

# Rosenwald High School



2014-15 School Improvement Plan

## Rosenwald High School

924 BAY AVE, Panama City, FL 32401

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

This plan is pending approval by the Bay 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	1	<a href="#">Melissa Ramsey</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 Rosenwald High School is to provide all students a safe, caring, familial environment in which they can reach their academic potential, pursue career interests/certifications and graduate to become independent, contributing members of society.

We will be proactive in identifying and removing barriers in the standards-based curriculum and learning environment while building multi-tiered academic and behavioral supports that meet the diverse learning needs of all students: thus, ensuring essential standards are mastered and students graduate ready for the workforce or postsecondary education.

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

EDUCATION, GRADUATION, DESTINATION

#### School Environment

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

The Rosenwald High School Advisory Program (R.A.P.) is implemented school-wide during homeroom from 11:20-11:40 each day. The program's three major goals are: 1. To help freshman establish connection at the high school; 2. To support academic success; and 3. To learn and practice important life-skills. R.A.P. is defined as a place for students to benefit from the guidance and support of a caring adult. Students receive personalized guidance and support related to culture and relationships. The teachers have access to a curriculum for the year to provide students with a variety of opportunities related to culture, relationships, academics and school community.

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

Rosenwald High School administration, teachers, staff, and school resource officers assist in creating an environment of respect and safety. This environment is created and communicated to students daily based on student needs and through the daily communication of the Positive Behavior Support program (PBS). Information on school safety and student procedures are available to students through the school's student handbook.

##### **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**

Rosenwald High School implements the Positive Behavior Support (PBS) program. The philosophy of PBS involves helping all stakeholders and students make positive behavior choices. Everyone will be asked to demonstrate compliance in meeting the following four expectations: \*Be safe; \*Be respectful; \*Be responsible; and \*Be encouraging. Teachers are expected to teach these behavioral expectations and use classroom management strategies to create a conducive learning environment while maintaining discipline. All teachers have access to a Positive Behavior Support Handbook that is aligned with MTSS guidelines. Administration has implemented a PBS Professional Learning Community to assist in overseeing the program and providing input to revisions as necessary. The



PBS PLC includes two administrators: Chandra Tyson, Principal and Kenneth Monette, Assistant Principal and the following teachers and staff: Deborah English, Jane Wellman, Roddrick Olds, Robbin Barnes, Dana Barry, Tina Newsome, Jenne Palmer, Debra Head, and Kimberley Harvey

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Rosenwald High School ensures social-emotional needs of all students are met by providing opportunities for student access to guidance counselors, crisis intervention, school psychologist, and a school social worker.

**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**

Referrals from schools include early warning indicators such as low GPA, poor attendance, multiple suspensions, teen parents, juvenile delinquents, and insufficient graduation requirements.

**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
	8	9	10	11	12	
Attendance below 90 percent	6	19	25	39	19	108
One or more suspensions	1	11	14	9	11	46
Course failure in ELA or Math	7	19	38	39	27	130
Level 1 on statewide assessment	15	16	27	23	31	112

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	11	22	37	34	31	135

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

Rosenwald High School's intervention strategies include, but are not limited to: PBS Supports, Rosenwald Advisory Program(daily 20 minute homeroom), READ 180 program, Agile Mind program, mentoring, MTSS supports, differentiated instruction, guidance counselors, parent liaison, crisis intervention teacher(mental health counselor), in-school suspension policy, high stakes test tutorials, Edgenuity Credit Recovery Program, literacy coach supports, school psychologist, School Resource Deputy, teen parenting program, childcare center and a social worker.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200900>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Refer to uploaded plan.

**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
Tyson, Chandra	Principal
Palmer, Jenne	Instructional Coach
English, Deborah	Instructional Media
Head, Debra	Teacher, K-12
Montague, Nancy	Teacher, K-12
Wellman, Jane	Teacher, K-12

**Duties**

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

Principal: Chandra Tyson

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

Assistant Principal/PBS Coach: Kenneth Monette

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

Literacy Coach: Jenne Palmer

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

Regular Education ELA Teacher/ Reading Endorsed: Jane Wellman

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

Media Specialist/Deborah English

Provides information regarding the media resources and core instruction, organizes the administration of school-wide assessments, participates in student data collection and evaluation, assists with media resources for delivering instruction/ interventions for all Tiers as defined by student need, and evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

Regular Education ELA Teacher/Reading Endorsed: Nancy Montague

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

Regular Education ELA and College Career Ready Teacher: Debra Head

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

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

The school leadership team has identified and aligned the following available resources:

1. MTSS leadership team and MTSS Coach, Lisa Gibson

The MTSS leadership team meets monthly and the MTSS Grade Level PLC's meet weekly to review student progress and problem solve for those students who are not responding to interventions that are in place (Intensive Reading and Algebra courses.) Additionally, the school administration and literacy coach attends monthly district MTSS meetings to collaborate with other schools, and receive district support for MTSS efforts.

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

Students who are on Tier 3 Interventions are provided opportunities to work through SuccessMaker 7. SuccessMaker 7 is a computer-based, tiered Instructional Model focused on comprehensive K-10 program encompassing instruction and assessment for each phase of the Multi-Tiered (MTSS) process. The SuccessMaker 7 model combines valid assessments with a rich curriculum that can be individualized to meet the needs of every student, integrated under a single teacher interface.

2. Agile Mind program and Regular Education Teachers: Jonas Douglas, Grace Alford (Agile Mind)

The district has purchased Agile Mind, a program based on comprehensive research and focused on bridging the learning gap in Algebra. Students most in need of assistance in Algebra are placed in an "Agile Mind" course or blended instruction course using Edgenuity. The teachers provide information regarding core instruction, participates in student data collection and evaluation, delivers instruction/ interventions for all Tiers as defined by student need, evaluates the effectiveness of implemented strategies through ongoing progress monitoring.

3. Students who have not shown mastery on the FCAT Reading test are placed in an Intensive Reading course and/or READ 180. Intensive Reading teachers must have completed or must be

working on their reading endorsement. Reading teachers have also been trained in Secondary Reading Frameworks.

4. Credit Recovery courses are assigned based on statewide performance assessments.

Rosenwald's Advisory Program (R.A.P.) is a daily advisory program to improve student outcomes and drop out prevention.

5. Additional personnel to assist with identified needs:

District MTSS PBS Behavior Interventionist: Diana Keisker

Facilitates and provides collaborative assistance with MTSS/PBS district resources and supports.

Staff Training Specialist: Margo Anderson

Facilitates and provides collaborative assistance to teachers regarding implementing district writing initiatives.

ESE Resource Teacher: Charity Williams

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

Social Worker: Tina Newsome

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

Paraprofessional: Robbin Barnes

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

6. Title I Federal Initiatives:

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 86% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

7. Title I, Part C- Migrant

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

- \* Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.

- \* Support for schools serving migrant students

- \* Family literacy programs, including such programs that use models developed under Even Start.

- \* The integration of information technology into educational and related programs and

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

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Chandra Tyson	Principal
Mary Auxier	Teacher
Robbin Barnes	Education Support Employee
Sherrie Bittles	Parent
Patricia Byrd	Parent
Thomas Byrd	Parent
Gregory Dossie	Business/Community
Andre Goss	Business/Community
Debra Head	Teacher
Denise Jones	Parent
Cassundra Nance	Parent
Jimmy Owen	Teacher
Cecilia Page	Teacher
Jenne Palmer	Teacher
Natasha Peterman	Parent
Carolyn Pinckney	Education Support Employee
Clemson Pinckney	Business/Community
Candice Potter	Parent
Vivian Ransom	Parent
Dawn Ravert	Parent
Jennifer Summers	Parent

## Duties

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

### *Evaluation of last year's school improvement plan*

The SAC reviewed and approved the School Improvement Plan on October 8, 2013. Members were encouraged to make suggestions and provide input.

### *Development of this school improvement plan*

The SAC will review to approve the School Improvement Plan October 9, 2014. Members will be encouraged to make suggestions and provide input.

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

The faculty and staff meets in the spring of the year to review and give input into the annual budget.

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

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

**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
Tyson, Chandra	Principal
Palmer, Jenne	Instructional Coach
English, Deborah	Instructional Media
Wellman, Jane	Teacher, K-12
Head, Debra	Teacher, K-12
Montague, Nancy	Teacher, K-12

**Duties**

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

1. Writing: The LLT will assist in implementation of the District's Writing Initiative & Text Based Writing. LLT appointed teachers will be trained throughout the year in the Six Traits of Writing. Three times during the year, the LLT will assist in giving a school-wide writing assessment and will assist in scoring those assessments.
2. Implementation of Florida Standards: Reading/ELA teachers and content area teachers will participate in a PLC. All teachers were trained in Florida Standards over the summer. District personnel and administrators (P.L.U.S. 2) will monitor lessons for implementation and observe classrooms. Additionally, teachers will be trained on Depth of Knowledge, data analysis, the CIS Model, Kagan Structures, formative assessments and the Gradual Release Model which will support the transition to Florida Standards.
3. Financial Literacy: A new component of the Economics course is the Financial Literacy initiative mandated by the state. Doral Bank has supplied Bay District with EverFi, a computer based financial literacy program. All students enrolled in Economics courses at Rosenwald High School will complete the EverFi curriculum.
4. The LLT will assist in hosting two book fairs a 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**

Professional Learning Communities are implemented to encourage positive collaborative relationships. These include MTSS - Multi-Tiered System of Supports, FCAT Reading Retake, Six Traits Writing, Content Area and PBS - Positive Behavior Supports. All teachers have volunteered to participate in one or more PLC's.

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



#### Recruiting:

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

#### Retention:

In order to retain our current highly qualified, certified-in-field staff, we encourage and provide our teachers with opportunities to attend conferences, serve on leadership teams, and serve in leadership roles at the school. We also provide support through our site-based Literacy coach, so that teachers feel supported and knowledgeable about their subject matter and resources available. Rosenwald utilizes the P.L.U.S. 2 district initiative to gain assistance with support and resources. District Staff Training Specialists assist and educate teachers in the areas of Classroom Management, Technology, MTSS, Writing, Differentiated Instruction, Kagan and Florida Standards. We also employ a Crisis Intervention Teacher, a Parent Liaison, as well as a Social Worker, to assist teachers with students and their families' physical, mental, emotional and social health.

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

Each department has an experienced, highly qualified teacher on the campus site to mentor new teachers to Rosenwald High School or new to the district. James Unger and Coach Roddrick Olds are mentored by Jonas Douglas and Jimmy Owen. Demetria Phillips is mentored by Mary Auxier and Ann Leonard. Laura McClain is mentored by Debra Head. Additionally, the district has provided coaches who work with teachers on areas such as classroom management, technology, differentiated instruction, time management, and other areas of need. The district also provides a New Teacher Induction program. New teachers meet throughout the year to discuss areas of interest and importance to neophyte teachers. New teachers are provided assistance by Staff Training Specialists with the induction program and job embedded professional development. Specific academic activities are planned; including Six Traits of Writing, Differentiated Instruction, and book studies on The Formative Assessment Plan and The Common Formative Assessment.

### **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 programs and materials are aligned to Florida Standards through content area professional learning community (PLC) collaborative development of common assessments, instructional focus calendars, pacing guides and CPalms resources.

##### **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***

Initially, Rosenwald High School uses state-wide assessment data to place students into intensive reading and remedial math courses. Within the classroom, teachers disaggregate and triangulate data to form small groups in order to differentiate instruction. For example, math classrooms utilize Agile Mind, AlgebraNation and Edgenuity tutorial programs to supplement skill deficits. Reading classrooms implement the Reading Framework through the READ 180 program, Pearson Literature Florida program, and CPALMS lesson plans.

**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:** Weekend Program

**Minutes added to school year:** 2,160

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

**Strategy Rationale**

Extended learning will guide students' progress towards reading proficiency.

**Strategy Purpose(s)**

- Enrichment

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

English, Deborah, englida@bay.k12.fl.us

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 360

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

**Strategy Rationale**

Extending the learning will increase student proficiency in reading skills and test taking strategies.

**Strategy Purpose(s)**

- Enrichment

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

Wellman, Jane, wellmja@bay.k12.fl.us

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

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



**Strategy: Extended School Day**

**Minutes added to school year: 12,000**

Math Tutorial: Students are invited to attend math tutoring for any math subject on Thursday and Friday mornings. Math teachers provide students with strategies and homework assistance to help them grasp difficult math concepts using on-line resources.

**Strategy Rationale**

Extending the learning will increase student proficiency on math end of course (EOC) exams.

**Strategy Purpose(s)**

- Core Academic Instruction

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

English, Deborah, englida@bay.k12.fl.us

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

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

**Strategy: Summer Program**

**Minutes added to school year: 2,400**

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

**Strategy Rationale**

Extended learning provides credit recovery for timely graduation.

**Strategy Purpose(s)**

""

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

Tyson, Chandra, tysoncl@bay.k12.fl.us

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

Guidance counselors review data for successful completion of Edgenuity courses.

**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**

Rosenwald provides beginning of the year strategies such as: orientation for new students and incoming 8/9th graders, Open House, and initial administrative/student Interviews. During the year, the school's strategies include: R.A.P (Rosenwald Advisory Program)., military recruiters, Job Co-op teacher, parent liaison, teen parenting courses, horticulture training, ACT tutorials, career day, STEMtastic Day and college application essay. The end of the year strategies include: college visits, financial literacy, and post-secondary educational field-trips.

### **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***

Each student (and the student's parents) meets with a guidance counselor to tailor a course of study that specifically targets the student's individual needs. Students come to Rosenwald High School with a variety of needs. Each student's academic, assessment and discipline history is reviewed in order to assist students with their choices.

Students will participate in a College & Career Fair to explore a variety of job opportunities.

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

Students are given the opportunity to take a series of computer courses, such as Digital Design, leading to an industry certification giving them a marketable skill. During the course of this class, students are introduced to a variety of occupations, including STEM related occupations; these relate to the courses in which they are enrolled.

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

Our teen parenting students are enrolled in a parenting and nutritional course, which teaches the students about child development, nutrition and responsible parenting.

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

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

Elective courses offered at Rosenwald High School focusing on career and technical education include: digital design, agricultural science, and computing for college and careers.

The percentage of Rosenwald High School students, who scored proficient on state-wide assessments in 2014, is significantly lower than the district and state. The majority of the population consists of at risk students. The focus continues to remain on career and college readiness. The school's ELA initiative includes Secondary Reading Framework through Discovery Education probes, READ 180, Read Works, Text Complexity, and Florida Standards implementation. Agile Mind provides an intensive program of study for the Algebra I curriculum.

The guidance counselors are working with the students who qualify for Dual Enrolled courses to ensure they have the opportunity and encouragement to enroll with Gulf Coast State College/Haney Technical Center. Counselors encourage students to apply for state and community scholarships. Counselors meet with reading classes to provide information and guide students in registration for the ACT and/or SAT.

College admissions and financial aid officers are invited to participate in on-campus events, such as Open House, during lunch, and FAFSA assembly.

All senior students are enrolled in English 4: College and Careers. Students take the Postsecondary Education Readiness Test (PERT) for the end of course exam. This course is designed to teach

students the necessary skills to be successful in a freshman English course (such as ENC 1101). Students who score below proficiency in math on the PERT, are offered Math for College Readiness, which is designed to prepare the student for success in an entry level college math course.

***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***

Strategies to improve student readiness:

Rosenwald Advisory Program (R.A.P.), military recruiters, Job Co-op teacher, ACT tutorials, career day, STEMtastic day, college application essay assistance. college visits, junior financial literacy, post-secondary educational field-trips

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

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

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

1a

G044431

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	37.0
AMO Math - ED	37.0
AMO Reading - All Students	44.0
AMO Reading - ED	41.0
Bio I EOC Pass	40.0
4-Year Grad Rate (Standard Diploma)	35.0
5-Year Grad Rate	40.0

**Resources Available to Support the Goal** 2

- READ 180: An intensive reading intervention program. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.
- ClassWorks: A computer based individualized instructional program designed to target students' specific reading and math weaknesses.
- Intensive Reading Classes: Students who are not proficient readers are enrolled in an intensive reading class with reading certified teachers.
- Implementation of Common Core Standards
- Literacy Leadership Team
- District instructional specialists
- Agile Minds Intensive Algebra I program
- 6 + 1 Traits Professional Development by district staff training specialist
- Tutorials(Saturday School, before, during and after school) by staff for student remediation and skill attainment.
- Kagan Structures Professional Development
- Khan Academy
- Algebra Nation
- CCSS bookstudy
- Mentoring Program
- Positive Behavior Supports-school-wide emphasis on teaching and rewarding appropriate behaviors of all stakeholders.
- Implementation of the Comprehensive Reading Plan
- Agricultural Program
- Professional Learning Community on Differentiated Instruction

- Classroom libraries

### Targeted Barriers to Achieving the Goal 3

- Lack of student engagement

### Plan to Monitor Progress Toward G1. 8

Kagan Walkthrough Form will be used to collect the data on student engagement quarterly in teacher trained classrooms.

#### **Person Responsible**

Chandra Tyson

#### **Schedule**

Quarterly, from 10/15/2014 to 5/1/2015

#### **Evidence of Completion**

Lesson Plans and the Kagan Walkthrough Form

### Plan to Monitor Progress Toward G1. 8

Samples of Student Reflective Portfolios

#### **Person Responsible**

Jenne Palmer

#### **Schedule**

Monthly, from 10/31/2014 to 5/1/2015

#### **Evidence of Completion**

Student Reflective Portfolios and feedback statements

### Plan to Monitor Progress Toward G1. 8

Common Assessment Data

#### **Person Responsible**

Chandra Tyson

#### **Schedule**

Monthly, from 9/4/2014 to 5/1/2015

#### **Evidence of Completion**

Student Common Assessment Scores/Samples

## 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.** Improve levels of proficiency in reading, math, and science by using student engagement strategies. **1**

 G044431

**G1.B1** Lack of student engagement **2**

 B109167

**G1.B1.S1** Monitor implementation of Kagan Structures via Classroom walk throughs and immediate feedback to teachers. **4**

 S120682

### Strategy Rationale

We will use Kagan structures, a research based strategy, to increase student engagement and to encourage student collaboration.

### Action Step 1 **5**

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

#### Person Responsible

Chandra Tyson

#### Schedule

Monthly, from 10/15/2014 to 5/1/2015

#### Evidence of Completion

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

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

Kagan classroom walk throughs

**Person Responsible**

Chandra Tyson

**Schedule**

Monthly, from 10/15/2014 to 5/1/2015

***Evidence of Completion***

Kagan CWT data collection

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

Kagan classroom walk through data will be collected each month. All trained Kagan teachers will be expected to follow the Kagan Structure of the Month implementation calendar.

If the Kagan CWT data indicates that a teacher is implementing the structure without fidelity or the students are not engaged, the Kagan Coach will clarify the expectations and provide the necessary resources and supports to coach the teacher to a level of effectiveness.

**Person Responsible**

Chandra Tyson

**Schedule**

Every 6 Weeks, from 10/15/2014 to 5/1/2015

***Evidence of Completion***

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



**G1.B1.S2** Teachers will implement purpose statements, through reflective portfolios and feedback, as defined from The Formative Assessment Action Plan book by Fisher and Frey and Common Formative Assessment by Bailey and Jakicic. 4

 S120683

### Strategy Rationale

The students are actively engaged in a research based strategy to regulate their level of comprehension.

### Action Step 1 5

The Formative Assessment Action Plan and the Common Formative Assessment book studies

#### Person Responsible

Chandra Tyson

#### Schedule

Monthly, from 8/13/2014 to 5/1/2015

#### Evidence of Completion

Sign-in sheets, responses to chapter reflection questions, and lesson plans

### Action Step 2 5

Implementation of common formative assessments across each content area

#### Person Responsible

Chandra Tyson

#### Schedule

On 5/1/2015

#### Evidence of Completion

Common assessments, student data, observations of student reflective portfolios, and use of SmartBoard Responders.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administrators will monitor Kagan Structures implementation within classrooms and offer structure of the month meetings.

**Person Responsible**

Chandra Tyson

**Schedule**

Quarterly, from 10/15/2014 to 5/1/2015

***Evidence of Completion***

Walkthrough forms and sign in sheets for structure of the month meetings.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration and/or Literacy Coach walkthroughs

**Person Responsible**

Jenne Palmer

**Schedule**

Monthly, from 10/31/2014 to 5/1/2015

***Evidence of Completion***

Checklist and observed annotated notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Teachers are incorporating the monthly Kagan Structure each week.

**Person Responsible**

Chandra Tyson


**Schedule**

Monthly, from 10/15/2014 to 5/1/2015

***Evidence of Completion***

Lesson plans, annotated notes and classroom walk through data

**G1.B1.S3** Implementation of school-wide professional learning communities (PLC's) 4

 S134336

**Strategy Rationale**

Collaborative teams will use student data to improve teacher practices and student achievement.

**Action Step 1** 5

Implement the principles and philosophy of PLC's through collaborative teams.

**Person Responsible**

Chandra Tyson

**Schedule**

Monthly, from 8/13/2014 to 5/1/2015

***Evidence of Completion***

Norms, SMART goals, Strategies, Data Driven Analysis and Response (PLC-MTSS-FCIM Connections)

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Review the action plan of each PLC

**Person Responsible**

Chandra Tyson

**Schedule**

Monthly, from 9/4/2014 to 5/1/2015

***Evidence of Completion***

PLC minutes, norms, SMART goals, data, and responses to student performance

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Student Achievement Results and Data Analysis

**Person Responsible**

Chandra Tyson

**Schedule**

Monthly, from 9/4/2014 to 5/1/2015

**Evidence of Completion**

Student Data Analysis and PLC Team Reflections

**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	Implementation of Kagan Structures using the structure of the month (SAM) calendar to increase student engagement and accountability	Tyson, Chandra	10/15/2014	Kagan classroom walk through data and feedback to teachers, lesson plans	5/1/2015 monthly
G1.B1.S2.A1	The Formative Assessment Action Plan and the Common Formative Assessment book studies	Tyson, Chandra	8/13/2014	Sign-in sheets, responses to chapter reflection questions, and lesson plans	5/1/2015 monthly
G1.B1.S3.A1	Implement the principles and philosophy of PLC's through collaborative teams.	Tyson, Chandra	8/13/2014	Norms, SMART goals, Strategies, Data Driven Analysis and Response (PLC-MTSS-FCIM Connections)	5/1/2015 monthly
G1.B1.S2.A2	Implementation of common formative assessments across each content area	Tyson, Chandra	9/4/2014	Common assessments, student data, observations of student reflective portfolios, and use of SmartBoard Responders.	5/1/2015 one-time
G1.MA1	Kagan Walkthrough Form will be used to collect the data on student engagement quarterly in teacher trained classrooms.	Tyson, Chandra	10/15/2014	Lesson Plans and the Kagan Walkthrough Form	5/1/2015 quarterly
G1.MA2	Samples of Student Reflective Portfolios	Palmer, Jenne	10/31/2014	Student Reflective Portfolios and feedback statements	5/1/2015 monthly
G1.MA3	Common Assessment Data	Tyson, Chandra	9/4/2014	Student Common Assessment Scores/Samples	5/1/2015 monthly
G1.B1.S1.MA1	Kagan classroom walk through data will be collected each month. All trained Kagan teachers will be expected to follow the Kagan Structure of the Month implementation calendar. If the Kagan CWT data indicates that a teacher is implementing the structure without fidelity or the students are not engaged, the Kagan Coach will clarify the expectations and provide the necessary resources and supports to coach the teacher to a level of effectiveness.	Tyson, Chandra	10/15/2014	District feedback of monitoring (twice a year), Monthly Kagan CWT and feedback to teachers	5/1/2015 every-6-weeks
G1.B1.S1.MA1	Kagan classroom walk throughs	Tyson, Chandra	10/15/2014	Kagan CWT data collection	5/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Teachers are incorporating the monthly Kagan Structure each week.	Tyson, Chandra	10/15/2014	Lesson plans, annotated notes and classroom walk through data	5/1/2015 monthly
G1.B1.S2.MA1	Administrators will monitor Kagan Structures implementation within classrooms and offer structure of the month meetings.	Tyson, Chandra	10/15/2014	Walkthrough forms and sign in sheets for structure of the month meetings.	5/1/2015 quarterly
G1.B1.S2.MA3	Administration and/or Literacy Coach walkthroughs	Palmer, Jenne	10/31/2014	Checklist and observed annotated notes	5/1/2015 monthly
G1.B1.S3.MA1	Student Achievement Results and Data Analysis	Tyson, Chandra	9/4/2014	Student Data Analysis and PLC Team Reflections	5/1/2015 monthly
G1.B1.S3.MA1	Review the action plan of each PLC	Tyson, Chandra	9/4/2014	PLC minutes, norms, SMART goals, data, and responses to student performance	5/1/2015 monthly

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

### **G1.B1** Lack of student engagement

**G1.B1.S1** Monitor implementation of Kagan Structures via Classroom walk throughs and immediate feedback to teachers.

#### **PD Opportunity 1**

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

##### **Facilitator**

National Kagan consultant, Kagan Coach, Principal, Assistant Principal

##### **Participants**

Kagan trained teachers

##### **Schedule**

Monthly, from 10/15/2014 to 5/1/2015

**G1.B1.S2** Teachers will implement purpose statements, through reflective portfolios and feedback, as defined from The Formative Assessment Action Plan book by Fisher and Frey and Common Formative Assessment by Bailey and Jakicic.

#### **PD Opportunity 1**

The Formative Assessment Action Plan and the Common Formative Assessment book studies

##### **Facilitator**

Principal and/or Literacy Coach

##### **Participants**

All teachers

##### **Schedule**

Monthly, from 8/13/2014 to 5/1/2015

## PD Opportunity 2

Implementation of common formative assessments across each content area

### Facilitator

Content Area PLC Team Leaders

### Participants

All content area teachers

### Schedule

On 5/1/2015

## G1.B1.S3 Implementation of school-wide professional learning communities (PLC's)

## PD Opportunity 1

Implement the principles and philosophy of PLC's through collaborative teams.

### Facilitator

PLC Team Leaders

### Participants

All administrators and teachers

### Schedule

Monthly, from 8/13/2014 to 5/1/2015

## Technical Assistance Items

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



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Improve levels of proficiency in reading, math, and science by using student engagement strategies.	2,430
<b>Grand Total</b>	<b>2,430</b>

### Goal 1: Improve levels of proficiency in reading, math, and science by using student engagement strategies.

Description	Source	Total
<b>B1.S1.A1</b> - Each year, selected teachers attend 5 days of Kagan Structures in-service. Three days during the summer and 2 additional days, once during the Fall and Spring. In addition, teachers participating in the Kagan afterschool Professional Learning Communities will receive a stipend for attending.	Title I Part A	1,806
<b>B1.S2.A1</b> - The Formative Assessment Action Plan was purchased in 2013-14 and the Common Formative Assessment Book was purchased in 2014-15.	Title I Part A	624
<b>Total Goal 1</b>		<b>2,430</b>