

Bay District Schools

Rosenwald High School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

EDUCATION. GRADUATION. DESTINATION.

School Leadership Team

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
Stanquist, Ray	Assistant Principal
Karas, Carly	Teacher, K-12
Heath, Jason	Teacher, Career/Technical

Duties

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

Chandra Tyson (principal)

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.

Ray Stanquist (Acting Assistant Principal)

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.

Linda Prado (Regular Education Math Teacher)

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 on the district math committee as our school's liaison.

Debra Head (Regular Education ELA and College Career Ready Teacher)

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/interventions for all tiers as defined by student needs, and evaluates the

effectiveness of implemented strategies through ongoing progress monitoring. Also, she serves on the district's ELA committee as our school's liaison.

Jason Heath (Teacher/ Career and Technical Education)

Provides an academic, technical, and employability skills and knowledge to pursue post-secondary training or higher education to 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 proficient for entry-level jobs; it is about preparing students for careers. Mr. Heath will be instrumental in ensuring we have relevant CTE courses and working across disciplines to meet this demand.

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Carly Karas (Regular Education Science Teacher)

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/interventions for all tiers as defined by student needs, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring. Also, she serves on the district's Biology committee as our school's liaison.

Early Warning Systems

Year 2017-18

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	29	20	23	29	101
One or more suspensions	0	0	0	0	0	0	0	0	0	25	16	18	11	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	24	21	18	15	78
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	29	28	25	19	101
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	32	27	27	26	112	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	17	7	8	9	41	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	10	7	3	0	20	

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Student non-attendance correlates directly with the number of students retained each year. From 2016-17 to 2017-18, student retention doubled. Additionally, non-attendance increased from 16-17 to 17-18, but the increase was not significant. Finally, the number of students who are showing two or more of the early warning indicators increased. While it was not a significant increase, it does display a trend.

The possible trends identified is that non-attendance increases retention, and that multiple early warning indicators correlates with retention from year to year.

Which data component showed the greatest decline from prior year?

The greatest decline was in course failure of ELA and math. A greater number of students passed the core classes in the 17-18 school year than they did in the 16-17 school year.

Which data component had the biggest gap when compared to the state average?

Currently, there is no school grade data available to complete the gap analysis.

Which data component showed the most improvement? Is this a trend?

Improvement in proficiency was achieved across several content state assessments with the greatest proficiency increase on the US History EOC. Improvement in student proficiency in US History has been trending upward for the past couple of years.

Describe the actions or changes that led to the improvement in this area.

The improvements in student proficiency were the result of implementation of standards-based common assessments and lessons aligned to the standards.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	70%	60%	0%	58%	55%
ELA Learning Gains	0%	62%	57%	0%	52%	54%
ELA Lowest 25th Percentile	0%	55%	52%	0%	42%	49%
Math Achievement	0%	70%	61%	0%	62%	56%
Math Learning Gains	0%	59%	58%	0%	60%	54%
Math Lowest 25th Percentile	0%	62%	52%	0%	43%	48%
Science Achievement	0%	62%	57%	0%	56%	52%
Social Studies Achievement	0%	83%	77%	0%	80%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (3)	29 (12)	20 (18)	23 (12)	29 (29)	101 (74)
One or more suspensions	0 (0)	0 (0)	0 (1)	25 (3)	16 (2)	18 (0)	11 (1)	70 (7)
Course failure in ELA or Math	0 (0)	0 (0)	0 (2)	24 (16)	21 (23)	18 (14)	15 (32)	78 (87)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (6)	29 (16)	28 (23)	25 (14)	19 (41)	101 (100)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017	0%	52%	-52%	52%	-52%
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018	9%	54%	-45%	53%	-44%
	2017	3%	51%	-48%	52%	-49%
Same Grade Comparison		6%				
Cohort Comparison		9%				
10	2018	9%	52%	-43%	53%	-44%
	2017	7%	48%	-41%	50%	-43%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017	0%	49%	-49%	51%	-51%
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	8%	64%	-56%	65%	-57%
2017	19%	65%	-46%	63%	-44%
Compare		-11%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	73%	-25%	68%	-20%
2017	16%	73%	-57%	67%	-51%
Compare		32%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	3%	64%	-61%	62%	-59%
2017	0%	62%	-62%	60%	-60%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	15%	62%	-47%	56%	-41%
2017	7%	60%	-53%	53%	-46%
Compare		8%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Attendance Compliance
Rationale	Data shows that non-attendance leads to retention, which results in lower levels of proficiency in ELA, Algebra I and Geometry state assessments.
Intended Outcome	Students who are moderately absent will increase their average daily attendance by 5% by May of 2019.
Point Person	Chandra Tyson (tysoncl@bay.k12.fl.us)

Action Step

Description	1. Teachers will identify students who are moderately absent; they will refer those students to the MTSS/Attendance Taskforce. 2. PBIS will provide attendance incentives.
Person Responsible	Ray Stanquist (stanqrj@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	1. Administration will pull daily average attendance reports every month to monitor attendance trends. 2. Administration will pull quarterly D/F reports.
Person Responsible	Ray Stanquist (stanqrj@bay.k12.fl.us)

Activity #2	
Title	Reading and Writing Across Content Areas
Rationale	Proficiency in ELA, Algebra I and Geometry state assessments require students to be able to read and respond to grade-level prompts.
Intended Outcome	Student learning gains on the state ELA, Algebra I EOC, and Geometry EOC will increase by 2%.
Point Person	Chandra Tyson (tysoncl@bay.k12.fl.us)
Action Step	
Description	Two global standards have been identified (LAFS.910.RI.1.1 and LAFS.910.W.4.10) for implementation across all content areas.
Person Responsible	Chandra Tyson (tysoncl@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	PLCs and school wide career academies will incorporate these standards into all instructional practices.
Person Responsible	Ray Stanquist (stanqrj@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See PIP

PFEP Link

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

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 continue to implement the Panorama Program and add the Co-Vitality and BDS 360 Programs to develop students' and enhance teachers' social-emotional learning skills.

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.

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 resources:

1. MTSS Leadership and Graduation Assistance Team:

District Graduation Options Instructional Specialist (GOIS): Jennifer Jennings

The team has reviewed graduation and attendance rates and school-wide academic/behavioral trend data. The team will implement strategies to prevent students from dropping out of school and identify viable graduation options. Attendance initiatives support efforts to increase graduation rates and daily average attendance.

This leadership team meets monthly to review Tier 2 and Tier 3 intervention plan, student progress, and problem solve for those students who are not responding to interventions that are in place.

2. Intensive Reading course teachers: Nancy Montague, Ashley Mullennix

Students who have not shown mastery on the FSA reading test are placed in an intensive reading course founded in the Secondary Reading Frameworks, Khan Academy SAT test-taking strategies, and ACHIEVE 3000.

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

4. District Support Behavior Interventionist: Elizabeth Swedlund

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

ESE Resource Teacher: Shandra Payne

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

Licensed Social Worker: Brandy Swett

Offers support to families and students, and conducts weekly home visits to assist with attendance concerns.

Behavioral Health Therapist: Kathy Short

Assists students with self-regulation and self-management of social/emotional needs and provides on-site counseling to students in times of crisis.

5. 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.

6. 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

Support for schools serving migrant students

Family literacy programs, such as programs that use models developed under Even Start

The integration of information technology into educational programs

Programs to facilitate the transition of secondary school students to post secondary education or employment

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.

Part V: Budget

Total:	\$53,768.00
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