

Forest Hill Community High School



2014-15 School Improvement Plan

Forest Hill Community High School

6901 PARKER AVE, West Palm Beach, FL 33405

www.edline.net/pages/foresthillschool

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

86%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Staff and community of Forest Hill Community High School are dedicated to building an academic climate centered around heightened literacy, numeracy and inquiry in an environment of collegiality that promotes school-wide pride, internationalism, and service for all.

Provide the school's vision statement

In the spirit of collegiality and professionalism, staff and community close the gap between school and real-world with clearly-defined academic programs that cultivate a multi-literacy focus inclusive of International Baccalaureate, diverse language, and international studies.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, and the Sacrifices of Veterans.

The school ensures that school community stakeholders engage in relationship-building by assessing the current state of cultural awareness within the school, and implement evidence-based strategies to develop and improve cultural awareness, and student-teacher relations. Members of the school's Student Government Association regularly attend SAC meetings and report to members, and teachers have recently undergone professional development regarding the services now afforded to our school through Community Partners. Teachers are more aware of community and individual student needs and are readily acting upon this information to build stronger relationships with students and parents.

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

The school has implemented a School-wide Positive Behavior Support Plan with the help of its School-wide Positive Behavior Support Team. The association with Community Partners will continue to provide professional development on social-emotional learning in order to help strengthen the school's ability to create a positive, caring, and supportive school community. The school offers a DATA (Drug and Alcohol Treatment) counselor on-site, and regularly assesses the need for and provides anger-management group sessions for students who agree to participate.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school's SwPBS team regularly reviews classroom data to ensure students are engaged while in class. Research suggests that maintaining a minimum of a 4:1 ratio of positive interactions (RPI) will

ensure that students remain engaged during instructional time. Each quarter, grade-level assemblies are held to review behavioral and academic expectations for students, and school-wide recognition of Honor Roll students is in place each quarter of the school year. Classroom presentations by the Guidance Department also ensure that students understand what it means to be "college and career-ready" and on-track for graduation.

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

The School-based Team meets regularly to discuss students with barriers to academic and social success, and provides mentors and plans for individual success. The campus offers several clubs and groups that seek to meet the growing interpersonal needs of the young people it serves.

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

The early warning indicators include the following: students with attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension; students with one or more suspensions, whether in school or out of school; students with course failure in English Language Arts or mathematics; students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	44	37	29	23	133
One or more suspensions	109	92	61	49	311
Course failure in ELA or Math	126	101	104	53	384
Level 1 on statewide assessment	207	210	161	87	665

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	172	122	87	46	427

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

The school uses, and provides extensive professional development for teachers in the use of the following: Reading Plus, tutorials, Wilson Reading, individual goal setting for identified students, prompt notification of course progress via Edline, and strategies for closing the need gaps related to the early warning system (including parent collaboration, parent meetings, phone calls (i.e. ParentLink), and mailings to the home).

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

Parents will be involved in targeted curricular meetings to improve student opportunities to graduate and earn scholarships to college.

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 has created and regularly meets with several advisory boards dedicated to securing and utilizing resources to support the school and student achievement. They include the Environmental Science Academy Advisory Board, the Hospitality and Tourism Board, the STEM partners and district advisory board, and the Norton Museum of Art.

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
Stratos, Mary	Principal
Wilson, Mary	Assistant Principal
Provenzano, John	Assistant Principal
Permenter, Demetrius	Assistant Principal
Mcdonnough, Pamela	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 RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.

Members of the school based RtI Leadership Team work with the School Advisory Council (SAC) to help develop goals and objectives, especially with regard to SWPB supports, suspension reduction

strategies, and dropout prevention. Utilization of the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focused attention on deficient areas will be discussed.

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-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Forest Hill Community High School implements a Single School Culture by following a School-wide Positive Behavior Support Program that shares universal guidelines for success with students and parents. Our school's Leadership Team follows the District-supported behavioral matrix, teaches and monitors expected behaviors, and updates action plans at leadership and Learning Team Meetings. Our school instills a respect for and celebration of multicultural diversity through school-wide celebrations and events, structured lessons, our antibullying campaign, and through the implementation of SwPBS programs. Title I funds are used to support the above initiatives by providing reading coaches, student tutorials, in-county travel to conferences supporting the common core, materials and supplies to increase reading, writing, and math proficiencies, and a parent liaison has been added to help increase parent, teacher, and staff communication.

Title I Part A services are provided to ensure students requiring additional remediation are assisted throughout before, during and afterschool programs. Professional development via coaches, parent involvement opportunities, instructional supplies, supplemental resources, and teachers. TFunds are also used to provide stipends and substitutes for teachers to attend professional development workshops. Additional district funds purchased site licenses for Reading Plus to remediate and enhance reading lessons.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment(s) to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy, math, and science skills of struggling students.

Title III: Services and resources are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. ELL students are also provided with extensive ACT preparatory session after school throughout the school. District support also includes: area support teams, curriculum support, SIP support, PAR teacher support, Marzano support, ALA, Alternative Certification programs, and AVID support.

Title X-Homeless: District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violent Prevention Program: Our School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching Expected Behaviors,

communicating with parents, and monitoring SwPBS. We update our Action plans during SwPBS Committee meetings. We instill an appreciation of multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS program. The school also offers a non-violence/bullying phone number to report violence at school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ms. Cartwright	Teacher
Mary Stratos	Principal
Albert Santiago	Teacher
Robert Cochrane	Teacher
Lauren Burk	Teacher
Rosa Moreno	Parent
Heidi Watkoski	Parent
Elyse Egan	Parent
Terri Bushway	Parent
Kathy Provenzale	Parent
Cindy Thierry	Parent
Diane Lampi	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

Each SAC meeting provided agenda time for members to review and discuss the elements of the School Improvement Plan, including budgetary updates and progress monitoring of school-wide performance on district and state assessments.

Development of this school improvement plan

SAC members participate in the development and refinement of the school's three main goals for the school year, including reading writing achievement, Math EOC achievement, and increasing the school's graduation rate. SAC members vote on edits and changes to the budget, goals, priorities, barriers, resources and strategies originally developed with the assistance of SAC members.

Preparation of the school's annual budget and plan

The SAC members discuss the school's Title I budget and plans at each SAC meeting, as agenda time is set aside for this regular business. Teachers have the opportunity to request school improvement funds for the improvement of instruction through the purchase of research-based items, programs, and materials.

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

Classroom allocations, Family Involvement, and Professional Development, with goals that include school-wide writing (\$15,795), post-secondary readiness and CTE opportunities for language-minority students (\$39,491), and an increase in the school graduation rate (\$278,168).

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
Stratos, Mary	Principal
Wilson, Mary	Assistant Principal
Mcdonnough, Pamela	Assistant Principal
Provenzano, John	Assistant Principal
Permenter, Demetrius	Assistant Principal
Yanchura, Ann	Instructional Coach
Verge, Shari	Instructional Coach
Fellabom, Cindy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The team uses data to establish the literacy goals for the school year as well as plan the school-wide professional development opportunities for teachers. The team creates weekly plans of action, and addresses issues and difficulties as they arise. Progress monitoring occurs on a regular basis, and this progress is reviewed and plans are refined weekly to address concerns and build upon strengths as observed by the team.

The major initiative of our LLT this school year will be to address the overall school-wide percentage of students meeting high standards (proficiency) in Reading as well as improving the performance of our Level 3, 4, and 5 readers and the learning gains of all students.

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

The school has been designated a "late-start" educational institution, with time built into the teacher workday for collaborative planning and professional development. In addition to this time, which is from 8:00 to 8:45 a.m. each day, Learning Team Meetings occur throughout the regular instructional day, pursuant to teachers' planning schedules. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. School improvement is

monitored and instruction is modified as needed based upon decisions made through this ongoing collaboration.

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

1. Conduct staff development to build the capacity of all teachers and enhance knowledge of strategies in their subject area to increase teacher confidence as well as achievement. Coaches and Learning Team Facilitator will provide on-going staff development throughout the year via learning team meetings and targeted professional development.
2. Implement Professional Learning Communities for teachers to dialogue and collaborate with their colleagues within the learning team structure. Administrators, Coaches, and Learning Team Facilitator will work together to facilitate this on-going process.
3. Full implementation of school-wide positive behavior support systems with direction from teacher-led committee. A support cadre of teachers, coaches, and administrators will collaborate to implement SwPBS.

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

Forest Hill High School offers collaborative planning, the sharing of best practices, and the analysis of formative assessments to assist in the growth and development of our beginning teachers. New instructors are paired with those who are experienced, clinically trained, and willing to meet in a collaborative before and after school group dubbed the "Tea League," which provides a strong collegial atmosphere in which to discern and address the professional development needs of our beginning 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 instructional programs and materials that the school uses are adopted and supported by the District and are aligned to the Florida Standards and supported by lessons posted in Learning Village, which are also aligned to the Florida Standards. In addition to the regular instructional program supported by the District, the school also provides curricular programs aligned to Advanced Placement and International Baccalaureate standards, which in turn are subsequently aligned with the Florida Standards.

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses the data provided by the early warning process, which identifies the school's attendance, suspension, and course failure rates as risk factors. A review of this data is part of the RtI process, the planning for tutorial interventions, and the focus of small group instruction as used in the reading rotational model.

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

*Holding Learning Team Meetings on a regular basis to discuss infusion of the Language Arts Florida Standards (LAFS)

*Convening Literacy Leadership Team Meetings on a weekly basis (every Monday afternoon)

*Administering common assessments which measure instructed standards

*Creating a schedule that supports a daily 100-minute reading block for students who need intensive instruction

*Monitoring progress at the class and grade level during Learning Team Meetings

*Choosing methods of instruction based upon the needs of students (modeled instruction, guidance practice, inquiry) and incorporating the Marzano best practices that provide the largest instructional gains

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 1,200

Students engage in tutorial activities to help them prepare to pass the Algebra I End-of-Course exam, which is a high school graduation requirement.

Strategy Rationale

Students will perform with increased confidence and competence on standardized assessments when given specific, individualized instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Provenzano, John, john.provenzano@palmbeachschools.org

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

Students work toward acquiring the comprehensive knowledge necessary for the successful completion of the Algebra I End-of-Course Exam.

Strategy: Extended School Day

Minutes added to school year:

Students engage in tutorial activities to help them pass the Reading FCAT as well as the Algebra and Geometry EOCs.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student sign-in sheets are collected and student data via diagnostic exams is compiled and reviewed to determine the effectiveness of the after-school tutorials.

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

Graduation meetings happen on a weekly basis (every Friday afternoon) where each cohort is discussed and plans are made for student success, a Freshman Invasion occurs during the summer for four days of high school prep, and eighth grade students from the feeder middle schools have an opportunity to be a high school student for a day during the first semester of the school year. All members of the school staff participate in collaborative learning communities that meet both formally and informally on a regular basis (including departmental meetings, professional development provided during faculty meetings, and optional professional development provided by the reading coaches both before and after school).

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students and parents are given the opportunity to meet with guidance counselors to select courses of study in relation to graduation and their career interests as well as engage in multiple curriculum nights for further refining and exploration of career pathways.

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

Beginning in the ninth grade, the International Baccalaureate program offers a continuum of coursework that prepares students for the diploma program in the upper grades. Courses are threaded together in such a way as to build a foundation of knowledge from year to year, and students are required to explore a personal project topic that helps students create an in-depth, relevant relationship between their studies and their futures after high school.

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

The offerings of AP, MYP, and DP (SL and HL courses included) classes will increase to assist students with college readiness. Students will participate in dual enrollment to assist with college credits for entrance into the community college. PSAT, PERT, and SAT/ACT testing will be encouraged, and scholarships to pay for these tests will be provided based upon availability of funding.

Students will have an option of taking an SAT/ACT preparation course as an elective during their Junior or Senior year. Informational sessions will be scheduled by the Guidance Department for students to meet with admissions officers from various college and universities. Students will be encouraged to take courses in subject areas beyond high school graduation requirements to prepare for college when scheduling permits. Also, the ESE coordinator will work with the graduation coach to increase the number of SWD who will graduate with a standard diploma.

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 school has instituted a college preparatory and strategies-focused four-year track of coursework through the AVID program. Students are identified for placement into the course which seeks to support their high school success by making them college and career ready.

Students are also identified for the Rtl process through the School-based Team, and counselors conduct grade level assemblies, classroom guidance presentations, and individual counseling sessions with students. Senior Parent Nights, and IB curricular nights offer assistance to both parents and students with college readiness.

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.** The school passing rates for the English Language Arts Examinations (Reading and Writing portions) will reach 70% proficiency.
- G2.** The school passing rates for Math End-of-Course Examinations (EOCs) will reach 70% proficiency.
- G3.** The school's Graduation Rate will increase to 90%.

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. The school passing rates for the English Language Arts Examinations (Reading and Writing portions) will reach 70% proficiency. 1a

G048359

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- Classroom resources including rigorous texts, professional development in the LAFS and best practices, community and family involvement in tutorials and events designed to increase parental knowledge of tested standards, and computer-assisted learning will support the goal of 70% proficiency.

Targeted Barriers to Achieving the Goal 3

- Full participation of targeted students in extended learning opportunities, and full understanding and absorption of the new standards in a timely manner may be barriers to effective instructional outcomes.

Plan to Monitor Progress Toward G1. 8

Progress toward the goal of reaching 70% proficiency on English Language Arts Examinations.

Person Responsible

Mary Stratos

Schedule

Annually, from 8/18/2014 to 6/30/2015

Evidence of Completion

The evidence that will be collected and used to determine that the goal is being monitored and that progress is being made include: Defining a schedule for observations, following-up on instructional and administrative meetings and objectives, and the common use of targeted language as it relates school practices.

G2. The school passing rates for Math End-of-Course Examinations (EOCs) will reach 70% proficiency. 1a

G048358

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0
Geometry EOC Pass Rate	70.0

Resources Available to Support the Goal 2

- Classroom resources including rigorous support materials, professional development in the End-of-Course standards and best practices, community and family involvement in tutorials and events designed to increase parental knowledge of tested standards, and computer-assisted learning will support the goal of 70% proficiency.

Targeted Barriers to Achieving the Goal 3

- Full participation of targeted students in extended learning opportunities, and full understanding and absorption of the new standards in a timely manner may be barriers to effective instructional outcomes.

Plan to Monitor Progress Toward G2. 8

Data including EDW reports, formative and summative assessments, and course completion data will be collected and reviewed throughout the year to determine progress toward the goal and included targets.

Person Responsible

Mary Stratos

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data including EDW reports, formative and summative assessments, and course completion rates.

G3. The school's Graduation Rate will increase to 90%. 1a

G048356

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Extended reading and math materials and supplies including retake resources, classroom furniture to support instruction, electronic readers and software to enhance independent reading and guided instruction in both subjects necessary for graduation.
- Tutorials and instructional practice in reading and math beyond the regular school day.
- A Reading coach who will model lessons and provide professional development to staff members.
- Increasing student access to real-world application of reading and math instruction via professional development for staff members.
- Communications to school community including parent notification of school events created to enhance student achievement.
- Supplies to increase student accessibility to post-secondary college entrance examinations and materials.
- iMacs to increase student access to industry certification success.
- Substitutes for Title I funded classroom teachers.
- In-county travel and registrations for staff development connected to improving the graduation rate.

Targeted Barriers to Achieving the Goal 3

- Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

Plan to Monitor Progress Toward G3. 8

Monitoring progress toward meeting the school's graduation rate, which is 90%.

Person Responsible

Mary Stratos

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

EDW reports and statewide data results help to craft plans to monitor effectively beginning in pre-school and facilitating an ongoing practice of reflection and refinement.

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. The school passing rates for the English Language Arts Examinations (Reading and Writing portions) will reach 70% proficiency. **1**

 G048359

G1.B1 Full participation of targeted students in extended learning opportunities, and full understanding and absorption of the new standards in a timely manner may be barriers to effective instructional outcomes. **2**

 B120693

G1.B1.S1 Defining the internal root cause as it relates to this barrier will enable the school to effectively: communicate school goals, monitor effective classroom instructional practices and improve progress monitoring, assess what we expect, define instructional expectations as they relate to the Teacher and Leadership Maps, and analyze data to monitor the progress of individual students. **4**

 S132597

Strategy Rationale

Using these strategies will provide clear, ongoing evaluations of instructional strengths and student weaknesses, incorporating multiple sources of data to ensure appropriate monitoring.

Action Step 1 **5**

Reading coach will model lessons and provide professional development for staff.

Person Responsible

Mary Wilson

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Sign-in sheets, evidence of implementation in lesson plans, common assessments.

Action Step 2 **5**

Increase the use of technology and add a variety of print materials to enhance instruction.

Person Responsible

Mary Stratos

Schedule

On 8/18/2014

Evidence of Completion

Purchase orders of technology and print materials; documentation of use in the media center and in classrooms.

G2. The school passing rates for Math End-of-Course Examinations (EOCs) will reach 70% proficiency. 1

G048358

G2.B1 Full participation of targeted students in extended learning opportunities, and full understanding and absorption of the new standards in a timely manner may be barriers to effective instructional outcomes. 2

B120712

G2.B1.S1 Defining the internal root causes that relate to this barrier will enable the school to effectively: communicate school goals, monitor classroom instructional practices and improve progress monitoring, assess what we expect, define instructional expectations as they relate to the Teacher and Leadership Maps, and support and monitor teachers through reflection and professional growth to enhance their pedagogical skills as they monitor the progress of individual students. 4

S132618

Strategy Rationale

Use of this strategy will provide clear, ongoing evaluations of instructional strengths and student weaknesses, incorporating multiple sources of data to ensure appropriate monitoring.

Action Step 1 5

Provide the best instructional practices and materials geared toward increasing the Math EOC proficiency rates, including the utilization of mobile devices and tablets for instructional purposes.

Person Responsible

Mary Stratos

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

The evidence that will be collected and used to demonstrate that the goal is being monitored and progress is being made is the monitoring of EDW reports, formative and summative assessments, and course completion rates.

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

To monitor and support the fidelity of implementation, administrative staff will define a schedule for observations, provide follow-up to instructional and administrative meetings, and employ a common use of targeted language as it relates school practices.

Person Responsible

Mary Stratos

Schedule

Annually, from 8/18/2014 to 6/30/2015

Evidence of Completion

Common assessments, EDW reports, course completion rates, and state assessment data will be reviewed during pre-school and during ongoing practice of reflection and refinement to determine if the strategy was monitored and implemented with fidelity.

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

Administrative staff will review observation data, provide additional instructional support, and reinforce the common use of targeted language as it relates to school practices.

Person Responsible

Mary Stratos

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Quarterly monitoring of EDW reports, formative and summative assessments, course completion rates.

G3. The school's Graduation Rate will increase to 90%. 1

G048356

G3.B1 Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

2

B120604

G3.B1.S1 Provide materials, resources, equipment, software, coaches, professional development and communications to raise the school's graduation rate. 4

S132474

Strategy Rationale

These strategies will help the school to: define internal root causes as they relate to barriers, communicate school goals, employ effective monitoring of classroom instructional practices, improve progress monitoring, assess what we expect, and define instructional expectations as they relate to the Marzano Teacher and Leadership Maps.

Action Step 1 5

Resource teachers will provide remediation and small group instruction.

Person Responsible

Mary Wilson

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Formative and summative assessments, professional development calendars, documentation of communications to family and community members.

Action Step 2 5

Provide additional time to enhance the quality of instruction.

Person Responsible

Mary Wilson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

The master schedule will reflect the documented usage of additional time to enhance the quality of instruction.

Action Step 3 5

Provide extended day learning opportunities for non-proficient students.

Person Responsible

Mary Wilson

Schedule

On 4/30/2015

Evidence of Completion

Tutorial logs, sign-in sheets, and assessment results.

Action Step 4 5

Provide training for parents in literacy across the content areas to increase the graduation rate.

Person Responsible

Mary Wilson

Schedule

Quarterly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Agendas, sign-in sheets, course completion rates.

Action Step 5 5

Provide professional development opportunities for staff members to increase knowledge of standards and best practices in instruction.

Person Responsible

Mary Wilson

Schedule

Weekly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Agendas, teacher sign-in sheets, common assessment results, diagnostic assessment results, state assessment results.

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

Progress toward the goal of 90% graduation rate.

Person Responsible

Mary Stratos

Schedule

Annually, from 8/18/2014 to 6/30/2015

Evidence of Completion

EDW reports, formative and summative assessments, course completion rates. Stakeholders will define schedule for observations, provide follow-up to instructional and admin meetings, and provide common use of targeted language as it relates to school practices.

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

Reaching the goal of 90% graduation rate.

Person Responsible

Mary Stratos

Schedule

Annually, from 8/18/2014 to 6/30/2015

Evidence of Completion

Achievement of graduation goal by quarterly monitoring of EDW reports, formative and summative assessments, and course completion rates.

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
G3.B1.S1.A1	Resource teachers will provide remediation and small group instruction.	Wilson, Mary	8/18/2014	Formative and summative assessments, professional development calendars, documentation of communications to family and community members.	6/30/2015 weekly
G1.B1.S1.A1	Reading coach will model lessons and provide professional development for staff.	Wilson, Mary	8/18/2014	Sign-in sheets, evidence of implementation in lesson plans, common assessments.	6/2/2015 weekly
G2.B1.S1.A1	Provide the best instructional practices and materials geared toward increasing the Math EOC proficiency rates, including the utilization of mobile	Stratos, Mary	8/18/2014	The evidence that will be collected and used to demonstrate that the goal is being monitored and progress is being made is the monitoring of EDW reports,	6/30/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	devices and tablets for instructional purposes.			formative and summative assessments, and course completion rates.	
G3.B1.S1.A2	Provide additional time to enhance the quality of instruction.	Wilson, Mary	8/18/2014	The master schedule will reflect the documented usage of additional time to enhance the quality of instruction.	6/3/2015 weekly
G1.B1.S1.A2	Increase the use of technology and add a variety of print materials to enhance instruction.	Stratos, Mary	8/18/2014	Purchase orders of technology and print materials; documentation of use in the media center and in classrooms.	8/18/2014 one-time
G3.B1.S1.A3	Provide extended day learning opportunities for non-proficient students.	Wilson, Mary	10/1/2014	Tutorial logs, sign-in sheets, and assessment results.	4/30/2015 one-time
G3.B1.S1.A4	Provide training for parents in literacy across the content areas to increase the graduation rate.	Wilson, Mary	9/8/2014	Agendas, sign-in sheets, course completion rates.	4/30/2015 quarterly
G3.B1.S1.A5	Provide professional development opportunities for staff members to increase knowledge of standards and best practices in instruction.	Wilson, Mary	8/18/2014	Agendas, teacher sign-in sheets, common assessment results, diagnostic assessment results, state assessment results.	4/30/2015 weekly
G1.MA1	Progress toward the goal of reaching 70% proficiency on English Language Arts Examinations.	Stratos, Mary	8/18/2014	The evidence that will be collected and used to determine that the goal is being monitored and that progress is being made include: Defining a schedule for observations, following-up on instructional and administrative meetings and objectives, and the common use of targeted language as it relates school practices.	6/30/2015 annually
G2.MA1	Data including EDW reports, formative and summative assessments, and course completion data will be collected and reviewed throughout the year to determine progress toward the goal and included targets.	Stratos, Mary	8/18/2014	Data including EDW reports, formative and summative assessments, and course completion rates.	6/2/2015 monthly
G2.B1.S1.MA1	Administrative staff will review observation data, provide additional instructional support, and reinforce the common use of targeted language as it relates to school practices.	Stratos, Mary	8/18/2014	Quarterly monitoring of EDW reports, formative and summative assessments, course completion rates.	6/2/2015 monthly
G2.B1.S1.MA1	To monitor and support the fidelity of implementation, administrative staff will define a schedule for observations, provide follow-up to instructional and administrative meetings, and employ a common use of targeted language as it relates school practices.	Stratos, Mary	8/18/2014	Common assessments, EDW reports, course completion rates, and state assessment data will be reviewed during pre-school and during ongoing practice of reflection and refinement to determine if the strategy was monitored and implemented with fidelity.	6/30/2015 annually
G3.MA1	Monitoring progress toward meeting the school's graduation rate, which is 90%.	Stratos, Mary	8/18/2014	EDW reports and statewide data results help to craft plans to monitor effectively beginning in pre-school and facilitating an ongoing practice of reflection and refinement.	6/30/2015 monthly
G3.B1.S1.MA1	Reaching the goal of 90% graduation rate.	Stratos, Mary	8/18/2014	Achievement of graduation goal by quarterly monitoring of EDW reports, formative and summative assessments, and course completion rates.	6/30/2015 annually
G3.B1.S1.MA1	Progress toward the goal of 90% graduation rate.	Stratos, Mary	8/18/2014	EDW reports, formative and summative assessments, course completion rates. Stakeholders will define schedule for observations, provide follow-up to instructional and admin meetings, and provide common use of targeted language as it relates to school practices.	6/30/2015 annually

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. The school passing rates for the English Language Arts Examinations (Reading and Writing portions) will reach 70% proficiency.

G1.B1 Full participation of targeted students in extended learning opportunities, and full understanding and absorption of the new standards in a timely manner may be barriers to effective instructional outcomes.

G1.B1.S1 Defining the internal root cause as it relates to this barrier will enable the school to effectively: communicate school goals, monitor effective classroom instructional practices and improve progress monitoring, assess what we expect, define instructional expectations as they relate to the Teacher and Leadership Maps, and analyze data to monitor the progress of individual students.

PD Opportunity 1

Reading coach will model lessons and provide professional development for staff.

Facilitator

Reading coach and various instructors, vendors, and district personnel.

Participants

All stakeholders, including administrative, instructional, and tutorial personnel.

Schedule

Weekly, from 8/18/2014 to 6/2/2015

G2. The school passing rates for Math End-of-Course Examinations (EOCs) will reach 70% proficiency.

G2.B1 Full participation of targeted students in extended learning opportunities, and full understanding and absorption of the new standards in a timely manner may be barriers to effective instructional outcomes.

G2.B1.S1 Defining the internal root causes that relate to this barrier will enable the school to effectively: communicate school goals, monitor classroom instructional practices and improve progress monitoring, assess what we expect, define instructional expectations as they relate to the Teacher and Leadership Maps, and support and monitor teachers through reflection and professional growth to enhance their pedagogical skills as they monitor the progress of individual students.

PD Opportunity 1

Provide the best instructional practices and materials geared toward increasing the Math EOC proficiency rates, including the utilization of mobile devices and tablets for instructional purposes.

Facilitator

Math administrator, various math instructors and district support personnel.

Participants

All math instructors and tutorial personnel.

Schedule

Monthly, from 8/18/2014 to 6/30/2015

G3. The school's Graduation Rate will increase to 90%.

G3.B1 Instructional practice, depth of content knowledge, grade-appropriate resources, external factors, the plateau effect (the influence of new or previously-used instructional materials), and community involvement.

G3.B1.S1 Provide materials, resources, equipment, software, coaches, professional development and communications to raise the school's graduation rate.

PD Opportunity 1

Resource teachers will provide remediation and small group instruction.

Facilitator

Various PD facilitators.

Participants

Faculty and staff members.

Schedule

Weekly, from 8/18/2014 to 6/30/2015

PD Opportunity 2

Provide additional time to enhance the quality of instruction.

Facilitator

Reading Coach and various staff members.

Participants

Instructional Personnel.

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

Provide extended day learning opportunities for non-proficient students.

Facilitator

Coaches and various personnel.

Participants

Students in need of remediation.

Schedule

On 4/30/2015

PD Opportunity 4

Provide training for parents in literacy across the content areas to increase the graduation rate.

Facilitator

Coaches and various personnel.

Participants

Parents.

Schedule

Quarterly, from 9/8/2014 to 4/30/2015

PD Opportunity 5

Provide professional development opportunities for staff members to increase knowledge of standards and best practices in instruction.

Facilitator

Coaches and various personnel.

Participants

Instructors.

Schedule

Weekly, from 8/18/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: The school passing rates for the English Language Arts Examinations (Reading and Writing portions) will reach 70% proficiency.	131,138
Goal 2: The school passing rates for Math End-of-Course Examinations (EOCs) will reach 70% proficiency.	17,700
Goal 3: The school's Graduation Rate will increase to 90%.	206,789
Grand Total	355,627

Goal 1: The school passing rates for the English Language Arts Examinations (Reading and Writing portions) will reach 70% proficiency.

Description	Source	Total
B1.S1.A1 - PD - Coach	Title I Part A	55,700
B1.S1.A1 - PD = Benefits	Title I Part A	17,358
B1.S1.A1 - PD - Supplies - Paper, ink cartridges, books for students to facilitate differentiation of instruction.	Title I Part A	2,500
B1.S1.A1 - Classroom - Supplies - Copier paper, ink cartridges, dry erase markers, pens, as well as lab supplies for classes incorporating the Language Arts Florida Standards.	Title I Part A	9,000
B1.S1.A1 - Classroom - Mobile Devices - Dell tablets, iPads.	Title I Part A	11,500
B1.S1.A1 - Classroom - Benefits	Title I Part A	5,680
B1.S1.A1 - Substitutes for professional development.	Title I Part A	2,000
B1.S1.A1 - Classroom - Computer Systems	Title I Part A	5,050
B1.S1.A1 - Classroom - Computer Hardware	Title I Part A	900
B1.S1.A2 - Media Center - Periodicals - Magazines: Science News, Discover, Time, Ebony, People Espanol, etc.	Title I Part A	4,000
B1.S1.A2 - Classroom - Mobile Devices - Dell tablets, iPads.	Title I Part A	11,500
B1.S1.A2 - Classroom - Computer Systems	Title I Part A	5,050
B1.S1.A2 - Classroom - Computer Hardware	Title I Part A	900
Total Goal 1		131,138

Goal 2: The school passing rates for Math End-of-Course Examinations (EOCs) will reach 70% proficiency.

Description	Source	Total
B1.S1.A1 - Classroom - Mobile Devices - Dell tablets and iPads, MOBIs.	Title I Part A	11,750
B1.S1.A1 - Classroom - Comp Systems	Title I Part A	5,050
B1.S1.A1 - Comp Hardware	Title I Part A	900
Total Goal 2		17,700

Goal 3: The school's Graduation Rate will increase to 90%.

Description	Source	Total
B1.S1.A1 - Classroom - Teachers	Title I Part A	99,200
B1.S1.A1 - Classroom - Supplies -Copier paper, ink cartridges, books. Provide classroom lab materials (i.e. microscopes, specimen, consumable foods , goggles, beakers, funnels, test tubes , test tube racks).	Title I Part A	9,000
B1.S1.A1 - Classroom - Mobile Devices - Dell tablets and iPads.	Title I Part A	11,500
B1.S1.A1 - Classroom - Benefits	Title I Part A	2,500
B1.S1.A1 - Classroom - Computer Systems.	Title I Part A	5,050
B1.S1.A1 - Classroom - Computer Hardware.	Title I Part A	900
B1.S1.A2 - Classroom - Extra Periods - to enhance the quality of instruction with smaller class sizes.	Title I Part A	18,000
B1.S1.A3 - Classroom Tutors	Title I Part A	14,109
B1.S1.A3 - Classroom - Part-time In-system	Title I Part A	12,000
B1.S1.A3 - Classroom - Supplemental supplies, i.e. paper, ink cartridges, books, markers, tutorial support materials.	Title I Part A	9,678
B1.S1.A4 - Family Involvement - Postage	Title I Part A	6,000
B1.S1.A4 - Family Involvement - Printing Services - to facilitate parent communication.		5,852
B1.S1.A5 - PD - Travel - Teacher workshops including AP, IB, TOK, and AVID to support the graduation rate.	Title I Part A	5,000
B1.S1.A5 - PD - Supplies - Copier paper, ink cartridges, books and materials to help teachers provide differentiated instruction.	Title I Part A	2,500
B1.S1.A5 - Classroom - Benefits	Title I Part A	2,500
B1.S1.A5 - Classroom - Substitutes	Title I Part A	3,000
Total Goal 3		206,789