

Miami-Dade County Public Schools

Jann Mann Educational Center



2016-17 Schoolwide Improvement Plan

Jann Mann Educational Center

16101 NW 44TH CT, Opa Locka, FL 33054

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 1-12	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	99%

School Grades History

Year Grade	2014-15 *	2013-14 F

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Jann Mann Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Jan Mann Opportunity School is to provide a positive learning environment where students are motivated to learn new strategies for overcoming dysfunctional interpersonal patterns and to improve academically, socially, and vocationally so that they may, without difficulties, become productive members in an emerging global economy.

b. Provide the school's vision statement.

Jan Mann Opportunity School sees our students emerging into the world as holistic, culturally tolerant citizens who can contribute, compete and acquire the unique skills critical to becoming world class citizens in an international economy.

2. School Environment

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

As an alternative setting, students are given the opportunity to meet with guidance counselors and school social workers during the initial registration process. Parents and students are given the chance to share any information they believe is pertinent in successfully understanding the diverse needs of their students, which may include cultural backgrounds, language barriers, etc. In this way, classroom teachers are able to create an atmosphere where all students feel included and are comfortable with their learning environment.

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

Jan Mann Opportunity School has a zero tolerance policy against bullying, violence or any form of intimidation. In accordance with this policy, all students are made aware that if at any time they feel threatened or unsafe, they should contact any staff member and all available means will be taken to rectify the situation. Additionally, the school has a Lockdown procedure and Crisis Plan in place to address incidents, should they arise. The school also has school security monitors in place throughout the day, and school resource officers are assigned to respond when assistance is needed.

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.

Jan Mann has implemented a schoolwide behavioral plan which includes counseling, incentives and progress monitoring. Jan Mann is fortunate to have guidance counselors and TRUST counselor as well as onsite school social workers, a school psychologist and EBD clinician. The school has implemented a behavioral incentive program to help classroom teachers monitor student behavior and the program offers incentives to students who are in compliance with school rules. Students who continuously exhibit disruptive behaviors are monitored using RtI strategies, and those who are targeted as Tier 2 or Tier 3 students are able to receive targeted services to address specific behavioral needs.

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 Student Services department, along with the leadership team analyze attendance and suspension data, as well as referral data to offer support to families and students at Jan Mann Opportunity School. Further, the Student Services Department meets with the administrative team weekly to review student issues as it relates to student behavior, attendance and suspensions. Rtl team meetings are scheduled for those students who fall in the Tier 3 category for behavior and academics. Families who feel they need extended services are also given information/referrals for outside agencies.

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.

Jan Mann Opportunity School is alternative education center. As such, many of the students come to us from their regular school sites already meeting one or more of the indicators used in the early warning system. An overwhelming majority (more than 80%) of students are Level 1 in Reading and/or Math, have suspensions, excessive absences, and have failed one or more courses.

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	13	17	29	17	17	5	5	103
One or more suspensions	0	0	0	0	0	0	3	4	10	5	8	2	1	33
Course failure in ELA or Math	0	0	0	0	0	0	10	13	15	19	14	3	1	75
Level 1 on statewide assessment	0	0	0	0	0	0	6	14	22	14	12	0	0	68
	0	0	0	0	0	0	6	20	33	22	10	5	9	105

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

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

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

The goal of our school is to reinforce good choices academically and socially and provide students with those skills which will help them to become productive members of society. Students are offered support, once they are enrolled at our school, through home visits, guidance counseling, intensive remediation courses, and, in some cases, credit recovery. The school also makes available group counseling as well as individual counseling to allow students a chance to express their feelings and identify students in need of extended services.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

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

2. Description

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 developed several partnerships throughout the community to support its vision and mission. One of the partnerships created has been with Florida Memorial University (FMU), which borders the school on the south side. Among the many things developed through this partnership, the school has worked with student interns, developed mentorship programs, had faculty members from FMU participate in the school advisory committee and participated in FMU's teacher recruitment program. The school has also developed partnerships with local churches and business, all with the goal of encouraging student achievement.

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
Dunn, Ja Marv	Principal
Ashley, Rosetta	School Counselor
Braynon, Harold	Teacher, K-12
Floyd, Michael	Teacher, K-12
Lafaille, Eddy	Teacher, Career/Technical
Odi, Olubukola	Teacher, K-12
Walker, Andrea	SAC Member
Patrice, Ramon	Assistant Principal
Morris, Catherine	Teacher, ESE

b. Duties

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

Samuel L. Johnson, Principal
Ramon Patrice, Assistant Principal

Rosetta Ashley, Student Services Chair
Catherine Morris, Science/SPED Department Head
Olubukola Odi, Language Arts Department Head
Michael Floyd, Mathematics Department Head
Harold Braynon, Social Studies Department Head
Eddy Lafaille, Vocational Department Head
Andrea Walker, Test Chairperson

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 MTSS/Rtl Leadership team at Jan Mann Opportunity School conducts bi-weekly meetings to monitor academic and behavioral data to evaluate student progress. The leadership team:

1. Monitors academic and behavior data evaluating progress by addressing the following important questions:

- What will students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

- How will we correct/redirect inappropriate behavior? (behavior)

2. Gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Maintains communication with staff input and feedback, as well as updating them on procedures and progress.

4. Supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions (academic and behavioral).

5. Provides clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

6. Assists with monitoring and responding to the needs of subgroups within the expectations for AMO. Implements strategies to target students on each tier, with the level of targeted intervention increasing on each tier.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis;

participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Andrea Walker	Teacher
Samuel L. Johnson	Principal
Rosetta Ashley	Teacher
Aura Bencosme	Teacher
Carolyn Allen	Teacher
Eddy Lafaille	Teacher
Feleshia Burden	Business/Community
Darlene Brown	Business/Community
Beryl Akra	Education Support Employee
Roberta Braxton	Teacher
Leonie Levy	Education Support Employee
Tammy Fishburne	Business/Community
	Teacher
Monique Francis	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

In evaluating the final draft of the School Improvement Plan, the members of the EESAC believed that the plan was soundly written. Further, the members of the committee were satisfied that the plan was revisited and adjusted accordingly based on data received from Interim Assessments. The EESAC believes that this year the school will reflect more closely on formative assessment data and use it to inform instruction.

b. Development of this school improvement plan

The EESAC is involved in the writing of the SIP and monitors progress towards targeted goals and objectives at each meeting. The EESAC reviews and makes recommendations related to all school level budgets, as well as approves expenditures from EESAC funds. EESAC members are involved in seeking resources for completion of all proposed SIP objectives and school enhancement initiatives.

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

The EESAC has an annual review of the school's budget and it's allocation of resources. During this meeting, stakeholders are able to make recommendations about how best to utilize those resources and what the fiscal needs of the school will be in the upcoming year. Additionally, the EESAC is able to make budgetary decisions about its budget based on school needs and shortfalls in the school budget.

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

EESAC funds will be used during the 2015-16 school year to promote improved student behavior and academic performance. To this end, funds will be allocated for student RtI/B Incentives, student field trips and professional development opportunities.

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
Dunn, Ja Marv	Principal
Patrice, Ramon	Assistant Principal
Ashley, Rosetta	School Counselor
Braynon, Harold	Teacher, K-12
Floyd, Michael	Teacher, K-12
Lafaille, Eddy	Teacher, Career/Technical
Odi, Olubukola	Teacher, K-12
Walker, Andrea	SAC Member
Morris, Catherine	Teacher, ESE

b. Duties

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

Jan Mann's Literacy Leadership Team will focus on the following:

- Effective utilization of the MTSS/Rtl process
- Creating an instructional plan for use across the curriculum

- Greater utilization of assessment data to drive instruction
- Development of school wide learning activities related to the reading initiative

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-wide responsibility for reading is being addressed through our Reading, Mathematics, Writing and Science goals by the use of grade-level texts, CRISS strategies, guided instruction in comprehension strategies, critical thinking strategies in expository and informational texts as well as in the use of computer-aided instruction, independent practice reading and by providing all teachers with an Instructional Focus Calendar based on district pacing guides for the Reading/ELA curriculum. An Instructional Focus Calendar ensures that essential skills and strategies are being delivered across the curriculum. Further, core subject teachers have been provided with common planning times to allow for a collaborative process in the implementation of instruction.

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

The school will aim to recruit new highly qualified teachers from Job Fairs and through partnership with Florida Memorial University.

School administrators will solicit referrals from veteran teachers and outside agencies.

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

As an alternative education center where grades 6-12 are taught with a limited number of instructional personnel, having certified teachers for all assignments is a challenge. With that in mind, non-highly qualified teachers are actively seeking to become certified in all areas to which they are assigned. This is an ongoing process which is being monitored by administration. During the 2015-160 school year, teachers will participate in teacher driven observations as a part of their professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core departments conduct collaborative planning sessions. The collaborative planning process ensures that all content areas are providing effective reading instruction to students, based in their content areas. The department members will review the standards based on the District Pacing Guides and implement the Reading and English standards using Webb's DOK levels 3 and 4, to create collaborative lesson plans.

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.

The school monitors all data derived from min-assessments as well as the data from District Interim Assessments to modify the instructional delivery in the classroom. Specifically, data derived from mini-assessments are used as a tool for small group re-teaching and remediation. Students who demonstrate achievement at a level that is above average are given opportunities for enrichment

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

Strategy: Extended School Day

Minutes added to school year: 3,800

Extended learning opportunities will be provided to ensure students requiring additional remediation are assisted through participation in Summer School.

Services are provided to ensure students requiring additional remediation are assisted through push-in or pull-out tutorial models during the school day as well as summer school. The district coordinates with Title I in ensuring staff development needs are provided. Support services are provided to secondary students. The administrators and instructional leadership team develop, lead, and evaluate school core content standards/programs. They identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Dunn, Ja Marv, pr8101@dadeschools.net

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

Data is collected through proficiency demonstrated on bi-weekly assessments and scores on interim assessments to monitor progress.

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.

Jan Mann Opportunity services students in grades 6-12. Because students are assigned to us administratively through the district Office of Alternative Education, the student population is fluid and not subject to the articulation process. With this in mind, every effort is made to assist students with their transition back to a traditional school setting when they have been approved to exit our program.

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.

Student services members, in conjunction with the classroom teachers, work with students to insure completion of the electronic Portfolio Educational Plan (ePEP), reviewing career goals and programs of study as part of the career planning process. All applied technology courses include career planning components. Students meet individually with their assigned guidance counselor for articulation/subject selection; however, due to the size of the school, course offerings are limited. Because students are placed here for a short period of time and then returned to their home school, the counselor also addresses student course selections at their home schools as well courses offered through adult education and virtual school. Additionally, our career academy focuses on developing specific career job training skills and seeks to offer internship opportunities.

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

Jan Mann Opportunity School offers students the opportunity to take courses related to careers in fashion design, culinary arts, and business technology education. The applications and skills taught in these classes are transferable so that students can apply these skills in their content area courses and in real world applications. Middle school students are exposed to exploratory courses in family and consumer sciences and business technology education; all courses include career planning. Instructional staff members are encouraged to plan project-based learning activities that cross content areas, provide relevance, and include a career component. Additionally, 70% of Junior and Seniors register to take the ACT test as noted in Postsecondary Transition.

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

Career academy students are not in a cohort schedule with academic and CTE teachers. Our overall goal is to increase the awareness of Career Academies and Technical Education.

- Provide students with opportunities for Project Based Learning that will combine career themed instruction with common academic instruction.
- Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning or Unwrapping CTE Standards, (online training offered by FACTE through school year.)
- Schedule career academy students in cohorts with common academic and CTE instructors.
- Promote CTE awareness, through activities such as CTE Month in Feb. 2014, Career Fairs, parent/family night, activities with feeder pattern schools, etc.
- Prepare and test students for industry certifications through registered career-themed courses.

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.

In preparation for college entrance exams, our students are offered College Readiness courses in English and Mathematics. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" 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.** To increase student achievement by improving core instruction in all content areas.
- G2.** EWS: The number of students who miss 10% or more instructional time will decrease by 5%.
- G3.** To increase the number of students participating in school-wide science fairs and school-based science competitions.
- G4.** Parental Involvement: See PIP

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. To increase student achievement by improving core instruction in all content areas. 1a

G087998

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Algebra I EOC Pass Rate	10.0
Geometry EOC Pass Rate	
AMO Reading - All Students	
Bio I EOC Pass	15.0
FCAT 2.0 Science Proficiency	15.0
Effective+ Teachers (Performance Rating)	

Targeted Barriers to Achieving the Goal 3

- During whole group instruction, instructional staff does not consistently ask purposeful, higher order questions aligned to the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Plan for and deliver professional development with the following focus: designing formative assessments with the goal of understanding student knowledge and using data derived from assessments to differentiate instruction.

Plan to Monitor Progress Toward G1. 8

Review of notes derived from teacher observations

Person Responsible

Ja Marv Dunn

Schedule

Monthly, from 9/20/2016 to 1/21/2017

Evidence of Completion

Teacher notes, student work folders and teacher lesson plans.

Plan to Monitor Progress Toward G1. 8

review of lesson plans will demonstrate the use of higher order questions.

Person Responsible

Ramon Patrice

Schedule

Biweekly, from 9/20/2016 to 1/21/2017

Evidence of Completion

Evaluation of teacher lesson plans during common planning and increases in student achievement on assessments (FAIR, EOC, FSA) will determine if progress is being made toward selected targets.

G2. EWS: The number of students who miss 10% or more instructional time will decrease by 5%. 1a

G087999

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	5.0

Targeted Barriers to Achieving the Goal 3

- Students have excessive absences due to issues with families, and issues at home including, but not limited to, housing, interpersonal relationships, and court interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- - School Social Worker - School Counselors - At Risk Profile Report - School Leadership Team - Instructional Teachers - Mentors/ Case Workers or Outside Agencies

Plan to Monitor Progress Toward G2. 8

Weekly meeting with administration and the Leadership Team to review attendance and behavior reports.

Person Responsible

Ja Marv Dunn

Schedule

Weekly, from 9/15/2015 to 1/21/2016

Evidence of Completion

Student Services parent contact logs, attendance reports, behavior reports and COGNOS data reports

G3. To increase the number of students participating in school-wide science fairs and school-based science competitions. 1a

G088000

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

- Students have limited opportunities to participate in district science competitions and other science and technology resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students will participate in school-wide science competitions and explore science technology resources including GIZMOS.

Plan to Monitor Progress Toward G3. 8

Evidenced by the number of students participating in school-based science activities and increased use of science-based technology.

Person Responsible

Ramon Patrice

Schedule

Monthly, from 9/20/2016 to 1/21/2017

Evidence of Completion

Student work samples and student work folders.

G4. Parental Involvement: See PIP 1a

G088001

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. To increase student achievement by improving core instruction in all content areas. 1

G087998

G1.B1 During whole group instruction, instructional staff does not consistently ask purposeful, higher order questions aligned to the standard. 2

B233970

G1.B1.S1 Provide teachers with support on developing lesson plans that specify higher order thinking questions aligned to the standards with various methods for eliciting student responses. 4

S246784

Strategy Rationale

Students need to respond to higher level questions that require in-depth responses in order to have a good grasp of the content.

Action Step 1 5

During common planning and faculty meetings, teachers will be provided with professional development sessions on designing higher order thinking questions and infusing them during whole group instruction.

Person Responsible

Andrea Walker

Schedule

Monthly, from 9/20/2016 to 1/21/2017

Evidence of Completion

faculty meeting sign-in sheets and handouts provided

Action Step 2 5

During common planning, teachers will also participate in a lesson study where observing and modeling the use of higher order questions during whole group instruction is the focus.

Person Responsible

Ramon Patrice

Schedule

Monthly, from 9/20/2016 to 1/21/2017

Evidence of Completion

notes taken during observations and notes taken by administrators during the debriefing

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

During teacher observations, notes will be taken which can then be shared during common planning and during faculty meetings centered around lesson study.

Person Responsible

Andrea Walker

Schedule

Monthly, from 9/20/2016 to 1/21/2017

Evidence of Completion

Student work folders with assignments that show student responses to open-ended high level questions.

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

review of lesson plans and sign-in sheets from common planning meetings

Person Responsible

Ja Marv Dunn

Schedule

Weekly, from 9/20/2016 to 1/20/2017

Evidence of Completion

student work samples, teacher notes derived from observations

G2. EWS: The number of students who miss 10% or more instructional time will decrease by 5%. 1

G087999

G2.B1 Students have excessive absences due to issues with families, and issues at home including, but not limited to, housing, interpersonal relationships, and court interventions. 2

B233971

G2.B1.S1 The administrators and the Student Services team will monitor daily attendance reports, discipline reports and academic progress of students. 4

S246785

Strategy Rationale

Administrators and members of the Student Services team will monitor daily attendance and make parent contact through phone calls, meetings and home visits. Additionally, Student Services members will offer referrals to outside agencies as deemed appropriate and necessary.

Action Step 1 5

Student Services staff will make daily phone calls to parents of absent students and schedule meetings with parents to address student attendance and academic progress

Person Responsible

Ja Marv Dunn

Schedule

Weekly, from 9/20/2016 to 1/20/2017

Evidence of Completion

Parent contact logs and Student Services Case Management information.

Action Step 2 5

School Social Workers will schedule truancy child study team meetings to identify reasons which may prevent students from coming to school and offer appropriate resources and/or services, if possible.

Person Responsible

Ramon Patrice

Schedule

Weekly, from 9/20/2016 to 1/20/2017

Evidence of Completion

parent contact logs and information recorded in the district's Student Information System.

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

The Principal and Student Services Team will monitor the attendance reports, discipline reports and academic progress of students.

Person Responsible

Ja Marv Dunn

Schedule

Weekly, from 1/21/2016 to 1/20/2017

Evidence of Completion

Attendance and Disciplinary report.

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

Weekly review of attendance and behavior reports. Use of COGNOS data reports.

Person Responsible

Ja Marv Dunn

Schedule

Weekly, from 9/20/2016 to 1/20/2017

Evidence of Completion

Administrative team will review daily attendance reports and meet with School Workers weekly to review truancy updates and attendance tracking logs. They will also meet with guidance counselors to review behavior reports and student counseling information logged in the district student database system.

G3. To increase the number of students participating in school-wide science fairs and school-based science competitions. 1

G088000

G3.B1 Students have limited opportunities to participate in district science competitions and other science and technology resources. 2

B233972

G3.B1.S1 Science teachers will provide students with additional opportunities to participate in district science competitions. Teachers will also provide students with additional exposure to science resources including GIZMOS. 4

S246786

Strategy Rationale

Students need to gain a greater awareness of STEM activities and have a chance to compete a school and district levels.

Action Step 1 5

Science teachers will be responsible for facilitating students in the completion of science fair projects and will allow student work to be displayed in a school-wide science fair.

Person Responsible

Ramon Patrice

Schedule

Monthly, from 9/20/2016 to 1/20/2017

Evidence of Completion

Student work samples

Action Step 2 5

Science teachers will schedule time in the computer labs for GIZMOS and other virtual science experiences.

Person Responsible

Ramon Patrice

Schedule

Quarterly, from 9/20/2016 to 1/20/2017

Evidence of Completion

student work folders and other student work samples

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

Science department meetings to create a timeline and discuss student progress.

Person Responsible

Catherine Morris

Schedule

Weekly, from 9/21/2016 to 1/20/2017

Evidence of Completion

Department meeting sign-in sheets and agendas.

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

The science department will hold a school wide Science Fair to display projects completed by students

Person Responsible

Ramon Patrice

Schedule

On 12/23/2016

Evidence of Completion

Student work samples

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.MA1 M333875	Weekly meeting with administration and the Leadership Team to review attendance and behavior...	Dunn, Ja Marv	9/15/2015	Student Services parent contact logs, attendance reports, behavior reports and COGNOS data reports	1/21/2016 weekly
G3.B1.S1.MA1 M333876	The science department will hold a school wide Science Fair to display projects completed by...	Patrice, Ramon	11/18/2016	Student work samples	12/23/2016 one-time
G1.B1.S1.MA1 M333869	review of lesson plans and sign-in sheets from common planning meetings	Dunn, Ja Marv	9/20/2016	student work samples, teacher notes derived from observations	1/20/2017 weekly
G2.B1.S1.MA1 M333873	Weekly review of attendance and behavior reports. Use of COGNOS data reports.	Dunn, Ja Marv	9/20/2016	Administrative team will review daily attendance reports and meet with School Workers weekly to review truancy updates and attendance tracking logs. They will also meet with guidance counselors to review behavior reports and student counseling information logged in the district student database system.	1/20/2017 weekly
G2.B1.S1.MA1 M333874	The Principal and Student Services Team will monitor the attendance reports, discipline reports and...	Dunn, Ja Marv	1/21/2016	Attendance and Disciplinary report.	1/20/2017 weekly
G2.B1.S1.A1 A320636	Student Services staff will make daily phone calls to parents of absent students and schedule...	Dunn, Ja Marv	9/20/2016	Parent contact logs and Student Services Case Management information.	1/20/2017 weekly
G2.B1.S1.A2 A320637	School Social Workers will schedule truancy child study team meetings to identify reasons which may...	Patrice, Ramon	9/20/2016	parent contact logs and information recorded in the district's Student Information System.	1/20/2017 weekly
G3.B1.S1.MA1 M333877	Science department meetings to create a timeline and discuss student progress.	Morris, Catherine	9/21/2016	Department meeting sign-in sheets and agendas.	1/20/2017 weekly
G3.B1.S1.A1 A320638	Science teachers will be responsible for facilitating students in the completion of science fair...	Patrice, Ramon	9/20/2016	Student work samples	1/20/2017 monthly
G3.B1.S1.A2 A320639	Science teachers will schedule time in the computer labs for GIZMOS and other virtual science...	Patrice, Ramon	9/20/2016	student work folders and other student work samples	1/20/2017 quarterly
G1.MA1 M333871	Review of notes derived from teacher observations	Dunn, Ja Marv	9/20/2016	Teacher notes, student work folders and teacher lesson plans.	1/21/2017 monthly
G1.MA2 M333872	review of lesson plans will demonstrate the use of higher order questions.	Patrice, Ramon	9/20/2016	Evaluation of teacher lesson plans during common planning and increases in student achievement on assessments (FAIR, EOC, FSA) will determine if progress is being made toward selected targets.	1/21/2017 biweekly
G3.MA1 M333878	Evidenced by the number of students participating in school-based science activities and increased...	Patrice, Ramon	9/20/2016	Student work samples and student work folders.	1/21/2017 monthly
G1.B1.S1.MA1 M333870	During teacher observations, notes will be taken which can then be shared during common planning...	Walker, Andrea	9/20/2016	Student work folders with assignments that show student responses to open-ended high level questions.	1/21/2017 monthly
G1.B1.S1.A1 A320634	During common planning and faculty meetings, teachers will be provided with professional...	Walker, Andrea	9/20/2016	faculty meeting sign-in sheets and handouts provided	1/21/2017 monthly
G1.B1.S1.A2 A320635	During common planning, teachers will also participate in a lesson study where observing and...	Patrice, Ramon	9/20/2016	notes taken during observations and notes taken by administrators during the debriefing	1/21/2017 monthly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 During whole group instruction, instructional staff does not consistently ask purposeful, higher order questions aligned to the standard.

G1.B1.S1 Provide teachers with support on developing lesson plans that specify higher order thinking questions aligned to the standards with various methods for eliciting student responses.

PD Opportunity 1

During common planning and faculty meetings, teachers will be provided with professional development sessions on designing higher order thinking questions and infusing them during whole group instruction.

Facilitator

Andrea Walker, Samuel L. Jonson, Ramon Patrice

Participants

Faculty and Staff

Schedule

Monthly, from 9/20/2016 to 1/21/2017

G3. To increase the number of students participating in school-wide science fairs and school-based science competitions.

G3.B1 Students have limited opportunities to participate in district science competitions and other science and technology resources.

G3.B1.S1 Science teachers will provide students with additional opportunities to participate in district science competitions. Teachers will also provide students with additional exposure to science resources including GIZMOS.

PD Opportunity 1

Science teachers will schedule time in the computer labs for GIZMOS and other virtual science experiences.

Facilitator

District Professional Development for science teachers which provide instruction on conducting GIZMOS and the infusion of science technology in the classroom.

Participants

Science Teachers

Schedule

Quarterly, from 9/20/2016 to 1/20/2017

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	During common planning and faculty meetings, teachers will be provided with professional development sessions on designing higher order thinking questions and infusing them during whole group instruction.	\$0.00
2	G1.B1.S1.A2	During common planning, teachers will also participate in a lesson study where observing and modeling the use of higher order questions during whole group instruction is the focus.	\$0.00
3	G2.B1.S1.A1	Student Services staff will make daily phone calls to parents of absent students and schedule meetings with parents to address student attendance and academic progress	\$0.00
4	G2.B1.S1.A2	School Social Workers will schedule truancy child study team meetings to identify reasons which may prevent students from coming to school and offer appropriate resources and/or services, if possible.	\$0.00
5	G3.B1.S1.A1	Science teachers will be responsible for facilitating students in the completion of science fair projects and will allow student work to be displayed in a school-wide science fair.	\$0.00
6	G3.B1.S1.A2	Science teachers will schedule time in the computer labs for GIZMOS and other virtual science experiences.	\$0.00
Total:			\$0.00