
2013-2014 SCHOOL IMPROVEMENT PLAN

Rosenwald High School

924 BAY AVE
Panama City, FL 32401
850-767-4580

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Rosenwald High School

Principal

Chandra Tyson

School Advisory Council chair

Clem Pinckney

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Christy Carpenter	Asst. Principal
Michael Petty	Reading Teacher
Tim Cook	Math Teacher
Deborah English	Intervention Teacher for Math
Lisa Womack	Literacy Coach

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

President: Clemson Pinckney, Secretary: Patricia Bush, Community Member: Andre Goss, Fundraiser Chair: Kathy Auxier, Teacher Representative: Cecilia Page, Parent Representatives: Ragnor Gronbeck, Dawn Ravert, Sheila Florence, Cassandra Nance, Bobbie Vige, Avis Barnes, William Denn, Student Representative: Martha Ravert.

Involvement of the SAC in the development of the SIP

The SAC reviewed and approved the School Improvement Plan on October 10th, 2013. Members were encouraged to make suggestions and provide input.

Activities of the SAC for the upcoming school year

SAC will support Field Day activities, a Positive Behavior Support activity, at the end of the school year. SAC will also recruit members via Open House and Title I meetings. SAC members will also solicit donations for our Parent Center.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds will be allocated to school-wide PBS activities, such as Field Day. Amount to-be-determined pending receipt of funds from the state.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Chandra Tyson

Principal

Years as Administrator: 13

Years at Current School: 5

Credentials

BS- Elementary Education, University of South Florida
MS- Educational Leadership, University of South Florida
Certification: Elementary Education K-6, ESOL, Educational Leadership, School Principal

Performance Record

2005-07 served as Administrative Assistant at Southport Elem School (grade of A); Southport made provisional AYP both years; 2007-2009 served as Elementary Supervisor with over 21 high performing schools; district was an A both years. 2009-10 served as AP at Rosenwald High School. A declining school improvement rating was assigned during both the 2010 and 2011 school years. Rosenwald High School received AYP in writing during the 2010 and 2011 academic school year. During the 2012 and 2013 school years, the school improvement rating was an 'I', incomplete.

Christy Carpenter		
Asst Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	<p>M.S. in Educational Leadership & Policy Studies from Florida State University; B.A. in History Education from University of Southern Mississippi</p> <p>Certifications/Endorsements: Educational Leadership, School Principal, English 6-12, Social Science 6-12, Exceptional Student Education K-12, Reading Endorsement, National Board Certification in Early Adolescence (Generalist)</p>	
Performance Record	<p>Asst. Principal at Deane Bozeman School 2008-10- "B" School each year.</p> <p>Asst. Principal at Mosley High School 2011-12- "B" school; graduation rate of 99%.</p>	

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Deborah English		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Mathematics	
Credentials	<p>Masters Degree- Secondary Mathematics Education</p> <p>Bachelor's Degree- Elementary K-6</p> <p>Certifications/Endorsements: Math 6-12, Math 5-9, Middle Grades Integrated, Elementary K-6, ESOL Endorsement, Reading Endorsement</p>	
Performance Record	<p>Highly qualified to work with site-based faculty to build capacity with instructional and structural practices and highly qualified to provide math interventions to struggling students in order to facilitate school improvement.</p>	

Lisa Womack		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelor's Degree- Elementary K-6 Certifications/Endorsements: Middle Grades Integrated, National Board Early Adolescence Science, ESOL Endorsement, Gifted Endorsement, Enrolled in Practicum for Reading Endorsement	
Performance Record	Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

Nicole Baker		
Full-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	RtI/MTSS	
Credentials	M.S in Counseling and Psychology, Troy State University Certifications/Endorsements: Guidance PK-12	
Performance Record	Highly qualified to work with site-based faculty to build capacity with implementing Multi-Tiered Systems of Support in order to facilitate school improvement.	

Margo Anderson		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	M. A. Language & Literature, B.A. English, Reading Endorsement, English 6-12 certification	
Performance Record	Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitated school improvement.	

Classroom Teachers

of classroom teachers

22

receiving effective rating or higher

21, 95%

Highly Qualified Teachers

100%

certified in-field

22, 100%

ESOL endorsed

4, 18%

reading endorsed

4, 18%

with advanced degrees

8, 36%

National Board Certified

1, 5%

first-year teachers

4, 18%

with 1-5 years of experience

2, 9%

with 6-14 years of experience

7, 32%

with 15 or more years of experience

9, 41%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruiting:

Rosenwald High School advertises vacancies through the Bay District Schools' website. BDS then advertises on various job board portals, such as Monster.com and the Hire Vets website, to recruit teachers to the district. Rosenwald only hires certified-in-field, highly qualified teachers for our vacancies.

Retention:

In order to retain our current highly qualified, certified-in-field staff, we encourage and provide our teachers with opportunities to attend conferences, serve on leadership teams, and serve in leadership roles at the school. We also provide support through our site-based Literacy coach and teacher for intervention in math, so that teachers feel supported and knowledgeable about their subject matter

and resources available. Rosenwald utilizes district Staff Training Specialists to assist and educate teachers in the areas of Classroom Management, Technology, MTSS, Writing, Differentiated Instruction, Kagan and Common Core Standards. We also employ a Crisis Intervention Teacher, a Parent Liaison, as well as a Social Worker, to assist teachers with students and their families' physical, mental, emotional social health.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each department has an experienced, highly qualified teacher who mentors any new or new to the district teachers on the campus site. Additionally, the district has provided coaches who work with teachers on areas such as classroom management, technology, differentiated instruction, time management, and other areas of need. The district also provides new teachers with a New Teacher Induction program. New teachers meet throughout the year to discuss areas of interest and importance to neophyte teachers. Cinda Trexler is one of our district coaching resources who assists new teachers with the induction program and job embedded professional development.

Debra Tuck is a new-to-the-district teacher who is teaching English 2. She is mentored by Michel Cooper, who teaches English 1, and serves as our informal English Department Head. Ms. Cooper has been to Ms. Tuck's classroom to assist her with orienting her to the new school, as well as with classroom management. Ms. Tuck has been seen by both the district's Staff Training Specialist, as well as the Technology Coach. Ms. Cooper and administrators will continue to monitor Ms. Tuck's performance and concerns, and will assist as needed. Specific academic activities are planned, including Six Traits of Writing, Differentiated Instruction, and a book study on Pathways to the Common Core. This support should provide Ms. Tuck with the knowledge and resources she needs to be successful.

Ms. Cooper also mentors Tammy Howard. Ms. Howard is a new teacher, who is teaching English 4. Ms. Cooper checks in with Ms. Howard on a regular basis to ensure she is oriented and has supplies that she needs. She has also worked with Ms. Howard on classroom management. Ms. Howard has been working with the district's Staff Training Specialist, and has received instruction on Smart Board from the district's Technology Coach. Ms. Cooper and administrators will continue to monitor Ms. Tuck's performance and concerns, and will assist as needed. Specific academic activities are planned, including Six Traits of Writing, Differentiated Instruction, and a book study on Pathways to the Common Core. This support should provide Ms. Howard with the knowledge and resources she needs to be successful.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS leadership team meets monthly to review student progress and problem solve for those students who are not responding to interventions that are in place (intensive reading and Algebra courses.) Additionally, the school administration attends monthly district MTSS meetings to collaborate with other schools, and receive district support for MTSS efforts. The district has purchased Agile Mind, a program based on comprehensive research and focused on bridging the learning gap in Algebra. Students most in need of assistance in Algebra are placed in an "Agile Minds" course. Students who have not shown mastery on the FCAT Reading test are placed in an Intensive Reading course. Intensive

Reading teachers must have completed or must be working on their reading endorsement. Reading teachers have also been trained in Secondary Reading Frameworks. Students who are on Tier 3 Interventions are provided opportunities to work through Classworks. Classworks is a computer-based, tiered Instructional Model focused on comprehensive K-10 program encompassing instruction and assessment for each phase of the Response to Intervention or Instruction (RtI) process. The Classworks model combines valid assessments with a rich curriculum that can be individualized to meet the needs of every student, integrated under a single teacher interface.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Chandra Tyson

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

Asst. Principal/PBS Coach: Christy Carpenter

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.

School Psychologist:

Participates in the collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities, including data collection, data analysis, intervention planning, and program evaluation, and facilitates data-based decision making activities.

Guidance Counselors: Carol Barfield & Laurie Herring

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, assists the school and families to support the child's academic, emotional, and behavioral success.

Literacy Coach: Lisa Womack & Teacher for Interventions in Math Deborah English

Facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans.

MTSS Coach: Nicole Baker

Facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of Tier 2 and Tier 3 intervention plans.

ESE Resource Teacher: Charity Williams

Participates in data collection, integrates core instruction activities/ materials into Tier 3 instruction and collaborates with general education teachers.

Social Worker: Tina Newsome

Collects data related to attendance, assists teachers & students with strategies, provides referrals to community resources, serves as member of the PBS team

Regular Education Teachers/ Reading Endorsed: Michael Petty, Jane Wellman

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all Tiers as defined by student need, evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

Regular Education Teachers: Jonas Douglas, Vicky Payne (Agile Mind)

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all Tiers as defined by student need, evaluates the effectiveness of

implemented strategies through ongoing progress monitoring.

Paraprofessional: Robbin Barnes

Provides feedback from a support personnel perspective, participates in evaluation of data, assists in delivering Tier 2 reading interventions to struggling students, active participant on PBS Team and with PBS activities, inputs discipline reports data in RTI-B and provides feedback/reports to administration as requested.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team meets monthly to review student progress. The frequent review of early warning system data lends itself to nearly real-time interventions and strategies for students. The guidance of the MTSS coach keeps all members of the team on track. Students are tested frequently, using Discovery Education, Read 180 and Agile Mind assessments for Progress Monitoring. The school's MTSS procedure is reviewed regularly by the school's administration and yearly by the district office.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

RWHS uses FCAT 2.0, Discovery Education, and Read 180 data for reading. Agile Mind data is used for math. This data is reviewed by the Leadership Team, Content Area Team as well as individual teachers, to ensure that instruction is effective and on target for each student. The district has implemented four periodic writing assessments throughout the school year to monitor writing instruction and production. Biology students are tested through DEA three times per year, and data is used for progress monitoring. RWHS is a Positive Behavior Supports school. The PBS team reviews behavior and attendance data at their monthly meetings. Additionally, classroom teachers use classroom assessments for more frequent monitoring in all subjects.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Nicole Baker, MTSS coach, plans to build capacity through modeling the data chats and meetings for the MTSS team. She has also provided instruction in data based problem solving during Pre-School Inservice to the entire faculty. Several articles will be placed in the monthly newsletter that goes to parents. MTSS is also discussed with stakeholders at Title I meetings and Open House.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School for FCAT Retakes: Students are invited to attend Saturday school for the three weeks leading up to the FCAT Retake. Saturday School is staffed by certified teachers and focuses on reading strategies that are developed for FCAT/ACT success. Teachers utilized the Discovery Education and ACT website for relevant resources and materials. Saturday School is provided before the fall FCAT Retake, and before the spring FCAT Retake.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected on those students who participate. Administrators and teachers analyze data to determine if students who attended Saturday School performed better on the FCAT retake.

Who is responsible for monitoring implementation of this strategy?

Christy Carpenter, Asst. Principal, and Chandra Tyson, Principal, monitor the implementation and data review of this strategy.

Strategy: Extended Day for All Students

Minutes added to school year: 180

Literacy Lunch tutorial. Certified teachers and the principal facilitated tutorial sessions for students to support improvement of reading proficiency on the Fall FCAT retakes. Discovery Education probes and resources were used to enhance remedial practices.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected on those students that participate. Administrators and teachers analyze data to determine if students who attended the Literacy Lunch Tutorial met proficiency levels on the summative assessments.

Who is responsible for monitoring implementation of this strategy?

Strategy: Before or After School Program

Minutes added to school year: 2,160

Math Tutorial: Students are invited to attend math tutoring for any math subject on Monday and Wednesday afternoons, and/or Tuesday and Thursday mornings. Math teachers provide students with strategies and homework assistance to help them grasp difficult math concepts using Khan Academy on-line resources.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The math coach will collect data on attendees and compare their growth this year to previous years.

Who is responsible for monitoring implementation of this strategy?

Administration and math teachers.

Strategy: Summer Program

Minutes added to school year: 4,800

Summer School/ Credit Recovery: Students who need to make up credits are invited to attend Summer School. Summer School credits are recovered on Edgenuity (formerly E2020). Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers.

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Guidance counselors review data for successful completion of Edgenuity courses.

Who is responsible for monitoring implementation of this strategy?

Guidance counselors: Laurie Herring

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Chandra Tyson	Principal
Christy Carpenter	Asst. Principal
Lisa Womack	Literacy Coach
Michael Petty	Reading Teacher
Connie Roscoe	Social Studies Teacher

Name	Title
Deborah English	Math Coach
Michel Cooper	English Teacher
Tammy Howard	English Teacher

How the school-based LLT functions

The LLT meets monthly to review literacy activities and data. The LLT produces a calendar of events that promotes literacy in all subject areas. Additionally, the LLT provides support for teachers through Literacy Activities, events, and training. The LLT also reviews data, such as the school-wide writing assessment, FCAT and DEA data.

Major initiatives of the LLT

- 1- Writing: The LLT will assist in implementation of the District's Writing Initiative & Text Based Writing. Teachers will be trained throughout the year in the Six Traits of Writing. Four times during the year, the LLT will assist in giving a school-wide writing assessment, and will assist in scoring those assessments.
- 2- Implementation of Common Core: Teachers will participate in a book study: Pathways to the Common Core. All teachers were trained over the summer. Administrators will monitor lessons for implementation. Additionally, teachers will be trained on Text Complexity, which will support the transition to Common Core.
3. Financial Literacy: A new component of the Economics course is the Financial Literacy initiative mandated by the state. Doral Bank has supplied Bay District with EverFi, a computer based financial literacy program. All students enrolled in Economics courses at RWHS will complete the EverFi curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers have access to reading data through the Discovery Education Assessment. Teachers use this data to tailor their curriculum to the needs of each student. Teachers are also continuing a Differentiated Accountability PLC so that they are able to use this data, and apply it to the reading needs of students in their classes. Teachers will also be trained on Text Complexity, which will assist students with developing skills in their subject area reading. Transition to Common Core also supports reading standards in every course.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students are given the opportunity to take a series of computer courses that could potentially lead to an industry certification that would give them a marketable skill. During the course of this class, students are introduced to a variety of occupations that relate to the courses in which they are enrolled.

Students are also given the opportunity to participate in Cooperative Education. Students must complete a Work Study course in addition to the Co-Op opportunity. During the Work Study course, students learn the essentials of being a good employee, customer relations, and other work-related skills. Students then apply these skills on the job. Our Co-Op teacher follows up on students to ensure they are effective employees.

Our Teen Parent students are enrolled in a Parenting course, which teaches the students about child

development, and responsible parenting.

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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. Students come to RWHS with a variety of needs. Each student's academic, assessment and discipline history is reviewed in order to assist students with their choices.

Students will participate in a College & Career Fair so that they can explore a variety of job opportunities.

Strategies for improving student readiness for the public postsecondary level

RWHS percent of students who scored proficient on the 10th grade FCAT in Math and Reading in 2011 is significantly lower than the district and state. This discrepancy is due to the fact that we are an alternative school. The majority of our population is made up of struggling students, so they already have an academic deficit. Our focus continues to remain on proficiency in reading and algebra. Our reading initiatives include Secondary Reading Frameworks training, Text Complexity training and Common Core implementation. We have instituted Agile Mind, an intensive program of study, for our Algebra I courses. Our guidance counselors are working with our students who qualify for Dual Enrolled courses to ensure they have the opportunity and encouragement to enroll with Gulf Coast State College. They also encourage students to strive for and apply for state scholarships. One of our counselors has met with reading classes to provide information and encourage students to take the ACT and/or SAT.

College admissions and financial aid officers have been invited to participate in on-campus events, such as Open House, and FAFSA night.

All senior students are enrolled in English 4: College and Careers. Students are PERT tested for progress monitoring. This course is designed to teach students the necessary skills to be successful in a freshman English course (such as ENC 1101). Students who score below proficiency in math on the PERT, are provide with Math for College Readiness, which is designed to prepare the student for success in an entry level college math course.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%	20%	No	37%
American Indian				
Asian				
Black/African American	22%	7%	No	30%
Hispanic				
White	42%	26%	No	48%
English language learners				
Students with disabilities	22%	9%	No	30%
Economically disadvantaged	27%	21%	No	34%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	20%	24%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	[data excluded for privacy reasons]		0%
Students in lowest 25% making learning gains (FCAT 2.0)	[data excluded for privacy reasons]		0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	88	23%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	21	27%	30%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	11%	No	30%
American Indian				
Asian				
Black/African American	20%	6%	No	28%
Hispanic				
White	24%	13%	No	32%
English language learners				
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	21%	9%	No	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		0%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	13	8%	15%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	100	33%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		10
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	128	43%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	3%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	232	77%	50%
Students in ninth grade with one or more absences within the first 20 days	35	67%	60%
Students in ninth grade who fail two or more courses in any subject	18	24%	20%
Students with grade point average less than 2.0	131	44%	40%
Students who fail to progress on-time to tenth grade	9	8%	5%
Students who receive two or more behavior referrals	86	29%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	100	34%	25%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		13%	8%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		34%	40%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		32%	40%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		51%	60%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See PIP			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Improve levels of proficiency in reading, writing, math and science by using student engagement strategies.

Goals Detail

G1. Improve levels of proficiency in reading, writing, math and science by using student engagement strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- READ 180: An intensive reading intervention program. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.
- ClassWorks: A computer based individualized instructional program designed to target students' specific reading and math weaknesses.
- Intensive Reading Classes: Students who are not proficient readers are enrolled in an intensive reading class with reading certified teachers.
- Implementation of Common Core Standards
- Literacy Leadership Team
- District instructional specialists
- Agile Minds Intensive Algebra I program
- 6 + 1 Traits Professional Development by district staff training specialist

- Tutorials(Saturday School, before, during and after school) by staff for student remediation and skill attainment.
- Kagan Structures Professional Development
- Khan Academy
- Algebra Nation
- CCSS bookstudy
- Mentoring Program
- Positive Behavior Supports-school-wide emphasis on teaching and rewarding appropriate behaviors of all stakeholders.
- Implementation of the Comprehensive Reading Plan
- Agricultural Program
- Professional Learning Community on Differentiated Instruction
- Classroom libraries

Targeted Barriers to Achieving the Goal

- Lack of student engagement

Plan to Monitor Progress Toward the Goal

If the proficiency levels in reading, writing and math and science are improving, then progress towards the goal is being met. However, if proficiency levels are not met, lesson plans and CWT feedback will be reviewed per department(s) in question to identify root causes. If a concern is isolated to a classroom teacher, resources, professional development and coaching support will be provided. If data indicates that a concern is a department wide, additional PD will be provided during the monthly PLC content area meeting with coaches or staff training specialist. CWT will follow to monitor progress. Data for each department will be displayed in the teacher workroom and/or coaches' room. Teachers will high levels of mastery will be recognized during faculty meetings, by district staff, and/ or in the school newsletter.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Classroom based assessments(monthly), Discovery Education data, report card grades, Biology, Algebra, Geometry EOC (intermittently)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve levels of proficiency in reading, writing, math and science by using student engagement strategies.

G1.B2 Lack of student engagement

G1.B2.S1 Monitor implementation of Kagan Structures via Classroom walk throughs and immediate feedback to teachers.

Action Step 1

Implementation of Kagan Structures using the structure of the month (SAM) calendar to increase student engagement and accountability

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013 thru April 2014

Evidence of Completion

Kagan classroom walk through data and feedback to teachers, lesson plans

Facilitator:

National Kagan consultant, Kagan Coach, Principal, Assistant Principal

Participants:

Kagan trained teachers

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

Kagan classroom walk throughs

Person or Persons Responsible

National Kagan consultant, Kagan Coach, Principal, Assistant Principal

Target Dates or Schedule

Monthly Kagan CWT will be conducted.of Kagan teachers

Evidence of Completion

Kagan CWT data collection

Plan to Monitor Effectiveness of G1.B2.S1

Kagan classroom walk through data will be collected each month. All trained Kagan teachers will be expected to follow the Kagan Structure of the Month implementation calendar. If the Kagan CWT data indicates that a teacher is implementing the structure without fidelity or the students are not engaged, the Kagan Coach will clarify the expectations and provide the necessary resources and supports to coach the teacher to a level of effectiveness.

Person or Persons Responsible

Administrators, Kagan Coach

Target Dates or Schedule

September 2013 thru May 2014

Evidence of Completion

District feedback of monitoring (twice a year), Monthly Kagan CWT and feedback to teachers

G1.B2.S2 Teachers will participate in a PLC with focus on Differentiated Instruction.

Action Step 1

Differentiated Instruction PLC/Lesson Study

Person or Persons Responsible

Principal, Literacy Coach, Teacher for Intervention in Math, Staff Training Specialist, teachers

Target Dates or Schedule

Weekly. This PLC will meet weekly for the first nine weeks ending in Oct. 2013. Thereafter, lesson study cycles will be incorporated within content areas November 2013-May 2014.

Evidence of Completion

Sign-in log, lesson plans, PLC: DI minutes from meetings, classroom walk through/lesson study observation form, teacher activity log

Facilitator:

Literacy Coach, Teacher for Intervention in Math, Staff Training Specialist

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Teachers will incorporate differentiated instruction strategies to increase student engagement.

Person or Persons Responsible

Principal Assistant Principal, Staff Training Specialist, Teacher for Intervention in Math, Literacy Coach

Target Dates or Schedule

Weekly classroom walk throughs will be conducted to monitor the implementation of differentiated instructional strategies from October 2013 thru May 2014. Lesson plans will be monitored weekly by administrators.

Evidence of Completion

Differentiated instruction walk through forms and collection of teacher's lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Teachers are incorporating the Differentiated Instruction strategy into their daily instruction 80% of the time. If teachers are not implementing the strategies to increase engagement, administration will address the concern on a teacher by teacher basis.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Classroom walk throughs will be conducted on a weekly basis. Teacher lesson plans will be reviewed on a weekly basis.

Evidence of Completion

Professional Learning Community Content area meeting minutes, lesson plans, student work samples and Classroom Walk through data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 66% 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.

Title I, Part C- Migrant

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Improve levels of proficiency in reading, writing, math and science by using student engagement strategies.

G1.B2 Lack of student engagement

G1.B2.S1 Monitor implementation of Kagan Structures via Classroom walk throughs and immediate feedback to teachers.

PD Opportunity 1

Implementation of Kagan Structures using the structure of the month (SAM) calendar to increase student engagement and accountability

Facilitator

National Kagan consultant, Kagan Coach, Principal, Assistant Principal

Participants

Kagan trained teachers

Target Dates or Schedule

August 2013 thru April 2014

Evidence of Completion

Kagan classroom walk through data and feedback to teachers, lesson plans

G1.B2.S2 Teachers will participate in a PLC with focus a on Differentiated Instruction.

PD Opportunity 1

Differentiated Instruction PLC/Lesson Study

Facilitator

Literacy Coach, Teacher for Intervention in Math, Staff Training Specialist

Participants

All teachers

Target Dates or Schedule

Weekly. This PLC will meet weekly for the first nine weeks ending in Oct. 2013. Thereafter, lesson study cycles will be incorporated within content areas November 2013-May 2014.

Evidence of Completion

Sign-in log, lesson plans, PLC: DI minutes from meetings, classroom walk through/lesson study observation form, teacher activity log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve levels of proficiency in reading, writing, math and science by using student engagement strategies.	\$6,347
	Total	\$6,347

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
The funding source for this workshop is the Title I Budget.	\$5,000	\$5,000
Kagan training was paid for from the Title I Budget.	\$1,347	\$1,347
Total	\$6,347	\$6,347

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve levels of proficiency in reading, writing, math and science by using student engagement strategies.

G1.B2 Lack of student engagement

G1.B2.S1 Monitor implementation of Kagan Structures via Classroom walk throughs and immediate feedback to teachers.

Action Step 1

Implementation of Kagan Structures using the structure of the month (SAM) calendar to increase student engagement and accountability

Resource Type

Evidence-Based Program

Resource

Selected teachers and Asst. Principal will be trained in Kagan Structures.

Funding Source

Kagan training was paid for from the Title I Budget.

Amount Needed

\$1,347

G1.B2.S2 Teachers will participate in a PLC with focus a on Differentiated Instruction.

Action Step 1

Differentiated Instruction PLC/Lesson Study

Resource Type

Evidence-Based Program

Resource

Professional Learning Communities Workshop June 2014.

Funding Source

The funding source for this workshop is the Title I Budget.

Amount Needed

\$5,000