



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Osceola Fundamental High

9751 98TH ST

Seminole, FL 33777

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<http://www.osceola-hs.pinellas.k12.fl.us/>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Osceola Fundamental High School's mission is to sustain an environment where staff, students, parents, and community work collaboratively to support all students in meeting or exceeding graduation requirements.

Provide the school's vision statement

Osceola Fundamental High School's vision is to provide a superior educational climate for a diverse community of learners.

School Environment

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

Osceola Fundamental High School's values are:

1. A safe, supportive and culturally diverse environment promotes good decision-making and a strong learning community.
2. The learning process is effective when it actively accommodates different learning styles.
3. Challenging expectations raise performance.
4. Teachers, administrators, support staff, students, parents and community share responsibility for achieving the school's mission.
5. Graduates will be sufficiently prepared to positively impact their community.

As such, all staff members recognize that each student is unique and valued. Staff and teachers take the time to get to know the students on campus and have created an environment where students are encouraged to take risks in their learning and are supported through that process.

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

The staff at Osceola Fundamental High School are visible and available to assist students at any time of the day. Teachers hold study and review sessions during before school, during lunch and after school. In addition, there are a significant amount of clubs and extracurricular activities in which students can participate. A high expectation for student behavior and academics is maintained. Safety is of the highest priority.

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

Due to the nature of being a fundamental school, Osceola has expectations that are designed to promote safe, respectful and civil behavior and high academic standards. As such, there is a behavior hierarchy in place which is part of the fundamental school guidelines as well as a school-wide discipline plan. The plan is posted in the classroom so that students are able to view the expectations at any given time. Fundamental guidelines are reviewed at Freshman Orientation, and parent meetings. A high level of communication with parents and students is maintained throughout each school year. There is a system for demerits and detentions. Demerits and detentions are tracked,

interventions put into place and whenever necessary reviewed by the school's Intervention and Appeals Committee for recommendations. The Master Discipline Policy is reviewed prior to each school year and throughout the year if needed. Staff are trained at the beginning of each school year in order to ensure consistent application of the policies.

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

School Counselors, School Social Worker and School Psychologist are available to provide counseling and other necessary student services to students. In addition, students who are in need are provided community or school mentors. Whenever there is a student that needs additional supports, this is discussed by the MTSS team. Strategies and interventions are generated and then monitored.

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 MTSS team will review all data related to attendance, course failures, and discipline bi-weekly in formal MTSS meetings. The MTSS team will identify students that require intervention and a plan will be developed. In addition, students who fail a course will be placed in ELP for credit recovery or will have that course placed within their in-school schedule.

Attendance letters will continue to be sent when a student reaches 5 days absence. Teachers and administrators will make calls to parents to stress the importance of student attendance.

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	Students
Attendance below 90 percent	9	38
Attendance below 90 percent	10	55
Attendance below 90 percent	11	66
Attendance below 90 percent	12	47
	Total	206
One or more suspensions	9	1
One or more suspensions	10	1
One or more suspensions	11	1
	Total	3
Course failure in ELA or Math	10	4
Course failure in ELA or Math	11	3
Course failure in ELA or Math	12	11
	Total	18
Level 1 on statewide assessment	9	19
Level 1 on statewide assessment	10	23
Level 1 on statewide assessment	11	19
Level 1 on statewide assessment	12	8
	Total	69

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

Indicator	Grade	Students
Students exhibiting two or more indicators	9	1
Students exhibiting two or more indicators	10	4
Students exhibiting two or more indicators	11	3
Students exhibiting two or more indicators	12	5
	Total	13

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Students who are identified as meeting one or more of the early warning signs indicators are monitored and tracked on a weekly basis by the MTSS/Child Study Team. The students are assigned a mentor to support their needs. The MTSS team that supports Tier III interventions meets to develop an individual intervention plan for students where necessary. Students are placed in programs to recover credits or have a class placed in their schedule for credit recovery and grade forgiveness. Some students who need multiple courses recovered are placed in the Graduate Enhancement Program.

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?

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PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Due to Fundamental Policy, parents must commit to parent involvement activities to include one meeting per month (Booster, SAC, PTSA), and participation in all conferences.

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

Osceola Fundamental High School has several CAPE Academies. Each academy has a career focus. The academies are: Technology, Engineering and Design (cTED), and Culinary Arts. Each academy has an advisory group that is made up of school, community, students and business partners. As such, relationships are fostered to create a network that allows for guidance and resource support. In addition, community partners are sought out and secured whenever possible to ensure a strong level of support for the students in the school.

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	Email
Bohnet, Michael	Principal	bohnetm@pcsb.org

Duties

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

Michael Bohnet (Principal), Lynne Mowatt (APC), Christina Ouellet (AP), Mark Robertson (AP), Pat McDaniel (School Counselor), Krysta Nymark (School Counselor), Twila Jackson (School Counselor), Elley Polizzi (School Counselor), Janet Oliver (School Social Worker), Julianna Stolz (School Psychologist), Stacy Domante-Hartzell TSA
 School Counselors complete credit checks and monitor progress for every students in the school. Students who need special assistance and identified and discussed at each MTSS meeting. School Social Worker and School Psychologist monitor attendance and grades. They provide interventions and suggestions for supports for individual students. They also provide direct services. TSA monitors all students with IEPs and assists with intervention suggestions and serves as a support to students.

Administrators provide support by working with parents and staff to ensure that student needs are being met and that there are resources available.

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

Classroom Walkthroughs, collaboration with department chairs, SBLT meet monthly, Child Study and RTI team meets weekly to review data and student needs.

Wellness program will be coordinated by (Shannon McDonald) who will provide ongoing health and fitness information and activities through the year to increase overall health and well being of staff.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Student	

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

Development of this school improvement plan

SAC Committee will review draft and give input

Preparation of the school's annual budget and plan

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

Proposed funds to be used for technology for the classroom.

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

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If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
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Duties

Describe how the LLT promotes literacy within the school

Support for instructional skills designed to improve reading comprehension. Support for implementation of Common Core State Standards for Literacy in subjects other than reading.

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

Whenever possible, opportunities are provided to allow teachers to work together. Departments hold PLC meetings and in the coming year, there will be two PLCs per month which is an increase from last year. Each department has a meeting each month to discuss school-based issues.

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

Regular meetings with district approved school-based mentors (Assistant Principals and Lead Teachers)

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Ongoing, Partnering new teachers with veteran staff (Assistant principals) - Ongoing, Local district sponsored Job Fairs/Orientations (Principal & Assistant Principal) - Ongoing, District On-line Winocular system (Principal & Assistant Principal) - Ongoing

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

New teachers will be paired with an experienced teacher at OFHS. Susan Brown is the lead mentor teacher and will provide ongoing support. The planned mentoring activities will consist of observation on mentee's instruction and providing feedback, co-planning of lessons (to include connecting lessons to content standards), discussions of student data, progress and the analyzing of student work, modeling or co-teaching of lessons.

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***

Teachers attend subject specific trainings on a regular basis. In addition, to support implementation of the Florida Standards, The Leading the Learning Cadre which consists of teachers of math, language arts, social studies and science and the principal, attend district trainings devoted to planning of training for staff to support full implementation of the standards. All professional development efforts are aligned to improving instruction and aligning coursework to standards.

Administrative walk-throughs will be conducted to look for instruction in the Florida 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***

Student data is collected and shared with teachers on an ongoing basis. Data is discussed by departments in PLCs. Teachers work together to discuss ways to differentiate their instruction and

upon delivering those lessons, discuss the effectiveness of the differentiated strategies. Teachers provide supplemental instruction and tutoring before and after school and also during lunch. AVID courses are offered on campus as well as a Learning Strategies course for students with disabilities. ELP is provided to students who need to recover credits and access grade forgiveness.

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 type: After School Program

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Tutoring, extended learning, Saturday tutoring for EOCs, 9th grade learning strategies for struggling students after school, Gifted elective course offered, college visits coordinated through the AVID program.

Strategy Rationale

By providing opportunities for students to access curriculum, tutoring and support beyond the school day, they can receive additional practice and skills that allow them more time to develop concepts.

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

Attendance records are collected, data from EOCs, and FCAT 2.0, other standardized assessments.

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

9th grade students have an opportunity to come to the school prior to the start of the school year by attending Freshman Orientation. The orientation provides an opportunity for them to learn about offerings at the high school and to review aspects unique to a fundamental high school. There is one guidance counselor who assigned to 9th graders so they have a consistent person to contact whenever there are questions or concerns. There is also a cadre of 9th grade teachers that meet throughout the year to discuss ways to best support freshman.

Seniors are provided with Senior Seminars put on by the guidance staff. These seminars provide the students with valuable information to prepare them for a successful year and transition to post-secondary opportunities. In addition there is a monthly meeting for senior parents in which timely information is provided to help them help their students prepare for post-secondary options.

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

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.

- Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
- Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

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

- Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.
- Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.
- Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

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

Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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), F.S

School Improvement Goals

Goals Summary

- G1.** Biology I student proficiency will increase by 2% from 89% to 91%.
- G2.** Algebra I student proficiency will increase by 2% from 88% to 90%.
- G3.** US History student proficiency will increase by 2% from 78% to 80%
- G4.** By 2015, 100% of teachers will plan and deliver math instruction aligned with Florida Standards for Mathematics.
- G5.** Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.
- G6.** Increase the percentage of students scoring proficient (level 3<) in Reading for all groups by 3%.
- G7.** Geometry student proficiency will increase by 3% from 78% to 81%
- G8.** Students scoring at level 3.5 in writing will increase by 3% (from 75% to 78%).
- G9.** Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FCAT 2.0 reading by 5%.

Goals Detail

G1. Biology I student proficiency will increase by 2% from 89% to 91%.

Targets Supported

Indicator	Annual Target
	91.0

Resources Available to Support the Goal

- LLC, AVID, Moodle Lesson Planning

Targeted Barriers to Achieving the Goal

- Insufficient standards based instruction

<i>Plan to Monitor Progress Toward the Goal</i>	
Data will be reviewed after each administration of the Performance Matters progress monitoring assessments.	
Person Responsible	Michael Bohnet
Schedule	Quarterly, from 09/01/2014 to 05/29/2015
Evidence of Completion	Copies of meeting minutes and data charts.

G2. Algebra I student proficiency will increase by 2% from 88% to 90%.

Targets Supported

Indicator	Annual Target
Algebra I End-of-Course assessment passing rate	90.0

Resources Available to Support the Goal

- District "Just-in-Time" Training Carnegie Coaching

Targeted Barriers to Achieving the Goal

- New standards for Algebra may prove more difficult for students

<i>Plan to Monitor Progress Toward the Goal</i>	
Data from Performance Matters will be reviewed at each administration interval.	
Person Responsible	
Schedule	Quarterly, from 08/25/2014 to 05/25/2015
Evidence of Completion	The Performance Matters data will show steady progress towards mastery of the standards.

G3. US History student proficiency will increase by 2% from 78% to 80%**Targets Supported**

Indicator	Annual Target
	80.0

Resources Available to Support the Goal

- LLT AVID Moodle Lesson Planning

Targeted Barriers to Achieving the Goal

- Insufficient standards based instruction

<i>Plan to Monitor Progress Toward the Goal</i>	
Data will be reviewed after each administration of the Performance Matters progress monitoring assessments.	
<i>Person Responsible</i>	Michael Bohnet
<i>Schedule</i>	Quarterly, from 09/01/2014 to 04/30/2015
<i>Evidence of Completion</i>	Copies of meeting minutes and data charts.

G4. By 2015, 100% of teachers will plan and deliver math instruction aligned with Florida Standards for Mathematics.

Targets Supported

Indicator	Annual Target
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Students making math learning gains

Resources Available to Support the Goal

- Facilitated PLCs with specific identified tasks and learning outcomes that are aligned to the standards that will include formative assessments and feedback.
- Calendar designed to include a Math strategy (aligned with LA strategies) for the months of September, October, November, January, February and March 2014-2015.
- August, 2014-2015 school year: Roll out and faculty sign-up calendar for teachers to volunteer to serve as demonstration teachers for the outlined strategies aligned to Florida Standards.
- Observation and accountability documents used to gather data on strategies implemented this school year.
- Book study and curriculum development accompanied by bi-monthly PLC meetings with minutes. PLCs to include lesson study and strategy study geared toward planning and integration of Florida Standards for Mathematics.

Targeted Barriers to Achieving the Goal

- Fidelity and consistency across content areas in carrying out goals related to Facilitated PLCs as it relates to Florida Standards for Mathematics.

<i>Plan to Monitor Progress Toward the Goal</i>	
Minutes from monthly department and leadership meetings to reassess teacher needs as they relate to the Florida Standards of Mathematics and the integration of such standards.	
<i>Person Responsible</i>	
<i>Schedule</i>	Monthly, from 06/16/2014 to 05/29/2015
<i>Evidence of Completion</i>	Application of strategy by other teachers and their integration of Florida Standards by all teachers.

G5. Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

- Alliance for a Healthier Generation (AHG)
- Physical Education
- Health
- Cafeteria Manager
- Wellness Champion

Targeted Barriers to Achieving the Goal

- Lack of a Healthy School Team.

<i>Plan to Monitor Progress Toward the Goal</i>	
Healthy School Team and administration will monitor for progress	
<i>Person Responsible</i>	
<i>Schedule</i>	Quarterly, from 10/31/2014 to 05/25/2015
<i>Evidence of Completion</i>	School Inventory, possibly student and faculty surveys, and any evidence the team deems relevant

G6. Increase the percentage of students scoring proficient (level 3<) in Reading for all groups by 3%.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	76.0

Resources Available to Support the Goal

- Reading and Language Arts Teachers
- LLT
- AVID
- Moodle Lesson Planning
- Common Core Training/LAFS Training

Targeted Barriers to Achieving the Goal

- Lack of knowledge and alignment to Language Arts Florida Standards (LAFS)

<i>Plan to Monitor Progress Toward the Goal</i>	
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.	
<i>Person Responsible</i>	Lynne Mowatt
<i>Schedule</i>	Monthly, from 08/25/2014 to 05/25/2015
<i>Evidence of Completion</i>	Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with faculty.

G7. Geometry student proficiency will increase by 3% from 78% to 81%

Targets Supported

Indicator	Annual Target
Geometry End-of-Course assessment passing rate	81.0

Resources Available to Support the Goal

- District "Just-In-Time" Training
- Examples of Exemplar Lessons
- Agile Mind - District purchased and supported software

Targeted Barriers to Achieving the Goal

- Insufficient standard based instruction and knowledge of Common Core

<i>Plan to Monitor Progress Toward the Goal</i>	
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with faculty.

G8. Students scoring at level 3.5 in writing will increase by 3% (from 75% to 78%).

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	78.0

Resources Available to Support the Goal

- Teachers
- Literacy Team
- LLC

Targeted Barriers to Achieving the Goal

- Limited number of writing assignments across curriculum
- Lack of a common rubric to rate student writing consistently

Plan to Monitor Progress Toward the Goal	
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.	
Person Responsible	
Schedule	Monthly, from 09/15/2014 to 06/05/2015
Evidence of Completion	Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with faculty.

G9. Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FCAT 2.0 reading by 5%.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - African American	55.0

Resources Available to Support the Goal

- High level of parent involvement

Targeted Barriers to Achieving the Goal

- Lack of differentiation of curriculum based upon student interests, cultural background and prior knowledge.

<i>Plan to Monitor Progress Toward the Goal</i>	
The data that will be reviewed will be the number of lessons observed in which there was evidence of differentiation of lessons.	
Person Responsible	Michael Bohnet
Schedule	Monthly, from 09/01/2014 to 05/29/2015
Evidence of Completion	Number of lessons observed where differentiation was a component of the lesson.

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Biology I student proficiency will increase by 2% from 89% to 91%.

G1.B1 Insufficient standards based instruction

G1.B1.S1 Teachers will collaborate and work together to track data and monitor effectiveness of instruction

Strategy Rationale

By tracking student data on progress regularly, teachers can identify possible areas of weakness in the curriculum and develop strategic lessons to improve instruction.

Action Step 1	
Teachers will collaborate by tracking data and monitoring effectiveness	
Person Responsible	
Schedule	Monthly, from 09/01/2014 to 05/25/2015
Evidence of Completion	Minutes from team meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Administrator and teachers will attend team meetings	
Person Responsible	
Schedule	Monthly, from 09/01/2014 to 05/25/2015
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Administrator will review progress on Performance Matters assessments after each cycle to review student progress and data.	
Person Responsible	
Schedule	Monthly, from 09/01/2014 to 05/25/2015
Evidence of Completion	

G2. Algebra I student proficiency will increase by 2% from 88% to 90%.

G2.B1 New standards for Algebra may prove more difficult for students

G2.B1.S1 Use of Carnegie Learning program to address new Florida Core Standards

Strategy Rationale

Program is supported by the district for core instruction in Algebra I.

Action Step 1	
Teachers will implement Carnegie Learning instruction in their Algebra I classes.	
Person Responsible	
Schedule	Weekly, from 08/25/2014 to 05/25/2015
Evidence of Completion	Administrative team will participate in department PLCs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Administrator will review teacher lesson plans and will conduct walk-throughs.	
Person Responsible	
Schedule	Monthly, from 08/25/2014 to 05/25/2015
Evidence of Completion	Administrator will participate in walk throughs in Algebra I classrooms.

G3. US History student proficiency will increase by 2% from 78% to 80%

G3.B1 Insufficient standards based instruction

G3.B1.S1 Teachers will collaborate and work together to track data and monitor effectiveness of instruction.

Strategy Rationale

By tracking student data on progress regularly, teachers can identify possible areas of weakness in the curriculum and develop strategic lessons to improve instruction.

Action Step 1	
Teachers will collaborate by tracking data and monitoring effectiveness of instruction.	
Person Responsible	Michael Bohnet
Schedule	Monthly, from 09/01/2014 to 05/25/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Administrator and teachers will attend teacher meetings.	
Person Responsible	
Schedule	Monthly, from 09/01/2014 to 05/25/2015
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Administrator will review progress on Performance Matters assessments after each cycle to review student progress and data.	
Person Responsible	Michael Bohnet
Schedule	Quarterly, from 09/01/2014 to 04/30/2015
Evidence of Completion	

G4. By 2015, 100% of teachers will plan and deliver math instruction aligned with Florida Standards for Mathematics.

G4.B1 Fidelity and consistency across content areas in carrying out goals related to Facilitated PLCs as it relates to Florida Standards for Mathematics.

G4.B1.S1 Utilize observation documents to increase peer-to-peer discussion via accountability journals.

Strategy Rationale

To effectively increase the fidelity and consistency of facilitated PLCs careful monitoring of minutes, attendance and evidence of the implementation of a given monthly strategy will take place through the development and use of peer observation documents and accountability journals. A thorough review of the objective nature of facilitated PLCs will serve to enhance the faculty's understanding of their use as a professional tool aligned toward professional growth in (mathematics) instruction.

Action Step 1	
PLC calendars will be used to designate meeting times and strategy for each month. Teachers will implement strategy, record results, self-reflect in their accountability journals and share findings during PLCs. Peer observation of strategies will enhance understanding of a given strategy and further enhance individual implementation of strategies. Meeting minutes and walk-throughs will be used to monitor progression and assess needs toward attainment of this goal.	
Person Responsible	Lynne Mowatt
Schedule	Monthly, from 09/01/2014 to 06/01/2015
Evidence of Completion	Meeting minutes, document feedback and walk-through data will reveal an increase in the number of strategies used by teachers and their involvement in the PLCs.

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
The administrative team along with the Learning Leadership Cadre, each of the content areas, and individual teachers will meet monthly to evaluate the effectiveness and progress of the action plan. Data collected from meeting minutes, observation documents and accountability logbooks will be analyzed by all stakeholders to determine needed adjustments.	
Person Responsible	Lynne Mowatt
Schedule	Monthly, from 09/01/2014 to 06/01/2015
Evidence of Completion	Overview of process and scheduling, sign-in sheets, document feedback, increase in the number of strategies used by teachers, observation documents, needs assessment data demonstrating drive to change the environment of professional development, samples of student work, increase in the number of demonstrating teachers and celebrations of success.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Samples of student work as a result of the implementation of a given strategy.	
Person Responsible	Lynne Mowatt
Schedule	Monthly, from 09/01/2014 to 06/01/2015
Evidence of Completion	An increase in the number of teachers demonstrating their implementation of a given strategy.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G5. Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.

G5.B1 Lack of a Healthy School Team.

G5.B1.S1 Form a Healthy School Team who will analyze school data, create an action plan, and monitor and maintain a healthy school environment.

Strategy Rationale

Students need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive; good health fosters student attendance and education.

Action Step 1	
A Healthy School Team will be created and trained to meet the PCS regulations.	
Person Responsible	
Schedule	Monthly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Healthy School Team interest list developed Healthy School Team built Healthy School Inventory evaluation data Healthy School Action Plan Healthy School Re-evaluation data

Plan to Monitor Fidelity of Implementation of G5.B1.S1	
Healthy School Team will collect data and evidence of healthy food and exercise opportunities for students throughout the school environment.	
Person Responsible	
Schedule	Monthly, from 09/15/2014 to 05/25/2015
Evidence of Completion	To be determined by Healthy School Team. Possible evidence might include: school meal options, vending machine options, teacher and staff knowledge of policies, health awareness initiatives, physical activity opportunities

Plan to Monitor Effectiveness of Implementation of G5.B1.S1	
Healthy School Team will collect and analyze data regularly to determine if adjustments are needed.	
Person Responsible	
Schedule	Quarterly, from 09/15/2014 to 05/25/2015
Evidence of Completion	Information obtained on the School Inventory

G6. Increase the percentage of students scoring proficient (level 3<) in Reading for all groups by 3%.

G6.B1 Lack of knowledge and alignment to Language Arts Florida Standards (LAFS)

G6.B1.S1 Teachers will create rigorous and engaging lessons and assessments using complex texts

Strategy Rationale

A rigorous teaching and learning framework are at the core of improving teacher effectiveness and advancing student learning.

Action Step 1	
Collaborate and work together to track data and monitor effectiveness of instruction in PLC's	
Person Responsible	Cynthia Brown
Schedule	Biweekly, from 08/25/2014 to 05/25/2015
Evidence of Completion	Administration will conduct walkthroughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.

Plan to Monitor Fidelity of Implementation of G6.B1.S1	
Administrative team will participate in department PLCs	
Person Responsible	Lynne Mowatt
Schedule	Biweekly, from 08/25/2014 to 05/25/2015
Evidence of Completion	PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1	
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs	
Person Responsible	Lynne Mowatt
Schedule	Biweekly, from 08/25/2014 to 05/25/2015
Evidence of Completion	Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

G7. Geometry student proficiency will increase by 3% from 78% to 81%**G7.B1 Insufficient standard based instruction and knowledge of Common Core****G7.B1.S2 Incorporate use of Agile Mind (Common Core digital math program)****Strategy Rationale**

Agile Mind is an online tool accessed by students to support and reinforce student learning

Action Step 1	
Ensure students have access to technology for Agile Mind	
Person Responsible	
Schedule	Weekly, from 08/18/2014 to 05/25/2015
Evidence of Completion	All students are accessing the digital program for curriculum delivery

Plan to Monitor Fidelity of Implementation of G7.B1.S2	
Administrative team will participate in department PLCs	
Person Responsible	
Schedule	Monthly, from 08/25/2014 to 05/25/2015
Evidence of Completion	PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.

Plan to Monitor Effectiveness of Implementation of G7.B1.S2	
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs	
Person Responsible	
Schedule	Monthly, from 08/25/2014 to 05/25/2015
Evidence of Completion	Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

G8. Students scoring at level 3.5 in writing will increase by 3% (from 75% to 78%).

G8.B1 Limited number of writing assignments across curriculum

G8.B1.S1 Increase number of writing assignments across curriculum

Strategy Rationale

Writing increases students' communication skills and creativity while reinforcing prior learning and providing opportunities for self-understanding

Action Step 1	
All teachers will increase the number of writing assignments in their classrooms and use a common writing rubric to assess student achievement levels.	
Person Responsible	
Schedule	Weekly, from 09/15/2014 to 06/05/2015
Evidence of Completion	Student writing assignments with rubric assessments

Plan to Monitor Fidelity of Implementation of G8.B1.S1	
Administrators will look for evidence of rubric use and increased writing in classrooms	
Person Responsible	
Schedule	Monthly, from 09/15/2014 to 06/05/2015
Evidence of Completion	Student writing with rubric assessments

Plan to Monitor Effectiveness of Implementation of G8.B1.S1	
PLC groups will regularly analyze data for writing improvement	
Person Responsible	
Schedule	Biweekly, from 09/15/2014 to 06/05/2015
Evidence of Completion	Student writing samples with rubric assessments

G8.B1.S2 Development of common rubric to rate student writing.**Strategy Rationale**

Teachers: Rubrics make assessing students' work efficient, consistent, objective, and quick, ensure a focus on the standards, and provide scaffolding and differentiation opportunities for all students.

Students: Rubrics provide students with a clear understanding of what is expected of them in order to meet the standard, provides students with concrete feedback that displays areas of strength and areas in need of improvement, and provides students with opportunities for higher level thinking through self analysis.

Parents: Rubrics provide parents with a digestible, concise, and well-structured assessment.

Action Step 1	
Literacy Team will develop a writing rubric that can be used in multiple content areas.	
Person Responsible	
Schedule	On 09/01/2014
Evidence of Completion	Versatile writing rubric that includes the use of evidence.

Plan to Monitor Fidelity of Implementation of G8.B1.S2	
Administrative team will monitor production of rubric	
Person Responsible	Lynne Mowatt
Schedule	On 09/01/2014
Evidence of Completion	Literacy Team will produce versatile writing rubric that includes the use of evidence

Plan to Monitor Effectiveness of Implementation of G8.B1.S2	
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs	
Person Responsible	
Schedule	Monthly, from 09/15/2014 to 05/25/2015
Evidence of Completion	Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

G8.B2 Lack of a common rubric to rate student writing consistently**G8.B2.S1** Development of common rubric to rate student writing**Strategy Rationale**

Teachers: Rubrics make assessing students' work efficient, consistent, objective, and quick, ensure a focus on the standards, and provide scaffolding and differentiation opportunities for all students.

Students: Rubrics provide students with a clear understanding of what is expected of them in order to meet the standard, provides students with concrete feedback that displays areas of strength and areas in need of improvement, and provides students with opportunities for higher level thinking through self analysis.

Parents: Rubrics provide parents with a digestible, concise, and well-structured assessment.

Action Step 1	
Development of a common rubric to be used across curriculum.	
Person Responsible	
Schedule	On 09/01/2014
Evidence of Completion	Rubric used across curriculum to rate student writing.

Plan to Monitor Fidelity of Implementation of G8.B2.S1	
Administrative team will ensure that writing rubric is created and utilized by all teachers	
Person Responsible	
Schedule	Monthly, from 09/15/2014 to 05/25/2015
Evidence of Completion	Administrative team will collect data and evidence during walk throughs indicating use of writing rubric during writing assignments

Plan to Monitor Effectiveness of Implementation of G8.B2.S1	
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs	
Person Responsible	
Schedule	
Evidence of Completion	Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

G9. Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FCAT 2.0 reading by 5%.

G9.B1 Lack of differentiation of curriculum based upon student interests, cultural background and prior knowledge.

G9.B1.S1 Content materials are differentiated by student interests, cultural background, prior knowledge of content and skill level.

Strategy Rationale

Action Step 1	
Content materials differentiated Content materials are scaffolded to meet diverse learning needs Teachers provide small group instruction to target specific student needs. Use of AVID strategies.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G9.B1.S1	
Administrators will conduct classroom walk-throughs to monitor for classroom lessons with differentiated instruction.	
Person Responsible	Michael Bohnet
Schedule	Monthly, from 08/25/2014 to 05/25/2015
Evidence of Completion	Walk-through data will be collected and maintained by administrators.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1	
Walk-through data will be shared and discussed during administrative team meetings. Feedback will be provided to teachers	
Person Responsible	Michael Bohnet
Schedule	Monthly, from 09/01/2014 to 05/29/2015
Evidence of Completion	Minutes will be taken at each administrative team meeting and maintained for reference.

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon