

# Jan Mann Opportunity School



2014-15 School Improvement Plan

## Jan Mann Opportunity School

16101 NW 44TH CT, Opa Locka, FL 33054

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

93%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | F       |         |         |         |

### School Board Approval

This plan is pending approval by the Dade 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                          |
|-------------|-------------------|------------------------------|
| Priority    | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Jan Mann Opportunity School is to provide a positive learning environment where students are motivated to learn new strategies for overcoming dysfunctional interpersonal patterns and to improve academically, socially, and vocationally so that they may, without difficulties, become productive members in an emerging global economy.

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

Jan Mann Opportunity School sees our students emerging into the world as holistic, culturally tolerant citizens who can contribute, compete and acquire the unique skills critical to becoming world class citizens in an international economy.

#### School Environment

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

As an alternative setting, students are given the opportunity to meet with guidance counselors and school social workers during the initial registration process. Parents and students are given the chance to share any information they believe is pertinent in successfully understanding the diverse needs of their students, which may include cultural backgrounds, language barriers, etc. In this way, classroom teachers are able to create an atmosphere where all students feel included and are comfortable with their learning environment.

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

Jan Mann Opportunity School has a zero tolerance policy against bullying, violence or any form of intimidation. In accordance with this policy, all students are made aware that if at any time they feel threatened or unsafe, they should contact any staff member and all available means will be taken to rectify the situation. Additionally, the school has a Lockdown procedure and Crisis Plan in place to address incidents, should they arise. The school also has school security monitors in place throughout the day, and school resource officers are assigned to respond when assistance is needed.

##### **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**

Jan Mann has implemented a schoolwide behavioral plan which includes counseling, incentives and progress monitoring. Jan Mann is fortunate to have guidance counselors and TRUST counselor as well as onsite school social workers, a school psychologist and EBD clinician. The school has implemented a behavioral incentive program to help classroom teachers monitor student behavior and the program offers incentives to students who are in compliance with school rules. Students who continuously exhibit disruptive behaviors are monitored using RtI strategies, and those who are targeted as Tier 2 or Tier 3 students are able to receive targeted services to address specific behavioral needs.



**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 Student Services department, along with the leadership team analyze attendance and suspension data, as well as referral data to offer support to families and students at Jan Mann Opportunity School. Further, the Student Services Department meets with the administrative team weekly to review student issues as it relates to student behavior, attendance and suspensions. Rtl team meetings are scheduled for those students who fall in the Tier 3 category for behavior and academics. Families who feel they need extended services are also given information/referrals for outside agencies.

**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**

Jan Mann Opportunity School is alternative education center. As such, many of the students come to us from their regular school sites already meeting one or more of the indicators used in the early warning system. An overwhelming majority (more than 80%) of students are Level 1 in Reading and/or Math, have suspensions, excessive absences, and have failed one or more courses.

**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 |
|---------------------------------|-------------|----|----|----|----|----|----|-----|-------|
|                                 | 6           | 7  | 8  | 9  | 10 | 11 | 12 |     |       |
| Attendance below 90 percent     | 13          | 17 | 29 | 17 | 17 | 5  | 5  | 103 |       |
| One or more suspensions         | 3           | 4  | 10 | 5  | 8  | 2  | 1  | 33  |       |
| Course failure in ELA or Math   | 10          | 13 | 15 | 19 | 14 | 3  | 1  | 75  |       |
| Level 1 on statewide assessment | 6           | 14 | 22 | 14 | 12 | 0  | 0  | 68  |       |
|                                 | 6           | 20 | 33 | 22 | 10 | 5  | 9  | 105 |       |

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

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators |             |       |

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

The goal of our school is to reinforce good choices academically and socially and provide students with those skills which will help them to become productive members of society. Students are offered support, once they are enrolled at our school, through home visits, guidance counseling, intensive remediation courses, and, in some cases, credit recovery. The school also makes available group counseling as well as individual counseling to allow students a chance to express their feelings and identify students in need of extended services.

**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**

**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 developed several partnerships throughout the community to support its vision and mission. One of the partnerships created has been with Florida Memorial University (FMU), which borders the school on the south side. Among the many things developed through this partnership, the school has worked with student interns, developed mentorship programs, had faculty members from FMU participate in the school advisory committee and participated in FMU's teacher recruitment program. The school has also developed partnerships with local churches and business, all with the goal of encouraging student achievement.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

| Name               | Title                     |
|--------------------|---------------------------|
| Johnson, Samuel    | Principal                 |
| Emmanuel, Nicholas | Assistant Principal       |
| Ashley, Rosetta    | Guidance Counselor        |
| Binstock, Lynn     | Teacher, ESE              |
| Braynon, Harold    | Teacher, K-12             |
| Davis, Joy         | Guidance Counselor        |
| Floyd, Michael     | Teacher, K-12             |
| Lafaille, Eddy     | Teacher, Career/Technical |
| Odi, Olubukola     | Teacher, K-12             |
| walker, andrea     | SAC Member                |

**Duties**

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

Samuel L. Johnson, Principal  
 Nicholas Emmanuel, Assistant Principal

Rosetta Ashley, Student Services Chair  
Lynn Binstock, Science/SPED Department Head  
Olubukola Odi, Language Arts Department Head  
Michael Floyd, Mathematics Department Head  
Harold Braynon, Social Studies Department Head  
Eddy Lafaille, Vocational Department Head  
Dr. Joy Davis, Test Chairperson

***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 MTSS/Rtl Leadership team at Jan Mann Opportunity School conducts bi-weekly meetings to monitor academic and behavioral data to evaluate student progress. The leadership team:

1. Monitors academic and behavior data evaluating progress by addressing the following important questions:

- What will students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

- How will we correct/redirect inappropriate behavior? (behavior)

2. Gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Maintains communication with staff input and feedback, as well as updating them on procedures and progress.

4. Supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions (academic and behavioral).

5. Provides clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

6. Assists with monitoring and responding to the needs of subgroups within the expectations for AMO. Implements strategies to target students on each tier, with the level of targeted intervention increasing on each tier.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the

school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

### School Advisory Council (SAC)

#### Membership

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

| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Andrea Walker     | Teacher                    |
| Samuel L. Johnson | Principal                  |
| Rosetta Ashley    | Teacher                    |
| Aura Bencosme     | Teacher                    |
| Joy Davis         | Teacher                    |
| Carolyn Allen     | Teacher                    |
| Tammy Fishburne   | Teacher                    |
| Eddy Lafaille     | Teacher                    |
| Harold Braynon    | Teacher                    |
| Rechelle Serphy   | Student                    |
| Feleshia Burden   | Business/Community         |
| Micheline Serphy  | Parent                     |
| Reginald Serphy   | Parent                     |
| Darlene Brown     | Business/Community         |
| Beryl Akra        | Education Support Employee |

#### 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*

In evaluating the final draft of the School Improvement Plan, the members of the EESAC believed that the plan was soundly written. Further, the members of the committee were satisfied that the plan was revisited and adjusted accordingly based on data received from Interim Assessments. The EESAC believes that this year the school will reflect more closely on formative assessment data and use it to inform instruction.

*Development of this school improvement plan*

The EESAC is involved in the writing of the SIP and monitors progress towards targeted goals and objectives at each meeting. The EESAC reviews and makes recommendations related to all school

level budgets, as well as approves expenditures from EESAC funds. EESAC members are involved in seeking resources for completion of all proposed SIP objectives and school enhancement initiatives.

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

The EESAC has an annual review of the school's budget and it's allocation of resources. During this meeting, stakeholders are able to make recommendations about how best to utilize those resources and what the fiscal needs of the school will be in the upcoming year. Additionally, the EESAC is able to make budgetary decisions about its budget based on school needs and shortfalls in the school budget.

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

EESAC funds will be used during the 2013-14 school year to promote improved student behavior and academic performance. To this end, funds will be allocated for student RtI/B Incentives and the Reading/Language Arts Book Club.

***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                     |
|--------------------|---------------------------|
| Johnson, Samuel    | Assistant Principal       |
| Emmanuel, Nicholas | Assistant Principal       |
| Ashley, Rosetta    | Guidance Counselor        |
| Binstock, Lynn     | Teacher, ESE              |
| Braynon, Harold    | Teacher, K-12             |
| Davis, Joy         | Guidance Counselor        |
| Floyd, Michael     | Teacher, K-12             |
| Lafaille, Eddy     | Teacher, Career/Technical |
| Odi, Olubukola     | Teacher, K-12             |
| walker, andrea     | SAC Member                |

**Duties**

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

Jan Mann's Literacy Leadership Team will focus on the following:

- Effective utilization of the MTSS/RtI process;
- Greater utilization of assessment data to drive instruction;
- Development of school wide learning activities related to the reading initiative.

**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-wide responsibility for reading is being addressed through our Reading, Mathematics, Writing and Science goals by the use of grade-level texts, CRISS strategies, guided instruction in comprehension strategies, critical thinking strategies in expository and informational texts as well as in the use of computer-aided instruction, independent practice reading and by providing all teachers with an Instructional Focus Calendar based on district pacing guides for the Reading/ELA curriculum. An Instructional Focus Calendar ensures that essential skills and strategies are being delivered across the curriculum. Further, core subject teachers have been provided with common planning times to allow for a collaborative process in the implementation of instruction.

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

Recruit new highly qualified teachers from Job Fairs and through partnership with Florida Memorial University.

Solicit referrals from veteran teachers and outside agencies.

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

.As an alternative education center where grades 6-12 are taught with a limited number of instructional personnel, having certified teachers for all assignments is a challenge. With that in mind, non-highly qualified teachers are actively seeking to become certified in all areas to which they are assigned. This is an ongoing process which is being monitored by administration

## 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 core departments conduct collaborative planning sessions. The collaborative planning process ensures that all content areas are providing reading instruction to students. The department members reviews the standards based on the District Pacing Guides and implements the Reading and English standards using the DOK levels 3 and 4, to create collaborative lesson plans.

#### 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 monitors all data derived from mini-assessments as well as the data from District Interim Assessments to modify the instructional delivery in the classroom. Specifically, data derived from mini-assessments are used as a tool for small group re-teaching and remediation. Students who demonstrate achievement at a level that is above average are given opportunities for enrichment

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

**Strategy:** Extended School Day

**Minutes added to school year:** 3,800

Extended learning opportunities will be provided to ensure students requiring additional remediation are assisted through participation in Summer School.

Services are provided to ensure students requiring additional remediation are assisted through push-in or pull-out tutorial models during the school day as well as summer school. The district coordinates with Title I in ensuring staff development needs are provided. Support services are provided to secondary students. The administrators and instructional leadership team develop, lead, and evaluate school core content standards/programs. They identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies.

### **Strategy Rationale**

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

- Instruction in core academic subjects

#### **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**

Data is collected through proficiency demonstrated on bi-weekly assessments and scores on interim assessments to monitor progress.

## **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**

Jan Mann Opportunity services students in grades 6-12. Because students are assigned to us administratively through the district Office of Alternative Education, the student population is fluid and not subject to the articulation process. With this in mind, every effort is made to assist students with their transition back to a traditional school setting when they have been approved to exit our program.

### **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**

Student services members, in conjunction with the classroom teachers, work with students to insure completion of the electronic Portfolio Educational Plan (ePEP), reviewing career goals and programs of study as part of the career planning process. All applied technology courses include career planning components. Students meet individually with their assigned guidance counselor for articulation/subject selection; however, due to the size of the school, course offerings are limited. Because students are placed here for a short period of time and then returned to their home school, the counselor also addresses student course selections at their home schools as well courses offered through adult education and virtual school. Additionally, our career academy focuses on developing specific career job training skills and seeks to offer internship opportunities.

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

Jan Mann Opportunity School offers students the opportunity to take courses related to careers in fashion design, culinary arts, and business technology education. The applications and skills taught in these classes are transferable so that students can apply these skills in their content area courses and in real world applications. Middle school students are exposed to exploratory courses in family and consumer sciences and business technology education; all courses include career planning. Instructional staff members are encouraged to plan project-based learning activities that cross content areas, provide relevance, and include a career component. Additionally, 70% of Junior and Seniors register to take the ACT test as noted in Postsecondary Transition.

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

Career academy students are not in a cohort schedule with academic and CTE teachers. Our overall goal is to increase the awareness of Career Academies and Technical Education.

- Provide students with opportunities for Project Based Learning that will combine career themed instruction with common academic instruction.
- Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning or Unwrapping CTE Standards, (online training offered by FACTE through school year.)
- Schedule career academy students in cohorts with common academic and CTE instructors.
- Promote CTE awareness, through activities such as CTE Month in Feb. 2014, Career Fairs, parent/family night, activities with feeder pattern schools, etc.
- Prepare and test students for industry certifications through registered career-themed courses.

**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**

In preparation for college entrance exams, our students are offered College Readiness courses in English and Mathematics. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** EWS:
- G3.** STEM/CTE
- G4.** Parental Involvement: See PIP

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas.** 1a

G050623

**Targets Supported** 1b

| Indicator                                | Annual Target |
|--|---------------|
| AMO Math - All Students                  | 33.0          |
| Algebra I EOC Pass Rate                  | 10.0          |
| Geometry EOC Pass Rate                   |               |
| AMO Reading - All Students               | 37.0          |
| Bio I EOC Pass                           | 15.0          |
| FCAT 2.0 Science Proficiency             | 15.0          |
| Effective+ Teachers (Performance Rating) |               |

**Resources Available to Support the Goal** 2

- Thinkgate/ District & Regional curriculum support personnel

**Targeted Barriers to Achieving the Goal** 3

- Lack of data-driven planning and instruction

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

Data derived from bi-weekly assessments; Interim Assessment data and FAIR data;

**Person Responsible**

Nicholas Emmanuel

**Schedule**

Monthly, from 10/27/2014 to 2/2/2015

**Evidence of Completion**

Administrative/teacher data chat forms, student work samples; data derived from Interim Assessments; Summative Assessments

**G2. EWS:** 1a

G052899

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

**G3. STEM/CTE** 1a

G052900

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

**G4. Parental Involvement: See PIP** 1a

G052901

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement

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

### Problem Solving Key


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

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


**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G050623

**G1.B1** Lack of data-driven planning and instruction **2**

 B126787

**G1.B1.S1** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. **4**

 S138733

### Strategy Rationale

Teachers will use data derived from formative assessments to monitor student progress and identify students in need of remediation/enrichment.

### Action Step 1 **5**

All teachers will be trained in data disaggregation and instructional planning based on data

#### Person Responsible

Samuel Johnson

#### Schedule

Biweekly, from 9/3/2014 to 10/13/2014

#### Evidence of Completion

PD Sign- In sheet/Agenda, data chat form

### Action Step 2 5

All teachers will utilize data to plan specific activities to address student academic needs.

**Person Responsible**

Nicholas Emmanuel

**Schedule**

Weekly, from 9/3/2014 to 1/20/2015

**Evidence of Completion**

Lesson plans reflecting Differentiated Instruction, Student work samples, Data chat forms.

### Action Step 3 5

the leadership team will monitor teachers' use of data in planning and instructional delivery.

**Person Responsible**

Nicholas Emmanuel

**Schedule**

Biweekly, from 9/8/2014 to 1/20/2015

**Evidence of Completion**

Administrative walk-through logs and teacher/administration data chat documentation.

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

Fidelity of implementation will result in improved student performance as evidenced by interim assessments.

**Person Responsible**

Samuel Johnson

**Schedule**

Semiannually, from 11/26/2014 to 2/13/2015

**Evidence of Completion**

Administrative walk-through logs and teacher/administration data chat documentation.

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

Lesson plans will reflect activities which result in increased student achievement as evidenced by interim assessments, FAIR test or teacher-generated assessments.

**Person Responsible**

Nicholas Emmanuel

**Schedule**

Biweekly, from 9/10/2014 to 1/20/2015

**Evidence of Completion**

Lesson plans reflecting Differentiated Instruction, Student work samples, Data chat forms.

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

Administrators will meet with teachers to review data chat forms and lesson plans written to address specific student needs.

**Person Responsible**

Samuel Johnson

**Schedule**

Monthly, from 9/23/2014 to 2/13/2015

**Evidence of Completion**

Administrative walk-through logs, teacher lesson plans, Student data derived from formative assessments and Student work samples.

**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 | All teachers will be trained in data disaggregation and instructional planning based on data   | Johnson, Samuel    | 9/3/2014                      | PD Sign- In sheet/Agenda, data chat form   | 10/13/2014 biweekly |
| G1.B1.S1.A2 | All teachers will utilize data to plan specific activities to address student academic needs.  | Emmanuel, Nicholas | 9/3/2014                      | Lesson plans reflecting Differentiated Instruction, Student work samples, Data chat forms.                                 | 1/20/2015 weekly    |
| G1.B1.S1.A3 | the leadership team will monitor teachers' use of data in planning and instructional delivery. | Emmanuel, Nicholas | 9/8/2014                      | Administrative walk-through logs and teacher/administration data chat documentation.                                       | 1/20/2015 biweekly  |
| G1.MA1      | Data derived from bi-weekly assessments; Interim Assessment data and FAIR data;                | Emmanuel, Nicholas | 10/27/2014                    | Administrative/teacher data chat forms, student work samples; data derived from Interim Assessments; Summative Assessments | 2/2/2015 monthly    |

| Source       | Task, Action Step or Monitoring Activity  | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|--------------|---|--------------------|-------------------------------|---|------------------------|
| G1.B1.S1.MA1 | Administrators will meet with teachers to review data chat forms and lesson plans written to address specific student needs.  | Johnson, Samuel    | 9/23/2014                     | Administrative walk-through logs, teacher lesson plans, Student data derived from formative assessments and Student work samples. | 2/13/2015 monthly      |
| G1.B1.S1.MA1 | Fidelity of implementation will result in improved student performance as evidenced by interim assessments.   | Johnson, Samuel    | 11/26/2014                    | Administrative walk-through logs and teacher/administration data chat documentation.  | 2/13/2015 semiannually |
| G1.B1.S1.MA2 | Lesson plans will reflect activities which result in increased student achievement as evidenced by interim assessments, FAIR test or teacher-generated assessments. | Emmanuel, Nicholas | 9/10/2014                     | Lesson plans reflecting Differentiated Instruction, Student work samples, Data chat forms.  | 1/20/2015 biweekly     |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Lack of data-driven planning and instruction

**G1.B1.S1** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

### **PD Opportunity 1**

All teachers will be trained in data disaggregation and instructional planning based on data

#### **Facilitator**

Michael Floyd, Andrea Walker

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 9/3/2014 to 10/13/2014



## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0     |