Santaluces Community High

2014-15 School Improvement Plan

Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

www.edline.net/pages/santaluces_high_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	72%

Alternative/ESE Center	Charter School	Minority
No	No	76%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Santaluces Community High School, we believe that every student will achieve at high levels and graduate with the knowledge and skills necessary to succeed in post-secondary education and careers.

Provide the school's vision statement

At Santaluces Community High School, we believe that every student will achieve at high levels and graduate with the knowledge and skills necessary to succeed in post-secondary education and careers.

School Environment

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

Teachers, guidance counselors, and administrators have conversations with the students in formal and informal settings. Additionally, guidance counselors will visit classrooms to discuss students interests. Clubs and organizations based on student wants are established and overseen by teacher-sponsors.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans.

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

Our school uses Single-School Culture for Behavior and School wide Positive Behavior System. During the course of the day, supervision is present to ensure that students are supervised and safe. Administration and teachers are available to talk with students about academic and non-academic topics in a professional, respectful manner in formal and informal settings. If students do have issues, teachers and administrators work together with students to get the issue solved. Anti-bullying signs are around the school and implemented on site.

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

The school has developed a School-wide Positive Behavior Support (SwPBS) system that has universal guidelines that are posted in every classroom. The SwPBS universal guidelines provide students with expectations on desired behaviors in various school settings. The SwPBS is shared and reviewed with students throughout the school year. Teachers are trained and provided with behavior intervention strategies to minimize unwanted behaviors throughout the course of the school year.

Students are also given a copy of the Student Code of Conduct which is discussed in their classes and in grade level assemblies. Furthermore, assistant principals in charge of discipline follow the discipline matrix and policies set forth by the School District and State.

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

Students are encouraged by teachers, guidance counselors, and administration to discuss with an adult on campus any needs or concerns they may have. When issues do arise, the adults on campus work with students to solve/meet the students' needs or refer the student to someone who can. Guidance counselors work hand in hand with students to meet their social-emotional needs either alone, in group settings or through grief services. Incoming Freshmen students are paired up with upper class-men through our Link Crew program to help support and mentor them as they transition in a high school setting. Mentoring programs are also provided through the "Women of Tomorrow" for our at-risk female students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

To promote effective parent involvement, the staff at SCHS welcomes input from parents and community members in decision making and encourages them to join us in the activities outline in our PIP below. We work with parents as equal partners in the educational process.
ANNUAL MEETING:
Parents are invited to attend this meeting at the beginning of each school year to learn more about the requirements of Title I and our School-wide Title I Program. At this meeting there are opportunities to give input into the following: School-Parent Compact, Title I Family Involvement, Parents' Right to Know, Ideas of topics for future parent involvement activities, and Title I Budget.
ACCESSIBILITY FOR ALL FAMILIES
We will accommodate all families by providing the following: Choices of meeting dates and times based on survey results, Language Facilitators, Translated documents, and Refreshments.
PARENT INVOLVEMENT ACTIVITIES
Based on parent input, the following activities will assist parents in understanding the Florida Standard strategies and assessments to help parents improve the academic achievement of their children.
*Family Literacy Nights will be implemented for parents to learn strategies to increase reading achievement of their children.
*Family Technology Nights will be implemented to inform parents of on-line technology that is available to them to use with their children at home resulting in increases in academic progress.
*Graduation and College Readiness Seminar to inform parents of requirements for ACT/SAT, AICE, AP, and CTE.
*FAFSA (Financial Aid) Workshop to provide parents with information on grants, loans, and scholarships available to offset the cost of college.

*Title I Information Training for School Staff that provides information to staff on communication with parents and providing resources to support learning at home.
*Newsletters from principal that give best practices to parents and inform them of the values of family involvement.
SHARED DECISION MAKING
Through the school's SAC, parents will review and give input in writing the school's Family Involvement Policy/Plan and evaluate the plan annually. Parents will also give input in writing the School-Compact. Parents review the Title I Family Involvement Survey data results to determine changes. Use of parental funds is discussed.
COMMUNICATION
Parents will be provided information in a language and format which is easy to understand. We will communicate with parents by: flyers, school marquee, Parent Link, website, Family Involvement Surveys will be distributed to parents for input, and Parent Involvement Surveys will be reviewed by SAC.
VOLUNTEERS
Parents are encourage to volunteer at our school in a variety of capacities that address the needs of the students and school.
This Family Involvement Plan has been jointly developed and distributed to the parents of Santaluces High School Students.

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

The school participates in local organizations such as the chamber of commerce and education boards for local municipalities to help build relationship with local businesses and government. The school also invites business men and women to sit on Academy advisory boards; giving industry input on curriculum initiatives and program goals. The school encourages partnerships between local organizations and Academies to have guest instructors on campus teaching industry standards in our own classrooms directly tying education and the workforce together.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moore Robinson, Tameka	Principal
Krupa, Jim	Assistant Principal
Gaddy, Terry	Assistant Principal
Hayden, Cara	Assistant Principal
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Orndorff, Amanda	Assistant Principal
Utterback, JIm	Assistant Principal
Asen, Dana	Instructional Coach
Lipten-Block, Stacie	Teacher, K-12
Motter, Stacey	Teacher, ESE
Paletti, Tracy	Instructional Coach
Tanguay, Debbie	Guidance Counselor
Lesh, Jen	Dean

Duties

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

Mrs. Moore- Robinson (Principal): Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision Making Leader
Mr. Krupa (Vice-Principal): MTSS/School-wide Data-Based Decision Making Leadership Team Member
Mr. Utterback (Night School AP) MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member
Mr. Gaddy (12th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Tanguay (12th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member
Ms. Mawali (11th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Neer (11th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member
Mr. Ramos (9th Grade Dean) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Robinson (9th Grade Guidance Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Mr. Montoya (10th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
Ms. Fontaine (10th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member
Ms. Hayden (Curriculum AP) MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member
Ms. Orndoff (CTE AP) MTSS/School-wide and CTE Data-Based Decision Making Leadership Team Member
Ms. Asen (Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member

Ms. Paletti (Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member

Ms. Rosefort (ESOL Guidance Counselor) ESOL Data-Based Decision Making Team Member

Ms. Motter (ESE Coordinator) MTSS/School-wide and ESE Data-Based Decision Making Leadership Team Member

Ms. Lipten (ESOL Coordinator) MTSS/School-wide and ESOL Data-Based Decision Making Leadership Team Member

Dr. Lesh (Dean of SWD & SBT Leader) MTSS/School-wide and SBT Data-Based Decision Making Leadership Team Member

The responsibility of all MTSS School-wide leadership team members is to:

1. model a problem-solving process; understand the 4-step and 8-step problem-solving process

2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data

3. Determine if problems/barriers are systemic or individual based on the data

4. Schedule data days throughout the year

5. Facilitate the development of instructional schedules based upon student needs

6. Ensure professional development matches the needs of the staff based upon student data

7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support

8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians

9. Create frequent opportunities to celebrate and communicate success

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

Santaluces High School uses an 8-step problem-solving process for determining instruction, funding, and staffing at the core and supplemental levels. For Intensive level, the 4-step problem-solving process is utilized.

8-Step Problem-Solving (Core & Supplemental):

1. Identify a goal to achieve target

2. Brainstorm resources, barriers; prioritize barriers to overcome

3. Choose barrier to address

4. Brainstorm strategies to overcome prioritized barrier, prioritize strategies

5. Identify action step for each targeted strategy

6. Determine how strategies will be progress monitored for fidelity of who, what, when, and how the strategy will be implemented. (Are they happening as prescribed?)

7. Determine how strategies will be monitored for effectiveness (are they working?)

8. Determine how progress toward each goal will be monitored (establish timeline for using data, establish schedule for data meetings, define criteria for continuing, modifying, or terminating based on data)

4-step: (Intensive):

1. Problem Identification: what exactly is the problem? Academic or behavior?

2. Problem Analysis: Why is the problem happening? What is the function of the behavior?

3. Intervention Design and Implementation: What exactly are we going to do about it? Who is going to do the intervention/strategy? What intervention/strategy is going to be implemented? Where is the intervention/strategy going to take place? When is the intervention/strategy going to take place? Who is going to progress monitor the intervention/strategy? What does fidelity of the intervention/strategy look like? When will we review the data?

4. Response to Intervention: Is the intervention/strategy working as design? Do we need more, less,

different intervention?

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during professional learning community meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. We meet as a team at least once a month throughout the school year.

Our school uses Title I funds to help fund tutorials for students, teacher and student consumables, parent involvement opportunities and workshops, summer school for students, Saturday parent-teacher conferences, teacher professional development and resource teachers for assistance with State mandated tests and college readiness.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tameka Robinson	Principal
Laura Messler	Parent
Karen Fagan	Parent
Alan Fulliove	Parent
Anthony Asci	Teacher
Brenda Lalman	Parent
Carol Fisher	Parent
Edwin Ross	Teacher
Holly Webster	Parent
James May	Parent
Jennifer Lucia	Parent
Katina Thomas	Teacher
Kristin Ausiello	Parent
Malgorzata Michon Wnuk	Parent
Matthew Starr	Teacher
Michael Timpone	Teacher
Richard Fagan	Parent
Sheila Ross	Teacher
Sheryl Mandoeng	Parent
Sue Davis-Killian	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC is provided with the results of school grade data and what occurred within the SIP. It is then discussed what was successful and what is in need of improvement. The areas of improvement are

addressed and placed in the current SIP. The SAC will review the current SIP to provide feedback and final approval.

Development of this school improvement plan

SAC members reviewed the current SIP and were asked to provide inquiries, input and opinions to modify, edit, and/or improve current plan. SAC votes on the approval of the SIP.

Preparation of the school's annual budget and plan

The SAC reviews, provides feedback and gives final approval of the school's annual budget and plan.

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

School improvement (SI) funds are used to provide students with positive educational experiences such as tutoring supplies and materials, workshop experiences or teacher training/professional development. SI funds are also used for after school or Saturday tutoring sessions related to tested subject areas for all students. Teachers have the opportunity to submit requests for SI funds for programs or materials that will improve upon their curriculum and instruction.
Projected use of funds:
1. Incentives to motivate and boost staff morale: $4,000.00
2. Supplemental books/materials for teachers, clubs, and sports: $5,000.00
3. Provide snacks/refreshments to students for Saturday and after school tutorials: $3,000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Asen, Dana	Instructional Coach
Gaddy, Terry	Assistant Principal
Hayden, Cara	Assistant Principal
Krupa, Jim	Assistant Principal
Lipten-Block, Stacie	Teacher, K-12
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Motter, Stacey	Teacher, ESE
Orndorff, Amanda	Assistant Principal
Paletti, Tracy	Instructional Coach
Tanguay, Debbie	Guidance Counselor
Moe, Alison	Instructional Media
Moore Robinson, Tameka	Principal
White, Kathleen	Teacher, K-12
Burse-Floyd, Theresa	Teacher, K-12
Sampson, Catherine	Teacher, K-12
Dougherty, Nicole	Teacher, K-12
Starr, Matt	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The goal of the Literacy Leadership Team is to assist teachers and students to improve overall levels of reading and writing proficiency and to help ensure that all students make at least a year's growth as demonstrated on the ELA Florida State Assessment.
The areas of needs/focus are based on:
• 43% of students are meeting high needs standards for reading.
• Due to the new FSA, there is need for reading and writing with technology implementation across all content areas.
• Based upon library circulation, interest in independent reading is lower than the county norm.
The objectives of the team will be:
• Teachers will incorporate school-wide, research-based reading and writing strategies into their daily instructional practices.
• Curriculum is aligned with FSA content and is implemented.
• Teachers actively engage students in the four tested reading and writing clusters: Reading, Language, Listening, and Writing while incorporating technology.
• Teachers continually build a wide range of authentic audiences and purposes for reading and writing in their classrooms using BDA (Before, During, and After Reading) strategies and WICOR (AVID).
• Teachers analyze student performance, provide timely feedback, and adjust instruction accordingly.
• Level 1 and Level 2 students will utilize Reading Plus within their Reading courses.
Strategies that the team will implement and provide support:
• Provide training and support for research-based, school-wide reading and writing strategies
• During the PLCs, teachers will discuss implementation and success of literacy strategies, analyze student work, and make necessary instructional modifications based on student data.
• Classroom observations will show the implementation of research-based literacy strategies.

• Literacy Leadership Team meetings will be utilized to discuss the implementation of research-based reading/writing strategies and long range literacy plan.
• WICOR and BDA strategies will be used daily across all content areas.
The success of the Literacy Plan will be based on:
• At least 80% of teachers will participate in literacy strategy trainings as evidenced by sign in sheets and authentic student work samples from Professional Develop Days (PDDs) and small professional learning communities (PLCs).
• 100% of teachers will demonstrate the incorporation of research-based learning strategies as evidenced by lesson plans, observations, walkthroughs, and student work analysis.
• During the PLCs, 100% of teachers will analyze student performance on assessments/assignments, provide timely feedback, and adjust instruction based on student data as evidenced by the minutes of the PLC and teacher lesson plans.
• There will be an increase in library circulation as evidenced by computer-generated reports.
• There will be an increase in student participation in independent reading as evidenced by teacher and administrator observation.
• At least 80% of Reading students will have 2 Reading Plus sessions completed on a weekly basis.
• Reading Plus data will be used to track and monitor student progress towards attainment of the literacy goal and objectives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are encouraged to work together on planning for instruction. Teachers with the same instructional content are given common planning times to develop lessons and best practices for instruction. Professional Learning Community (PLCs) meetings are also implemented in a bi-weekly format for teachers who have similar content. The purpose of the PLCs is to analyze student data, develop a better understanding of benchmark requirements, develop common assessments, develop lessons with sound instructional practices, and find ways to meet the needs of learners. When applicable in the PLCs, specific staff development can occur based on student and teacher needs.

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

*District New teachers Mentoring program: District Personnel
*Regular meetings of new teachers with the Principal and/or Assistant Principal: Principal and Assistant Principal
*Partner new teachers with veteran teachers: Assistant Principal
*TIPS Training: District Personnel
*Common Planning Meetings: Assistant Principal
*AVID Training: Assistant Principal and AVID Coordinator
*WICOR Training
*National Board certified Teachers meet with new and 2nd year teachers to mentor Teachers: Assistant Principal
*Hire Highly Qualified teachers and paraprofessionals: Principal and Assistant Principals
*Recruit teachers by posting through District website, attend job fairs, involvement with FAU College of Education, and word of mouth

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

The mentoring program consists in the participation of monthy ESP meetings that cover best practices, concerns, and procedures. Additionally, new teachers will be participating in professional learning community meetings to analyze student data to implement best practices that address student needs. For each of the pairings below, the rationale for the pairings is based on ClinEd trained mentors working with mentees that have the same subject matter.

Mentor/ Mentee:

Alison Boyd/Alysia Pavilonis

Anthony Asci/Amber Ferren

Carla Case-Sweeney/John Stone

Deborah Sunset/ Adam Rea

Kathleen White/David Hare

Katherine Ewing/Kerri Fouchet

Laura Hamilton/Leann Harms

Laura Hamilton/Cody Kalinas

Lou Lifson/Curtis Combs

Michael Woods/Lisa Kwapis

Myrlaine Rosefort/ Ashley Neer

Richard Andreacchio/Yazmani Velazquez

Roxann Weber/ Richard Brown

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The use of Professional Leaning Communities (PLCs) and common planning are primarily used to help ensure that the instructional programs and materials are aligned to Florida's Standards. In the PLCs, the meetings are facilitated by the curriculum AP and assisted by instructional coaches who use the Standards and student data as the means to drive instruction. Lesson plans are developed using a "backwards design" that ensures assessments are aligned to the content and demands of the Standards. Then the process of how the material will be covered is developed. Teachers will implement WICOR and AVID strategies within lessons to promote high level thinking skills. Formative assessments are given within the lesson to help track and provide the opportunity to reteach students prior to evaluative assessments. Administrators also visit classrooms and provide feedback on the implementation of instruction.

In addition to the fore-mentioned programs, the history of Holocaust, history of Africans and African Americans, Hispanic contributions and sacrifices of Veterans content is infused within our social studies courses in grades 9-11 as evident in pacing charts and lesson plans. Furthermore, a course "African American History" is also offered for 11th and 12th grade students.

Instructional Strategies

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

State mandated test data such as the FCAT, FAIR, and EOCs are used to initiallly place students in appropriate content classes. For example, students who scored a Level 1 or 2 on the FCAT reading and scored low on the FAIR are placed into Intensive Reading classes. Within the reading classes, students are required to use the "Reading +" computer based reading program to develop reading proficiency skills. A gradual release model is used to teach new concepts and skills to the whole class

group. Then a small group rotational model is used to support and enrich students based on their individual needs. To assist in the teaching and attainment of content, AVID and WICOR strategies will be implemented. Furthermore throughout the length of the course, teachers use formative, informative, and District provided diagnostic assessments to determine how the students are performing on skill sets and the standards. Based on the results of the assessments, teachers will adjust their teaching objectives and reteach skills and concepts in both large and small groups to meet the needs of the students. Additionally, students who are struggling to meet proficiency can be selected for push-in or pull-out tutoring by the instructional coach.

Within the other content areas, the use of a gradual release model, small group instruction, and collaborative groups are used. Again how students perform on formative, informative, and District provided diagnostic assessments throughout the year are used to adjust instruction based on student need. The use of Professional Learning Communities (PLCs) and common planning times are used to allow teachers to collaboratively develop best practices for instructional delivery based on the student data.

In addition to the fore-mentioned support, further support is provided to the school through the following funded programs to assist students and staff:

TITLE I

Individual school allocation

Area support teams

Curriculum support

MTSS

TITLE II

All schools receive:

Area support teams (split-funded with Title I)

Curriculum support – professional development

SIP training and support

PAR Teacher support

Marzano training and online support

Leadership development through Aspiring Leader's Academy

Alternative Certification Program

MTSS professional development

Secondary curriculum support

AVID support

SpringBoard training and support

Advanced Placement training and support

Student Intervention Services Specialist for homeless youth (split-funded)

TITLE X

Services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART) to

• Inform parents, guardians, or youth of educational rights

• Link homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse

• Alert parents/guardians/or youth of academic tutoring opportunities when available and needed

• Provide school supplies and, if needed, school uniforms and toiletries

• Coordinate District Transportation services to maintain home school stability when requested and feasible

• Ensure Free School Meals (free breakfast and lunch)

• Attend School-Based Team meetings to garner additional student supports

• Provide outreach services to students living in shelters, motels, and other temporary residences

• Assist with summer camp and summer enrichment opportunities

• Facilitate parental involvement specifically oriented to reaching out to parents of homeless students

• Assist with fees for AP, IB, and SAT/ACT testing

• Collaborate with other District programs and community agencies to meet additional individual needs of homeless children and youth

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: Summer Program

Minutes added to school year: 8,400

Algebra 1 and Geometry retake summer program was established for students who were not successful during the regular school year. During the summer, students are provided with specific classroom instruction based on student weaknesses in a small class size setting. Students will also be provided with an intensive-type math class during the regular school year to help develop proficiency in basic math skills associated with Algebra 1 and Geometry.

Strategy Rationale

To allow students additional time and a smaller classroom setting to become proficient in the necessary skills and concepts in Algebra 1 and Geometry.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hayden, Cara, cara.hayden@palmbeachschools.org

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

Data will be collected throughout the school year in the form of formative and informative assessments, 9-week and semester grades, and teacher anecdotal notes to determine student placement in the program. Once in the program, the data from the assessments will help to drive instruction. At the end of the program, students were then test using the Algebra 1 and Geometry EOC. The end results of the EOC will determine the overall effectiveness of the strategy.

Strategy: Before School Program

Minutes added to school year: 720

9th Grade Academy I-Contracts: Reteaching and assessing students on benchmark driven unit goals in core subject areas.

Strategy Rationale

Teacher will reteach students before school on content that the students did not master during a given unit. The goal is for students to be able to demonstrate benchmark mastery, update missing or incorrect work with grades demonstrating mastery and help ensure students avoid failing a core content class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hayden, Cara, cara.hayden@palmbeachschools.org

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

Formative and informative assessments and student grades will be used to determine student eligibility and demonstrated mastery. At the end of each marking period, failure rates will be reviewed to determine if students are being successful within content classes.

Strategy: Weekend Program

Minutes added to school year: 2,880

Saturday Success Program: Provide additional support for students in the areas of LAFS AIR exam, mathematics EOCs and ACT/SAT (college readiness) in the form of small group tutorials based on concordant classroom content and formative, informative and District provided assessment data.

Strategy Rationale

To improve student proficiency and understanding of LAFS AIR exam and state mandated mathematics EOCs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hayden, Cara, cara.hayden@palmbeachschools.org

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

School wide District diagnostic data to help determine areas of weaknesses for tutorial topics. Exit slips and formative assessments at the end of each session to help drive instruction and student groups. Student attendance to determine consistency and student buy-in. At the end of the year, LAFS AIR exam, EOCs, and PERT results will be used to help determine effectiveness.

Strategy: After School Program

Minutes added to school year: 31,680

Sunset Program/Credit Recovery: For senior students who are behind on academic credits or failing courses required for graduation.

Strategy Rationale

To provide seniors with the opportunity to retake courses needed for graduation requirements in smaller settings or in an on-line format which in turn will help increase graduation rate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tanguay, Debbie, debbie.tanguay@palmbeachschools.org

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

Edgenuity reports will be used to determine how the students are performing on on-line courses. Administrators will meet with students bi-weekly to help establish goals and monitor said goals. Addtionally credit recovery courses will track student data on formative, informative, and District provided assessments to help drive instruction.

Strategy: Extended School Day

Minutes added to school year: 6,480

ESOL Tutoring: Provide specific academic support; primarily established for ESOL students.

Strategy Rationale

To provide additional support to ESOL students in content specific areas to help develop proficiency on State benchmarks and testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lipten-Block, Stacie, stacie.lipten@palmbeachschools.org

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

Results from diagnostic testing, classroom assignments and student concerns helps drive the individualized student assistance. The results of future assessments and FCAT/EOC testing will help determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Santaluces High School supports in house transitions from one grade level to another by assigning a guidance counselor to the cohort so the student maintains the same guidance counselor throughout their high school years. Incoming 9th graders who may need additional support transitioning from middle school to high school are invited to Santaluces High School for a summer Jump Start program where they earn high school credit and work directly with a senior class mentor. All 9th graders are placed in small learning communities with a team of teachers who work as a team to make a smooth transition to high school for the incoming cohort. Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment course are provided on school campus to model the college format for seniors prior to their exit from high school.

College and Career Readiness

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 uses the AVID model to promote college awareness among the students who perform in the middle on placement assessments. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. Santaluces participates in ASVAB testing to help drive career choices. Santaluces partners with community organizations who provide college scholarships.
Santaluces houses several academy programs that facilitate the earning of industry certifications which yeild immediate employment in the community in above entry level jobs

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

Santaluces offers six different career and technical course tracks and five that give students the opportunity to earn industry certification (in some cases, college credit). Our CTE programs include Early Childhood Education, Visual Arts, Web Design & Technology, Criminal Justice, JROTC, and Construction & Drafting. Industry certificaitons are offered in Adobe Photoshop, Adobe InDesign, DreamWeaver, Microsoft Office, 911 Dispatch Operator, Child Development Associate (CDA), ServeSafe and Prostart, and Auto Cad.

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

In an effort to integrate our CTE with academic subjects we've been able to add AICE and AP classes to our academy tracks. This way students have the opportunity to earn high school credit, industry certification and college credit (passing scores on AP and AICE). Also we've tried pair up our CTE classes with helpful academic courses that would benefit the student such as Culinary and Chemistry.

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

Santaluces High School students ranked below the district in the percentage of students who completed at least one AP , dual enrollment , or AICE course. Students were behind the district and state for the areas of participation and performance in college readiness tests such as ACT and CPT. ACT/SAT/PERT Preparation Courses will be promoted throughout the school year. Various options such as on site courses designed in collaboration with PBSC, and courses through Virtual School will be pursued to provide convenient access to any interested students. Students scoring in ranges not considered college ready will be directly solicited for participation.ACT/SAT/PERT Preparation courses will also be offered on Saturday mornings during our Saturday Success Academy.
Direct solicitation for AP, AICE, and Dual Enrollment qualified students will be aggressively pursued in the 2014-2015 school year. Special invitations for students to informational sessions, parent trainings and presentations from the College and University contacts will be utilized to cultivate in interest and participation. In addition, the AP Potential Tool by College Board for identification of prospective students will be used to target participants and communicate to their parents. Special Programs to increase participation and performance in these areas are APIP Summer Enrichment Program, Summer Bridge/Trio Program through PBSC, AP Institutes and 1 day trainings for teachers.

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.   To increase proficiency on LAFS AIR exam (Reading and Writing)

G2.   Increase in student participation and performance in tutorials, accelerated support, and summer school to increase proficiency levels for E.O.C.s, LAFS AIR exam and college readiness.

G3.   To increase Algebra 1 and Geometry proficiency levels.

Strategic Goals Detail

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

G1. To increase proficiency on LAFS AIR exam (Reading and Writing) 1a

G036816

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
AMO Reading - All Students	61.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	69.0

Resources Available to Support the Goal 2

- Professional Learning Community Meetings

- Reading Coach

- Saturday Success Tutorials

- Push-in and Pull-out Tutoring

- Guidance Counselors

Targeted Barriers to Achieving the Goal 3

- Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determining factor for being successful on the LAFS AIR exam.

- Teacher understanding of requirements and standards for new LAFS AIR exam

Plan to Monitor Progress Toward G1. 8

To determine the effectiveness of the strategies, PLCs and PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and test item specifications.

Person Responsible
Cara Hayden

Schedule
Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion
Diagnostic results and common assessment data.

G2. Increase in student participation and performance in tutorials, accelerated support, and summer school to increase proficiency levels for E.O.C.s, LAFS AIR exam and college readiness. 1a

G036817

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	64.0
College Readiness Reading	76.0
AMO Math - All Students	64.0
AMO Reading - All Students	61.0

Resources Available to Support the Goal 2

- Bus and bus driver
- Curriculum
- Teachers availabilty
- Open availability for tutoring sites
- Parent Liaison (part-time)

Targeted Barriers to Achieving the Goal 3

- Students lacking transportation
- Communication between school, students, and parents/guardians
- Not enough time available during regular school hours for additional support for non-proficient students, Low 25%, At-Risk Students, ACT/SAT prep and the need for summer school for non-proficient students in State tested areas.
- Not enough teachers to support lower level students and supplies for teacher classrooms

Plan to Monitor Progress Toward G2. 8

Student attendance sheets and increase in common assessment scores within content groups

Person Responsible
Cara Hayden

Schedule
Weekly, from 1/24/2015 to 7/31/2015

Evidence of Completion
Student attendance sheets, assessment results, notes from PLC meetings, PD day agendas, and Literacy Team documentation

G3. To increase Algebra 1 and Geometry proficiency levels. 1a

G036818

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	64.0
Algebra I EOC Pass Rate	58.0
Geometry EOC Pass Rate	52.0

Resources Available to Support the Goal 2

- Professional Learning Community Meetings

- Math Coach

- Saturday Success Tutorials

- Push-in and Pull-out Tutoring

Targeted Barriers to Achieving the Goal 3

- Students come to school with existing low mathematics levels and students struggle with higher order thinking questions.

Plan to Monitor Progress Toward G3. 8

To determine the effectiveness of the strategies, PLCs and PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and EOC specifications.

Person Responsible
Cara Hayden

Schedule
Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion
Diagnostic results and common assessment 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. To increase proficiency on LAFS AIR exam (Reading and Writing) 1

🔑 G036816

G1.B1 Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determining factor for being successful on the LAFS AIR exam. 2

🔑 B088229

G1.B1.S1 Teachers will also meet in Professional Learning Communities (PLC) to analyze student data,determine best practices and develop common assessments and lesson plans. Through the lesson plans and assessments, teachers will Incorporate higher order thinking questions that will require students to use critical thinking. As part of the learning process, teachers will have students use Cornell Notes, WICOR, and AVID strategies in the classroom. 4

🔑 S098930

Strategy Rationale

Students need to be exposed and work with higher order questions. To ensure this teachers work in PLCs to infuse higher order thinking into lessons and assessments.

Action Step 1 5

Staff development for LAFS AIR exam (before teachers officially return): District Based

Person Responsible

Cara Hayden

Schedule

On 8/5/2014

Evidence of Completion

Teacher sign-in, agendas, discussions in PLCs and PD days

Action Step 2 `5`

Provide Reading Coach to support teachers in instruction and materials

Person Responsible

Dana Asen

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, PLC meeting notes, Marzano observations, PD agendas

Action Step 3 `5`

Continual Staff Development on LAFS and AIR exam through Professional Learning Communities

Person Responsible

Cara Hayden

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC agendas and notes, PD agendas, Lesson Plans, Common Assessments

Action Step 4 `5`

Provide teachers and students computer program "Turn It In" to support anti-plagiarism.

Person Responsible

Cara Hayden

Schedule

On 6/5/2015

Evidence of Completion

Teachers will have students turn in essays/documents to ensure they are original thoughts and not plagiarized.

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

Teachers will meet in PLCs and PD days to analyze student data to determine best practices and establish lesson plans that meet student needs.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, Marzano observations, and PLC minutes

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

Performances on District diagnostic testing and common assessments

Person Responsible

Cara Hayden

Schedule

Every 6 Weeks, from 9/22/2014 to 5/29/2015

Evidence of Completion

Results of common assessments, district diagnostics and PLC minutes

G1.B4 Teacher understanding of requirements and standards for new LAFS AIR exam 2

🔧 B090346

G1.B4.S1 Implementation of Professional Learning Communities to develop understanding of test item specifications, best practices, data analysis, lesson plan develop, creation of common assessments, and using WICOR and AVID strategies. 4

🔧 S101101

Strategy Rationale

To ensure teachers have a sound understanding of the requirements of LAFS AIR exam and that will translate into improved teaching practices and rigor.

Action Step 1 5

All teachers will participate in PLC meetings.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC agendas and notes, lesson plans, common assessments, and student data from District and classroom assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teacher attendance at PLCs, PLC agendas, lesson plans, and student data will be used to track the fidelity of implementation.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC attendance and agendas, lesson plans, Marzano observations, and student results on District and classroom assessments

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Student data on District and classroom assessments will be analyzed and used for re-teaching, lesson plan review, and PLC conversations through the use of PLCs to determine and support the effectiveness of implementation.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Student results on District and classroom assessments, lesson plan and assessments, PLC agendas and attendance

G2. Increase in student participation and performance in tutorials, accelerated support, and summer school to increase proficiency levels for E.O.C.s, LAFS AIR exam and college readiness. `1`

🔍 G036817

G2.B1 Students lacking transportation `2`

🔍 B088232

G2.B1.S1 Provide transportation for Saturday and summer tutorials `4`

🔍 S098932

Strategy Rationale

Will help students without transportation who live outside of 2 mile radius get a ride to tutoring for free.

Action Step 1 `5`

Busing availability and route determination

Person Responsible

Terry Gaddy

Schedule

Weekly, from 1/17/2015 to 4/25/2015

Evidence of Completion

Established bus routes and attendance sheets

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

Attendance sheets for tutorials

Person Responsible

Cara Hayden

Schedule

Weekly, from 1/17/2015 to 4/25/2015

Evidence of Completion

Attendance sheets and bus driver log

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

Increase of student in tutorials. Additionally, increase in scores on common assessments and student work within tutorials.

Person Responsible

Cara Hayden

Schedule

On 4/25/2015

Evidence of Completion

Student attendance sheets, bus driver logs, and student data analyzed in PLCs.

G2.B3 Communication between school, students, and parents/guardians 2

B088234

G2.B3.S1 Utilize Edline, Parent Link (One Voice) and school marquee for frequent parent communications in multiple languages so parents can receive timely information about the Title 1 program, curriculum, assessments and proficiency levels students are expected to meet. 4

S098935

Strategy Rationale

To make stake holders aware of events, changes in curriculum, Title 1 programs, and academic support available for students throughout the school year.

Action Step 1 5

Consumable supplies and curriculum resources for tutorials

Person Responsible

Dana Asen

Schedule

Weekly, from 1/24/2015 to 4/25/2015

Evidence of Completion

Distribution and return of supplies at the end of each tutoring session and student attendance sheets

Action Step 2 5

Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered

Person Responsible

Cara Hayden

Schedule

Weekly, from 1/24/2015 to 4/25/2015

Evidence of Completion

Tangible advertising items: written, electronic and voice.

Action Step 3 5

Have a part-time parent liaison for Saturday parent conferences and parent trainings.

Person Responsible

Debbie Tanguay

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Agendas and parent attendance logs for Title 1 nights and Saturday conferences

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Assistant principal will establish meeting times and deadlines to review advertising content

Person Responsible

Cara Hayden

Schedule

Biweekly, from 1/10/2015 to 4/18/2015

Evidence of Completion

Minutes of meetings and tangible advertising content

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Assistant principal and parent liaison will establish and implement Title 1 parent nights to discuss Title 1 resources, parent support activities and Saturday parent conferences.

Person Responsible

Terry Gaddy

Schedule

Every 2 Months, from 9/19/2014 to 6/5/2015

Evidence of Completion

Copies of advertising of events, results of surveys from meetings, and attendance logs will be used to check for fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student attendance sheets will be collected

Person Responsible

Cara Hayden

Schedule

Weekly, from 1/24/2015 to 4/25/2015

Evidence of Completion

Student attendance sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Comparison of parent/stake holder attendance at Title 1 events and Saturday parent conferences throughout school year.

Person Responsible

Terry Gaddy

Schedule

Every 2 Months, from 9/19/2014 to 6/5/2015

Evidence of Completion

Parent/stake holder attendance and agendas for Title 1 events and Saturday parent conferences.

G2.B3.S2 Provide guidance counselor-parent liaison support for summer school program. 4

🔍 S112824

Strategy Rationale

Support students in summer school and assist in tracking, guidance, and parent communication.

Action Step 1 5

Provide support to students and parents during summer school program.

Person Responsible

Cara Hayden

Schedule

Daily, from 6/8/2015 to 7/24/2015

Evidence of Completion

Parent and student contact logs based on student/parent needs and tracking.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Parent and student contact logs and student tracking information will be collected

Person Responsible

Cara Hayden

Schedule

Weekly, from 6/8/2015 to 7/31/2015

Evidence of Completion

Parent and student contact logs and student progress will be maintained and collected.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Parent and student contact logs will be used to track student progress and monitor parent interaction.

Person Responsible

Cara Hayden

Schedule

Weekly, from 6/8/2015 to 7/31/2015

Evidence of Completion

Student attendance, parent and student contact logs will be complete.

G2.B4 Not enough time available during regular school hours for additional support for non-proficient students, Low 25%, At-Risk Students, ACT/SAT prep and the need for summer school for non-proficient students in State tested areas. `2`

🔍 B088235

G2.B4.S1 Provide additional support for low level students and college readiness support by providing tutorials and summer school `4`

🔍 S098936

Strategy Rationale

Some students need additional learning opportunities to better understand academic content

Action Step 1 `5`

Establish tutorials for low level students, at-risk students, lowest 25%, and college readiness on Saturdays and summer school

Person Responsible

Cara Hayden

Schedule

On 7/25/2015

Evidence of Completion

Saturday tutorial and summer school schedules and curriculum content established

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Student data will be reviewed to determine areas to be covered in tutorials and summer school, attendance sheets will be established for students and participating teachers

Person Responsible

Cara Hayden

Schedule

Weekly, from 1/24/2015 to 7/25/2015

Evidence of Completion

Attendance sheets, analysis of data in PLC meetings, and increase of student performance on common and District provided assessments

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Performance on tutorial assignments and common assessments and attendance sheets

Person Responsible

Cara Hayden

Schedule

Weekly, from 1/24/2015 to 4/25/2015

Evidence of Completion

Student performance on assessments, tutorial assignments and notes from PLC meetings

G2.B5 Not enough teachers to support lower level students and supplies for teacher classrooms 2

🔧 B088236

G2.B5.S1 Use Title I funds to purchase resource teacher to support non-proficient students, at-risk students, and to prepare students to be college ready and provide consumable resources for teachers 4

🔧 S098937

Strategy Rationale

To help provide reading tutoring for students, reading resources for tutoring, and reading professional development for staff.

Action Step 1 5

Hire highly-qualified teachers to support AIRs LAF exam (reading) and college readiness and consumable supplies for teachers

Person Responsible

Tameka Moore Robinson

Schedule

On 6/5/2015

Evidence of Completion

Teaching certificate, pay roll addition, purchase orders

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Ensure that resource teachers are appropriately placed and used to support non-proficient students and for college readiness

Person Responsible

Tameka Moore Robinson

Schedule

On 6/5/2015

Evidence of Completion

Teacher schedules, lesson plans, PLC meeting documentation, PD day agendas, and Literacy Team documents

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Ensuring that resource teachers have a positive impact on student achievement

Person Responsible

Tameka Moore Robinson

Schedule

On 6/5/2015

Evidence of Completion

Review and analysis of class room grades, common assessments, and District provided assessments, active participation in PLC meetings, PD day agendas, and Literacy Team documentation

G3. To increase Algebra 1 and Geometry proficiency levels. `1`

🔑 G036818

G3.B1 Students come to school with existing low mathematics levels and students struggle with higher order thinking questions. `2`

🔑 B088237

G3.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICOR, AVID, and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices. `4`

🔑 S098938

Strategy Rationale

To help ensure the use of high-order thinking skills and strategies

Action Step 1 `5`

Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher Marzano observations and discussions/student results on assessments will demonstrate implementation and success of strategy.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will check lesson plans and conduct Marzano observations with feedback for teachers implementing agreed upon corrective strategies.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 8/25/2014 to 6/12/2015

Evidence of Completion

iObservation reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Successful implementation will be demonstrated through an increase in assessment scores, increased teacher buy-in at PLC meetings.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student data, lesson plans and Marzano observations

G3.B1.S2 Incorporate manipulative technology in classes 4

S098939

Strategy Rationale

To help with student attention and skill/content attainment

Action Step 1 5

Train teachers directly on how to incorporate computers, mobipads, and other electronic items

Person Responsible

Tracy Paletti

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, PLC discussions, and Marzano observations

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Marzano observations, lesson plans

Person Responsible

Cara Hayden

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

iObservations, minutes from PLCs, PD attendance

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Lesson plans, student common assessment scores, and Marzano observations

Person Responsible

Cara Hayden

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, common assessment scores, PLC minutes, and Marzano observations

G3.B1.S3 Provide additional support for low level students and college readiness support by providing tutorials and summer school 4

Strategy Rationale

S110817

Some students need additional learning opportunities to better understand academic content

Action Step 1 5

Establish tutorials for low levels students, at-risk, lowest 25%, and college readiness on Saturdays and summer school

Person Responsible

Cara Hayden

Schedule

Weekly, from 9/20/2014 to 5/29/2015

Evidence of Completion

Tutorial schedule, attendance records, and PLC agendas, notes, and attendance

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Lesson plans for state mandated testing areas and ACT/SAT

Person Responsible

Cara Hayden

Schedule

Biweekly, from 9/20/2014 to 5/29/2015

Evidence of Completion

Attendance sheets for students and teachers, PLC agendas and notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Lesson plans will be reviewed, student data analyzed to support areas, and collection of attendance sheets

Person Responsible

Schedule

Weekly, from 9/20/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC agendas, and attendance sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Staff development for LAFS AIR exam (before teachers officially return): District Based	Hayden, Cara	8/5/2014	Teacher sign-in, agendas, discussions in PLCs and PD days	8/5/2014 one-time
G2.B1.S1.A1	Busing availability and route determination	Gaddy, Terry	1/17/2015	Established bus routes and attendance sheets	4/25/2015 weekly
G2.B3.S1.A1	Consumable supplies and curriculum resources for tutorials	Asen, Dana	1/24/2015	Distribution and return of supplies at the end of each tutoring session and student attendance sheets	4/25/2015 weekly
G2.B4.S1.A1	Establish tutorials for low level students, at-risk students, lowest 25%, and college readiness on Saturdays and summer school	Hayden, Cara	1/24/2015	Saturday tutorial and summer school schedules and curriculum content established	7/25/2015 one-time
G2.B5.S1.A1	Hire highly-qualified teachers to support AIRs LAF exam (reading) and college readiness and consumable supplies for teachers	Moore Robinson, Tameka	8/12/2014	Teaching certificate, pay roll addition, purchase orders	6/5/2015 one-time
G3.B1.S1.A1	Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.	Hayden, Cara	8/18/2014	Teacher Marzano observations and discussions/student results on assessments will demonstrate implementation and success of strategy.	5/29/2015 biweekly
G3.B1.S2.A1	Train teachers directly on how to incorporate computers, mobipads, and other electronic items	Paletti, Tracy	8/28/2014	Lesson Plans, PLC discussions, and Marzano observations	5/29/2015 monthly
G1.B4.S1.A1	All teachers will participate in PLC meetings.	Hayden, Cara	9/1/2014	PLC agendas and notes, lesson plans, common assessments, and student data from District and classroom assessments	5/29/2015 biweekly
G3.B1.S3.A1	Establish tutorials for low levels students, at-risk, lowest 25%, and college readiness on Saturdays and summer school	Hayden, Cara	9/20/2014	Tutorial schedule, attendance records, and PLC agendas, notes, and attendance	5/29/2015 weekly
G2.B3.S2.A1	Provide support to students and parents during summer school program.	Hayden, Cara	6/8/2015	Parent and student contact logs based on student/parent needs and tracking.	7/24/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Provide Reading Coach to support teachers in instruction and materials	Asen, Dana	8/12/2014	Lesson Plans, PLC meeting notes, Marzano observations, PD agendas	6/5/2015 one-time
G2.B3.S1.A2	Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered	Hayden, Cara	1/24/2015	Tangible advertising items: written, electronic and voice.	4/25/2015 weekly
G1.B1.S1.A3	Continual Staff Development on LAFS and AIR exam through Professional Learning Communities	Hayden, Cara	9/1/2014	PLC agendas and notes, PD agendas, Lesson Plans, Common Assessments	5/29/2015 biweekly
G2.B3.S1.A3	Have a part-time parent liaison for Saturday parent conferences and parent trainings.	Tanguay, Debbie	9/26/2014	Agendas and parent attendance logs for Title 1 nights and Saturday conferences	6/5/2015 monthly
G1.B1.S1.A4	Provide teachers and students computer program "Turn It In" to support anti-plagiarism.	Hayden, Cara	9/5/2014	Teachers will have students turn in essays/documents to ensure they are original thoughts and not plagiarized.	6/5/2015 one-time
G1.MA1	To determine the effectiveness of the strategies, PLCs and PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and test item specifications.	Hayden, Cara	9/1/2014	Diagnostic results and common assessment data.	5/29/2015 biweekly
G1.B1.S1.MA1	Performances on District diagnostic testing and common assessments	Hayden, Cara	9/22/2014	Results of common assessments, district diagnostics and PLC minutes	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Teachers will meet in PLCs and PD days to analyze student data to determine best practices and establish lesson plans that meet student needs.	Hayden, Cara	9/1/2014	Lesson plans, Marzano observations, and PLC minutes	5/29/2015 biweekly
G1.B4.S1.MA1	Student data on District and classroom assessments will be analyzed and used for re-teaching, lesson plan review, and PLC conversations through the use of PLCs to determine and support the effectiveness of implementation.	Hayden, Cara	5/29/2015	Student results on District and classroom assessments, lesson plan and assessments, PLC agendas and attendance	5/29/2015 biweekly
G1.B4.S1.MA1	Teacher attendance at PLCs, PLC agendas, lesson plans, and student data will be used to track the fidelity of implementation.	Hayden, Cara	9/1/2014	PLC attendance and agendas, lesson plans, Marzano observations, and student results on District and classroom assessments	5/29/2015 biweekly
G2.MA1	Student attendance sheets and increase in common assessment scores within content groups	Hayden, Cara	1/24/2015	Student attendance sheets, assessment results, notes from PLC meetings, PD day agendas, and Literacy Team documentation	7/31/2015 weekly
G2.B1.S1.MA1	Increase of student in tutorials. Additionally, increase in scores on common assessments and student work within tutorials.	Hayden, Cara	1/17/2015	Student attendance sheets, bus driver logs, and student data analyzed in PLCs.	4/25/2015 one-time
G2.B1.S1.MA1	Attendance sheets for tutorials	Hayden, Cara	1/17/2015	Attendance sheets and bus driver log	4/25/2015 weekly
G2.B3.S1.MA1	Student attendance sheets will be collected	Hayden, Cara	1/24/2015	Student attendance sheets	4/25/2015 weekly
G2.B3.S1.MA4	Comparison of parent/stake holder attendance at Title 1 events and Saturday parent conferences throughout school year.	Gaddy, Terry	9/19/2014	Parent/stake holder attendance and agendas for Title 1 events and Saturday parent conferences.	6/5/2015 every-2-months
G2.B3.S1.MA1	Assistant principal will establish meeting times and deadlines to review advertising content	Hayden, Cara	1/10/2015	Minutes of meetings and tangible advertising content	4/18/2015 biweekly
G2.B3.S1.MA3	Assistant principal and parent liaison will establish and implement Title 1	Gaddy, Terry	9/19/2014	Copies of advertising of events, results of surveys from meetings, and	6/5/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	parent nights to discuss Title 1 resources, parent support activities and Saturday parent conferences.			attendance logs will be used to check for fidelity.	
G2.B4.S1.MA1	Performance on tutorial assignments and common assessments and attendance sheets	Hayden, Cara	1/24/2015	Student performance on assessments, tutorial assignments and notes from PLC meetings	4/25/2015 weekly
G2.B4.S1.MA1	Student data will be reviewed to determine areas to be covered in tutorials and summer school, attendance sheets will be established for students and participating teachers	Hayden, Cara	1/24/2015	Attendance sheets, analysis of data in PLC meetings, and increase of student performance on common and District provided assessments	7/25/2015 weekly
G2.B5.S1.MA1	Ensuring that resource teachers have a positive impact on student achievement	Moore Robinson, Tameka	8/12/2014	Review and analysis of class room grades, common assessments, and District provided assessments, active participation in PLC meetings, PD day agendas, and Literacy Team documentation	6/5/2015 one-time
G2.B5.S1.MA1	Ensure that resource teachers are appropriately placed and used to support non-proficient students and for college readiness	Moore Robinson, Tameka	8/12/2014	Teacher schedules, lesson plans, PLC meeting documentation, PD day agendas, and Literacy Team documents	6/5/2015 one-time
G2.B3.S2.MA1	Parent and student contact logs will be used to track student progress and monitor parent interaction.	Hayden, Cara	6/8/2015	Student attendance, parent and student contact logs will be complete.	7/31/2015 weekly
G2.B3.S2.MA1	Parent and student contact logs and student tracking information will be collected	Hayden, Cara	6/8/2015	Parent and student contact logs and student progress will be maintained and collected.	7/31/2015 weekly
G3.MA1	To determine the effectiveness of the strategies, PLCs and PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and EOC specifications.	Hayden, Cara	8/18/2014	Diagnostic results and common assessment data.	5/29/2015 biweekly
G3.B1.S1.MA1	Successful implementation will be demonstrated through an increase in assessment scores, increased teacher buy-in at PLC meetings.	Hayden, Cara	8/18/2014	Student data, lesson plans and Marzano observations	5/29/2015 biweekly
G3.B1.S1.MA1	Administrators will check lesson plans and conduct Marzano observations with feedback for teachers implementing agreed upon corrective strategies.	Hayden, Cara	8/25/2014	iObservation reports and lesson plans	6/12/2015 biweekly
G3.B1.S2.MA1	Lesson plans, student common assessment scores, and Marzano observations	Hayden, Cara	8/18/2014	Lesson plans, common assessment scores, PLC minutes, and Marzano observations	5/29/2015 biweekly
G3.B1.S2.MA1	Marzano observations, lesson plans	Hayden, Cara	8/18/2014	iObservations, minutes from PLCs, PD attendance	5/29/2015 biweekly
G3.B1.S3.MA1	Lesson plans will be reviewed, student data analyzed to support areas, and collection of attendance sheets		9/20/2014	Lesson plans, PLC agendas, and attendance sheets	5/29/2015 weekly
G3.B1.S3.MA1	Lesson plans for state mandated testing areas and ACT/SAT	Hayden, Cara	9/20/2014	Attendance sheets for students and teachers, PLC agendas and notes	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase proficiency on LAFS AIR exam (Reading and Writing)

G1.B1 Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determining factor for being successful on the LAFS AIR exam.

G1.B1.S1 Teachers will also meet in Professional Learning Communities (PLC) to analyze student data,determine best practices and develop common assessments and lesson plans. Through the lesson plans and assessments, teachers will Incorporate higher order thinking questions that will require students to use critical thinking. As part of the learning process, teachers will have students use Cornell Notes, WICOR, and AVID strategies in the classroom.

PD Opportunity 1

Staff development for LAFS AIR exam (before teachers officially return): District Based

Facilitator

District Personnel: Dianna Fedderman

Participants

Select teacher leaders from tested subject areas

Schedule

On 8/5/2014

PD Opportunity 2

Continual Staff Development on LAFS and AIR exam through Professional Learning Communities

Facilitator

Cara Hayden

Participants

All teachers

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

G3. To increase Algebra 1 and Geometry proficiency levels.

G3.B1 Students come to school with existing low mathematics levels and students struggle with higher order thinking questions.

G3.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICOR, AVID, and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices.

PD Opportunity 1

Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.

Facilitator

Assistant Principal, District Personnel

Participants

All teachers

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

G3.B1.S2 Incorporate manipulative technology in classes

PD Opportunity 1

Train teachers directly on how to incorporate computers, mobipads, and other electronic items

Facilitator

Math Coach, Assistant Principal(s)

Participants

All teachers

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase proficiency on LAFS AIR exam (Reading and Writing)	15,764
Goal 2: Increase in student participation and performance in tutorials, accelerated support, and summer school to increase proficiency levels for E.O.C.s, LAFS AIR exam and college readiness.	300,650
Grand Total	**316,414**

Goal 1: To increase proficiency on LAFS AIR exam (Reading and Writing)		
Description	**Source**	**Total**
B1.S1.A1 - Teacher stipends to pay for writing FLA AIR exam training while teachers are not scheduled to work: 31 teachers	Title I Part A	2,454
B1.S1.A3 - Professional Development: Curriculum Mapping	Title I Part A	4,118
B1.S1.A3 - Professional Development Supplies: Paper and ink for EDW reports, binders, folders, highlighters, markers, post-it notes, chart paper, and training materials	Title I Part A	4,000
B1.S1.A4 - "Turn It In" computer software: Anti-plagerism	Other	5,192
Total Goal 1		**15,764**

Goal 2: Increase in student participation and performance in tutorials, accelerated support, and summer school to increase proficiency levels for E.O.C.s, LAFS AIR exam and college readiness.		
Description	**Source**	**Total**
B3.S1.A1 - Consumables for Saturday Success Tutoring in classroom use: Paper and ink, classroom libraries, notebooks, composition books, math manipulatives, pencils, pens, highlighters, post-it notes, chart paper, and lamination film	Title I Part A	5,685
B3.S1.A2 - Parent communication of acceleration opportunities and parent training materials: Paper/ink, chart paper, highlighters, pens, markers, pencils, paper, newsletters	Title I Part A	5,000
B3.S1.A2 - Postage for parent communication	Title I Part A	1,122
B3.S1.A2 - Parent Newsletter	Title I Part A	378
B3.S1.A3 - Part-time parent liaison salary and benefits:Debbie Tanguay and Saturday parent conferences	Title I Part A	1,004
B3.S2.A1 - All summer guidance Counselor-Parent Liaison salary and benefits	Title I Part A	1,530
B4.S1.A1 - Saturday Tutorial ($34234) and Summer School ($35766) Teacher Stipends	Title I Part A	70,000
B4.S1.A1 - Summer School Consumables: paper, pencils, ink, markers, pens, highlighters	Title I Part A	950
B5.S1.A1 - Dana Asen: Reading Coach: salary and benefits	Title I Part A	65,879
B5.S1.A1 - Reading Teacher: salary and benefits	Title I Part A	65,879

Goal 2: Increase in student participation and performance in tutorials, accelerated support, and summer school to increase proficiency levels for E.O.C.s, LAFS AIR exam and college readiness.		
Description	**Source**	**Total**
B5.S1.A1 - Debbie Tanguay: Graduation Coach: salary and benefits	Title I Part A	65,879
B5.S1.A1 - Provide classroom supplies for teachers: paper, composition books, pencils, pens, highlighters, post-it notes and chart paper.	Title I Part A	17,219
B5.S1.A1 - Hand held scanner to facilitate the distribution of classroom reading materials from Reading Resource Room	Title I Part A	125
Total Goal 2		**300,650**