

The School District of Palm Beach County

Santaluces Community High



2017-18 Schoolwide Improvement Plan

Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

<https://snhs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Santaluces Community High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Santaluces Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential while fostering post-secondary success through rigorous instruction, extracurricular opportunities, and responsible citizenship.

b. Provide the school's vision statement.

Santaluces Community High School will thrive as a collaborative and multicultural community where education, character, and lifelong learning are valued and supported.

2. School Environment

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

Single School Culture is used as a basis for teachers, school counselors, and administrators when having conversations with students and adults in formal and informal settings. School counselors visit classrooms to discuss student interests. Clubs and organizations based on student interest levels are established and overseen by teacher-sponsors. Furthermore, all stakeholders learn about and use evidence-based strategies to address cultural awareness, improve student-teacher relations, and close existing social justice and equity gaps. Cultural competence as well as equity and access within instructional practice are at the forefront of the school's mission and vision.

To address and develop cultural awareness, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans.

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

Single School Culture for Behavior and the School-wide Positive Behavior Support (PBS) system help to create an environment where students feel safe and respected. During the course of the day, faculty and staff are visible to ensure that all students are supervised and safe. Administration and teachers are available throughout the day to talk with students about academic and non-academic topics in a professional, respectful manner in both formal and informal settings. If students have issues, teachers and administrators work together with students and parents to resolve the problems. Anti-bullying and PBS signs are very conspicuous around the school and in addition to implementation, these signs are regularly referenced throughout the day. Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying, harassment, dating violence, civil rights policies, etc.

The principal ensures that relationship-building is a clear priority and engages community

stakeholders in assessing current state of the cultural awareness and student-teacher relationships. In turn, this also creates an environment where students feel safe.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

Following the ideals of Single School Culture for Behavior, the school developed its PBS system using universal guidelines that are posted in every classroom and around campus. The PBS universal guidelines, referred to as the CHIEFS matrix provide students with expectations on desired behaviors in various school settings. Each letter in CHIEFS stands for Confidence, High Expectations, Integrity, Empathy, Focus, and Success. The PBS is shared and reviewed with students throughout the school year. Teachers are trained and provided with behavior intervention strategies to minimize unwanted behaviors throughout the course of the school year. Students are also given a copy of the Student Code of Conduct which is discussed in their classes and in grade-level assemblies. Furthermore, assistant principals in charge of discipline follow the discipline matrix and policies set forth by the District. As a result, distractions keeping students engaged during instructional time are minimized.

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.

Following the practices of Single School Culture for Climate, students are encouraged by teachers, school counselors, and administration to discuss with an adult on campus any needs or concerns that may arise. When issues surface, adults on campus work with students to meet their needs, help to resolve their problems, or refer the student to someone who can better assist them. School counselors work hand-in-hand with students to meet the social-emotional developmental needs. This is achieved individually, in group settings, or through extended cooperative services.

Incoming freshmen are paired up with upper-class students through our Link Crew program to help support and mentor them as they transition to a high school setting. Mentoring programs are also provided through the "Women of Tomorrow" for our at-risk female students. Furthermore, stakeholders are encouraged to participate in activities to address cultural awareness, improve student-teacher relations, and close existing social justice and equity gaps.

Mentoring is a growing aspect at Santaluces Community High School. Assigning students identified with social emotional concerns to adults who are committed to helping and mentoring them through

their school and life experiences will assist in ensuring the social emotional needs of all students are being met.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/424139>.

2. Description

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

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

The school participates in local organizations such as the Chamber of Commerce and education boards for local municipalities to help build relationship with local businesses and government. The school also invites business partners to sit on Academy advisory boards; giving industry input on curriculum initiatives and program goals. The school seeks partnerships between local organizations and Academies to incorporate guest instructors who can teach industry standards directly tying education and the real-world workforce together.

The school holds Open Houses specially designed to help ensure community stakeholders receive accurate information on curriculum, colleges or careers, Edline, navigating the School and District websites, and District, State, and National assessment programs. The school will also seek and utilize motivational speakers to promote student academic and emotional wellness and growth.

Teachers are expected to make positive contact with parents to build and sustain partnerships. They also attend professional development training to increase positive relationships with parents.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Moore Robinson, Tameka	Principal
Gaddy, Terry	Assistant Principal
Robinson, Shakeica	Assistant Principal
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Sampson, Catherine	Instructional Coach
Motter, Stacey	Teacher, ESE
Brown, Glenn	Instructional Coach
Tanguay, Debbie	School Counselor
Gideon, Wilnic	Assistant Principal
Paletti, Tracy	Assistant Principal

b. Duties

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

Mrs. Moore- Robinson (Principal): Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision Making Leader

Mr. Krupa (Assistant Principal): MTSS/School-wide Data-Based Decision Making Leadership Team Member

Mr. Gaddy (Night School AP) MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member

Dr. Gideon (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Paletti(Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Harrell (School Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Tanguay (School Counselor / Graduation Coach) MTSS/Grade Level-wide Data-Based Decision Making Team Member

Ms. Mawali (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Neer (School Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member

Mr. Ramos (9th Grade Academy Dean) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. T. Robinson (School Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Mr. Montoya (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. S. Robinson (Curriculum Assistant Principal) MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member

Ms. Sampson (Reading Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member

Mr. Brown (Mathematics Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member

Ms. Rosefort (ELL Guidance Counselor) ELL Data-Based Decision Making Team Member

Ms. Motter (ESE Coordinator & SBT Leader) MTSS/School-wide and ESE Data-Based Decision Making Leadership Team Member

Ms. Boykin (Dean of SWD) MTSS/School-wide and SBT Data-Based Decision Making Leadership Team Member

Ms. Leonor (ESOL Coordinator) MTSS/School-wide and ESOL Data-Based Decision Making Leadership Team Member

The responsibilities of all MTSS School-wide leadership team members are to:

1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process
2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data
3. Determine if problems/barriers are systemic or individual based on the data
4. Schedule data days throughout the year
5. Facilitate the development of instructional schedules based upon student needs
6. Ensure professional development matches the needs of the staff based upon student data
7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support
8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians
9. Create frequent opportunities to celebrate and communicate success

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.

Santaluces High School uses the 8-step problem-solving process for determining instruction, funding, and staffing at the core and supplemental levels. For Intensive level, the 4-step problem-solving process is utilized.

8-Step Problem-Solving (Core & Supplemental):

1. Identify a goal to achieve target
2. Brainstorm resources, barriers; prioritize barriers to overcome
3. Choose barrier to address
4. Brainstorm strategies to overcome prioritized barrier, prioritize strategies
5. Identify action step for each targeted strategy
6. Determine how strategies will be progress monitored for fidelity of who, what, when, and how the strategy will be implemented. (Are they happening as prescribed?)
7. Determine how strategies will be monitored for effectiveness (are they working?)
8. Determine how progress toward each goal will be monitored (establish timeline for using data, establish schedule for data meetings, define criteria for continuing, modifying, or terminating based on data)

4-step: (Intensive):

1. Problem Identification: what exactly is the problem? Academic or behavior?
2. Problem Analysis: Why is the problem happening? What is the function of the behavior?
3. Intervention Design and Implementation: What exactly are we going to do about it? Who is going to do the intervention/strategy? What intervention/strategy is going to be implemented? Where is the intervention/strategy going to take place? When is the intervention/strategy going to take place? Who is going to progress monitor the intervention/strategy? What does fidelity of the intervention/strategy look like? When will we review the data?
4. Response to Intervention: Is the intervention/strategy working as design? Do we need more, less, different intervention?

The school implements a Single School Culture by consistently referring to the universal guidelines CHIEFS matrix, whereby each letter in CHIEFS exemplifies the following: C is Confidence, H is High Expectations, I is Integrity, E is Empathy, F is Focus, and S is Success. Following Grade-Level

Assemblies, the behavioral matrix and teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring PBS ensures success. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of PBS. Students are continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms used on campus. We meet as a team weekly throughout the school year.

Title I funding supports targeted tutorials for students, including teacher and student consumables, parent involvement opportunities, workshops, summer school extended-learning, Saturday parent-teacher conferences, teacher professional development and other personnel who provide additional assistance with increasing student achievement as well as college and career readiness.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tameka Robinson	Principal
Carol Fisher	Parent
Africa Fine	Parent
Alexandra Clifton	Teacher
Abby Raddi	Student
Dr. Lorna Wright-Williams	Parent
Drenka Kovacevic	Parent
Hayley Forsyth	Student
Jacqueline Wells	Education Support Employee
Jacquelyn Martinez	Student
Lisa Kwapis	Teacher
Sheryl Mandoeng	Parent
Stephanie Sorenson	Parent
Travis Robinson	Business/Community
Barbara Cote	Teacher
Wallace Barr	Parent
Wanda Barr	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC is provided with the results of school grade data and what occurred within the SIP. It is then discussed what was successful and what is in need of improvement. The areas of improvement are addressed and placed in the current SIP. The SAC will review the current SIP to provide feedback and final approval.

b. Development of this school improvement plan

SAC members reviewed the current SIP and were asked to provide inquiries, input and opinions to modify, edit, and/or improve current plan. SAC votes on the approval of the SIP.

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

The SAC reviews, provides feedback and gives final approval of the school's annual budget and plan.

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

School improvement (SI) funds are used to provide students with positive educational experiences such as tutoring supplies and materials, workshop experiences or teacher training/professional development. SI funds are also used for after school or Saturday tutoring sessions related to tested subject areas for all students. Teachers have the opportunity to submit requests for SI funds for programs or materials that will improve upon their curriculum and instruction.

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
Sampson, Catherine	Instructional Coach
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Motter, Stacey	Teacher, ESE
Robinson, Shakeica	Assistant Principal
Brown, Glenn	Instructional Coach
Tanguay, Debbie	School Counselor
Moe, Alison	Instructional Media
Moore Robinson, Tameka	Principal
Gideon, Wilnic	Assistant Principal
Paletti, Tracy	Assistant Principal

b. Duties

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

The goal of the Literacy Leadership Team is to assist teachers and students to improve overall levels of reading and writing proficiency and to help ensure that all students make one year's growth.

The areas of need are based on:

- FSA ELA = 48% Level 3 or Above, 48% Gains, 45% Gains of Lowest 25%
- Reading and Writing using technology not as widespread across all content areas.

- Based upon library circulation, interest in independent reading is lower than the county norm.

The objectives of the team will be:

- Teachers will incorporate school-wide, research-based reading and writing strategies into their daily instructional practices.
- Curriculum is aligned with the Language Arts Florida Standards (LAFS) and is implemented with fidelity.
- Teachers actively engage students in the four tested reading and writing clusters (Reading, Language, Speaking/Listening, and Writing) in both traditional and technology based formats.
- Teachers continually build a wide range of authentic audiences and purposes for reading and writing in their classrooms using BDA (Before, During, and After Reading) strategies and WICOR (AVID).
- Teachers analyze student performance, provide timely feedback, and adjust instruction accordingly.
- Category 1, 2 & 3 students will utilize Reading Plus to improve fluency and comprehension.

Strategies that the team will implement and provide support:

- Provide training and support for research-based, school-wide reading and writing strategies
- During PLCs, teachers will discuss implementation and success of literacy strategies, analyze student work, and make necessary instructional modifications based on student data.
- Classroom observations will show the implementation of research-based literacy strategies.
- Literacy Leadership Team meetings will be utilized to discuss the implementation of research-based reading/writing strategies and long range literacy plan.
- WICOR and BDA strategies will be used daily across all content areas.
- Reading Plus data will be used to track and monitor student progress towards attainment of the literacy goal and objectives.

The success of the Literacy Plan will be based on:

- A minimum of 80% teacher participation in literacy strategy trainings as evidenced by sign in sheets and authentic student work samples from Professional Develop Days (PDDs) and small professional learning communities (PLCs).
- 100% of teachers will demonstrate the incorporation of research-based learning strategies as evidenced by lesson plans, observations, walkthroughs, and student work analysis.
- During PLCs, 100% of teachers will analyze student performance on assessments/assignments, provide timely feedback, and adjust instruction based on student data as evidenced by the minutes of the PLC and teacher lesson plans.
- There will be an increase in library circulation as evidenced by computer-generated reports.
- There will be an increase in student participation in independent reading as evidenced by teacher and administrator observation.
- A minimum of 80% of Reading students will complete at least two (2) Reading Plus sessions per week.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Teachers are encouraged to work together on planning for instruction. Teachers with the same instructional content are given common planning times to develop lessons and best practices for instruction. Professional Learning Community (PLCs) meetings are implemented weekly to focus on examining instructional practices to improve student outcomes. Teachers analyze student data, develop a better understanding of benchmark requirements, develop common assessments, develop lessons with sound instructional practices, and find ways to meet the needs of all learners. When applicable in the PLCs, specific job-embedded staff development can occur based on student and teacher needs.

Research-based protocols are utilized to keep teachers focused on positive working relationships. Student improvement is monitored and instruction is modified based on collaborative decisions at PLCs and between ESE/ELL teachers, general education teachers, and related service providers, as deemed necessary.

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

- *District New Teachers Mentoring program: District Personnel
- *Regular meetings of new teachers with the Principal, Assistant Principal, and Single School Culture Coordinator
- *Partner new teachers with veteran teachers: Single School Culture Coordinator
- *TIPS Training: District Personnel
- *PLC Meetings: Principal, Assistant Principals, Single School Culture Coordinator
- *AVID Training: AVID Coordinator, Leadership Team
- *WICOR Training: AVID Coordinator
- *National Board certified Teachers meet with new and 2nd year teachers to mentor Teachers: Assistant Principals
- *Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.
- *Hire Highly Qualified teachers and paraprofessionals: Principal and Assistant Principals
- *Recruit teachers by posting through District website, attend job fairs, involvement with FAU College of Education, and word of mouth.
- *Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

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

The mentoring program consists of meetings coordinated by the Single School Culture Coordinator covering best practices, concerns, routines and procedures. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. New teachers are paired with clinically certified educators and buddy teachers who mentor them throughout the program. Based on varying criteria, new teachers are tiered

according to prior experience, pre-service, and in-service. The intensity of support provided to participants varies accordingly. New teacher pairings are listed below.

New Teacher - Mentor:

Amanda Tague - Dorothy Schroader
Edayny Lopez - Carla Case-Sweeney
Ezichi Chukwu - Melanie Latham
Kenneth Stephens - Eric Jayne
Rana Agaoglu - Tracy Kouf
Shelly Hines - Kristina Franco
Steven Dell - Jennifer Blakeslee
Therry Auguste - Christina Bonasso

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

The use of Professional Learning Communities (PLCs), common planning, learning team meetings (LTMs), and Professional Development Days (PDDs) are exhaustively used to help ensure that the instructional programs and materials are aligned to the Florida Standards. During PLCs, facilitated by PLC Teacher Leaders with the support of respective Assistant Principals, the Single School Culture Coordinator, and instructional coaches, standards-based instructional cycles are collaboratively discussed. Student data inform instructional shifts, remediation, and enrichment. LTMs are used to dig deeper into delivering effective, relevant, and rigorous instruction to meet the needs of all students. PDDs support personalized growth through enhanced pedagogy using the District's Model of Instruction. A common thread throughout vertical and horizontal collaborative meetings is that lesson plans are developed using a "backwards design" ensuring assessments are aligned to the content and demands of the rigorous Standards. Using the end in mind, the process of delivering highly-effective instruction is then developed. As an added layer, teachers at SCHS implement AVID strategies within lessons to promote increased cognitive complexity and higher-order thinking skills. Formative assessments are given within the lesson to help track and provide the opportunity to re-teach students prior to summative assessments. Administrators continuously visit classrooms informally and formally to provide feedback on the implementation of instruction in order to help teachers develop and grow and to increase student achievement.

In addition to the aforementioned programs, the history of Holocaust, history of Africans and African Americans, Hispanic contributions and sacrifices of Veterans content is infused within our social studies courses in Grades 9-11 as evident in pacing charts and lesson plans. Furthermore, a course "African-American History" is also offered for 11th and 12th grade students.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

State mandated test data (i.e., FCAT, FSA, FAIR, EOC, etc.) are used as one measure to inform appropriate placement in content courses. For example, students who score a Level 1 or 2 on the FSA ELA and score low on the FAIR are placed into Intensive Reading classes. Within the reading classes, students are required to use the "Reading Plus" computer-based reading program to develop reading proficiency skills. A gradual release model, utilizing balanced literacy, is used to teach new concepts and skills to students in whole-group, small-group, and one-on-one, as needed. The small-group rotational model is used to support and enrich students based on their individual needs. To enhance teaching and learning, AVID strategies (i.e., Cornell Notes, WICOR) are implemented school wide. Throughout the year, teachers are trained in AVID, Rigorous Learning Environments, and using formative, summative, and District-provided diagnostic assessments to determine how students are performing.

Results are reviewed and analyzed by teachers who adjust their instruction accordingly and reteach skills and concepts in both large and small groups to meet the needs all students. Additionally, students who are struggling to meet proficiency can be selected for push-in or pull-out tutoring by the instructional coach.

Within the other content areas, the use of a gradual release model, small group instruction, and collaborative groups are used. Again, how students perform on formative, summative, and District-provided diagnostic assessments throughout the year are used to adjust instruction based on student need. The use of PLCs and common planning times are used to examine instructional practices to improve student outcomes.

Further support is provided to the school through the following funded programs to assist students and staff:

TITLE I

Individual school allocation
Area support teams
Curriculum support
MTSS

TITLE II

All schools receive:
Area support teams (split-funded with Title I)
Curriculum support – professional development
SIP training and support
PAR Teacher support
Marzano training and online support
Leadership development through Aspiring Leader's Academy
Alternative Certification Program

MTSS professional development
Secondary curriculum support
AVID support
SpringBoard training and support
Advanced Placement training and support
Student Intervention Services Specialist for homeless youth (split-funded)

TITLE X

Services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART) to

- Inform parents, guardians, or youth of educational rights
- Link homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse
- Alert parents/guardians/or youth of academic tutoring opportunities when available and needed
- Provide school supplies and, if needed, school uniforms and toiletries
- Coordinate District Transportation services to maintain home school stability when requested and feasible
- Ensure Free School Meals (free breakfast and lunch)
- Attend School-Based Team meetings to garner additional student supports
- Provide outreach services to students living in shelters, motels, and other temporary residences
- Assist with summer camp and summer enrichment opportunities
- Facilitate parental involvement specifically oriented to reaching out to parents of homeless students
- Assist with fees for AP, IB, and SAT/ACT testing
- Collaborate with other District programs and community agencies to meet additional individual needs of homeless children and youth

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: Summer Program

Minutes added to school year: 8,400

Algebra 1 and Geometry retake summer program was established for students who were not successful during the regular school year. During the summer, students are provided with specific classroom instruction based on student weaknesses in a small class size setting. Students will also be provided with an intensive-type math class during the regular school year to help develop proficiency in basic math skills associated with Algebra 1 and Geometry.

Strategy Rationale

To allow students additional time and a smaller classroom setting to become proficient in the necessary skills and concepts in Algebra 1 and Geometry.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

Data will be collected throughout the school year in the form of formative and informative assessments, 9-week and semester grades, and teacher anecdotal notes to determine student placement in the program. Once in the program, the data from the assessments will help to drive instruction. At the end of the program, students were then test using the Algebra 1 and Geometry EOC. The end results of the EOC will determine the overall effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 1,080

FSA, EOC, ACT/SAT courses tutoring after school

Strategy Rationale

Student instructional support

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

NSGQS, district derived assessments

Strategy: Before School Program

Minutes added to school year: 720

9th Grade Academy I-Contracts: Reteaching and assessing students on benchmark driven unit goals in core subject areas.

Strategy Rationale

Teacher will reteach students before school on content that the students did not master during a given unit. The goal is for students to be able to demonstrate benchmark mastery, update missing or incorrect work with grades demonstrating mastery and help ensure students avoid failing a core content class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gideon, Wilnic, wilnic.gideon@palmbeachschools.org

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

Formative and summative assessments and student grades will be used to determine student eligibility and demonstrated mastery. At the end of each marking period, failure rates will be reviewed to determine if students are being successful within content classes.

Strategy: Weekend Program

Minutes added to school year: 2,880

Saturday Success Program: Provide additional support for students in the areas of FSA, EOC, and ACT/SAT (college readiness) in the form of small group tutorials based on concordant classroom content and formative, summative, and District-provided assessment data.

Strategy Rationale

To improve student proficiency and understanding of FSA and EOC.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

School wide District diagnostic data to help determine areas of weaknesses for tutorial topics. Exit slips and formative assessments at the end of each session to help drive instruction and student groups. Student attendance to determine consistency and student buy-in. At the end of the year, FSA, EOC, and ACT/SAT results will be used to help determine effectiveness.

Strategy: After School Program

Minutes added to school year: 31,680

Sunset Program/Credit Recovery: For senior students who are behind on academic credits or failing courses required for graduation.

Strategy Rationale

To provide seniors with the opportunity to retake courses needed for graduation requirements in smaller settings or in an on-line format which in turn will help increase graduation rate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tanguay, Debbie, debbie.tanguay@palmbeachschools.org

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

Edgenuity reports will be used to determine how the students are performing on on-line courses. Administrators will meet with students bi-weekly to help establish goals and monitor said goals. Additionally credit recovery courses will track student data on formative, informative, and District provided assessments to help drive instruction. District derived "Student Graduation Status" reports will be monitored bi-weekly to track student progress.

Strategy: Extended School Day

Minutes added to school year: 6,480

ELL Tutoring: Provide specific academic support; primarily established for ELL students.

Strategy Rationale

To provide additional support to ELL students in content specific areas to help develop proficiency on State benchmarks and testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robinson, Shakeica, shakeica.robinson@palmbeachschools.org

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

Results from diagnostic testing, District derived formative/informative assessments, classroom assignments and student concerns helps drive the individualized student assistance. The results of future District derived assessments and FSA/EOC testing will help determine the effectiveness of the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Santaluces High School provides incoming 9th graders with a Freshman Academy. All 9th graders are placed in small learning communities with a team of teachers who work as a team to make a smooth transition to high school for the incoming cohort. Incoming 9th graders who may need additional support transitioning from middle school to high school are invited to Santaluces High School for a summer Jump Start program where they earn high school credit and work directly with a senior class mentor.

Santaluces students in grades 10 -12 are provided with a guidance counselor and assistant principal based on alphabetical listing. This allows students, counselors and assistant principals to develop relationships over the students' academic career. Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment course are provided on school campus to model the college format for seniors prior to their exit from high school. AICE and AP courses are offered to students to receive potential college credit when they graduate.

b. College and Career Readiness

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

The school uses the AVID model to promote college awareness among the students who perform in the middle on placement assessments. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. Santaluces participates in ASVAB testing to help drive career choices. Santaluces partners with community organizations who provide college scholarships.

Santaluces houses several academy programs that facilitate the earning of industry certifications which yeild immediate employment in the community in above entry level jobs. The school also promotes a post-secondary education day celebration to recognize seniors who have been accepted to various colleges and the Armed Services with the entire student body.

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

Santaluces offers seven different career and technical course tracks and five that give students the opportunity to earn industry certification (in some cases, college credit). Our CTE programs include Early Childhood Education, Visual Arts, Web Design & Technology, Criminal Justice, Medical, and JROTC. Industry certifaitions are offered in Adobe Photoshop, Adobe InDesign, DreamWeaver, Microsoft Office, 911 Dispatch Operator, Child Development Associate (CDA), ServeSafe and Prostart, and Auto Cad.

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

In an effort to integrate our CTE with academic subjects we've been able to add AICE and AP classes to our academy tracks. This way students have the opportunity to earn high school credit, industry certification and college credit (passing scores on AP and AICE). Also we've tried pair up our CTE classes with helpful academic courses that would benefit the student such as Culinary and Chemistry.

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.

Santaluces High School students ranked below the district in the percentage of students who completed at least one AP, dual enrollment, or AICE course. Students were behind the district and state for the areas of participation and performance in college readiness tests such as ACT and CPT. ACT/SAT Preparation Courses will be promoted throughout the school year. Various options such as on site courses designed in collaboration with PBSC, and courses through Virtual School will be pursued to provide convenient access to any interested students. Students scoring in ranges not considered college ready will be directly solicited for participation. ACT/SAT Preparation courses will also be offered on Saturday mornings during our Saturday Success Academy.

Direct solicitation for AP, AICE, and Dual Enrollment qualified students will be aggressively pursued in the 2017-2018 school year. Special invitations for students to informational sessions, parent training and presentations from the College and University contacts will be utilized to cultivate in interest and participation. In addition, the AP Potential Tool by College Board for identification of prospective students will be used to target participants and communicate to their parents. Special Programs to increase participation and performance in these areas are APIP Summer Enrichment Program, Summer Bridge/Trio Program through PBSC, AP Institutes and 1 day training for teachers.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 deliver effective, relevant, and rigorous instruction to meet the needs of all students, then academic proficiency, post-graduate success and the high school graduation rate will increase.

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 deliver effective, relevant, and rigorous instruction to meet the needs of all students, then academic proficiency, post-graduate success and the high school graduation rate will increase. 1a

G094861

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
High School Acceleration	75.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	40.0
Bio I EOC Pass	66.0
4-Year Grad Rate (Standard Diploma)	91.0
Geometry EOC Pass Rate	66.0
High School Acceleration	58.0
Math Lowest 25% Gains	50.0
Math Gains	52.0
U.S. History EOC Pass	72.0

Targeted Barriers to Achieving the Goal 3

- Comprehensive Understanding of Delivering a Standards-Based and Rigorous Model of Instruction which has a negative impact on students being able to process and analyze rigorous tasks effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Blender, District Curriculum Department
- E2020
- Marzano Model of Instruction
- Florida Standards, NGSSS, C-Palms
- Kahn Academy
- Algebra Nation
- AVID
- School-Wide Writing Strategy
- Academic Coaches (Reading and Mathematics)

Plan to Monitor Progress Toward G1. 8

Results from District based mid-year assessments will be analyzed to determine if adequate progress towards our goal and targets are being made. Revisions to our action plan will be made as determined by the data.

Person Responsible

Tameka Moore Robinson

Schedule

Every 6 Weeks, from 9/25/2017 to 6/1/2018

Evidence of Completion

Disaggregated data from EDW, Unify, and teacher records will be used throughout the year to estimate proficiency of various subgroups toward meeting the outcomes of the plan and towards making the learning gains necessary to meet the agreed upon goal. Completed Mid-Year Reflection and adjustments to action plan made as needed.

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 deliver effective, relevant, and rigorous instruction to meet the needs of all students, then academic proficiency, post-graduate success and the high school graduation rate will increase. **1**

 G094861

G1.B1 Comprehensive Understanding of Delivering a Standards-Based and Rigorous Model of Instruction which has a negative impact on students being able to process and analyze rigorous tasks effectively. **2**

 B255176

G1.B1.S1 Develop teacher capacity to deliver highly-effective instruction using a research-based model of instruction. **4**

 S269637

Strategy Rationale

Educators know that teachers in classrooms impact student achievement more than any other factor in schooling. Site-based administrators, coaches, coordinators, and other support staff must plan to bring out the best in every teacher, build stronger and more collaborative and cohesive staff, and ultimately achieve greater academic success (Hall & Simeral, 2008). This can be achieved with the Marzano framework, Professional Learning Communities, and educator support structures.

Action Step 1 **5**

Professional learning communities will provide coaching, support, and professional growth opportunities to teachers in order to improve instruction across disciplines and in all classrooms.

Person Responsible

Tameka Moore Robinson

Schedule

Weekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Schedules, minutes, and agendas from PLCs, classroom support schedules, data, and email communication.

Action Step 2 5

Math Instructor will provide support for the continuous enhancement of rigorous instruction and academic improvement of all students, including providing ongoing professional growth opportunities as well as modeling and assisting with personalizing individual growth plans for teachers in need.

Person Responsible

Shakeica Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaching schedule, weekly PLC agendas and minutes, PD opportunities, coaching log, and reflection, lesson plans (IFCs), and data chat forms and schedules.

Action Step 3 5

Reading Coach will provide ongoing coaching, support, and professional growth opportunities in order to improve teaching and learning across disciplines.

Person Responsible

Wakisha Mawali

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedule, minutes, and agendas from PLCs, classroom support schedules, assessments, and email communications.

Action Step 4 5

Reading Coach will provide ongoing tailored and specific support to Reading and ELA Teachers during instructional time using a Collegial Planning model, based on professional needs.

Person Responsible

Wakisha Mawali

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-In Sheets, Minutes, Notes, Student data, and Student Samples.

Action Step 5 5

Teachers will be trained to use AVID strategies and School-Wide Writing strategy to implement in classrooms

Person Responsible

Tameka Moore Robinson

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PDD agendas, Sign-in Sheets, PLC minutes, Department minutes, Student Data and Student Samples.

Action Step 6 5

Train teacher in the use of writing strategy and monitor implementation

Person Responsible

Shakeica Robinson

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Training materials, agendas, sign in sheets, student samples

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

Continuous and ongoing observations in the classroom, Formative, and Summative Results

Person Responsible

Tameka Moore Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Reports, Tracking Sheets, Student Data, Student Samples

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

Administrative Meeting will be weekly including instructional discussions around the observations of all teachers and the analysis of student results.

Person Responsible

Tameka Moore Robinson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

iObservation Reports, PLC Agendas & Sign-In Sheets, Learning Walks, Achievement data, Administrative Meeting Agendas & Sign-in Sheets

G1.B1.S3 Provide Students with a variety of supports to foster their learning. 4

S269639

Strategy Rationale

If we embed a support system for students to help them navigate through the rigorous learning experiences, then they will experience an increase in their success.

Action Step 1 5

Provide students with tutoring and support in the areas of EOCs, AICE/AP courses, and Industry Certifications

Person Responsible

Shakeica Robinson

Schedule

Weekly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Student attendance, teacher lesson plans, schedules and flyers

Action Step 2 5

To help ensure students with their academic understanding, data chats are conducted by teachers, counselors, administration and other support staff.

Person Responsible

Shakeica Robinson

Schedule

Every 6 Weeks, from 9/4/2017 to 6/1/2018

Evidence of Completion

Data chat forms, notes, schedules and student feedback

Action Step 3 5

Provide students with "boot camp" support in the areas of EOCs, AP/AICE, SAT/ACT, and Industry Certifications (based on testing windows)

Person Responsible

Shakeica Robinson

Schedule

Quarterly, from 12/12/2017 to 6/1/2018

Evidence of Completion

Student attendance, schedules, learning materials and flyers

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

Leadership will review evidences collected, conduct walkthroughs and ask for feedback from students and teachers.

Person Responsible

Shakeica Robinson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Walkthrough Notes, Feedback Notes, Attendances

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

Leadership team will analyze District assigned assessments with departments to determine strengths, weaknesses, and ways to address student deficiencies.

Person Responsible

Tameka Moore Robinson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Data reports, determined next steps for remediation (school wide and content based)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M384973	Results from District based mid-year assessments will be analyzed to determine if adequate progress...	Moore Robinson, Tameka	9/25/2017	Disaggregated data from EDW, Unify, and teacher records will be used throughout the year to estimate proficiency of various subgroups toward meeting the outcomes of the plan and towards making the learning gains necessary to meet the agreed upon goal. Completed Mid-Year Reflection and adjustments to action plan made as needed.	6/1/2018 every-6-weeks
G1.B1.S1.MA1 M384963	Administrative Meeting will be weekly including instructional discussions around the observations...	Moore Robinson, Tameka	8/7/2017	iObservation Reports, PLC Agendas & Sign-In Sheets, Learning Walks, Achievement data, Administrative Meeting Agendas & Sign-in Sheets	6/1/2018 weekly
G1.B1.S1.MA1 M384964	Continuous and ongoing observations in the classroom, Formative, and Summative Results	Moore Robinson, Tameka	8/14/2017	iObservation Reports, Tracking Sheets, Student Data, Student Samples	6/1/2018 weekly
G1.B1.S1.A1 A360232	Professional learning communities will provide coaching, support, and professional growth...	Moore Robinson, Tameka	8/22/2017	Schedules, minutes, and agendas from PLCs, classroom support schedules, data, and email communication.	6/1/2018 weekly
G1.B1.S1.A2 A360233	Math Instructor will provide support for the continuous enhancement of rigorous instruction and...	Robinson, Shakeica	8/14/2017	Coaching schedule, weekly PLC agendas and minutes, PD opportunities, coaching log, and reflection, lesson plans (IFCs), and data chat forms and schedules.	6/1/2018 daily
G1.B1.S1.A3 A360234	Reading Coach will provide ongoing coaching, support, and professional growth opportunities in...	Mawali, Wakisha	8/14/2017	Schedule, minutes, and agendas from PLCs, classroom support schedules, assessments, and email communications.	6/1/2018 daily
G1.B1.S1.A4 A360235	Reading Coach will provide ongoing tailored and specific support to Reading and ELA Teachers during...	Mawali, Wakisha	8/14/2017	Agendas, Sign-In Sheets, Minutes, Notes, Student data, and Student Samples.	6/1/2018 daily
G1.B1.S1.A5 A360236	Teachers will be trained to use AVID strategies and School-Wide Writing strategy to implement in...	Moore Robinson, Tameka	8/10/2017	PDD agendas, Sign-in Sheets, PLC minutes, Department minutes, Student Data and Student Samples.	6/1/2018 monthly
G1.B1.S1.A6 A360237	Train teacher in the use of writing strategy and monitor implementation	Robinson, Shakeica	8/7/2017	Training materials, agendas, sign in sheets, student samples	6/1/2018 monthly
G1.B1.S3.MA1 M384967	Leadership team will analyze District assigned assessments with departments to determine strengths,...	Moore Robinson, Tameka	8/21/2017	Data reports, determined next steps for remediation (school wide and content based)	6/1/2018 biweekly
G1.B1.S3.MA1 M384968	Leadership will review evidences collected, conduct walkthroughs and ask for feedback from students...	Robinson, Shakeica	8/14/2017	Walkthrough Notes, Feedback Notes, Attendances	6/1/2018 monthly
G1.B1.S3.A1 A360240	Provide students with tutoring and support in the areas of EOCs, AICE/AP courses, and Industry...	Robinson, Shakeica	9/29/2017	Student attendance, teacher lesson plans, schedules and flyers	6/1/2018 weekly
G1.B1.S3.A2 A360241	To help ensure students with their academic understanding, data chats are conducted by teachers,...	Robinson, Shakeica	9/4/2017	Data chat forms, notes, schedules and student feedback	6/1/2018 every-6-weeks
G1.B1.S3.A3 A360242	Provide students with "boot camp" support in the areas of EOCs, AP/ AICE, SAT/ACT, and Industry...	Robinson, Shakeica	12/12/2017	Student attendance, schedules, learning materials and flyers	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. If we deliver effective, relevant, and rigorous instruction to meet the needs of all students, then academic proficiency, post-graduate success and the high school graduation rate will increase.

G1.B1 Comprehensive Understanding of Delivering a Standards-Based and Rigorous Model of Instruction which has a negative impact on students being able to process and analyze rigorous tasks effectively.

G1.B1.S1 Develop teacher capacity to deliver highly-effective instruction using a research-based model of instruction.

PD Opportunity 1

Professional learning communities will provide coaching, support, and professional growth opportunities to teachers in order to improve instruction across disciplines and in all classrooms.

Facilitator

Administration, Teacher Leaders

Participants

Teachers

Schedule

Weekly, from 8/22/2017 to 6/1/2018

PD Opportunity 2

Math Instructor will provide support for the continuous enhancement of rigorous instruction and academic improvement of all students, including providing ongoing professional growth opportunities as well as modeling and assisting with personalizing individual growth plans for teachers in need.

Facilitator

Math Instructor

Participants

Students

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Reading Coach will provide ongoing coaching, support, and professional growth opportunities in order to improve teaching and learning across disciplines.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Teachers will be trained to use AVID strategies and School-Wide Writing strategy to implement in classrooms

Facilitator

Reading Coach, Administration, Literacy Team

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

PD Opportunity 5

Train teacher in the use of writing strategy and monitor implementation

Facilitator

Literacy Team, Administration

Participants

Teachers

Schedule

Monthly, from 8/7/2017 to 6/1/2018

VI. Technical Assistance Items

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