for teachers in the analysis of standards and in planning for instruction that adequately addressed the complexity of those standards. Continue to focus on standards in math and ELA professional training days.

PD Opportunity 1

Implementing professional development for teachers to interpret data in all content areas.

Facilitator

George Duckstein, Roberto Sanchez

Participants

Teachers and Staff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

G1.B1.S2 Provide feedback to teachers on the alignment between instruction and it's connection impact to the standards.

PD Opportunity 1

Continue to discuss and study the standards so that we can plan instruction that adequately addresses those standards.

Facilitator

Jose Roquett and Mary Thomas

Participants

ELA and Math teachers

Schedule

Monthly, from 8/2/2016 to 5/23/2017

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	Implementing professional development for teachers to interpret data in all content areas.	\$0.00
2	G1.B1.S2.A1	Continue to discuss and study the standards so that we can plan instruction that adequately addresses those standards.	\$0.00
3	G2.B1.S1.A1	Provide non-English teachers with appropriate writing materials to improve student writing in all content areas.	\$0.00
4	G3.B1.S1.A1	Attendance will be prioritized.	\$0.00
			Total: \$0.00