

# Spanish River Community High School



2014-15 School Improvement Plan

## Spanish River Community High School

5100 JOG RD, Boca Raton, FL 33496

[www.palmbeach.k12.fl.us/spanishriverhs](http://www.palmbeach.k12.fl.us/spanishriverhs)

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

28%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

34%

### School Grades History

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

##### Provide the school's vision statement

Spanish River Community High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

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 the Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Ensure that relationship-building is a clear priority
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students
- Attend District provided Professional Development on multicultural offerings
- Schedule and plan school wide multicultural projects
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)

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

- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary)
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/

civil rights policies

- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported

**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**

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**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**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive

supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### Early Warning Systems

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

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - ii. One or more suspensions, whether in school or out of school
  - iii. Course failure in English Language Arts or mathematics
  - iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Utilize data systems to identify students who have attendance, behavioral or academic concerns
  - Create data decision rules for number of absences or OSS before referral generated to SBT
  - Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
  - Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	5	3	2	5	15
One or more suspensions	85	91	94	63	333
Course failure in ELA or Math	87	71	103	42	303
Level 1 on statewide assessment	50	44	21	7	122

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	78	54	51	15	198

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Reading Plus, iii, Tutorials, Intensive Reading;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and

community resources;

- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

## 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?

No

#### **PIP Link**

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

#### **Description**

Our parental involvement targets our student at risk of graduating. We will offer workshops at night for parents and we will offer the activity bus for students who want to participate in tutoring after school. We host a curriculum night to provide families with resources and strategies that they can use at home to increase performance.

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators
- Communicate classroom and school news to parents
- Positive notes, letters, phone calls home

**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**

Our academy program hosts a career day by inviting the local community to support student and school achievement. A variety of professionals speak with students and provide them with resources pertaining to future career opportunities.

Various student clubs work closely with the surrounding community partners for fundraising events and community service opportunities. The funds are used to purchase resources that support school and student achievement.

## 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
Armentano, Katie	Assistant Principal
Carril, Jennifer	Assistant Principal
Latson, William	Principal
Sollod, Ira	Assistant Principal
Goron, Mara	Assistant Principal
Markwardt, Doug	Assistant Principal

## Duties

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

Members of the School-Based RtI Leadership Team meet with the School Advisory Council (SAC) and help develop the SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.

Topics for discussion Include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AMO and subgroups
- strengths and weaknesses of supplemental and intensive intervention programs
- mentoring, tutoring, and other services

The RtI/Inclusion Facilitator provides professional development for the SAC members on the RtI framework. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status In general or special education.

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

The principal provides a common vision for the use of data based decision making to ensure..

- A sound, effective academic program is in place
- A process to address and monitor subsequent needs is created
- The problem solving team (School Based Team) is assisting with academic and behavioral interventions
- Assessment of RTI skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support the RTI framework is provided
- Effective communication with parents regarding school based RTI intervention plans and activities occur

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 Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

## **School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Aimee Levine	Parent
Blaise Tartaglia	Teacher
Donna Edwards	Parent
Janet Kalman	Teacher
Karen Coleman	Parent
Laura Fellman	Parent
Roni Gelman	Parent
Sharyn Schneiderman	Parent
Steve Medvededeff	Parent
Tracy Haughton	Parent
William Latson	Principal
Wendy Corso Ruud	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*

At the end of the school year we obtained our data on the lowest 25% in Reading and Math and our World History EOC scores through EDW. We compared our data from the previous year and determined our strengths and weaknesses. The team analyzed our previous goals and strategies that we had in place and determined which ones were effective and why.

*Development of this school improvement plan*

Teachers, parents, and staff reviewed previous SIP goals and student data. SAC provided input for the development for this year's SIP goals. We determined possible barriers and strategies to support our learning goals.

*Preparation of the school's annual budget and plan*

1. Evaluation of last year's school improvement plan
2. Development of the current school improvement plan
3. Preparation 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**

Funds will be distributed on a needs basis to support our SIP goals.

**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
Armentano, Katie	Assistant Principal
Latson, William	Principal
Kayle-Gallon, Kelly	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. This year one initiative will be to increase student achievement in reading in the lowest 25%. To achieve this goal, initiatives will be based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

## 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**

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Provide a new teacher mentoring program
  2. Provide professional development based on needs assessments completed by teachers.
  3. Schedule common plannings within departments.
    - Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
    - Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
    - Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
    - Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
    - Establish and maintain relationships with colleges and officials in the field of education to promote the District
    - Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- Persons responsible: Lead Teacher, Assistant Principal, Professional Development Team

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

A new teacher meeting is held preschool to introduce the new teachers to the school and staff. New teachers to Spanish River are paired with a mentor in the same subject area. Teachers may be included in the Educator Support Program (ESP), where specific activities (FEAPs) Florida Educator Accomplished Practices, are completed by the new teacher with the support of the mentor and administrator overseeing the department.

## 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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### 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***

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted reading block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data

- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on Lexile levels
- Students receiving push-in/pull out services for ESE/ELL

**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:** Before School Program

**Minutes added to school year:** 5,400

Reading Plus and Edgenuity (Algebra) "Sunrise Program" held before school from 6:50 am - 7:20 am Monday through Friday in various computer labs.

### **Strategy Rationale**

Students will have the opportunity to increase their reading comprehension and/or their Algebra skills in a computer based setting with certified teachers to assist.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Carril, Jennifer, jennifer.carril@palmbeachschools.org

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

Edgenuity and/or Reading Plus reports, attendance records, FSA and EOC diagnostic and exams.

## **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**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### **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**

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The promotion of increased student participation and performance in Advanced Placement® (AP) coursework and AICE

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- College visits and career days throughout the school year

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

Spanish River offers elective courses in art, business, technology and career education. Many of these courses focus on job skills which may lead to careers. We also offer a DCT/OJT program, which allows students to come to school for academic courses and then work at a job and earn school credit. Our Little Sharks program provides Early Childhood students with direct instruction and experience with children and prepares them for a career in education or in child care. Industry certifications are also attainable through our Digital Design courses as well as TV Production.

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

Spanish River may offer career academies and or career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

***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***

- Adding a strategies class
- School based team review and provide assistance to specific students as needed
- Afterschool/Saturday college readiness workshops for students
- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If we implement Reading Plus with our Lowest 25% in Reading, then we will increase our learning gains to 74% as measured by the 2015 Florida Standards Assessment.
- G2.** If we implement tutorials with our lowest 25% in mathematics, then 65% will make learning gains on the Algebra and Geometry End of Course Assessments.

## 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.** If we implement Reading Plus with our Lowest 25% in Reading, then we will increase our learning gains to 74% as measured by the 2015 Florida Standards Assessment. 1a

G037536

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	74.0

**Resources Available to Support the Goal** 2

- Supportive Reading courses (Intensive Reading, learning strategies, Virtual Tour courses)
- Lunch and pull-out tutorials
- Mentoring program
- Student data chats (SAL-Ps)
- Reading Plus program
- HMH Language Arts text and online resources

**Targeted Barriers to Achieving the Goal** 3

- Student motivation
- Teacher participation in tutorials
- Computers

**Plan to Monitor Progress Toward G1.** 8

Fall and winter diagnostic as well as Reading Plus data will be collected to determine progress towards increasing the learning gains of our lowest 25%.

**Person Responsible**

**Schedule**

Quarterly, from 9/19/2014 to 6/4/2015

**Evidence of Completion**

EDW and Reading Plus data reports demonstrating learning gains with our lowest 25% in Reading.

**G2.** If we implement tutorials with our lowest 25% in mathematics, then 65% will make learning gains on the Algebra and Geometry End of Course Assessments. 1a

G037537

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

**Resources Available to Support the Goal** 2

- Pull-out tutorials
- Intensive math courses taken concurrently with Algebra or Geometry course
- Virtual Tour courses and online programs (Gizmos, Inside Algebra, Edgenuity)

**Targeted Barriers to Achieving the Goal** 3

- Students taking online courses without differentiated instruction
- Lack of teacher participation in tutorial programs

**Plan to Monitor Progress Toward G2.** 8

Analyze diagnostic results (fall and winter) and identify our lowest 25% math students in need of remediation.

**Person Responsible**

Jennifer Carril

**Schedule**

Quarterly, from 9/19/2014 to 1/23/2015

**Evidence of Completion**

Students identified for remediation included in tutorial program.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** If we implement Reading Plus with our Lowest 25% in Reading, then we will increase our learning gains to 74% as measured by the 2015 Florida Standards Assessment. **1**

 G037536

**G1.B1** Student motivation **2**

 B090213

**G1.B1.S1** Assign students to mentors to increase student motivation. **4**

 S100971

### Strategy Rationale

Mentoring will form a bond between student and teacher/staff member to encourage students to reach their fullest potential.

### Action Step 1 **5**

The lowest 25% students in reading are determined. Teachers are asked to sign up as mentors for the students.

#### Person Responsible

Katie Armentano

#### Schedule

On 6/4/2015

#### Evidence of Completion

A completed teacher mentor list.

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

Teachers will be provided with a folder for each student to include student data.

**Person Responsible**

Katie Armentano

**Schedule**

On 6/4/2015

***Evidence of Completion***

Mentor folders

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

FCAT Reading data for the lowest 25% that participated in the mentoring program will be analyzed.

**Person Responsible**

**Schedule**

***Evidence of Completion***

An increase in learning gains of the lowest 25%

**G1.B2 Teacher participation in tutorials** 2

 B090214

**G1.B2.S1 Provide more flexibility on when tutorials are available** 4

 S100972

**Strategy Rationale**

By giving teachers more flexibility, they will be more likely to participate due to possible time conflicts.

**Action Step 1** 5

Review master schedule to determine availability of teachers.

**Person Responsible**

Katie Armentano

**Schedule**

On 6/4/2015

***Evidence of Completion***

Completed tutorial schedule

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

Teacher participation

**Person Responsible**

Katie Armentano

**Schedule**

Biweekly, from 1/6/2015 to 3/27/2015

***Evidence of Completion***

Successful tutorial program

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

The number of teachers that participate in tutorials

**Person Responsible**

Katie Armentano

**Schedule**

Biweekly, from 1/6/2015 to 3/27/2015

**Evidence of Completion**

Teacher attendance

**G1.B3 Computers** 2

 B098713

**G1.B3.S1** The use of classroom computers is necessary to utilize Reading Plus. 4

 S110110

**Strategy Rationale**

Having access to computers on a daily basis will ensure Reading Plus is used to fidelity and will increase the amount of time on the program.

**Action Step 1** 5

Obtain classroom computers for all Intensive Reading classes.

**Person Responsible**

William Latson

**Schedule**

On 10/22/2014

**Evidence of Completion**

Intensive Reading classrooms will be equipped with computers to utilize Reading Plus.

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

Computers are in place for Reading Plus in the Intensive Reading classrooms.

**Person Responsible**

William Latson

**Schedule**

On 10/23/2014

**Evidence of Completion**

An inventory of all computers will be completed and checked for accuracy.

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

The IT will monitor that all new computers in the Intensive Reading classes are working and compatible with Reading Plus.

**Person Responsible**

William Latson

**Schedule**

Monthly, from 10/24/2014 to 3/27/2015

**Evidence of Completion**

The IT will monitor that all new computers in the Intensive Reading classes are working by completing a checklist.

**G2.** If we implement tutorials with our lowest 25% in mathematics, then 65% will make learning gains on the Algebra and Geometry End of Course Assessments. 1

G037537

**G2.B1** Students taking online courses without differentiated instruction 2

B090215

**G2.B1.S1** Identify students taking online Algebra or Geometry courses and include those students in our targeted pull-outs. 4

S100973

### Strategy Rationale

If the students enrolled in FLVS for Algebra or Geometry are given extra help, they will be more prepared for the EOCs.

### Action Step 1 5

Students will be identified that are taking an online Algebra or Geometry course and be placed on a tutorial list.

#### Person Responsible

Jennifer Carril

#### Schedule

Quarterly, from 8/28/2014 to 3/13/2015

#### Evidence of Completion

A completed tutorial list of students enrolled in either Algebra or Geometry that make up our Lowest 25% for mathematics.

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

EDW reports and FLVS reports will be reviewed to ensure all eligible students are included.

#### Person Responsible

Jennifer Carril

#### Schedule

Quarterly, from 8/28/2014 to 2/13/2015

#### Evidence of Completion

A completed and updated tutorial list to include all students that make up our lowest 25% in math that are enrolled in an online course for Algebra and/or Geometry.

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

Student participation in tutorial programs

**Person Responsible**

Jennifer Carril

**Schedule**

Weekly, from 1/12/2015 to 3/13/2015

**Evidence of Completion**

Student attendance rosters for tutorial program.

**G2.B2** Lack of teacher participation in tutorial programs 2

 B090216

**G2.B2.S1** Provide more flexibility on when tutorials are available. 4

 S100974

**Strategy Rationale**

If teachers are offered more flexibility on when tutorials are offered, there will be less time conflicts.

**Action Step 1** 5

Review master schedule to determine availability of teachers.

**Person Responsible**

Jennifer Carril

**Schedule**

On 1/6/2015

**Evidence of Completion**

Completed tutorial schedule utilizing teacher availability.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Teacher participation in tutorial program

**Person Responsible**

Jennifer Carril

**Schedule**

Weekly, from 1/12/2015 to 3/13/2015

**Evidence of Completion**

Successful attendance and participation in the tutorial program.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

The number of teachers that participate in the tutorial program.

**Person Responsible**

Jennifer Carril

**Schedule**

Monthly, from 1/12/2015 to 3/13/2015

**Evidence of Completion**

Participation of teachers in the tutorial program.

**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	The lowest 25% students in reading are determined. Teachers are asked to sign up as mentors for the students.	Armentano, Katie	8/28/2014	A completed teacher mentor list.	6/4/2015 one-time
G1.B2.S1.A1	Review master schedule to determine availability of teachers.	Armentano, Katie	8/28/2014	Completed tutorial schedule	6/4/2015 one-time
G2.B1.S1.A1	Students will be identified that are taking an online Algebra or Geometry course and be placed on a tutorial list.	Carril, Jennifer	8/28/2014	A completed tutorial list of students enrolled in either Algebra or Geometry that make up our Lowest 25% for mathematics.	3/13/2015 quarterly
G2.B2.S1.A1	Review master schedule to determine availability of teachers.	Carril, Jennifer	1/6/2015	Completed tutorial schedule utilizing teacher availability.	1/6/2015 one-time
G1.B3.S1.A1	Obtain classroom computers for all Intensive Reading classes.	Latson, William	9/17/2014	Intensive Reading classrooms will be equipped with computers to utilize Reading Plus.	10/22/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Fall and winter diagnostic as well as Reading Plus data will be collected to determine progress towards increasing the learning gains of our lowest 25%.		9/19/2014	EDW and Reading Plus data reports demonstrating learning gains with our lowest 25% in Reading.	6/4/2015 quarterly
G1.B1.S1.MA1	FCAT Reading data for the lowest 25% that participated in the mentoring program will be analyzed.		An increase in learning gains of the lowest 25%	once	
G1.B1.S1.MA1	Teachers will be provided with a folder for each student to include student data.	Armentano, Katie	8/28/2014	Mentor folders	6/4/2015 one-time
G1.B2.S1.MA1	The number of teachers that participate in tutorials	Armentano, Katie	1/6/2015	Teacher attendance	3/27/2015 biweekly
G1.B2.S1.MA1	Teacher participation	Armentano, Katie	1/6/2015	Successful tutorial program	3/27/2015 biweekly
G1.B3.S1.MA1	The IT will monitor that all new computers in the Intensive Reading classes are working and compatible with Reading Plus.	Latson, William	10/24/2014	The IT will monitor that all new computers in the Intensive Reading classes are working by completing a checklist.	3/27/2015 monthly
G1.B3.S1.MA1	Computers are in place for Reading Plus in the Intensive Reading classrooms.	Latson, William	10/22/2014	An inventory of all computers will be completed and checked for accuracy.	10/23/2014 one-time
G2.MA1	Analyze diagnostic results (fall and winter) and identify our lowest 25% math students in need of remediation.	Carril, Jennifer	9/19/2014	Students identified for remediation included in tutorial program.	1/23/2015 quarterly
G2.B1.S1.MA1	Student participation in tutorial programs	Carril, Jennifer	1/12/2015	Student attendance rosters for tutorial program.	3/13/2015 weekly
G2.B1.S1.MA1	EDW reports and FLVS reports will be reviewed to ensure all eligible students are included.	Carril, Jennifer	8/28/2014	A completed and updated tutorial list to include all students that make up our lowest 25% in math that are enrolled in an online course for Algebra and/or Geometry.	2/13/2015 quarterly
G2.B2.S1.MA1	The number of teachers that participate in the tutorial program.	Carril, Jennifer	1/12/2015	Participation of teachers in the tutorial program.	3/13/2015 monthly
G2.B2.S1.MA1	Teacher participation in tutorial program	Carril, Jennifer	1/12/2015	Successful attendance and participation in the tutorial program.	3/13/2015 weekly

## 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.*