

School District of Osceola County, FL

New Dimensions High School



2017-18 Schoolwide Improvement Plan

New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

<https://newdimensionshs.com/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Osceola County School Board on 11/14/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for New Dimensions High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

New Dimensions High School Beliefs:

- Every student can be successful.
- Everyone is a life-long learner.
- Every student can exceed expectations.
- Every student is capable of obtaining and applying knowledge.
- Everyone is capable of fulfilling his or her life-long dreams.

New Dimensions High School Mission:

To provide learning opportunities which are participatory, involving hope, curiosity and commitment, so that action becomes a legitimate result of learning.

b. Provide the school's vision statement.

New Dimensions Vision:

To be an educational leader dedicated to excellence through commitment, collaboration, and community.

2. School Environment

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

NDHS more than just supports students in the classroom. As a small school, the NDHS environment naturally fosters a structure whereby each student is well known by many adults who advocate to support students' educational experiences by giving personal attention to each student, focusing on student needs. Almost all teachers sponsor an academic program, sport, club or activity and serve as a long term advocate for the student's needs regarding learning, thinking, and life skills.

Teachers also employ the strategies and practices of the Marzano Element # 36 "Understanding Students Interests and Backgrounds" regularly. This allows them to really get to know their students

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

NDHS more than just supports students in the classroom. As a small school, the NDHS environment naturally fosters a structure whereby each student is well known by many adults who advocate to support students' educational experiences by giving personal attention to each student, focusing on student needs. Almost all teachers sponsor an academic program, sport, club or activity and serve as a long term advocate for the student's needs regarding learning, thinking, and life skills.

NDHS is very active in making sure students' physical, social and emotional needs are met. The Anti-Bullying program is very strong. A suggestion box allows privacy and anonymity when helping to combat and report problems of bullying or other concerns students may have. Staff actively provides

interventions the implementation of the MTSS process. A comprehensive athletic program promotes a healthy lifestyle for all involved. Clubs allow the students many opportunities to be involved. Several staff members are CPR certified. All students are required to take the HOPE course which addresses adolescent issues and healthy ways to cope in times of need. Services are available for advisement, assessment, referral, educational and career planning for all students. NDHS contracts services of a speech therapist and ESOL/ESE Compliance specialists to help students with special needs and for compliance.

New Dimensions High School is an exceptional example of a safe and healthy environment for learning. School leaders have put in place clear definitions and expectations for maintaining safety, cleanliness, and a healthy school environment. These expectations are shared with stakeholders. The staff and all students are knowledgeable of the school emergency plan, and faculty procedural handbook. Thorough professional development in these areas is provided at the beginning of each school year. The high expectations are articulated to the students through orientation assemblies, student handbooks, and regularly over daily announcements. Using emergency drills to practice the various plans, reaction and response time to potential emergency situations is excellent. Health and safety inspection reports are posted on the school's webpage. Having dedicated maintenance personnel supports a learning environment needed for a clean and safe campus.

In the 2016-17 school year, NDHS implemented a Mentor Program to assist with helping students with academic and personal issues. Career and college readiness will be a focus of this program as well. Over 45 mentors from the local community signed on and met with their assigned student(s) weekly. NDHS will continue for 2017-18 to enhance this successful program and match more students with mentors.

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.

New Dimensions High School instructional delivery is centered on a 4 X 4 Block Schedule. This scheduling format helps students achieve their pursuits for a higher education by allowing students to focus on four subjects at a time, similar to what they would be experiencing at the college level. Without more frequent passing times, students are engaged in learning opportunities for more time during the school day. In addition, the 4 X 4 Block Schedule supports teachers at NDHS affording an opportunity to have an entire block of 90 minutes for planning each day. This gives the teachers the equivalent of an entire work day to complete the necessary planning and requirements for the week.

That being said, we have a student code of conduct and discipline plan in place for both students and staff to adhere to. The student code of conduct is printed in the yearly planner provided to each child upon entry at the beginning of each school year. At orientations the policies and procedure are reviewed with the students and parents. During preplanning, teachers are made aware of the policies as well, and discipline procedures are reviewed. Frequent visibility and visits to classrooms by administration also ensures that clear behavioral expectations are being met by students and that staff procedures are consistently enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school provides and coordinates learning support to meet the unique learning needs of students. These multi-tiered practices are shared with families to keep them informed of their child's learning progress. NDHS appoints teachers who oversee our ESE, Gifted, DE and AP programs. Through MTSS teams and PLC's, data is used to identify unique learning needs of students and provide appropriate interventions.

NDHS also contracts with the local school board to provide extra counseling and psychological services as needed.

In the 2016-17 school year, NDHS implemented a Mentor Program to assist with helping students with academic and personal issues. Career and college readiness will be a focus of this program as well. Over 45 mentors from the local community signed on and met with their assigned student weekly. NDHS will continue for 2017-18 to enhance this successful program and match more students with mentors.

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 following information is monitored as early warning indicators for NDHS:

Attendance below 90%
One or more suspensions
Course failure in ELA or Math
Level 1 or 2 on State ELA assessments
Students with less than 2.0

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	0	16	4	6	26	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	0	3	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	13	7	4	25	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	18	35	9	73	
Less than 2.0	0	0	0	0	0	0	0	0	0	0	6	0	2	8	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	8	11	5	24	

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

Meetings are held with students and their parents when attendance issues arise. Letters are also generated to parents concerning attendance. In addition, the school uses FOCUS, an electronic grade book system that also features email capabilities to that teachers and parents can communicate directly.

PLCs are a vehicle for the departments to discuss struggling students and to develop and put in place

interventions. PLC's include Departmental, Literacy Leadership, Student Engagement, Post-Secondary Readiness, Attendance, and School Culture

Students not passing FSA or level 1 or 2 on NGSSS exams are placed into intensive classes or the college readiness classes.

Tiger Tutoring and the Tiger Writing Center are held after school every week. Students identified as struggling are encouraged to attend. Parents are notified of the intervention with recommendation that their child attend.

Student Mentor Program - students with multiple indicators are matched with mentors from the community to assist with getting them on track.

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/432961>.

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.

New Dimensions High School is in partnership with the Chamber of Commerce's Poinciana Area Council through which the community and the school work collaboratively to secure internship positions, assisting students working in the STEM program and seniors completing requirements for their senior project job shadowing, with the area hospital and the newly opened assisted living facility.

We also continue to maintain a relationship with business and community leaders as they serve on the panel of judges for the required senior research project annually. In addition our relationship with the Rotary organization remains strong as does the school's affiliated Interact Club.

For the 2016-17 School year we established a Student Mentor Program and have begun matching 9th and 11th grade students with adult mentors from the community. The mentorships is continuing for 2017-18 and new members are being matched with students. A nearby adult community has also provided tutors for NDHS and work with our students during the school day and after school to strengthen math skills.

Sylvan Learning Centers has partnered with us and will be providing their SylvanSync Math program as part of our Title I remediation efforts. They also provided scholarships to our students to take their SAY/

ACT Preparation course at their facilities after school and on the weekends. These scholarships are valued at \$1100.00 each.

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
Cafiero, Tina	Principal
Grimm, Jacqueline	Principal

b. Duties

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

Dr. Tina Cafiero and Dr. Jackie Grimm founded and have successfully operated New Dimensions High School since 1998. Both administrators are totally hands on school leaders and work in various aspects of the school to ensure that NDHS is one of the most highly regarded school in Central Florida. Dr. Cafiero serves as the Director of Instruction and works with all aspects of curriculum, teaching and learning. Dr. Grimm is the Director of Operations and ensures that all fiscal, material, and human resources are in place so that the school can operate educationally and financially sound. Though they oversee different aspects of the school, it is a true partnership and collaboration which has successfully maintained high standards and an A rating for many years.

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.

NDHS is a data driven school. The two school leaders compile and analyze all data related to all aspects of operating a public school. This includes but is not limited to areas concerning academics, finances, human resources, facilities, technology, and professional development.

Data and information is then shared with varying parties depending on it's nature. The MTSS team which consists of all 20 instructional staff members, will meet and review the data provided by our administration and departmental Professional Learning Communities. School-wide data will be analyzed as well as attention being given to the problem areas presented by the Dept. PLCs. Based on analyzed data and discussions among various departments and PLCs, the MTSS will make decisions and put in place instructional strategies, professional development, and interventions to address needs that are determined.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided English Language Arts, Mathematics, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Collaborative teams exist at NDHS. Faculty meetings, PLC meetings, Department meetings, Literacy Leadership Team meetings and MTSS meetings are all held monthly. If additional meeting time is needed outside the formally scheduled meeting times, the meetings with specified parties are convened to meet needs that arise.

In addition to solving academic problems based on the collaborative meetings, areas for professional development are also identified and used to drive our professional teacher development. One way this is done is through classroom observations by the administrator, along with planning conference and reflection conferences, teacher growth plans and IPDPs submitted to administrator.

Both administrators prepare the budget. Budget is developed based on needs assessment for personnel, equipment and furniture, instructional materials, etc. Teachers are asked for requests for texts and other instructional equipment/materials. Requests are looked at and incorporated into our Digital Classroom Plan, 5 Year Technology plan that is done in conjunction with our outside Network Management Company. Needs are prioritized and met when funds permit. All proposed budgets are then submitted annually to our Board of Directors for approval in June. In addition, as a charter school, we are required by law to have an independent accounting firm conduct an annual financial audit. This is provided to the board, the district, and the state General Auditor's Office. Through out

the school year if expenses not budgeted arise, budget amendments are made and submitted to the Board for approval.

The two Directors meet weekly with Student Council Coordinator (Mr. Armstrong) and the Athletic Director (Mr. Simms)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Tina Cafiero	Principal
Dr. Jackie Grimm	Principal
Rada Sosa	Parent
Amanda Geltz	Parent
Kim Achaibar	Parent
Zulma Arguelles	Teacher
Michelle Spangler	Parent
Alberto Gonzalez	Parent
Damaris Albaladejo	Parent
Yolanda Navarro	Parent
Guilaine Nelson	Parent
Elva Aristle	Parent
Romal Joseph	Parent
Yascinte Young	Parent
Noelle Prosper	Parent
Kedecha Ward	Parent
Ruth Hiraldo	Parent
Presnel Castin	Parent
Patricia Jean Francois	Parent
Yamilka Pastrana	Parent
Yeseima Alvaardo	Parent
Jhon Noellus	Parent
Yolanda Navarro	Parent
Natalyia Aramis	Parent
Monica Sierra	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SIP is presented and discussed at almost every monthly SAC meeting. The academic goals are also addressed with the SAC after the annual state assessment scores are released. Academic progress is discussed with the SAC and the bases for new goals are arrived at from discussions with SAC and PLC teams.

We presented the SIP to the SAC at the Sept 2017 meeting for their approval, informing the SAC that it is a living document and changes can be made as the year evolves.

b. Development of this school improvement plan

The SIP is presented to the SAC quarterly during the school year for input, suggestions, revision, approval, and support of the goals spelled out in the plan.

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

The school's annual budget is prepared by the school administration and presented to it's Governing Board at a public board meeting.

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

The complete amount of our school improvement funds are used to help offset the cost of student planners that are distributed to all students. The planner is not only an agenda/calendar, but also contains the student handbook with all student policies and procedures.

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
Cafiero, Tina	Principal
Anderson, Paula	Teacher, K-12
Torrence, Jessica	Teacher, K-12
Marrillia, Rachelle	Teacher, K-12
Timmerman, Maura	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will continue to foster the reading and literacy goals of the school. Professional development will include delving into the lesson study process. The LLT will continue to organize the school-wide read aloud choosing a book and activities related to our yearly theme. The LLT will also be hosting a parent evening in conjunction with the SAC to provide parents with strategies for supporting literacy in the home.

The LLT team members have also collaborated with members from the MTSS team and have looked at one of our weak areas - writing. They have since presented several Writing across the curriculum professional development inservices for our staff.

The LLT will support the National and state-wide literacy events, ie: Teen Read Week, Halloween Literary Character Costume Contest, FL Literacy Week by hosting school wide events to support literacy, support annual book fairs.

D. Public and Collaborative Teaching

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

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

The school administration has scheduled and preserved monthly PLC meeting time for PLCs in the following areas: Departmental, Career and College Readiness, Student Engagement, AP, and LLT. This time is used for collaboration, data analysis, problem solving, brainstorming, and curriculum planning.

Also, as a small staff, we provide professional development for the entire faculty monthly. Often teachers are called upon or volunteer to present effective strategies to address the needs of the students.

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

With such a small instructional staff comprised of only twenty instructional teachers, the planning and hiring process requires that careful consideration is taken in making sure candidates with specific certification areas, experience, and philosophical beliefs meet the need of the school. Openings are posted on a national website, resumes are screened and applicants are contacted for the interviewing process.

Once candidates are hired, they are oriented with a new teacher meeting/training and matched with a veteran mentor teacher to assist in making the transition to NDHS a smooth one. Dr. Cafiero works with all teachers to make sure that they become and stay in compliance with all certification guidelines and that they meet state, school and district requirements. Professional development is also provided to all staff to inform teachers of school wide initiatives and instructional practices. The Marzano Deliberate Practice Growth Plan system is also used by all teachers and monitored closely by administration. Initial planning and continuous feed back is provided.

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

The NDHS mentoring program consists of structured guidance and regular, ongoing support for NDHS teachers, especially beginning teachers, and may include peer partnerships, pipelines with institutions of higher education, professional development opportunities, or other organizations that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.

All first year teachers and teachers new to NDHS are paired with a veteran colleague who is available to assist in supporting new teachers with questions regarding school policies and procedures, certification, assistance with implementation of instructional programs and initiatives by the school. Professional development is also provided on-going through out the school year.

The rationale for pairing new teachers and experienced teachers just beginning at NDHS into the program is so that they understand the differences between NDHS and the district initiatives. As a

charter school we have our own philosophy, initiatives, and policies. The distinction is sometimes difficult for teachers who have taught in the district or other public schools in the past. This guidance makes the transition smoother.

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.

New Dimensions High School has a varied and rigorous curriculum offered to its students. Classes range from intensive courses to support struggling students, to the college level College Board Advanced Placement and Valencia College Dual Enrollment courses. There are also several options for students to take vocational courses leading to the Florida Gold Seal Scholarship, as well as courses leading to industry certifications.

Curriculum maps are regularly being reviewed and revised/developed by the departments when needed. With new courses being added annually, this needs to be done so that we have a guaranteed curriculum for New Dimensions that is aligned to the state standards.

The school has also developed NDHS End of Course Exams for those hard to assess areas that are not covered by the state assessment program. These exams were developed with the use of various item test banks developed to meet the FL Standards.

The school's lesson plan template requires the staff to list the standards that are being addressed by their learning goal. Observations by administrators and Reflective visits by the district staff verify that the standards listed are indeed being met. The Marzano teacher evaluation tool is used by the school, and instructional strategies that support student engagement and rigorous learning are a focus.

The staff is working on establishing scales and rubrics to go with their learning goals during the school year. A focus on student engagement has also been established for the current school year.

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.

During Preplanning, instructional staff is given data binders with school wide data. Together as a whole, we analyze this data and discuss the school's strengths and weaknesses. Teachers then take that data and pull out their individual student data to help guide their planning and instruction. During PLCs, student data is discussed monthly and departments make changes to instruction, assessment, materials, etc according to needs.

Teachers drill the data down to their own students. Then they provide individualized instruction through differentiation strategies in the classrooms.

Students who are struggling due to language barriers are pulled for ELL support or an ELL paraprofessional works with them in class.

Our most challenged readers are being provided support during the school day by placement in Intensive reading classes and through a pull out with a reading interventionist.

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: 2,160

Tiger Tutoring is a regularly scheduled after school tutorial instruction program held twice a week with Math, Science, and LA teachers.

Strategy Rationale

To assist students who are struggling in core areas, or to assist students who want to enrich material already mastered.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cafiero, Tina, christina.cafiero@osceolaschools.net

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

Teachers working with the programs will have students sign in when attending the various sessions

Strategy: Summer Program

Minutes added to school year: 1,200

Summer Algebra 1 Math Camp

Strategy Rationale

Provide academic support for struggling Algebra 1 students in order for them to pass the FSA Algebra 1 EOC.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Armstrong, Brandon, armstrob@osceola.k12.fl.us

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

FSA data, SylvanSync math Program data

Strategy: Summer Program

Minutes added to school year: 1,200

Summer math remediation camp

Strategy Rationale

Remediation of math skills for struggling Alg 1 students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cafiero, Tina, christina.cafiero@osceolaschools.net

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

The camp will take place in June. Pre and Post testes will be administered and scores will be analyzed for effectiveness of the strategies and material imparted.

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.

NDHS has a madatory course for all seniors called Senior Success Initiative. Seniors must take the course that culminates in a rigorous, in-depth Senior Reasearch Project. The students spend their time in the course researching a career of their choice, job shadowing, exploring colleges or post secondary training to support their goals, applying to post secondary schools, researching scholarships, applying for scholarships, and being exposed to professionals from the community to form networking opportunities. Ms. Dubin, the teacher of the program also ensures that students are prepared for and take college entrance exams. The course culminates with an oral presentation to a panel of community leaders where the students presents their research project orally and through a comprehensive portfolio.

In addition, in Sept of 2016 we started the NDHS Mentor Program. Ninth and 11th grade students are matched with a local adult mentor to guide them through their high school years and to acclimate to both high school and to stay focused on preparing for the next level. The Mentor Program assists Ms. Dubin's efforts with helping students with academic and personal issues. Career and college readiness is a focus of this program as well. Over 45 mentors from the local community signed on and met with their assigned student weekly. NDHS will continue for 2017-18 to enhance this successful program and match more students with mentors.

b. College and Career Readiness

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

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition, it is

recommended that all 9th - 11th grade students take our Leadership Skills Development courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match. We also have our mandatory Senior Success Initiative to guide seniors through the senior project, a semester long career and college research project, in which they will delve into a career interest and research it comprehensively. They will then present an oral presentation to a panel of local business leaders.

In the spring of each year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Parents are invited to participate in the process and final course selection is sent home for parent's signature.

All students also participate in a weekly homeroom program in which career exploration and post secondary school options are discussed and researched.

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

We are a project based school which incorporates applied projects in all content areas. Inter-disciplinary thematic units are also encouraged so that students experience the relevancy of what they are learning and its connection to the world and content outside one particular class. Bi-annual project fairs are held where student work is displayed for parents and the community to see.

In the 2014-15 school year we have added the national Project Lead the Way's Biomedical Science Program. This is a four year program that takes students through four very rigorous STEM classes revolving around the principals of Biomedical Science. The fourth course culminates in a capstone course where students actually do field work. Being the first year, we have rolled out the first course, The Principals of Biomedical Science.

All projects are conducted so that the students see the connections to the real world and the connections between their vocational, performing arts, and physical education classes with their academic core classes.

Another special feature to NDHS is the required Senior Research Project. Every senior must research in depth a career area of interest. They must write a research paper about the career, do a job shadow with someone in the field, conduct interviews with practitioners, and present an oral presentation, featuring a physical project (ie powerpoint, demonstration, etc) to a panel of local business leaders.

In the 2015-16 school year we added Industry Certification opportunities in Digital Design, Phlebotomy, and Patient Care Technician was added in 2016-17 and enrollment continues for 2017-18.

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

A group of teachers along with administrators work with our students to determine post-secondary needs. SAT and ACT test taking strategies are given, along with college application and scholarship application completion. We also bring in speakers and representatives from colleges, university and trade schools to speak with our students about post secondary options. The school also will offer senior parent nights to present the college process and financial aid information to parents. We will also continue to work with Valencia Community College in building our Dual Enrollment program on campus and by having students attend the VCC campuses. NDHS will also maintain its scholarship database for students to access for all scholarship information that the school receives.

Each year we hold two senior parent nights to make sure we are providing seniors and their parents with critical information for transitioning onto post-secondary institutions. Juniors are strongly encouraged to attend as well. Each fall we also hold a parent night to explain to parents the accelerated program such as AP and DE.

This group of teachers and administrator will use the High School Feedback Report to analyze the post-secondary readiness and entrance data for NDHS and tailor the program according to needs and trends determined.

In addition, NDHS continued to add rigorous courses to the curriculum offering. We have 6 AP courses and continue with Dual Enrollment courses to be taught on our campus. Students are encouraged to take these rigorous classes. We will also continue our articulation agreement partnership with Valencia Community College for our dual enrollment program.

We have also the College Readiness ELA and Math courses to our offerings. Students are placed into the courses based on their PERT scores. Those students' scores demonstrating that they need additional support to become college ready are placed into the classes. Ms. Hirschauer is also having an afterschool program for ACT/SAT preparation. Those enrolled must attend all classes to maintain their place in the program.

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.

NDHS added several college readiness Language Arts and Math courses.

The Senior Success Initiative

NDHS Mentor Program

ACT and SAT. Preparation taught in the Intensive reading classes once the state retake exams are taken

STEM program with internship as a requirement

Added Industry Certification courses

Dual enrollment program with TECO for various health related areas

Dual Enrollment college classes offered on NDHS campus

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If NDHS maintains a rigorous culture of high expectations by providing highly engaged classrooms by all instructional staff, then achievement will increase for all students.
- G2.** If we promote building a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness, then high school graduation rate and entry into post secondary college and career educational programs will increase for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If NDHS maintains a rigorous culture of high expectations by providing highly engaged classrooms by all instructional staff, then achievement will increase for all students. 1a

G098881

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0
FSA ELA Achievement	80.0
FSA ELA Achievement - ELL	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instructional strategies used in classrooms
- Inconsistency across classrooms in student engagement levels
- Inconsistency of implementation of ELL strategies in classrooms

Resources Available to Help Reduce or Eliminate the Barriers 2

- Algebra 1 Remediation Program
- All content areas implementing increased use of informational texts
- Professional development on student engagement
- ELL Paraprofessional and Reading Interventionist hired for reading support for struggling students

Plan to Monitor Progress Toward G1. 8

Classroom Observation data

Person Responsible

Tina Cafiero

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

student test data

G2. If we promote building a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness, then high school graduation rate and entry into post secondary college and career educational programs will increase for all students. 1a

G098882

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0
4-Year Grad Rate (At-Risk)	100.0
Postsecondary Enrollments	75.0

Targeted Barriers to Achieving the Goal 3

- Student lack of support, experience, and confidence with career / college transition process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive Reading Teacher incorporating ACT/SAT prep into curriculum
- Continuation of our Senior Success Initiative Program required class for all 12th graders.
- Increase student enrollment in Mentoring Program
- Parent informational meeting held for parents on the post-secondary transition process

Plan to Monitor Progress Toward G2. 8

Progress monitoring with state assessments, college entrance exam data

Person Responsible

Tina Cafiero

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

test data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If NDHS maintains a rigorous culture of high expectations by providing highly engaged classrooms by all instructional staff, then achievement will increase for all students. **1**

 G098881

G1.B1 Lack of differentiated instructional strategies used in classrooms **2**

 B266185

G1.B1.S1 Using effective learning goals and rubrics for lesson planning and development. **4**

 S282111

Strategy Rationale

Teachers should plan effective learning goals with scales or rubrics to assess student achievement for each goal to make sure students are engaged and learning.

Action Step 1 **5**

Planning, Teaching, and Monitoring for Learning

Person Responsible

Tina Cafiero

Schedule

On 8/4/2017

Evidence of Completion

Professional Development Sign in Logs

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

Observe classrooms and review lesson plans to determine teacher use of effective learning goals.

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

lesson plans, observation notes and data, student assessment scores

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

Continue the discussion of learning goals with faculty as a whole and individually with teachers during planning and reflection conferences.

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

assessment scores, IPDP results, lesson plans

G1.B1.S2 Professional development for instructional staff in the area of differentiated Instruction and Student Engagement **4**

 S282112

Strategy Rationale

Professional development in these areas will strengthen instructional strategies and methodologies so that teachers can meet the varied learning needs of all students ensuring academic growth and success.

Action Step 1 **5**

Worksheets Don't Grow Dendrites Professional Development

Person Responsible

Tina Cafiero

Schedule

On 10/16/2017

Evidence of Completion

Professional Development logs

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

Review Lesson Plans

Person Responsible

Tina Cafiero

Schedule

Weekly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom observations

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

Classroom Observations

Person Responsible

Tina Cafiero

Schedule

Weekly, from 10/17/2017 to 5/25/2018

Evidence of Completion

Observation data, student assessment data

G1.B1.S3 Provide math remediation for our lowest quartile math students during the school day. 4

 S282113

Strategy Rationale

Targeting our lowest level, most challenged math students for weekly additional support will increase student math achievement.

Action Step 1 5

An Algebra 1 Remediation pull out program for lowest level math students using SylvanSync, a program with proven results, during school day.

Person Responsible

Brandon Armstrong

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data provided by SylvanSync program, FSA Algebra 1 EOC scores

Action Step 2 5

Staff training on use of the SylvanSync program.

Person Responsible

Brandon Armstrong

Schedule

On 8/7/2017

Evidence of Completion

Attendance log in for training

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

SylvanSync progress data and student attendance in program will be monitored for effectiveness and fidelity

Person Responsible

Brandon Armstrong

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The student progress monitoring reports, attendance logs, FSA Alg 1 EOC

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

Continual observations of teaching and student participation in the SylvanSync remedial program will be made.

Person Responsible

Jacqueline Grimm

Schedule

Biweekly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Observation logs, student attendance logs, test data

G1.B2 Inconsistency across classrooms in student engagement levels **2**

 B266186

G1.B2.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff **4**

 S282114

Strategy Rationale

This will assist students in understanding the vocabulary they will see and hear in class, in their texts, and on state assessments

Action Step 1 **5**

Review of Academic and Content related vocabulary with staff during pre-planning

Person Responsible

Tina Cafiero

Schedule

On 8/4/2017

Evidence of Completion

PD Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Observations of classroom teachers incorporating Academic Vocabulary in all classes

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Marzano Instructional Observation System

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom pre/post tests, state assessments

Person Responsible

Tina Cafiero

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

data from teacher pre/post tests, IPDP, State Assessment results

G1.B2.S2 Professional development for instructional staff in the area of differentiated Instruction and student engagement. 4

 S282115

Strategy Rationale

Professional development in these areas will strengthen instructional strategies and methodologies so that teachers can meet the varied learning needs of all students, ensuring academic growth and success.

Action Step 1 5

Professional development on student engagement strategies - Worksheets Don't Grow Dendrites

Person Responsible

Tina Cafiero

Schedule

On 10/16/2017

Evidence of Completion

attendance logs for PD

G1.B3 Inconsistency of implementation of ELL strategies in classrooms **2**

 B266187

G1.B3.S1 Adding a ELL paraprofessional support position to work with the instructional staff to aid and reinforce learning for our ELL students. **4**

 S282116

Strategy Rationale

Students with language barriers struggle with learning due to their unfamiliarity of the English language. A designated support person to work individually with ELL students will enhance their learning by strengthening English language skills.

Action Step 1 **5**

An ELL Paraprofessional has been added to the staff. Students have been identified for her support

Person Responsible

Tina Cafiero

Schedule

Annually, from 8/10/2017 to 5/28/2018

Evidence of Completion

Student test data, observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Regular meetings with ELL Paraprofessional to determine effectiveness of efforts

Person Responsible

Tina Cafiero

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student report cards, test data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Observe ELL Paraprofessional working with students

Person Responsible

Tina Cafiero

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Mrs. Bird's notes, observations, test data, class grades

G1.B3.S2 Provide professional development for instructional staff on teaching diverse populations. 4

 S282117

Strategy Rationale

For teachers to effectively impact students with language/cultural barriers, they need to be equipped with strategies and knowledge to increase student achievement.

Action Step 1 5

Professional Development provided on teaching diverse populations

Person Responsible

Jacqueline Grimm

Schedule

On 9/6/2017

Evidence of Completion

Observations of classrooms, ELL student achievement data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Observations of classrooms with ELL students

Person Responsible

Tina Cafiero

Schedule

Weekly, from 9/7/2017 to 5/25/2018

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

ELL student grades and test data will be monitored

Person Responsible

Tina Cafiero

Schedule

Quarterly, from 9/7/2017 to 9/7/2017

Evidence of Completion

Progress reports, report cards, test data

G2. If we promote building a rigorous culture of high expectations for increased graduation rate and postsecondary education readiness, then high school graduation rate and entry into post secondary college and career educational programs will increase for all students. 1

G098882

G2.B1 Student lack of support, experience, and confidence with career / college transition process 2

B266188

G2.B1.S1 Schedule all seniors into the Senior Success Initiative 4

S282118

Strategy Rationale

Students will be provided curriculum and strategies for completing the required senior research project

Action Step 1 5

Build master schedule to support enough sections of Senior Success

Person Responsible

Jacqueline Grimm

Schedule

On 7/3/2017

Evidence of Completion

Master schedule for the 2017-18 school year was built

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

Make sure that all seniors have been scheduled into the class

Person Responsible

Jacqueline Grimm

Schedule

Semiannually, from 8/10/2017 to 1/1/2018

Evidence of Completion

Student enrollment into the courses will be monitored

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

Observations of the Senior Success Classes

Person Responsible

Jacqueline Grimm

Schedule

Monthly, from 8/10/2017 to 9/5/2017

Evidence of Completion

Progress and completion data on mandatory Senior Project

G2.B1.S2 Continue Intensive Reading Teacher and Senior Success Teacher providing ACT/SAT Prep

4

 S282119

Strategy Rationale

Students will gain strategies for success on SAT/ACT to demonstrate college readiness

Action Step 1 5

Mrs. Timmerman and Ms. Dubin will provide SAT/ACT test prep in their courses

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Analyze the test data of students taking SAT and ACT

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

classroom observations

Person Responsible

Tina Cafiero

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

observation data, test score data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Provide vouchers and support students registering to take the college entrance exams

Person Responsible

Jacqueline Grimm

Schedule

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

Evidence of Completion

Work with Ms. Dubin to make sure that records are kept of students issued vouchers

G2.B1.S3 Continue increasing number of students and community members involved in the student mentoring program to assist students with academic issues and post-secondary plans. 4

S282120

Strategy Rationale

Additional adult support for students in their research and the planning of their graduation and post secondary plans will increase our student graduation rate and increase the number of NDHS students attending post-secondary institutions.

Action Step 1 5

Outreach to the community to continue building mentor program

Person Responsible

Jacqueline Grimm

Schedule

Daily, from 8/10/2017 to 9/5/2017

Evidence of Completion

Record the efforts made to promote the mentor program in the community

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor the number of students matched to community mentors

Person Responsible

Jacqueline Grimm

Schedule

Weekly, from 8/10/2017 to 9/5/2017

Evidence of Completion

student and mentor applications matches

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Graduation rate and post-secondary education acceptance and enrollment will be monitored

Person Responsible

Jacqueline Grimm

Schedule

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












Evidence of Completion

College admission letters collected and data compiled

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					
G2.B1.S1.A1 A380687	Build master schedule to support enough sections of Senior Success	Grimm, Jacqueline	7/3/2017	Master schedule for the 2017-18 school year was built	7/3/2017 one-time
G1.B1.S1.A1 A380679	Planning, Teaching, and Monitoring for Learning	Cafiero, Tina	8/4/2017	Professional Development Sign in Logs	8/4/2017 one-time
G1.B2.S1.A1 A380683	Review of Academic and Content related vocabulary with staff during pre-planning	Cafiero, Tina	8/4/2017	PD Logs	8/4/2017 one-time
G1.B1.S3.A2 A380682	Staff trainging on use of the SylvanSync program.	Armstrong, Brandon	8/7/2017	Attendance log in for training	8/7/2017 one-time
G2.B1.S1.MA1 M413098	Observations of the Senior Success Classes	Grimm, Jacqueline	8/10/2017	Progress and completion data on mandatory Senior Project	9/5/2017 monthly
G2.B1.S3.MA1 M413103	Monitor the number of students matched to community mentors	Grimm, Jacqueline	8/10/2017	student and mentor applications matches	9/5/2017 weekly
G2.B1.S3.A1 A380689	Outreach to the community to continue building mentor program	Grimm, Jacqueline	8/10/2017	Record the efforts made to promote the mentor program in the community	9/5/2017 daily
G1.B3.S2.A1 A380686	Professional Development provided on teaching diverse populations	Grimm, Jacqueline	9/6/2017	Observations of classrooms, ELL student achievement data	9/6/2017 one-time
G1.B3.S2.MA1 M413095	ELL student grades and test data will be monitored	Cafiero, Tina	9/7/2017	Progress reports, report cards, test data	9/7/2017 quarterly
G1.B1.S2.A1 A380680	Worksheets Don't Grow Dendrites Professional Development	Cafiero, Tina	10/16/2017	Professional Development logs	10/16/2017 one-time
G1.B2.S2.A1 A380684	Professional development on student engagement strategies - Worksheets Don't Grow Dendrites	Cafiero, Tina	10/16/2017	attendance logs for PD	10/16/2017 one-time
G2.B1.S1.MA1 M413099	Make sure that all seniors have been scheduled into the class	Grimm, Jacqueline	8/10/2017	Student enrollment into the courses will be monitored	1/1/2018 semiannually
G1.MA1 M413097	Classroom Observation data	Cafiero, Tina	8/10/2017	student test data	5/25/2018 quarterly
G2.MA1 M413104	Progress monitoring with state assessments, college entrance exam data	Cafiero, Tina	8/10/2017	test data	5/25/2018 quarterly
G1.B1.S1.MA1 M413085	Continue the discussion of learning goals with faculty as a whole and individually with teachers...	Cafiero, Tina	8/10/2017	assessment scores, IPDP results, lesson plans	5/25/2018 weekly
G1.B1.S1.MA1 M413086	Observe classrooms and review lesson plans to determine teacher use of effective learning goals.	Cafiero, Tina	8/10/2017	lesson plans, observation notes and data, student assessment scores	5/25/2018 weekly
G1.B2.S1.MA1 M413091	Classroom pre/post tests, state assessments	Cafiero, Tina	8/10/2017	data from teacher pre/post tests, IPDP, State Assessment results	5/25/2018 semiannually
G1.B2.S1.MA1 M413092	Observations of classroom teachers incorporating Academic Vocabulary in all classes	Cafiero, Tina	8/10/2017	Marzano Instructional Observation System	5/25/2018 weekly
G1.B3.S1.MA1 M413093	Observe ELL Paraprofessional working with students	Cafiero, Tina	8/10/2017	Mrs. Bird's notes, observations, test data, class grades	5/25/2018 monthly
G1.B3.S1.MA1 M413094	Regular meetings with ELL Paraprofessional to determine effectiveness of efforts	Cafiero, Tina	8/10/2017	Student report cards, test data	5/25/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1  M413087	Classroom Observations	Cafiero, Tina	10/17/2017	Observation data, student assessment data	5/25/2018 weekly
G1.B1.S2.MA1  M413088	Review Lesson Plans	Cafiero, Tina	10/20/2017	Lesson Plans, Classroom observations	5/25/2018 weekly
G1.B3.S2.MA1  M413096	Observations of classrooms with ELL students	Cafiero, Tina	9/7/2017	Classroom observation data	5/25/2018 weekly
G2.B1.S2.MA1  M413101	classroom observations	Cafiero, Tina	8/10/2017	observation data, test score data	5/25/2018 weekly
G2.B1.S2.A1  A380688	Mrs. Timmerman and Ms. Dubin will provide SAT/ACT test prep in their courses	Cafiero, Tina	8/10/2017	Analyze the test data of students taking SAT and ACT	5/25/2018 weekly
G1.B1.S3.MA1  M413089	Continual observations of teaching and student participation in the SylvanSync remedial program...	Grimm, Jacqueline	8/10/2017	Observation logs, student attendance logs, test data	5/25/2018 biweekly
G1.B1.S3.MA1  M413090	SylvanSync progress data and student attendance in program will be monitored for effectiveness and...	Armstrong, Brandon	8/10/2017	The student progress monitoring reports, attendance logs, FSA Alg 1 EOC	5/25/2018 weekly
G1.B1.S3.A1  A380681	An Algebra 1 Remediation pull out program for lowest level math students using SylvanSync, a...	Armstrong, Brandon	8/10/2017	Data provided by SylvanSync program, FSA Algebra 1 EOC scores	5/25/2018 daily
G1.B3.S1.A1  A380685	An ELL Paraprofessional has been added to the staff. Students have been identified for her support	Cafiero, Tina	8/10/2017	Student test data, observations	5/28/2018 annually
G2.B1.S2.MA1  M413100	Provide vouchers and support students registering to take the college entrance exams	Grimm, Jacqueline	9/1/2017	Work with Ms. Dubin to make sure that records are kept of students issued vouchers	6/1/2018 weekly
G2.B1.S3.MA1  M413102	Graduation rate and post-secondary education acceptance and enrollment will be monitored	Grimm, Jacqueline	9/1/2017	College admission letters collected and data compiled	6/29/2018 quarterly

V. Professional Development Opportunities

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

G1. If NDHS maintains a rigorous culture of high expectations by providing highly engaged classrooms by all instructional staff, then achievement will increase for all students.

G1.B1 Lack of differentiated instructional strategies used in classrooms

G1.B1.S1 Using effective learning goals and rubrics for lesson planning and development.

PD Opportunity 1

Planning, Teaching, and Monitoring for Learning

Facilitator

Leslie Dubin, Paula Anderson

Participants

NDHS Instructional Staff

Schedule

On 8/4/2017

G1.B1.S2 Professional development for instructional staff in the area of differentiated Instruction and Student Engagement

PD Opportunity 1

Worksheets Don't Grow Dendrites Professional Development

Facilitator

Marcia Tate

Participants

New Dimensions Instructional Staff

Schedule

On 10/16/2017

G1.B1.S3 Provide math remediation for our lowest quartile math students during the school day.

PD Opportunity 1

Staff training on use of the SylvanSync program.

Facilitator

Camille Hernandez, Sylvan Learning Centers

Participants

Brandon Armstrong, Maura Timmerman, Olga Bird

Schedule

On 8/7/2017

G1.B2 Inconsistency across classrooms in student engagement levels

G1.B2.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff

PD Opportunity 1

Review of Academic and Content related vocabulary with staff during pre-planning

Facilitator

Tina Cafiero, Leslie Dubin, Paula Anderson

Participants

NDHS Instructional Staff

Schedule

On 8/4/2017

G1.B2.S2 Professional development for instructional staff in the area of differentiated Instruction and student engagement.

PD Opportunity 1

Professional development on student engagement strategies - Worksheets Don't Grow Dendrites

Facilitator

Marcia Tate

Participants

Instructional Staff

Schedule

On 10/16/2017

G1.B3 Inconsistency of implementation of ELL strategies in classrooms

G1.B3.S2 Provide professional development for instructional staff on teaching diverse populations.

PD Opportunity 1

Professional Development provided on teaching diverse populations

Facilitator

Dr. Pacheco

Participants

NDHS Instructional Staff

Schedule

On 9/6/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Planning, Teaching, and Monitoring for Learning	\$0.00
2	G1.B1.S2.A1	Worksheets Don't Grow Dendrites Professional Development	\$0.00
3	G1.B1.S3.A1	An Algebra 1 Remediation pull out program for lowest level math students using SylvanSync, a program with proven results, during school day.	\$0.00
4	G1.B1.S3.A2	Staff training on use of the SylvanSync program.	\$0.00
5	G1.B2.S1.A1	Review of Academic and Content related vocabulary with staff during pre-planning	\$0.00
6	G1.B2.S2.A1	Professional development on student engagement strategies - Worksheets Don't Grow Dendrites	\$0.00
7	G1.B3.S1.A1	An ELL Paraprofessional has been added to the staff. Students have been identified for her support	\$0.00
8	G1.B3.S2.A1	Professional Development provided on teaching diverse populations	\$0.00
9	G2.B1.S1.A1	Build master schedule to support enough sections of Senior Success	\$0.00
10	G2.B1.S2.A1	Mrs. Timmerman and Ms. Dubin will provide SAT/ACT test prep in their courses	\$0.00
11	G2.B1.S3.A1	Outreach to the community to continue building mentor program	\$0.00
Total:			\$0.00