



## Quantum High School

1275 GATEWAY BLVD, Boynton Beach, FL 33426

www.yourdiplomayourway.com

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

%

### School Grades History

**Year**

**Grade**

### 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 mission of Quantum High School is to help at-risk students earn a standard high school diploma and prepare for post secondary success.

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

Quantum High School understands students have different needs and learn at different rates and have diverse learning styles which cause many of these at risk students to drop out of school. We believe that everyone deserves a quality education that meets his or her individual needs and aligns to their personal goals and ambitions. All students can be successful in high school and in life regardless of their life circumstances.

#### School Environment

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

Quantum High School provides an environment where students are valued, cared for and respected. The School appreciates and accommodates the similarities and differences among the students' cultures and builds positive, supportive relationships with students.

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

The School not only provides high standards of academics but also has full time student services on site and other programs and recreational activities to provide students with positive experiences that build a sense of belonging to the community.

##### **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**

Teachers are trained in classroom management, behavior interventions and RTI in order to ensure fair and consistent procedures, rules and protocols for disciplinary incidents. The School follows the district code of conduct and it is presented to each student during orientation. Each teacher is responsible for creating and implementing a Classroom Management Plan that includes clear behavior expectations as well as incentives for positive behavior and other successes.

##### **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**

There is a Family Support Specialist assigned to the school. The Family Support Specialist is a licensed clinical social worker qualified to provide direct support to all students. Each student participates in a Personal/Social Needs Assessment upon enrollment and an individualized support plan is developed to assist them in overcoming any non-academic obstacles that are impacting personal and academic success. The Family Support Specialist also supervises mental health and social work interns from local colleges and universities who come and provide direct services to students. In addition, the Family Support Specialist networks with local social welfare agencies to



ensure on-site full wrap-around services available to all students in need. These services include but are not limited to assistance with childcare, case management, grief counseling, addictions counseling, anger management counseling, family and relationship counseling and individual counseling.

We also have a full time Career Coach who supports students through all aspects of successful transition. These supports include assistance in finding and securing employment, college search and applications and connection with military recruiters. The Career Coach also assists students in finding and applying for financial aid and scholarship opportunities.

The school is small and school administrators know each student by name. They have an open door policy which ensure students know that they have the opportunity to come directly to administration should they need assistance.

The school also uses Title I funding to provide additional instruction after school and on weekends in order to support students in their preparation for graduation requirements and required assessments.

### 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

Quantum High School's early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from high school. The early warning system uses readily available data to systematically identify students who are at risk; identified students then can be matched with appropriate interventions to help them get on track for graduation. Indicators include: attendance, behavior and course failure in ELA and math.

#### 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	28	42	21	34	125
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	12	23	31	22	88
Level 1 on statewide assessment	25	32	22	27	106

*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	44	62	71	66	243

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

The school begins by identifying students exhibiting two or more early warning indicators in order to track and understand patterns across groups of students and over time. This allows the school's team to begin to consider the allocation of student support or dropout-prevention resources to flagged students. Data

is reviewed, monitored and students are assigned to work closely with Title I para-professionals, placed in tutorials and receive support from the school's Family Support Specialist as well.

## 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

Quantum High School would like to increase parent involvement in school activities and decision-making. Parents that attend board meetings/School Advisory Committee meetings will provide input on the school wide program. We will continue to provide Title I information through our Title I coordinator via, flyers, mail outs.

We will encourage parents to participate in school decision making opportunities.

**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's Family Support Specialist and Career Coach work diligently to build partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. The school has numerous educational and social service agencies that work with students to support them and engage them in their academic experience as well as help deter barriers of them obtaining a high school diploma.

## 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
Hicks, Joy	Principal
Lentz, Canaan	Assistant Principal

#### Duties

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

The school based team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school's staff, the governing board and the School Advisory Committee.

The school improvement plan will serve as the framework for the plans set by the Multi-Tiered Support System (MTSS) Leadership Team. The goals and objectives outlined within the SIP will drive the efforts made by the MTSS Leadership team to create academic improvements throughout the school. In the initial stages the MTSS will start by focusing heavily on the data. Following the diagnostics and FAIR assessments, the MTSS will analyze the data to create a picture of the strengths and weaknesses of the students. Following the data analysis the team will provide an in-service professional development trainings to obtain strategies. The success of the implementation will be monitored continuously and will also be revised on an "as needed" basis.

Utilizing the six components of the Rtl strategy (Leadership, Problem Solving, Curriculum/Instruction, Assessment, Monitoring, Positive School Climate, Family/Community) the MTSS Leadership team will collaborate with parents, teachers and students to design and select strategies for improving academic and behavioral performance.

***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***

- Principal will facilitate meetings and guide the school's mission.
- Assistant Principal will guide and support academic interventions as well as provide academic data and monitoring.
- Family Support Specialist will provide services and intervention strategies by linking community agencies to schools and families to support the student's academic and behavioral needs.
- ESE teacher will assist in collecting data and integrating materials into Tier 3 instruction and collaborate with general education teachers.
- Reading Teacher will provide support on the reading plan and data collection as well as provide professional development and support the implementation of Tier 1, 2, & 3 intervention plans.
- Family Support Specialist will assist in interpretation of data, program evaluation and school's data-based decision making activities.
- Teacher Advisor(s) will support and guide students using academic interventions as well as data collection and progress monitoring for Tier 1, 2 & 3.

Our school shares its mission, guidelines for success, follows the district code of conduct and teaches expected behaviors and consistently shares information and communicates with parents. We instill an appreciation for multicultural diversity, and plan to provide opportunities for all students to meet the state's proficient and advanced levels of student performance in order to improve student achievement.

We use effective instructional strategies that--

-Increase the amount and quality of learning time, such as extended school year and after-school tutorials.

We have implemented strategies to increase parental involvement, such as family literacy services and additional Family Nights and career readiness workshops. Professional development for teachers will also be offered monthly.

Title I funds will be used for after-school and Saturday tutorials (personnel), parent trainings, professional development (on campus and out-of-state) for administrators and staff, as well as needed materials for trainings and meetings.

Title I part C - We will coordinate with the district in the event there are any migrant students on campus.

Title II - We plan to send teachers to district provided trainings.

Title III - We will coordinate with the Multicultural Dept. to provide ELL services to students on campus.

Title X - We will coordinate with the district through Homeless Education Assistance Resources for every homeless students on campus.

The school will also integrate district ESOL and ESE services in its program through support from district personnel, district meetings and trainings.  
The school will continue to work closely with community and business to provide assistance and support to the schools academic program.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Christopher Salter	Teacher
Dr. Joy G. Hicks	Principal
Canaan Lentz	Education Support Employee
Thomas Douglas	Business/Community
Alice Sheehan	Parent
Maria Lozano	Student
Roy Brown	Student

#### 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 reviewed last year's SIP in order see if goals were met and what goals needed to be set according to state assessments and other school wide data. The SAC assisted in the preparation and evaluation of the School Improvement Plan (SIP) and acts as a resource to the school principal. The committee provided suggestions, strategies and feedback as they evaluated the plan in order to prepare and plan for this year's plan.

*Development of this school improvement plan*

The SAC reviews school data, needs and assists the school in development of the SIP by providing, input, suggestions and strategies. Our SAC committee reviewed our progress toward meeting our school goals. The committee monitored student achievement data, discipline and attendance reports and helped to identify barriers and then recommended strategies for improvement. The SAC reviewed this data, identified problem areas and developed improvement strategies. The committee will monitor the plan and progress toward goals throughout the year.

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

The SAC reviewed activities from last year's budget and determined which needed to be included and if any other activities or events would enhance student achievement. The committee reviewed and decided upon resources and materials that would best support student achievement and the entire school. They agreed upon the need for tutorials, professional development, paraprofessionals, parent trainings and materials for trainings. With that determination the budget was prepared and planned.

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

Quantum does not have a allocated amount used for school improvement. The annual FTE and Title I allocations have been used to better the instruction for our students. The focus last and this year for

students achievement resides with improving our reading and math scores. Funds are used to pay for tutorials, Title I paraprofessional and skill remediation for our lowest 25% in reading. Funds have also been used for parent training and materials.

**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
Hicks, Joy	Principal
McCoy, Daquia	Teacher, K-12
Lentz, Canaan	Assistant Principal

**Duties**

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

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the EOC and FSA Exams. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase in rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, modeling and coaching by reading teacher and administration for teachers and students and pull-out tutoring.

**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 regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom issues. Teachers participate in PLCs and there is a high level of collegiality, team work, and dialogue in relation to best practices for student achievement.

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

The school selects highly qualified applicants from positions that are advertised on Teachers-Teachers.com and Careerbuilder.com. We offer a competitive salary, several benefits packages as well as incentives for teachers. New teachers are assigned a veteran teacher, who serves as a mentor, to offer additional support in their new role.

Professional development opportunities are available monthly for all faculty members and they are

encouraged to participate in district professional development trainings offered through the Learning Management System/Train U. Regular classroom visits, observations, coaching from administrators and ongoing formative feedback assist in supporting teachers and helping to retain them.

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

Once hired teachers are paired with an effective mentor teacher. This pairing allows new teachers to collaborate and work closely with an experienced teacher as well as provide extra support for them in their new role. The mentor teacher models classroom procedures and expectations and lessons. Teachers participate in professional development to enhance use of technology, shadow other teachers, work together on Portfolio Rubrics, academic interventions for students, and collaborate on PLC activities. Peer observations along with feedback and follow-up has also been implemented to support new teachers.

## **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 school ensures its core instructional program and materials are aligned to Florida standards by reviewing all materials and course to ensure alignment of curriculum and instructional materials to the Florida Standards (Programs) and incorporating the use of small learning communities; problem-solving, inquiry-driven research and a strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

#### **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 facilitates pull out targeted tutorials, a comprehensive intensive reading curriculum, and small group instruction by push-in as three primary methods of intervention to supplement instruction for students having difficulty attaining proficiency or advanced level on state assessments.

- Holding weekly meetings to review data and to make decisions about literacy instruction in the school.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering mini-assessments which measure instructed standards
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- 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:** Extended School Day

**Minutes added to school year:** 2,306

Provide after school, weekend tutoring and reading enrichment for students needing more support and for those who want to gain tools to assist them in accelerating and preparing for state wide assessments as well as college entrance exams.

**Strategy Rationale**

Academic enrichment

**Strategy Purpose(s)**

- Enrichment

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

McCoy, Daquia, [daquia.mccoy@als-education.com](mailto:daquia.mccoy@als-education.com)

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

Lesson plans, student sign in/participation and mini-assessment data will assist in determining effectiveness.

**Strategy:** Extended School Day

**Minutes added to school year:** 4,612

Students may attend an additional session daily.

**Strategy Rationale**

Academic enrichment

**Strategy Purpose(s)**

- Core Academic Instruction

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

Lentz, Canaan, [caanan.lentz@als-education.com](mailto:caanan.lentz@als-education.com)

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

Apex Software reports, Progress Monitoring Logs and classroom attendance.

**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**

Staff participate in professional learning communities that meet on a regular basis. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members constantly discuss

student learning. Teachers and administrators 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***

Students attend a three day orientation when they enroll at the school. The teachers who facilitate orientation meet with students individually to create the student's Individual Success Plan which is made up of a transcript review, goal sheet, success plan, postsecondary goals and essay. The school also employs a full-time Career Coach with a guidance background. Students work closely with the teachers and Assistant Principal in selecting their courses. Students also visit the on campus Career Center for assistance in postsecondary planning.

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

Students may enroll Executive Internship, which is a course offered at the school. The Career Coach works closely with these students and their employer to support the student, guide them as they learn and develop skills at the job site and are exposed to real-life, relevant work experiences. The internships allow students to obtain credit while exploring careers and determining postsecondary plans.

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

Students who enroll in the school work with the Career Coach and teacher to determine interest and aptitude for the development of postsecondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college. College prep math courses will be offered as well. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus). Additionally, the course addresses how these math concepts relate to each other, other contents, and post secondary career tracks. A curriculum delivered via FDIC Money Smart serves to connect math concepts with real world application and provides students with a foundation for financial literacy. Math for Credit Recovery, Literacy Advantage Math and advanced Algebra with Financial Application will also be incorporated to help students see the relationships between subjects and relevance to their future.

#### ***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***

The students meet with the Career Coach to review and discuss graduation requirements. In addition, the school graduation committee ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands on manner and provides an opportunity for them to ask questions. SAT, ACT and ASVAB testing information will also ensure the students are prepared for the requirements of postsecondary choices. Sophomores have the opportunity to take the ACT Plan assessment which will give staff an indication of what the students at this level need as they strive towards college readiness. Based on this information all teachers will focus on creating college readiness skills through grade level assignments, asking higher order thinking questions. Using the data in the High School Feedback report, the school will provide opportunities for students to take dual enrollment classes. The English and reading teachers will focus on getting students ready to pass FCAT Reading by the 11th grade. The Career Coach will provide students with information on colleges and scholarships that best suit their needs and also create partnerships with local institutions of higher learning to plan tours and host guest speakers.



The school also reviews and provides assistance to specific students as needed by offering

- Afterschool/Saturday college readiness workshops for students
- Classroom guidance and individual counseling sessions with students
- Support for parents to provide assistance on their role in assisting students prepare 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.** Increase school-wide capacity in the Florida Standards
- G2.** Increase parental engagement at Quantum High School

## 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. Increase school-wide capacity in the Florida Standards** 1a

G042497

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
Algebra I EOC Pass Rate	10.0

**Resources Available to Support the Goal** 2

- FTE/Operating Funds
- Title I Fund

**Targeted Barriers to Achieving the Goal** 3

- At risk students: lack of stamina and skill in understanding high level reading text
- At risk students: lack of strong mathematical skills to tackle moderate to difficult math concepts
- The need for a strong PD and facilitate effective sharing of classroom best practices
- Inconsistent attendance patterns

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

Monitoring school wide attendance

**Person Responsible**

Joy Hicks

**Schedule**

Daily, from 8/25/2014 to 7/10/2015

**Evidence of Completion**

Data chat notes, student attendance, school wide attendance, contact logs, progress monitoring logs

**G2. Increase parental engagement at Quantum High School 1a**

G042498

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
Algebra I EOC Pass Rate	10.0

**Resources Available to Support the Goal 2**

- 1) Utilize Reading Plus reports 2) Incorporate grade-level appropriate texts that include identifiable author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and explaining. 3) Reading Teacher Push-in and lead weekly reading meetings to support and assist teachers with reading strategies 4) Provide Literary Cafe daily for students to work with reading teacher and read for pleasure.
- FTE/Operating Fund
- Title I

**Targeted Barriers to Achieving the Goal 3**

- The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' parents have now disengaged from their child's educational experience. They see their children as adults and are no longer actively involved in monitoring and supporting their progress. In addition, many of our students are no longer living with a custodial parent.

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

Evaluation of diagnostic and mini-assessment data, monitor attendance and Reading Plus usage

**Person Responsible**

Joy Hicks

**Schedule**

Weekly, from 9/15/2014 to 6/30/2015

**Evidence of Completion**

Reports and notes from team meetings. Reading Plus attendance and usage reports.

## 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.** Increase school-wide capacity in the Florida Standards **1**

 G042497

**G1.B1** At risk students: lack of stamina and skill in understanding high level reading text **2**

 B103685

**G1.B1.S1** Additional reading personnel in the classroom to assist the reading teachers and students **4**

 S114823

### Strategy Rationale

To increase student engagement and overall attendance.

### Action Step 1 **5**

Reading (HQ) paraprofessional

#### Person Responsible

Joy Hicks

#### Schedule

Daily, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Schedule of services, sign-in and payroll

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

Classroom walk through and formal observation

**Person Responsible**

Joy Hicks

**Schedule**

Daily, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Data chat notes, student contact logs, daily attendance, supervising teacher's evaluation

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

Classroom walk through and formal observation of services

**Person Responsible**

Joy Hicks

**Schedule**

Daily, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Schedule of services, data chats, conference notes, sign-in and payroll register

**G1.B2** At risk students: lack of strong mathematical skills to tackle moderate to difficult math concepts 2

 B111483

**G1.B2.S1** Offer math and reading enrichment 4

 S122933

**Strategy Rationale**

To provide additional practice of mathematical and reading skills.

**Action Step 1** 5

Tutorial

**Person Responsible**

Joy Hicks

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, teacher sign-in, student data

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

Tutorial observation, monitoring of student attendance, student data analysis

**Person Responsible**

Joy Hicks

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Lesson plan, student and teacher sign-in, evaluation and student data

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

Observation and team meetings

**Person Responsible**

Joy Hicks


**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Review of lesson plan, monitoring of student and teacher sign-in, improved grades in math and reading, payroll register

**G1.B3** The need for a strong PD and facilitate effective sharing of classroom best practices 2

 B111484

**G1.B3.S1** Attendance in county and state conferences 4

 S122934

**Strategy Rationale**

To learn more about FSA and best practices in the field of education

**Action Step 1** 5

National Charter School Conference- Las Vegas; Florida Charter School Consortuim

**Person Responsible**

Joy Hicks

**Schedule**

On 6/5/2015

**Evidence of Completion**

Registration, travel documentation, hotel accommodation, agenda, evaluation and sharing of knowledge learned



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

Attend the conference and conduct PD for staff

**Person Responsible**

Joy Hicks

**Schedule**

On 6/5/2015

***Evidence of Completion***

PD schedule, teacher sign-in and evaluation

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

Conduct the PD on sharing best practices from the conference

**Person Responsible**

Joy Hicks

**Schedule**

On 6/5/2015

***Evidence of Completion***

PD agenda, teacher sign-in, and minutes of the meeting

**G1.B4** Inconsistent attendance patterns **2**

 B113976

**G1.B4.S1** Incentives for monthly perfect attendance and improvements. **4**

 S125435

**Strategy Rationale**

To encourage students to attend school daily.

**Action Step 1** **5**

Certificates are used for recognition and students are entered into monthly drawings for additional incentives and rewards.

**Person Responsible**

Joy Hicks

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Attendance records and reports

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

Attendance is reviewed and tracked daily.

**Person Responsible**

Joy Hicks

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Attendance records and reports

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

Attendance will be reviewed and tracked with teachers and students

**Person Responsible**

Joy Hicks

**Schedule**

Daily, from 9/15/2014 to 6/5/2015


**Evidence of Completion**

Attendance records and reports

**G2. Increase parental engagement at Quantum High School 1**

 G042498

**G2.B1** The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' parents have now disengaged from their child's educational experience. They see their children as adults and are no longer actively involved in monitoring and supporting their progress. In addition, many of our students are no longer living with a custodial parent. 2

 B103687

**G2.B1.S1** Increase the level of differentiated instruction in Intensive Reading Class Conduct professional development trainings for teachers to give them research based motivational strategies. Implement PLCs within the school 4

 S114828

**Strategy Rationale**

To assist students at various levels as well as coach teachers in using best practices and strategies to engage students in reading.

**Action Step 1 5**

Provide teachers with feedback following observations

**Person Responsible**

Joy Hicks

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Reflection logs

**Action Step 2** 5

Conduct mini-trainings on Differentiated Instruction, targeting lower level readers

**Person Responsible**

Daquia McCoy

**Schedule**

On 4/22/2015

**Evidence of Completion**

Successful use of strategies, Reading Plus reports, diagnostic and FCAT reports

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

Monitor the use of instructional strategies and best practices from the PLCs

**Person Responsible**

Joy Hicks

**Schedule**

On 4/22/2015

**Evidence of Completion**

Classroom observation reports, PLC logs and notes.

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

Teacher lessons, differentiated instruction, PLC reflection logs, training evaluations and follow-up

**Person Responsible**

Joy Hicks

**Schedule**

On 4/22/2015

**Evidence of Completion**

Classroom observations, diagnostic assessments, FCAT data

**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	Reading (HQ) paraprofessional	Hicks, Joy	9/1/2014	Schedule of services, sign-in and payroll	6/5/2015 daily
G2.B1.S1.A1	Provide teachers with feedback following observations	Hicks, Joy	9/15/2014	Reflection logs	5/15/2015 weekly
G1.B2.S1.A1	Tutorial	Hicks, Joy	9/15/2014	Lesson plans, teacher sign-in, student data	6/5/2015 quarterly
G1.B3.S1.A1	National Charter School Conference- Las Vegas; Florida Charter School Consortuim	Hicks, Joy	7/1/2014	Registration, travel documentation, hotel accommodation, agenda, evaluation and sharing of knowledge learned	6/5/2015 one-time
G1.B4.S1.A1	Certificates are used for recognition and students are entered into monthly drawings for additional incentives and rewards.	Hicks, Joy	9/15/2014	Attendance records and reports	6/5/2015 monthly
G2.B1.S1.A2	Conduct mini-trainings on Differentiated Instruction, targeting lower level readers	McCoy, Daquia	9/10/2014	Successful use of straetgies, Reading Plus reports, diagnostic and FCAT reports	4/22/2015 one-time
G1.MA1	Monitoring school wide attendance	Hicks, Joy	8/25/2014	Data chat notes, student attendance, school wide attendance, contact logs, progress monitoring logs	7/10/2015 daily
G1.B1.S1.MA1	Classroom walk through and formal observation of services	Hicks, Joy	9/1/2014	Schedule of services, data chats, conference notes, sign-in and payroll register	6/5/2015 daily
G1.B1.S1.MA1	Classroom walk through and formal observation	Hicks, Joy	9/1/2014	Data chat notes, student contact logs, daily attendance, supervising teacher's evalaution	6/5/2015 daily
G1.B2.S1.MA1	Observation and team meetings	Hicks, Joy	9/15/2014	Review of lesson plan, monitoring of student and teacher sign-in, improved grades in math and reading, payroll register	6/5/2015 quarterly
G1.B2.S1.MA1	Tutorial observation, monitoring of student attendance, student data analysis	Hicks, Joy	9/15/2014	Lesson plan, student and teacher sign-in, evaluation and student data	6/5/2015 quarterly
G1.B3.S1.MA1	Conduct the PD on sharing best practices from the conference	Hicks, Joy	7/1/2014	PD agenda, teacher sign-in, and minutes of the meeting	6/5/2015 one-time
G1.B3.S1.MA1	Attend the conference and conduct PD for staff	Hicks, Joy	7/1/2014	PD schedule, teacher sign-in and evalaution	6/5/2015 one-time
G1.B4.S1.MA1	Attendance will be reviewed and tracked with teachers and students	Hicks, Joy	9/15/2014	Attendance records and reports	6/5/2015 daily
G1.B4.S1.MA1	Attendance is reviewed and tracked daily.	Hicks, Joy	9/15/2014	Attendance records and reports	6/5/2015 daily
G2.MA1	Evaluation of diagnostic and mini-assessment data, monitor attendance and Reading Plus usage	Hicks, Joy	9/15/2014	Reports and notes from team meetings. Reading Plus attendance and usage reports.	6/30/2015 weekly
G2.B1.S1.MA1	Teacher lessons, differentiated instruction, PLC reflection logs, training evaluations and follow-up	Hicks, Joy	9/15/2014	Classroom observations, diagnostic assessments, FCAT data	4/22/2015 one-time
G2.B1.S1.MA1	Monitor the use of instructional strategies and best practices from the PLCs	Hicks, Joy	9/15/2014	Classroom observation reports, PLC logs and notes.	4/22/2015 one-time

## 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 Opportunities

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

### G1. Increase school-wide capacity in the Florida Standards

#### G1.B3 The need for a strong PD and facilitate effective sharing of classroom best practices

##### G1.B3.S1 Attendance in county and state conferences

###### PD Opportunity 1

National Charter School Conference- Las Vegas; Florida Charter School Consortiium

###### Facilitator

Speakers/ Dr Hicks (will conduct PD to share best practices learned in the conference)

###### Participants

Techers and Staff

###### Schedule

On 6/5/2015

### G2. Increase parental engagement at Quantum High School

**G2.B1** The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' parents have now disengaged from their child's educational experience. They see their children as adults and are no longer actively involved in monitoring and supporting their progress. In addition, many of our students are no longer living with a custodial parent.

**G2.B1.S1** Increase the level of differentiated instruction in Intensive Reading Class Conduct professional development trainings for teachers to give them research based motivational strategies. Implement PLCs within the school

###### PD Opportunity 1

Conduct mini-trainings on Differentiated Instruction, targeting lower level readers

###### Facilitator

Daquia McCoy, Reading Specialist

###### Participants

Instructional Staff

###### Schedule

On 4/22/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase school-wide capacity in the Florida Standards	15,100
<b>Goal 2:</b> Increase parental engagement at Quantum High School	8,881
<b>Grand Total</b>	<b>23,981</b>

### Goal 1: Increase school-wide capacity in the Florida Standards

Description	Source	Total
<b>B1.S1.A1</b> - Paraprofessional salary	Title I Part A	5,400
<b>B2.S1.A1</b> - Part Time In System salary	Title I Part A	7,800
<b>B3.S1.A1</b> - Local and National Charter School Conferences	Title I Part A	1,400
<b>B4.S1.A1</b> - Student incentives	General Fund	500
<b>Total Goal 1</b>		<b>15,100</b>

### Goal 2: Increase parental engagement at Quantum High School

Description	Source	Total
<b>B1.S1.A2</b> - Provide extended learning opportunities for targeted students. *Part-Time In-System Tutors and Para professionals (Teacher Aide or Part-time resource teachers)	Title I Part A	8,881
<b>Total Goal 2</b>		<b>8,881</b>