

Orange County Public Schools

East River High



2017-18 Schoolwide Improvement Plan

East River High

650 EAST RIVER FALCONS WAY, Orlando, FL 32833

<https://eastriverhs.ocps.net/>

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	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

**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 Orange 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 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 East River 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.

The OCPS Mission is to lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

The OCPS Vision is to be the top producer of successful students in the nation

Our Goals:

- Intense Focus on Student Achievement
- High-Performing and Dedicated Team
- Safe Learning and Working Environment
- Efficient Operations
- Sustained Community Engagement

2. School Environment

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

The school exposes staff and students to a variety of cultures through a multitude of clubs and organizations related to community based interests. School staff members maintain positive relations with students by participating and supporting school events. East River High School events include Multicultural Night, Ag Day, Falcon Idol, and Prism. Teachers understand students' interests and backgrounds and provide a variety of opportunities for them to express and discover the array of cultures at East River.

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

East River High School provides a warm and inviting educational environment through esthetic pride and cleanliness. Students are met daily with a friendly and charismatic faculty and staff. East River students enter a safe and orderly climate accomplished through well thought-out safety procedures. The supervision plan provides for both the administrative team and teachers to monitor students to create and maintain a safe learning environment. One method to improve the safety and security of our school environment is through students utilizing the Speak Out Hotline: an anonymous tip hotline.

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.

East River High School has implemented a progressive disciplinary system in concurrence with Orange County School Board policy. The progressive disciplinary system is inclusionary by providing parents, students, and community members the ability to voice their input. All faculty and staff members utilize best practices when adhering to school rules and procedures, and apply

consequences in a fair and consistent manner. With systems in place, students feel respected and safe and are able to maintain a clear focus on learning.

* Classroom Management Training is provided to teachers for best practices regarding classroom rules, procedures and consequences.

* Positive Behavior Support works through positive reinforcement to improve behavior.

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.

East River High School provides the utmost support ensuring student social-emotional needs. For example, we offer New Horizons. New Horizons is a school-based counseling program that provides individual, group, and family counseling to students struggling with substance abuse, anger management issues, depression, school behavior problems, family conflicts and bullying. Additionally, our SAFE Coordinator provides students with resources appropriate to their distresses. The SAFE Coordinator works closely with the school social-worker to meet the needs of our students. Our ESE Staffing Specialist facilitates the appropriate implementation of the IEP and facilitates scheduling in courses directly linked for our students with exceptionalities.

3. Early Warning Systems

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

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

The early warning system at East River High School consists of the Attendance Clerk, Teachers and Administrative Deans. Teachers are the front line of defense in recognizing students who are missing from school, or performing below mastery level in the content. The Attendance Clerk monitors student attendance and notifies parents of excessive school absences. The Administrative Deans assist by monitoring, counseling and providing interventions for students based on their individual needs.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	158	143	116	103	520
One or more suspensions	0	0	0	0	0	0	0	0	0	123	110	63	52	348
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	54	78	59	5	196
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	133	118	0	0	251

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	109	125	49	21	304

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

East River High School has employed the following strategies to improve the academic performance of students identified by the early warning system: SAFE- this program assists students who may be facing difficult issues in school and/or at home (i.e. homelessness, lack of school supplies, bullying, lack of food/clothing) and offers many other resources for students and families; tutoring is offered during lunch and after school for students who are in need of extra support in the areas of math, science, reading, history and Advanced Placement courses; MTSS provides students with high quality instruction and intervention based on student needs; Child Study Team identifies and monitors students who have repeated absences and creates a plan to keep the students in school; an academic referral is a way for teachers to submit the names of students who are falling behind academically to be monitored by an administrative dean to ensure he/she is utilizing all school resources and strategies available in order to be successful and improve grades.

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?

No

1. PFEP Link

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

2. Description

ERHS holds various events to increase parental involvement while sharing vital information with parents about educational opportunities. For our freshmen parents, ERHS conducts an orientation meeting prior to the school year and freshman campus tours to ease the transition to high school. In addition, we host several events that target all parents which include Open House, College and Career night and Advanced Placement night. Furthermore, ERHS encourages parents to participate in ADDitions, PTSA, SAC, and PLC. Meetings for all parent organizations are announced using the school messenger phone system and through the use of Social Media (Facebook or Twitter). Finally, each athletic team and group in the performing arts will conduct parent meetings in order to share important information about each program.

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.

East River High School actively recruits for Partners in Education (PIE). This includes word-of-mouth among the community, parent and student referrals, door to door at local business, calling prior business partnerships, solicitation at school events, and PTSA recruitment. Businesses are able to sign up on the district website. The partnership activities must fulfill a need of a school, as determined by the principal and the school's Partners in Education Coordinator. PIE members are recognized throughout the year as well as with an end-of-the-year breakfast to thank them for their support of the school.

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
Valente, Dale	Principal
Smart, Donald	Assistant Principal
Vacchio, Erin	Assistant Principal
Abalo, Daniel	Assistant Principal
Fate, Kelly	Dean
Williams, Karen	Instructional Coach
Walker, Deana	Instructional Coach
Thomas, Joyce	Dean
Alexander, Cooper	Dean

b. Duties

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

The school-based Leadership Team meets weekly to review school-wide data, analyze trends, and determine actions which need to be taken. This team works closely with PLCs to ensure that core instruction and interventions are being monitored, data is being collected and analyzed and appropriate instructional decisions are made. This team plans and implements a school-wide system of supports and incentives for students.

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.

East River High School uses student choice sheets to ensure that student desired elective, co-curricular, and post-secondary coursework is available on campus. East River uses the state mandated class size amendment to ensure that the appropriate number of core course teachers are hired and available for students. The administrative team, school budget committee and SAC work jointly to determine staff positions and needs for the school year. As the school year progresses, department chairs and the administrative team determine areas of need for resources and additional support based on student achievement and progress on common assessments. These items are prioritized based on student need, student enrollment, and financial obligation.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Steve Bishop	Parent
Lee Dotson	Parent
Marisa Fragala	Parent
Angie Gallo	Parent
Mary Herney	Parent
Kimberly Palmieri	Parent
Tiffany Olson	Parent
Debbie Poole	Parent
Vicki Patterson	Parent
Joyce Thomas	Teacher
Dale Valente	Principal
Roxie Webster	Parent
William Badillo	Teacher
Amaya Richardson	Student
Lucia Meimary	Student
Bridget Taylor	Education Support Employee

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 group was able to review all school data from the school grade calculation, as well as the goals from the SIP will be discussed at the first SAC meeting in August. When reviewing the improvement plan, the group determined that the goals had not been reached to a satisfactory level, and should be continued the next school year.

b. Development of this school improvement plan

The SAC provides input each spring/summer for the upcoming school year. A draft version is shared with the SAC for editing and review. Updates are provided each meeting and changes may be suggested at that time.

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

The SAC reviews the draft budget for the school (spring) and provides suggestions regarding the school budget. These suggestions are shared with the budget committee for East River HS.

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

The SAC has committed to supporting interventions and tutoring for students. Proposals will be made to the SAC, as needed, for approval.

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
Valente, Dale	Principal
Williams, Karen	Instructional Coach
Walker, Deana	Instructional Coach
Snow, Katherine	Other
Judson, Jamie	Teacher, K-12
Youtz, Angela	Teacher, K-12
Beasley, Sharon	Teacher, K-12
Villegas, Michele	Teacher, K-12

b. Duties

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

The major initiatives of the LLT will be to infuse literacy within all content areas through:

- Using Marzano's High Yield Strategies,
- Applying Close Reading skills with an emphasis of annotating text,
- Incorporating higher order thinking and questioning using Webb's Depth of Knowledge,
- Implementing ELA Florida standards,
- Increasing student success and learning gains on the FSA and EOCs.

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.

Teachers work with each other through Professional Learning Communities (PLC). PLC members meet biweekly to develop lesson plans, common assessments and review data to drive instructional decisions. Collaborative planning is built into the school's master schedule. Workshops and training are offered on how to have an effective PLC, developing units of instruction as well as daily lesson plans for each unit.

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

The following steps/strategies are used to retain highly qualified teachers:

1. Rigorous screening for new hires including sharing school expectations during screening process
2. Positive campus climate that includes experienced teachers in the interviewing process
3. Positive detailed feedback through iObservation evaluations
4. Input from teachers on ways to improve ERHS
5. Leadership opportunities
6. Listening to and acting upon highly effective teachers' ideas, needs and concerns about how they can be even more effective in the classroom

7. Instructional Coaches will model best practices in reading and content area classrooms as well as provide in-service and/or newsletters for reading across the content areas, small group instruction, and differentiated instruction in all areas.
8. Assign mentors to beginning teachers, and buddies to teachers new to OCPS.
9. Create a Professional Learning environment for all teachers on campus.

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

All new teachers to East River High School are assigned a mentor in order to provide additional support for each teacher. Each mentor was selected based on his/her experience and expertise in the classroom.

For first year teachers (activities include):

New Teacher Orientation mentor/mentee pairings with a focus on weekly meetings as well as follow-up conferences to bi-weekly professional development for new teachers on relevant topics such as classroom management, Marzano and teaching strategies will occur. Tracking of participation in the OCPS mandated Great Beginnings program and federally mandated Beginning Teacher Portfolio on-line classes will be monitored by an instructional coach and professional development in the area of PLCs and iObservation will be given along with heightened support from the instructional coach and department head.

Weekly instructional coaching rounds for new teachers by administrative staff in order to provide positive actionable feedback to their instruction.

For second year teachers (activities):

Monthly mentor/mentee professional development of relevant topics such as classroom management, diffusing power struggles, task and stress management along with diversified instruction will be given. Tracking of participation in federally mandated Beginning Teacher Portfolio Year 2 on-line classes will be monitored by an instructional coach and professional development in the areas of PLCs and iObservation will be given along with heightened support from an instructional coach and department head.

Weekly instructional coaching rounds will continue for teachers by the administrative staff to provide positive actionable feedback to their instruction.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Curriculum Resource Materials (CRM) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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.

Teachers meet within their PLCs to review the data from the previous assessments. They look at each student to determine what is needed to help him/her reach proficiency. Instruction is then modified using manipulatives, Tabor Rotations (math), rotations for reading, independent reading, teacher led discussions, interactive notebooks, and projects.

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

Strategy: After School Program

Minutes added to school year: 2,700

East River HS will offer after school tutoring to all students in the Media Center on Tuesdays (2:30 pm - 4:30 pm). Students can get homework assistance, make-up missing assignments, or engage in enrichment activities (SAT/ACT Prep, Literacy Support, etc.). Advanced Placement tutoring will be offered in order to prepare students for AP exams.

Strategy Rationale

Based on Progress Reports and Report Card information, courses were selected as the most needed for additional support during our after school tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schneider, Ashley, ashley.schneider@ocps.net

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

We will analyze the results of Common Assessments, AP testing, and SAT/ACT to determine the effectiveness of this intervention.

Strategy: Summer Program

Minutes added to school year: 2,940

Additional staff development is provided for seven days during the summer. The training is focused on the implementation of digital instruction into the classroom. Teachers are provided a variety of tools that can be used, and spend time within their PLC to develop implementation plans.

Strategy Rationale

Based on teacher comfort level and one on one device implementation at the school, additional training is needed to support teachers in developing digital curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Williams, Karen, karen.williams2@ocps.net

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

TIM observations will be completed throughout the school year, and the data will be used to focus further staff development actions.

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.

At East River High School we offer Freshman Orientation and APEX (Advanced Placement Experience) Shadow Day for our incoming cohorts of students in transition from middle school to high school. Freshman Orientation is held the week prior to the beginning of school. This orientation introduces students to the ERHS campus and our expectations. It allows students to tour the campus and meet/interact with peers prior to school beginning. APEX Shadow Day is held at the end of the students' eighth grade school year. This is a day when upcoming APEX students come to ERHS to shadow current APEX students to see the school and experience the day as an APEX student at ERHS.

At East River High School we offer a wide range of strategies for our outgoing cohorts of students in transition from high school to post-secondary learning or career preparation. Some of the strategies and programs include: Tech programs, an Agricultural program, college visits, Dual Enrollment, Advanced Placement courses, college representatives on campus, CTE courses, a College and Career Specialist on campus, High School High Tech, and JROTC.

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.

Each student is assigned a guidance counselor who meets with him/her individually beginning in the spring of the eighth grade year prior to attending East River High School. The counselor remains the same throughout the student's high school career in order to promote a strong relationship in which the counselor learns the academic strengths and needs of the student and guides his/her course selection to ensure that the student is challenged, yet successful. During classroom and individual counseling sessions, the guidance counselors discuss post-secondary endeavors and guide the student's high school course selection in order to promote successful admission to technical centers, community colleges, universities and the military.

This school year we are beginning a college and career room that will provide post-secondary information to all grade levels, as well as parents.

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

East River High School has nine career and technical education programs on our campus. These programs have been carefully selected to meet the needs and requests of students in this community. The programs include the following courses and certifications. Agritechnology for an Agritechnology certification, Engineering Pathways for an Autodesk Inventor certification, International Business for Microsoft Office Specialist and Quickbooks certifications, Digital Media and Multimedia Design for Adobe Dreamweaver, Adobe Premiere Pro, Adobe Illustrator and In-Design and Adobe Flash certifications. Other courses include Game/Simulation/Animation Visual Design, Building Construction Technologies, Digital Photography and Digital Video Productions/Technology.

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

East River High School incorporates courses such as digital photography, television production, digital gaming, and construction. In these courses, teachers prepare students for success by teaching real life skills and applications in their respective areas. Courses such as Introduction to Engineering and Construction enable students to gain employable skills and apply organization, reading and writing strategies while obtaining industry certifications. Agricultural technology has paired with biology to integrate lessons in order to teach students practical applications for both subjects. Courses such as AP English Language and AP US History plan units together to integrate content for the students to connect across classes.

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.

Guidance Counselors work to ensure that students meet all graduation requirements including obtaining a passing score on the Florida State Assessment and End-of Course exams. They meet with each grade level in classroom guidance sessions to explain the qualifications for earning the Bright Futures scholarships. They also explain dual enrollment and Advanced Placement courses, encourage students to take these courses, and then register students for them. Additionally, guidance counselors encourage students to take the ACT and SAT, hold ACT signup workshops, and walk students through the registration process for ACT. Our guidance counselors guide our students through their personal academic accomplishments and assist them in setting goals for attaining their post-secondary transition.

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.** Through our participation in professional learning communities (PLCs), as well as District PLC's (DPLC's), we will improve student achievement by working together on effectively executing standards' based instruction and incorporating literacy strategies within all content areas. (Division Priority: Accelerate student performance and narrow achievement gaps)
- G2.** With a focus on standards-based instruction, we will improve student proficiency in Biology, 9th and 10th grade English Language Arts, United States History, Algebra I, and Geometry, which will result in an increase in the amount of student's obtaining high school diplomas.

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. Through our participation in professional learning communities (PLCs), as well as District PLC's (DPLC's), we will improve student achievement by working together on effectively executing standards' based instruction and incorporating literacy strategies within all content areas. (Division Priority: Accelerate student performance and narrow achievement gaps) **1a**

G095650

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
High School Acceleration	63.0
CTE Industry Certification Exam Participation	542.0
FSA ELA Achievement	54.0
FSA Mathematics Achievement	30.0

Targeted Barriers to Achieving the Goal **3**

- There has been a language barrier of non-English speaking students that has prevented students from reaching achievement levels.

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

- Utilizing close reading strategies across all content areas.
- Literacy will increase through the use of the Collaborative School-based PLCs and District PLC.

Plan to Monitor Progress Toward G1. **8**

Develop a focus calendar of scheduled events along with a public relations plan to promote these events

Person Responsible

Dale Valente

Schedule

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

Evidence of Completion

Focus Calendar and the use of data collection forms

G2. With a focus on standards-based instruction, we will improve student proficiency in Biology, 9th and 10th grade English Language Arts, United States History, Algebra I, and Geometry, which will result in an increase in the amount of student's obtaining high school diplomas. 1a

G095651

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
Algebra I EOC Pass Rate	28.0
Geometry EOC Pass Rate	47.0
Bio I EOC Pass	66.0
U.S. History EOC Pass	76.0

Targeted Barriers to Achieving the Goal 3

- There is lack of continued training and support in the development of individual lessons and learning tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide Staff Development for teachers on deconstructing standards, daily targets, and aligned daily tasks
- Provide Professional Development for teachers on formative assessments and digital tools that assist
- i-Observation results for teachers
- PLC meeting time on Wednesdays

Plan to Monitor Progress Toward G2. 8

Each PLC will review common assessment data and participate in a data discussion with the assessing administrator.

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Common Assessment results, Common Assessments

Plan to Monitor Progress Toward G2. 8

Lesson Plans will be reviewed.

Person Responsible

Dale Valente

Schedule

Biweekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Lesson plan feedback forms

Plan to Monitor Progress Toward G2. 8

iObservation data from classroom visits will be reviewed to determine trends in instruction and their relation to student performance.

Person Responsible

Dale Valente

Schedule

Weekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

iObservation reports

Plan to Monitor Progress Toward G2. 8

Staff Development training school wide and in PLC time

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

training sign in sheets, PLC minutes, staff development presentations

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. Through our participation in professional learning communities (PLCs), as well as District PLC's (DPLC's), we will improve student achievement by working together on effectively executing standards' based instruction and incorporating literacy strategies within all content areas. (Division Priority: Accelerate student performance and narrow achievement gaps) **1**

 G095650

G1.B1 There has been a language barrier of non-English speaking students that has prevented students from reaching achievement levels. **2**

 B257546

G1.B1.S1 Teachers and administration will attend monthly District PLC with an emphasis on Close Reading strategies. **4**

 S272506

Strategy Rationale

To increase literacy utilizing Close Reading strategies across all content areas.

Action Step 1 **5**

Monthly faculty meeting emphasizing close reading strategies.

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Teacher lesson plans, along with classroom observation, on the implementation of close reading strategies in a cross-curricular, campus-wide focus on improved literacy.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. With a focus on standards-based instruction, we will improve student proficiency in Biology, 9th and 10th grade English Language Arts, United States History, Algebra I, and Geometry, which will result in an increase in the amount of student's obtaining high school diplomas. **1**

 G095651

G2.B2 There is lack of continued training and support in the development of individual lessons and learning tasks. **2**

 B257548

G2.B2.S1 Coaching during staff development and within the PLC time frame to address deconstruction of standards, lesson planning, development of common assessments, development of authentic daily learning tasks and review of student data **4**

 S272507

Strategy Rationale

Teacher PLC groups need differentiated support in the work of deconstructing standards and planning for instruction and assessment.

Action Step 1 **5**

Design the master schedule to provide common planning time when possible.

Person Responsible

Erin Vacchio

Schedule

On 8/25/2017

Evidence of Completion

final master schedule

Action Step 2 **5**

The administrative and coaching team will review lesson plans to ensure alignment with standards and provide feedback to teachers to strengthen plans.

Person Responsible

Dale Valente

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Lesson Plan review forms

Action Step 3 5

There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common summative and formative assessments.

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

lesson plans, PLC minutes, i-Observation feedback data

Action Step 4 5

Review student performance on common formative and summative assessments

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Common Assessments, data collection sheets

Action Step 5 5

Providing training in tabor rotations for the math department to assist with student tasks and groupings.

Person Responsible

Donald Smart

Schedule

On 6/4/2018

Evidence of Completion

Action Step 6 5

Each PLC will develop an instructional focus calendar that plans out the standards to be taught during the year

Person Responsible

Dale Valente

Schedule

On 6/4/2018

Evidence of Completion

Instructional Focus Calendars developed by the PLC groups

Action Step 7 5

Provide Staff Development in the development of daily targets and daily tasks that are aligned.

Person Responsible

Karen Williams

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Staff development trainings, sign in sheets, lesson plans

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

Professional development during PLC time and whole school

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

PLC Agendas and minutes, coach notes, training sign in sheets, data forms

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

To ensure the deconstruction of standards and lesson planning is implemented effectively, the administrative and coaching teams will review the development of and student progress on common assessments. Lesson plans will be reviewed to identify the use of aligned daily targets and daily tasks.

Person Responsible

Dale Valente

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Common assessments and their results, lesson plans, staff development agendas/ attendance, and i-observation data

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.B1.S1.MA1  M391565	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1  M391566	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.A1  A365697	Design the master schedule to provide common planning time when possible.	Vacchio, Erin	8/7/2017	final master schedule	8/25/2017 one-time
G1.MA1  M391567	Develop a focus calendar of scheduled events along with a public relations plan to promote these...	Valente, Dale	8/14/2017	Focus Calendar and the use of data collection forms	6/1/2018 monthly
G2.MA1  M391570	Each PLC will review common assessment data and participate in a data discussion with the assessing...	Valente, Dale	8/14/2017	Common Assessment results, Common Assessments	6/4/2018 monthly
G2.MA2  M391571	Lesson Plans will be reviewed.	Valente, Dale	8/14/2017	Lesson plan feedback forms	6/4/2018 biweekly
G2.MA3  M391572	iObservation data from classroom visits will be reviewed to determine trends in instruction and...	Valente, Dale	9/4/2017	iObservation reports	6/4/2018 weekly
G2.MA4  M391573	Staff Development training school wide and in PLC time	Valente, Dale	8/14/2017	training sign in sheets, PLC minutes, staff development presentations	6/4/2018 monthly
G1.B1.S1.A1  A365696	Monthly faculty meeting emphasizing close reading strategies.	Valente, Dale	8/14/2017	Teacher lesson plans, along with classroom observation, on the implementation of close reading strategies in a cross-curricular, campus-wide focus on improved literacy.	6/4/2018 monthly
G2.B2.S1.MA1  M391568	To ensure the deconstruction of standards and lesson planning is implemented effectively, the...	Valente, Dale	8/14/2017	Common assessments and their results, lesson plans, staff development agendas/attendance, and i-observation data	6/4/2018 monthly
G2.B2.S1.MA1  M391569	Professional development during PLC time and whole school	Valente, Dale	8/14/2017	PLC Agendas and minutes, coach notes, training sign in sheets, data forms	6/4/2018 monthly
G2.B2.S1.A2  A365698	The administrative and coaching team will review lesson plans to ensure alignment with standards...	Valente, Dale	8/14/2017	Lesson Plan review forms	6/4/2018 weekly
G2.B2.S1.A3  A365699	There will be focused professional development and coaching with teachers in the deconstruction of...	Valente, Dale	8/14/2017	lesson plans, PLC minutes, i-Observation feedback data	6/4/2018 monthly
G2.B2.S1.A4  A365700	Review student performance on common formative and summative assessments	Valente, Dale	8/14/2017	Common Assessments, data collection sheets	6/4/2018 monthly
G2.B2.S1.A5  A365701	Providing training in labor rotations for the math department to assist with student tasks and...	Smart, Donald	8/14/2017		6/4/2018 one-time
G2.B2.S1.A6  A365702	Each PLC will develop an instructional focus calendar that plans out the standards to be taught...	Valente, Dale	8/14/2017	Instructional Focus Calendars developed by the PLC groups	6/4/2018 one-time
G2.B2.S1.A7  A365703	Provide Staff Development in the development of daily targets and daily tasks that are aligned.	Williams, Karen	8/14/2017	Staff development trainings, sign in sheets, lesson plans	6/4/2018 monthly

V. Professional Development Opportunities

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

G2. With a focus on standards-based instruction, we will improve student proficiency in Biology, 9th and 10th grade English Language Arts, United States History, Algebra I, and Geometry, which will result in an increase in the amount of student's obtaining high school diplomas.

G2.B2 There is lack of continued training and support in the development of individual lessons and learning tasks.

G2.B2.S1 Coaching during staff development and within the PLC time frame to address deconstruction of standards, lesson planning, development of common assessments, development of authentic daily learning tasks and review of student data

PD Opportunity 1

There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common summative and formative assessments.

Facilitator

Administrative team, Karen Williams

Participants

All instructional staff

Schedule

Monthly, from 8/14/2017 to 6/4/2018

PD Opportunity 2

Providing training in tabor rotations for the math department to assist with student tasks and groupings.

Facilitator

Glenna Tabor

Participants

entire math department, 2 administrators, and CRT

Schedule

On 6/4/2018

PD Opportunity 3

Provide Staff Development in the development of daily targets and daily tasks that are aligned.

Facilitator

Karen Williams and Dale Valente

Participants

entire faculty

Schedule

Monthly, from 8/14/2017 to 6/4/2018

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	Monthly faculty meeting emphasizing close reading strategies.				\$0.00
2	G2.B2.S1.A1	Design the master schedule to provide common planning time when possible.				\$0.00
3	G2.B2.S1.A2	The administrative and coaching team will review lesson plans to ensure alignment with standards and provide feedback to teachers to strengthen plans.				\$0.00
4	G2.B2.S1.A3	There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common summative and formative assessments.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	1801 - East River High	General Fund		\$1,000.00
5	G2.B2.S1.A4	Review student performance on common formative and summative assessments				\$0.00
6	G2.B2.S1.A5	Providing training in labor rotations for the math department to assist with student tasks and groupings.				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1801 - East River High	General Fund		\$11,000.00
			<i>Notes: Budget includes training services and substitutes necessary.</i>			
7	G2.B2.S1.A6	Each PLC will develop an instructional focus calendar that plans out the standards to be taught during the year				\$0.00
8	G2.B2.S1.A7	Provide Staff Development in the development of daily targets and daily tasks that are aligned.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1801 - East River High	General Fund		\$3,000.00
			<i>Notes: Materials and substitute services for additional training days.</i>			
					Total:	\$15,000.00