

Rosenwald High School



2017-18 Schoolwide Improvement Plan

Rosenwald High School

924 BAY AVE, Panama City, FL 32401

[no web address on file]

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)
Combination School PK, 6-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	57%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

This plan is pending approval by the Bay 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 Rosenwald High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Rosenwald High School will provide a safe, structured, and supportive environment that inspires students to stay in school and graduate ready for college or careers.

b. Provide the school's vision statement.

EDUCATION. GRADUATION. DESTINATION.

2. School Environment

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

The Rosenwald High School Advisory Program (RAP) is implemented school-wide during homeroom from 11:16- 11:41 each day. The program's three major goals are: 1. to help freshman establish connection at the high school; 2. to support academic success via increased student accountability using data chats; 3. to learn and practice important life-skills. RAP is defined as a place for students to benefit from the guidance and support of a caring adult. Students receive personalized guidance and support related to culture and relationships. The teachers have access to a curriculum for the year to provide students with a variety of opportunities related to culture, relationships, academics and school community.

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

Rosenwald High School administration, teachers, staff, and school resource deputy assist in creating an environment of respect and safety. This environment is created and communicated to students daily based on student needs and through the daily communication of the Positive Behavioral Interventions and Supports (PBIS) strategies. Information on school safety and student procedures are available to students through the school's student handbook. We solicit student feedback on the school's environment to evaluate our current practices. In addition, we consult with experts in the behavioral modification field.

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.

Rosenwald High School implements the Positive Behavioral Interventions and Supports (PBIS) strategies. The philosophy of PBIS involves helping all stakeholders and students make positive behavior choices. Everyone will be asked to demonstrate compliance in meeting the following five expectations: Be safe; Be respectful; Be responsible; Be a leader; Be successful. Teachers are expected to teach these behavioral expectations and use classroom management strategies to create a conducive learning environment while maintaining positive discipline. All teachers have access to a Positive Behavior Intervention Support Handbook which is aligned to the MTSS/ Behavior guidelines. Administration has implemented a PBIS committee to assist in overseeing the program and providing input to revisions as necessary. The PBIS committee surveyed the student population to gain data, which supported the high interest levels of the students. This data helps the committee create

monthly PBIS events that represents positive behavior. The PBIS committee includes two administrators: Chandra Tyson (Principal) or Tracey Sirmans (Assistant Principal). It also includes the following teachers and staff: Jonas Douglas, Nancy Montague, and Jane Wellman.

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.

Rosenwald High School ensures social-emotional needs of all students are met by providing opportunities for student access to teachers as advisors (RAP), guidance counselors, a school psychologist, and staff trained in effective social-emotional practices. Mentors are also assigned to classes or to individual students to assist in ensuring all students have access to pupil services. In addition, guest speakers are identified to facilitate assemblies or focus groups. This year we will implement the Panorama Program to teach students and teachers social-emotional learning skills.

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.

- * Attendance below 90%
- * One or more discipline referrals
- * Course failure
- * GPA under 2.0
- * A level 1 score on FSA ELA, or Algebra EOC, geometry EOC
- * Teen parents and pregnant teens
- * Over-aged and under-credited criteria
- * Enrollment in the Department of Juvenile Justice

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	3	12	18	12	29	74	
One or more suspensions	0	0	0	0	0	0	0	0	1	3	2	0	1	7	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	16	23	14	32	87	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	6	16	23	14	41	100	

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	4	16	25	16	38	99	

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

Rosenwald High School's intervention strategies include, but are not limited to:

- * PBIS Supports

- * Rosenwald Advisory Program (daily 25 minute homeroom)
- * Professional Learning Communities (PLCs)
- * mentoring
- * MTSS supports
- * differentiated instruction
- * guidance counselors
- * in-school suspension program
- * high stakes test tutorials
- * Edgenuity credit recovery program
- * school psychologist
- * School Resource Deputy (SRD)
- * restorative justice program
- * teen parenting program and childcare center.

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/446542>.

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.

Refer to uploaded plan.

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
Tyson, Chandra	Principal
Head, Debra	Teacher, K-12
Prado, Linda	Teacher, K-12
Owen, Jimmy	Teacher, Career/Technical
Sirmans, Tracey	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.

Principal: Chandra Tyson,
provides a common and clearly defined vision for the use of data-based decision making, ensures that the school based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school-based plans and activities.

Career & Technical Education (CTE) Teacher: Jimmy Owen,
provides academic, technical, and employability skills and knowledge to pursue post-secondary training or higher education and enter a career field prepared for ongoing learning. These programs provide students with opportunities to acquire the competencies required in today's workplace—such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication. CTE is no longer just about teaching students a narrow set of skills sufficient for entry-level jobs; it is about preparing students for careers.

Regular Education Math Teacher: Linda Prado,
provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring. Also, she serves as the district's math committee as our school's liaison.

Regular Education ELA and College Career Ready Teacher: Debra Head,
provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring. Also, she serves as the district's ELA committee as our school's liaison.

Acting Assistant Principal, Tracey Sirmans,
provides leadership to support the vision and mission of the school using data analysis protocols and prescriptive feedback to staff, oversees the MTSS process to ensure flawless fidelity; provides targeted professional development

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

The school leadership team has identified and aligned the following available resources:

1. MTSS Leadership and Graduation Assistance Team:

District Graduation Options Instructional Specialist: Jennifer Jennings

The team has aligned to review graduation and attendance rates and school-wide academic/ behavioral trend data. Overall, the team will implement strategies to prevent students from dropping out of school and identify viable graduation options. Attendance initiative supports this committee's efforts to increase graduation rates and daily average attendance.

This leadership team meets monthly to review student progress and problem solve for those students who are not responding to interventions that are in place. Additionally, the school administration, and

guidance counselors attend monthly district MTSS meetings to collaborate with other schools and receive district support for MTSS efforts. The graduation options instructional specialist facilitates and supports data collection activities, assists the team in data analysis, identifies professional development and provides technical assistance to staff regarding data based action planning, and supports the implementation of Tier 2 and Tier 3 intervention plans which include, behavioral supports such as check in and out (CICO) system, stay in class agreements, behavioral and attendance contracts, Rosenwald's PBIS Incentive/Reward System, Rosenwald Advisory Program (RAP), FBA/PBIP, mentoring, restorative justice program, etc.

2. Intensive Reading course teachers: Nancy Montague and Cecilia Page (ACHIEVE 3000)
Students who have not shown mastery on the FSA reading test are placed in an intensive reading course. Intensive reading teachers must have their reading endorsements. Reading teachers have also been trained in Secondary Reading Frameworks, Khan Academy using SAT test-taking strategies, and ACHIEVE 3000.

3. Credit Recovery courses are assigned based upon progress towards meeting graduation requirements.

4. Rosenwald's Advisory Program (RAP) is a daily advisory program to improve student outcomes and to decrease drop out rates.

6. Additional personnel to assist with identified needs are:

District MTSS/PBIS Behavior Interventionist: Elizabeth Swedlund

Facilitates and provides collaborative assistance with MTSS/PBIS district resources and supports

ESE Resource Teacher: Kimberly Edwards

Oversees all ESE case management and ensures federal and state compliance laws are met at the local level.

Classroom Coaches: Jessica Griffin and Brandi Tucker

Coaches will work with teachers on data based lesson planning, and will assist teachers in improving their classroom management, organization, and standards-based lesson planning and preparation protocol.

7. Title I Federal Initiatives:

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 86% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

8. Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- * Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- * Support for schools serving migrant students
- * Family literacy programs, including such programs that use models developed under Even Start.
- * The integration of information technology into educational and related programs and
- * Programs to facilitate the transition of secondary school students to post secondary education or employment

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chandra Tyson	Principal
Gregory Dossie	Business/Community
Andre Goss	Business/Community
Clemson Pinckney	Business/Community
Debra Head	Teacher
Phylis Harrington	Parent
Rebecca Holmes	Education Support Employee
Servando Martinez	Parent
Guadalupe Pineda-Monje	Parent
Carolyn Deal	Parent
Deneika Roulhac	Education Support Employee
Tayla Hall	Student
James Weaver	Student
Kendall Sizemore	Student
Brandon Rutherford	Student
Christy Minor	Parent
	Student

b. Duties

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

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 2016-17 school improvement plan's final progress monitoring was conducted to rate its impact on student growth.

b. Development of this school improvement plan

The SAC will review the school's demographic information and discussed the goal, barriers, and strategies of the School Improvement Plan on October 12, 2017. Members and the School Improvement Leadership Team discussed the 2016-17 climate survey results and Spring 2017 assessment results of which our school improvement rating is based. Members reviewed the SIP

draft, asked questions regarding the data and strategies and approved the contents of the School Improvement Plan.

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

The faculty/staff and School Advisory Council met in the Spring of 2017 to review and give input into the annual budget for the 2017-2018 school year in regards to the academic needs of students. Emphasis was placed on personnel, programs and the trend data . Discussion ensued to continue to use funding to support the governance of the school and academic progression.

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

School Improvement Funds are allocated for increasing academic achievement, school-wide PBIS activities, such as Field Day and ACT registration fees. Expenditures are used as a means to keep students engaged in school and increase graduation rates.

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
Tyson, Chandra	Principal
Wellman, Jane	Teacher, K-12
Montague, Nancy	Teacher, K-12
Head, Debra	Teacher, K-12
Sirmans, Tracey	Assistant Principal
Prado, Linda	Teacher, K-12

b. Duties

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

1. The Literacy Leadership Team will continuously communicate the importance of using writing strategies within the content area courses. Focusing on the ELA Instructional Shifts: Reading Informational Text, Text Complexity, and Building Knowledge through Content-rich non-fiction, we will share effective instructional strategies to increase student achievement. Within PLCs, we will assess two data points(during the fall and winter) using NWEA (MAP) Assessments to adjust instructional delivery.

2. All content area teachers will focus on integrating authentic literacy which means reading, writing, listening, speaking, and thinking.

3. Financial Literacy: We will continue to use the EverFi curriculum to satisfy the state's economics course and seek other avenues to support financial literacy.

4. Celebrate International Literacy Week, using Just Read! Florida resources.

5. Continue to focus on vocabulary acquisition across content areas.
6. Collaborate monthly to evaluate the effectiveness of the school-wide literacy strategies.

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.

Professional Learning Communities have been implemented to ensure better student achievement results through committed collaborative relationships focused on collective inquiry and action research. Teachers, after reviewing student achievement data, will explore research-based practices such as co-teaching, blended learning, gradual release model, differentiated instruction, and project based learning. Twice a week teachers will review data to analyze the students' response to their instruction and assessment. Data-informed decisions will be made to drive future instruction or reteaching. Two PLC career academies will be developed under the career clusters of Agriculture, Food, and Natural Resources and Hospitality and Tourism. On-site and/or offsite professional development opportunities will be provided four times a year during our district PLC days to build teachers' capacity, align systems, facilitate shared responsibility, and build coherence and clarity.

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

Recruiting:

Rosenwald High School advertises vacancies through the Bay District Schools' website. BDS then advertises on various job board portals, such as Monster.com and the Hire Vets website, to recruit teachers to the district. Promotion of career opportunities at Rosenwald is marketed at the district-wide job fair. Rosenwald strives to hire only certified-in-field, highly qualified teachers for vacancies.

Retention:

In order to retain current, highly qualified, certified-in-field staff, encouragement and opportunities are provided. Some of those include attending conferences, serving on leadership teams, and participating in leadership roles. Another measure is through the site-based literacy coaching cycles which supports and educates teachers. Rosenwald also utilizes the Charlotte Danielson's Framework for Teachers to gain assistance with support and resources for effective instructional delivery. District Staff Training Specialists assist and educate teachers, especially new teachers, in the areas of classroom management, technology, MTSS, writing, differentiated instruction, Kagan and Florida standards. In addition, a crisis intervention teacher and a parent liaison assist teachers who have identified students and families with physical, mental, emotional, and social health needs. New teachers are also assigned mentors at the school level.

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

Each department has an experienced, highly qualified teacher on the campus site to mentor new teachers to Rosenwald High School or new to the district. Debra Head will mentor ELA teachers, Linda Prado will mentor math teachers, and David Lewis will mentor science teachers. Additionally, the district has provided coaches who work with teachers on areas such as classroom management, technology, differentiated instruction, time management, and other areas of need. The district also provides a New Teacher Induction program . New teachers meet throughout the year to discuss areas of interest and importance to neophyte teachers. New teachers are provided assistance by Staff Training Specialists with the induction program and job embedded professional development. Specific academic activities

are planned; including Charlotte Danielson Framework for Teaching, differentiated instruction, and book studies on the growth mindset and engaging students with poverty in mind.

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 school ensures its core instructional programs and materials are aligned to Florida standards through review of course descriptions, Career & Technical Education (CTE) standards, a viable, guaranteed curriculum discussed in professional learning communities (PLCs), collaborative development of common formative and summative assessments, instructional focus calendars, district pacing guides, and CPALMS lesson plans and resources.

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.

Initially, Rosenwald High School uses state-wide assessment data to place students into intensive reading and remedial math courses. Within the classroom, teachers disaggregate and triangulate data to form small groups in order to differentiate instruction and for remediation. For example, some Algebra classrooms utilize Algebra Nation and Edgenuity and IXL tutorial programs to supplement skill deficits. Reading classrooms implement the Reading Framework through the ACHIEVE 3000 program, Pearson Literature Florida program, and CPALMS lesson plans. Additional supplemental programs are Sound Training, Khan Academy focusing on SAT test-taking strategies and March2Success.

Tutorial sessions are also coordinated before, during and on Saturdays. Students mastering the standards are provided project based learning activities or independent studies. Additional volunteers will be matched to students' based on their deficient.

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: Weekend Program

Minutes added to school year: 1,440

Saturday School for FSA Retakes, ACT/SAT preparation: Students will attend Saturday School for the three weeks leading to the FSA Retake, ACT, and SAT. Saturday School will be staffed by certified teachers and focused upon reading strategies that are developed for FSA/ACT/SAT successes. Teachers will utilize the Edgenuity, ACT/SAT website, March2Success, Sound Training, Khan Academy, and Varsity Tutor for relevant resources and materials. Saturday School will be provided before the upcoming state assessments.

Strategy Rationale

Extended learning will guide students' progress towards reading proficiency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tyson, Chandra, tysoncl@bay.k12.fl.us

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

Data will be collected about those students who participate. Administrators and teachers will analyze data to determine if students who attended Saturday School performed better on the FSA retake, ACT, and SAT.

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.

Rosenwald provides beginning of the year strategies such as: orientation for new students and incoming 8/9th graders, Open House, and initial guidance counselor/student interviews. During the year, the school's strategies include: RAP (Rosenwald Advisory Program), military recruiters, teen parenting courses, horticulture training, ACT/SAT tutorials, career day, and college application essay workshops. The end of the year strategies include: college visits, financial literacy, and post-secondary educational field-trips. Our career academies engage students in real-world, authentic, and relevant education throughout the year.

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 (and the student's parents) meets with a guidance counselor to tailor a course of study that specifically targets the student's individual needs resulting in a career and graduation pathway. Each student's academic, assessment, and discipline history along with their career interest are reviewed in order to assist students with their choices.

Career & Technical Education teachers and content area teachers will work together as a team to

determine a range of careers in specific industries as well as identify course standards that could be applied to the industry. The team of teachers will work with business and industry partners to build their capacity and understanding of the industry's daily work. Students will be required to complete a "work" project to present to the industry leader. Feedback from the business partnership will be provided to both teachers and students.

Students will participate in a College & Career Fair to explore a variety of job opportunities. In addition, a career and resource lab will be established to serve as an incubator for entrepreneurship.

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

Students are given the opportunity to take a series of coursework in Agricultural Science and Hospitality and Tourism, leading to an industry certification giving them a marketable skill. During the course of this class, students are introduced to a variety of occupations, including STEM positions.

Our teen parenting students are enrolled in a parenting and nutritional course, which teaches the students about child development, nutrition and responsible parenting.

Career Assemblies, My College Options and Career and Technical surveys, ASVAB and PSAT results are used to help guide students in finding the best post-secondary option for their futures.

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

Rosenwald High School is restructuring to transition from CTE elective courses into wall to wall career academies. Elective courses offered at Rosenwald High School focusing on career and technical education include: agricultural science and hospitality and tourism.

The percentage of Rosenwald High School students, who scored proficient on state-wide assessments in Spring 2017, is significantly lower than the district and state. The majority of the population consists of at risk students. The focus continues to remain on career and college readiness. The school's ELA initiative includes Secondary Reading Framework, ACHIEVE 3000, Text Complexity, and Florida Standards implementation. Algebra Nation provides an intensive program of study for the Algebra I curriculum.

The Gulf Coast on-site transition academic adviser and guidance counselors are working with the students who qualify for dual enrolled courses to ensure they have the opportunity and encouragement to enroll with Gulf Coast State College/Haney Technical Center. Counselors encourage students to apply for state and community scholarships. Counselors meet with reading classes to provide information and guide students in registration for the ACT and/or SAT.

College admissions and financial aid officers are invited to participate in on-campus events, such as Open House, during lunch, and FAFSA assembly.

All senior students are enrolled in English 4: College and Careers. Students take the Postsecondary Education Readiness Test (PERT) for the end of course exam. This course is designed to teach students the necessary skills to be successful in a college freshman English course (such as ENC 1101).

Interdisciplinary teachers meet weekly to collaborate in unpacking the industry certification standards and integrate common lessons via project based learning.

Each academy will host quarterly projects to integrate career and technical education with academic courses.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Strategies to improve student readiness:

Rosenwald Advisory Program (RAP), military recruiters, Job Co-op teacher, ACT/SAT tutorials, career day, STEMtastic day, college application essay assistance. college visits, junior financial literacy, post-secondary educational field-trips

Tenth grade students take the PSAT test and career survey.

Summer School/ Credit Recovery: Students who need to make up credits are invited to attend Summer School.

Credits are recovered on Edgenuity. These courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers.

Soft skills/employability skills will be taught through the CTE academies.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Improve levels of proficiency by 13% in English language arts and math by executing standards-based instruction by June 2018.

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. Improve levels of proficiency by 13% in English language arts and math by executing standards-based instruction by June 2018. **1a**

 G096014

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	3.0
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - ED	
Bio I EOC Pass	40.0
4-Year Grad Rate (Standard Diploma)	35.0
5-Year Grad Rate	40.0

Targeted Barriers to Achieving the Goal **3**

- Transfer from standards-awareness to standards-based instruction.

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

- Sound Training Pilot Program: Its design is a literacy intervention program. Its premise is to improve literacy skills and vocabulary knowledge. Also included is the improvement of comprehension of writing, speaking, and listening. It is relative to improved SAT results. Additionally, the program is designed to boost participants' confidences. The frequency of implementation is one day per week over a six week period.
- Intensive Reading Classes: Students who are not proficient readers are enrolled in an intensive reading class with reading certified teachers.
- Implementation of Florida Standards and industry certification standards
- Literacy Leadership Team
- District instructional specialists, instructional coaches, and staff training specialists
- Professional Learning Communities (interdisciplinary teams with a focus on career and technical education)
- Tutorials (Saturday School, before, during and after school) by staff for student remediation and skill attainment.
- Engagement strategies (Kagan, CRISS, Brain-based research)
- On-line tutorials: Khan Academy, Varsity Tutors, March2Success, Sound Training, ACT and SAT
- Blended Learning: Using Algebra Nation, Edgenuity, IXL Computer Programs
- Focus: Elevating the Essentials by Mike Schmoker book study
- Mentoring Program
- Positive Behavior Intervention Supports-school-wide emphasis on teaching and rewarding appropriate behaviors of all stakeholders.
- Implementation of the Comprehensive Reading Plan
- Wall to wall Career Academies: Agritechnology Career Academy, Academy of Hospitality and Tourism

- Classroom libraries
- Lesson Preparation Protocol Tool
- Interventionist to support Tier I/II interventions
- Data notebooks
- Professional Development
- Rosenwald Advisory Program/Homeroom
- ACHIEVE 3000
- Implementation of the instructional frameworks

Plan to Monitor Progress Toward G1. 8

Review our balanced assessment system: state assessments, NWEA/MAP, common summative assessment provided by the district, common formative assessment developed by the DP-PLCs, report cards.to identify our gaps in achievement and create a plan of action to close those gaps.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 9/5/2017 to 6/29/2018

Evidence of Completion

Data analysis of our state assessments, NWEA/MAP, common summative assessment provided by the district, common formative assessment developed by the DP-PLCs, report cards.

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. Improve levels of proficiency by 13% in English language arts and math by executing standards-based instruction by June 2018. **1**

 **G096014**

G1.B1 Transfer from standards-awareness to standards-based instruction. **2**

 **B258479**

G1.B1.S1 Align Florida Standards with an emphasis on the instructional shifts required in English Language Arts and math during the professional learning community within the content areas. **4**

 **S273661**

Strategy Rationale

When teachers use district provided common summative assessments according to the district pacing guides, teachers will understand how student performance is measured by aligning Florida standards via the identification of a guaranteed, viable curriculum, a display of learning targets and authentic response assessment options. Students will also monitor their own levels of understanding.

Action Step 1 **5**

Implement the instructional shifts and core actions steps in lesson preparation to increase rigor and engagement.

Person Responsible

Chandra Tyson

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Question/answers, engagement activities, lesson plans, class room walk throughs

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

We will conduct weekly content area PLCs to prepare lessons, review data, and make adjustments in instruction.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/17/2017 to 4/13/2018

Evidence of Completion

agenda, CWTs, and meeting minutes on Google drive

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

Classroom walk throughs, observation of PLCs, evaluations

Person Responsible

Chandra Tyson

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson plans in a labeled binder on the teachers' desktop, minutes in the Google drive from meetings, formative feedback, student work and data, and CWT

G1.B1.S2 Integrate Florida standards with national career and technical industry standards. 4

 S273662

Strategy Rationale

By collaboratively planning standards-based lessons that are rigorous and relevant to student learning, which will deliver a viable curriculum for college and career readiness.

Action Step 1 5

Unpack the National Career and Technical Education standards and provide coherent and rigorous academic instruction for college and career readiness.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Minutes posted on Google drive from each academy, attendance at the job fair to Haney, field trip permission slips, project-based learning activities, agendas from student organization meetings

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

We will collaboratively plan project-based lessons that integrate content standards.

Person Responsible

Chandra Tyson

Schedule

Weekly, from 8/18/2017 to 5/31/2018

Evidence of Completion

agenda and minutes on Google drive

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

CA-PLC meetings

Person Responsible

Chandra Tyson

Schedule

Weekly, from 9/21/2017 to 4/26/2018

Evidence of Completion

Agenda and minutes on the Google drive, project-based learning activities

G1.B1.S3 Coordinate School Improvement Leadership Team curriculum planning days. 4

 S273663

Strategy Rationale

By setting aside time for the leadership team to become effective leaders they will have purposeful, data-driven discussions about the curriculum, instruction, and assessments thus improving student achievement.

Action Step 1 5

Provide guidance and oversight of students' academic progression while building the capacity of teachers.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 7/25/2017 to 5/8/2018

Evidence of Completion

Sign in sheets, book study notes/activities, facilitator handouts

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

We will use data analysis protocols to monitor the effectiveness of instruction and assessment.

Person Responsible

Chandra Tyson

Schedule

Monthly, from 7/25/2017 to 5/8/2018

Evidence of Completion

agenda, meeting notes

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

Leadership meetings

Person Responsible

Chandra Tyson

Schedule

Monthly, from 7/25/2017 to 5/8/2018

Evidence of Completion

Agenda, sign-in sheet, curriculum resources, data driven dialogue protocol

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 M394225	We will conduct weekly content area PLCs to prepare lessons, review data, and make adjustments in...	Tyson, Chandra	8/17/2017	agenda, CWTs, and meeting minutes on Google drive	4/13/2018 weekly
G1.B1.S2.MA1 M394226	CA-PLC meetings	Tyson, Chandra	9/21/2017	Agenda and minutes on the Google drive, project-based learning activities	4/26/2018 weekly
G1.B1.S3.MA1 M394228	Leadership meetings	Tyson, Chandra	7/25/2017	Agenda, sign-in sheet, curriculum resources, data driven dialogue protocol	5/8/2018 monthly
G1.B1.S3.MA1 M394229	We will use data analysis protocols to monitor the effectiveness of instruction and assessment.	Tyson, Chandra	7/25/2017	agenda, meeting notes	5/8/2018 monthly
G1.B1.S3.A1 A367446	Provide guidance and oversight of students' academic progression while building the capacity of...	Tyson, Chandra	7/25/2017	Sign in sheets, book study notes/ activities, facilitator handouts	5/8/2018 monthly
G1.B1.S2.MA1 M394227	We will collaboratively plan project-based lessons that integrate content standards.	Tyson, Chandra	8/18/2017	agenda and minutes on Google drive	5/31/2018 weekly
G1.B1.S1.MA1 M394224	Classroom walk throughs, observation of PLCs, evaluations	Tyson, Chandra	8/17/2017	Lesson plans in a labeled binder on the teachers' desktop, minutes in the Google drive from meetings, formative feedback, student work and data, and CWT	6/1/2018 daily
G1.B1.S1.A1 A367444	Implement the instructional shifts and core actions steps in lesson preparation to increase rigor...	Tyson, Chandra	8/17/2017	Question/answers, engagement activities, lesson plans, class room walk throughs	6/1/2018 daily
G1.B1.S2.A1 A367445	Unpack the National Career and Technical Education standards and provide coherent and rigorous...	Tyson, Chandra	8/17/2017	Minutes posted on Google drive from each academy, attendance at the job fair to Haney, field trip permission slips, project-based learning activities, agendas from student organization meetings	6/1/2018 weekly
G1.MA1 M394230	Review our balanced assessment system: state assessments, NWEA/ MAP, common summative assessment...	Tyson, Chandra	9/5/2017	Data analysis of our state assessments, NWEA/MAP, common summative assessment provided by the district, common formative assessment developed by the DP-PLCs, report cards.	6/29/2018 weekly

V. Professional Development Opportunities

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

G1. Improve levels of proficiency by 13% in English language arts and math by executing standards-based instruction by June 2018.

G1.B1 Transfer from standards-awareness to standards-based instruction.

G1.B1.S1 Align Florida Standards with an emphasis on the instructional shifts required in English Language Arts and math during the professional learning community within the content areas.

PD Opportunity 1

Implement the instructional shifts and core actions steps in lesson preparation to increase rigor and engagement.

Facilitator

Chandra Tyson

Participants

All faculty members

Schedule

Daily, from 8/17/2017 to 6/1/2018

G1.B1.S3 Coordinate School Improvement Leadership Team curriculum planning days.

PD Opportunity 1

Provide guidance and oversight of students' academic progression while building the capacity of teachers.

Facilitator

Chandra Tyson

Participants

Debra Head, Jimmy Owen, Linda Prado, Tracey Sirmans

Schedule

Monthly, from 7/25/2017 to 5/8/2018

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	Implement the instructional shifts and core actions steps in lesson preparation to increase rigor and engagement.				\$45,670.34
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	390-Other Purchased Services	0581 - Rosenwald High School	Title, I Part A	0.0	\$6,450.00
	5100	310-Professional and Technical Services	0581 - Rosenwald High School	Title, I Part A		\$500.00
	5100	150-Aides	0581 - Rosenwald High School	Title, I Part A		\$38,610.34
	5100	510-Supplies	0581 - Rosenwald High School	Title, I Part A		\$110.00
2	G1.B1.S2.A1	Unpack the National Career and Technical Education standards and provide coherent and rigorous academic instruction for college and career readiness.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	790-Miscellaneous Expenses	0581 - Rosenwald High School	Title, I Part A		\$300.00
	5100	310-Professional and Technical Services	0581 - Rosenwald High School	Title, I Part A		\$500.00
3	G1.B1.S3.A1	Provide guidance and oversight of students' academic progression while building the capacity of teachers.				\$261.93
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0581 - Rosenwald High School	Title, I Part A		\$261.93
Total:						\$46,732.27