Osceola Fundamental High

2015-16 School Improvement Plan

Osceola Fundamental High

9751 98TH ST, Seminole, FL 33777

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	18%

Alternative/ESE Center	Charter School	Minority
No	No	18%

School Grades History

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

School Board Approval

This plan is pending approval by the Pinellas 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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: 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 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 Plan 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. Components of Positive Behavior Supports are embedded into our School-Wide Behavior Plan, SIP and Master Discipline Plan.

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 Level				Total
	9	10	11	12	
Attendance below 90 percent	33	38	62	68	201
One or more suspensions	4	6	14	10	34
Course failure in ELA or Math	0	21	26	43	90
Level 1 on statewide assessment	19	23	19	8	69

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	18	37	41	50	146

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

Michael Bohnet (Principal), Lynne Mowatt (APC),Christina Ouellet(AP), Mark Robertson(AP), Pat McDaniel(School Counselor), Krysta Nymark(School Counselor), Ginger Hannigan (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 student in the school. Students who need special assistance are 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. In addition, she is the liaison between parents, students and case managers. Administrators provide support by working with parents and staff to ensure that student needs are being met and that there are resources available.

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. The Graduation Enhancement Program (GEP) allows students to take four courses online and three in classrooms. The online portion of the program is designed to allow students to work at their own pace to complete and recover credits in an attempt to quickly get back on track with credits and GPA. Students in the GEP program are overseen by an administrator on campus who provides guidance, mentoring and connects students with student services where necessary.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

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 requested 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, Entertainment and Design (cTED), Manufacturing (Engineering) 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:

Name	Title
Bohnet, Michael	Principal
Robertson, Mark	Assistant Principal
Ouellet, Christina	Assistant Principal
Mowatt, Lynne	Assistant Principal
Martens, Tom	Teacher, K-12
Becker, Diane	Teacher, K-12
Hill, James	Teacher, K-12
Ferguson, Barbara	Teacher, K-12
Gunnin, Jim	Teacher, K-12
McDaniel, Pat	Guidance Counselor
Rein, Debbie	Teacher, Career/Technical
Richey, Nyna	Teacher, K-12
Roush, Holly	Teacher, K-12
Salmon, Kim	Teacher, ESE

Duties

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

The School-Based Leadership Team is made up of department chairs, administrative team and teacher leaders. The roles of the team members are to act as a liaison between the departments and the administration and to serve as instructional leaders who assist in making decisions for the school. The School-Based Leadership Team meets one time per month. Information is shared with the team regarding school-wide issues and needs. Data is also shared at these meetings, such as data from Performance Matters Progress Monitoring Assessments for subject area and early warning systems, Write Score, Carnegie for Math and SRI for Reading. The data is used to determine if additional supports are needed for teachers. Input is gathered from the team regarding school-based decisions.

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:

Name	Stakeholder Group
Eric Baird	Parent
Tia Gerretz	Parent
Kelly Baird	Parent
Andrea Montgomery	Parent
Michael Bohnet	Principal
Diane Becker	Teacher
Ernest Whalen	Teacher
Michelle Smith	Education Support Employee
Marie Jantschek	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

SAC Committee reviewed last year's school improvement plan at the end of the school year. The mid-year review data from the Mid-Point SIP review was provided as a source for information related to progress towards goals. Information was provided to SIP Executive Board members and the general audience regarding how strategies were monitored and any areas that needed improvement.

Development of this school improvement plan

SAC Committee will review draft and give input. They approve the plan once input is collected.

Preparation of the school's annual budget and plan

Each year, input is gathered from the staff via the SIP leadership group regarding school needs and how best to utilized School Improvement Funds. Suggestion are listed and a budget is prepared for review by the SAC committee. Any recommendations or changes are sent back to the SIP leadership group for consideration and input from departments.

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

Funds were allocated for:
ESE Books for Book Study - 735.88
Elmo Portable Projectors (25@ $302) - 7550.00
Professional Development - 3,714.00
Behavior Incentives - 1,000.00
Total Expenses - 12,999.88
SIP Allotment - 13,000.00

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

Continued efforts to recruit parents, community members and students that meet the required makeup.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Mowatt, Lynne	Assistant Principal
Guinn, Deborah	Teacher, K-12
Herzhauser, Betty	Teacher, K-12
O'Mara, Stephanie	Teacher, K-12
Robinson, Geoff	Teacher, K-12
Stone, Lori	Teacher, K-12

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. Teachers will participate in two PLC meetings per month. A department meeting takes place 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) -
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. Diane Becker 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, AVID, science, assistant principal for curriculum 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: After School Program

Minutes added to school year:

Tutoring, extended learning, Saturday tutoring for EOCs, 9th grade learning strategies for struggling students after school, 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.

Strategy Purpose(s)

- Core Academic Instruction

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 FSA/FCAT 2.0 Retakes, 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. Monthly 9th grade parent meetings are held to inform parents about ways to support their ninth graders as they transition to high school and to prepare them for academic success.

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 which result in various industry certifications.

· Applied and integrated courses are found extensively in our schools' career academy programs. Within the Career Academy, students are required to take multiple integrated courses each year.

· Teachers use a daily common board configuration to identify goals and learning scales 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 career academies; 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), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Biology I student proficiency will increase by 3% from 81% to 84%.

G2.   Algebra I student proficiency will increase by 3% from 77% to 80%.

G3.   US History student proficiency will increase by 2% from 82% to 84%

G4.   Increase the use of AVID strategies school-wide from 9% usage to 50% usage by teachers

G5.   Work toward Bronze Level recognition with the Alliance for a Healthier Generation.

G6.   Increase the percentage of students scoring proficient in Reading/Language Arts for 10th grade students by 3%.

G7.   Geometry student proficiency will increase by 3% from the previous year's score.

G8.   Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FSA/ELA reading by 3%.

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. Biology I student proficiency will increase by 3% from 81% to 84%. 1a

G060658

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	84.0

Resources Available to Support the Goal 2

- LLC, AVID,

Targeted Barriers to Achieving the Goal 3

- Insufficient standards based instruction

Plan to Monitor Progress Toward G1. 8

Data will be reviewed after each administration of the Performance Matters progress monitoring assessments.

Person Responsible

Mark Robertson

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Copies of meeting minutes and data charts.

G2. Algebra I student proficiency will increase by 3% from 77% to 80%. `1a`

G060659

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0

Resources Available to Support the Goal `2`

- Continuous training, coaching and support of all Algebra I teachers by ISD Monthly PLCs to be conducted with Algebra I teachers District "Just-in-Time" training Carnegie Coaching for struggling teachers

Targeted Barriers to Achieving the Goal `3`

- New standards for Algebra may prove more difficult for students

Plan to Monitor Progress Toward G2. `8`

Data from Performance Matters will be reviewed at each administration interval.

Person Responsible

Christina Ouellet

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Data chats will be held with teachers upon receipt of data from each assessment cycle Performance Matters data will show steady progress towards student mastery of the curriculum

G3. US History student proficiency will increase by 2% from 82% to 84% `1a`

G060660

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	84.0

Resources Available to Support the Goal `2`

- LLT AVID

Targeted Barriers to Achieving the Goal `3`

- Insufficient standards based instruction

Plan to Monitor Progress Toward G3. `8`

Data will be reviewed after each administration of the Performance Matters progress monitoring assessments.

Person Responsible

Mark Robertson

Schedule

Quarterly, from 9/1/2014 to 4/30/2015

Evidence of Completion

Copies of meeting minutes and data charts.

G4. Increase the use of AVID strategies school-wide from 9% usage to 50% usage by teachers `1a`

G060661

Targets Supported `1b`

Indicator	Annual Target
Postsecondary Enrollments	50.0

Resources Available to Support the Goal `2`

- AVID Site Team

Targeted Barriers to Achieving the Goal `3`

- Teachers aren't using or recognizing they are using AVID strategies

Plan to Monitor Progress Toward G4. `8`

Individual student assessment scores would be higher in courses where AVID strategies are used with fidelity.

Person Responsible

Lori Stone

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Class-by-class data showing increases in assessment scores

G5. Work toward Bronze Level recognition with the Alliance for a Healthier Generation. 1a

G060662

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of a Healthy School Team.

Plan to Monitor Progress Toward G5. 8

Healthy School Team and administration will monitor for progress

Person Responsible
Michael Bohnet

Schedule
Quarterly, from 11/2/2015 to 5/27/2016

Evidence of Completion
School Inventory, possibly student and faculty surveys, and any evidence the team deems relevant

G6. Increase the percentage of students scoring proficient in Reading/Language Arts for 10th grade students by 3%. `1a`

🔍 G060663

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	73.0

Resources Available to Support the Goal `2`

- Reading and Language Arts Teachers

- LLT

- AVID

- Common Core Training/LAFS Training

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G6. `8`

Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.
Individual student data will be tracked and shared with teachers on an ongoing basis.

Person Responsible

Lynne Mowatt

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with department

G7. Geometry student proficiency will increase by 3% from the previous year's score. `1a`

🔍 G060664

Targets Supported `1b`

Indicator	Annual Target
Geometry EOC Pass Rate	81.0

Resources Available to Support the Goal `2`

- District "Just-In-Time" Training

- Monthly PLCs to be conducted with Geometry teachers

- Continuous training, coaching and support of all Geometry teachers by ISD

Targeted Barriers to Achieving the Goal `3`

- New standards for Geometry may prove too difficult for students

Plan to Monitor Progress Toward G7. `8`

Data from Performance Matters will be reviewed at each administration interval

Person Responsible

Christina Ouellet

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Performance Matters data will show steady progress towards student mastery of the curriculum
Data chats will be held with teachers upon receipt of data from each assessment cycle

G8. Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FSA/ELA reading by 3%. `1a`

🔍 G060666

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	61.0

Resources Available to Support the Goal `2`

- High level of parent involvement

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G8. `8`

The data that will be reviewed will be the number of lessons observed in which there was evidence of differentiation of lessons.

Person Responsible

Lynne Mowatt

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Number of lessons observed where differentiation was a component of the lesson.

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. Biology I student proficiency will increase by 3% from 81% to 84%. `1`

🔑 G060658

G1.B1 Insufficient standards based instruction `2`

🔑 B154618

G1.B1.S1 Teachers will collaborate and work together to track data and monitor effectiveness of instruction `4`

🔑 S166325

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 `5`

Teachers will collaborate by tracking data and monitoring effectiveness. Administrator will review progress on Performance Matters assessments after each cycle.

Person Responsible

Mark Robertson

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Minutes from team meetings.

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

Administrator and teachers will attend team meetings

Person Responsible

Mark Robertson

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Sign-In Sheets

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

Administrator will review progress on Performance Matters assessments after each cycle to review student progress and data.

Person Responsible

Mark Robertson

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Reports from Performance Matters

G2. Algebra I student proficiency will increase by 3% from 77% to 80%. [1]

G060659

G2.B1 New standards for Algebra may prove more difficult for students [2]

B154619

G2.B1.S1 Use of Carnegie Learning program to address new Florida Core Standards [4]

S166326

Strategy Rationale

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

Action Step 1 [5]

Teachers will implement Carnegie Learning instruction in their Algebra I classes.

Person Responsible

Christina Ouellet

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Administrative team will participate in department PLCs.

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

Administrator will participate in department PLCs

Person Responsible

Christina Ouellet

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Data chats will be held with teachers upon receipt of data from each assessment cycle Performance Matters data will show steady progress towards student mastery of the curriculum

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

Administrator will review teacher lesson plans and will conduct walk-throughs.

Person Responsible

Christina Ouellet

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Administrator will participate in walk throughs in Algebra I classrooms.

G3. US History student proficiency will increase by 2% from 82% to 84% `1`

G060660

G3.B1 Insufficient standards based instruction `2`

B154620

G3.B1.S1 Teachers will collaborate and work together to track data and monitor effectiveness of instruction. `4`

S166327

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 `5`

Teachers will collaborate by tracking data and monitoring effectiveness of instruction. Administrator will review progress on Performance Matters after each cycle.

Person Responsible

Mark Robertson

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

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

Administrator and teachers will attend teacher meetings.

Person Responsible

Mark Robertson

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Sign In Sheets

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

Administrator will review progress on Performance Matters assessments after each cycle to review student progress and data.

Person Responsible

Mark Robertson

Schedule

Quarterly, from 9/1/2014 to 4/30/2015

Evidence of Completion

Reports from Performance Matters

G4. Increase the use of AVID strategies school-wide from 9% usage to 50% usage by teachers [1]

G060661

G4.B1 Teachers aren't using or recognizing they are using AVID strategies [2]

B154621

G4.B1.S1 Build WICOR binders for each teacher [4]

S166328

Strategy Rationale

Teachers would have a resource to pull AVID strategies for use in classroom instruction.

Action Step 1 [5]

WICOR binders will be provided to each teacher with a strategy highlighted at faculty meetings.

Person Responsible

Lori Stone

Schedule

Every 6 Weeks, from 9/30/2015 to 6/27/2016

Evidence of Completion

Faculty meeting agendas, binders for every instructional staff member

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

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.

Person Responsible

Lori Stone

Schedule

Semiannually, from 9/30/2014 to 5/27/2016

Evidence of Completion

Sign-in sheets, document feedback, increase in the number of strategies used by teachers, faculty meeting agendas

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Teacher discussions at faculty meetings regarding use of strategies

Person Responsible

Lori Stone

Schedule

Every 6 Weeks, from 9/30/2015 to 5/27/2016

Evidence of Completion

An increase in the number of teachers using AVID strategies and an increase in awareness of teachers already using AVID strategies with prior realization.

G5. Work toward Bronze Level recognition with the Alliance for a Healthier Generation. `1`

G060662

G5.B1 Lack of a Healthy School Team. `2`

B154622

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. `4`

S166329

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 `5`

A Healthy School Team will be created and trained to meet the PCS regulations.

Person Responsible

James Hill

Schedule

Monthly, from 10/1/2015 to 5/27/2016

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-evalution data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Healthy School Team will collect data and evidence of healthy food and exercise opportunities for students throughout the school environment.

Person Responsible

James Hill

Schedule

Monthly, from 10/1/2015 to 5/27/2016

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 7

Healthy School Team will collect and analyze data regularly to determine if adjustments are needed.

Person Responsible

James Hill

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Information obtained on the School Inventory

G6. Increase the percentage of students scoring proficient in Reading/Language Arts for 10th grade students by 3%. 1

🔑 G060663

G6.B1 Lack of knowledge and alignment to Language Arts Florida Standards (LAFS) 2

🔑 B154623

G6.B1.S1 Teachers will create rigorous and engaging lessons and assessments using complex texts 4

🔑 S166330

Strategy Rationale

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

Action Step 1 5

Collaborate and work together to track data and monitor effectiveness of instruction in PLC's

Person Responsible

Cynthia Brown

Schedule

Biweekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Administration will conduct walkthroughs and compile data regarding implementation of SIP goals to be shared with teachers. Individual student data will be tracked and shared with teachers on an ongoing basis.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Administrative team will participate in department PLCs

Person Responsible

Lynne Mowatt

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

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 `7`

Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs.

Person Responsible

Lynne Mowatt

Schedule

Biweekly, from 8/30/2015 to 5/27/2016

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 the previous year's score. `1`

🔑 G060664

G7.B3 New standards for Geometry may prove too difficult for students `2`

🔑 B154626

G7.B3.S1 Use of Carnegie Learning program to address new Florida Core Standards `4`

🔑 S172070

Strategy Rationale

Program is supported by the district for core instruction in Geometry

Action Step 1 `5`

Teachers will implement Carnegie Learning instruction in their classroom

Person Responsible

Christina Ouellet

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

All students are accessing the digital program and workbooks for curriculum delivery

Plan to Monitor Fidelity of Implementation of G7.B3.S1 `6`

Administrator will participate in monthly Geometry PLCs
Struggling teachers will complete quarterly "Just in Time" trainings in Geometry

Person Responsible

Christina Ouellet

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Data chats will be held with teachers upon receipt of data from each assessment cycle
Observation data will be collected on the Geometry teachers at least 4 times during the year

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 `7`

Observational data will be collected on the Geometry teachers at least 4 times during the year

Person Responsible

Christina Ouellet

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Implementation of Carnegie Learning instruction Students accessing the digital program and workbooks for curriculum delivery

G8. Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FSA/ELA reading by 3%. 1

G060666

G8.B1 Lack of differentiation of curriculum based upon student interests, cultural background and prior knowledge. 2

B154629

G8.B1.S1 Content materials are differentiated by student interests, cultural background, prior knowledge of content and skill level. High interest lessons designed to increase student engagement and reduce any behavioral issues 4

S166336

Strategy Rationale

Action Step 1 5

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

Lynne Mowatt

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Administrators will conduct classroom walk-throughs to monitor for classroom lessons with differentiated instruction.

Person Responsible

Lynne Mowatt

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Walk-through data will be collected and maintained by administrators.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Walk-through data will be shared and discussed during administrative team meetings. Feedback will be provided to teachers

Person Responsible

Lynne Mowatt

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Minutes will be taken at each administrative team meeting and maintained for reference.

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	Teachers will collaborate by tracking data and monitoring effectiveness. Administrator will review progress on Performance Matters assessments after each cycle.	Robertson, Mark	8/31/2015	Minutes from team meetings.	5/27/2016 monthly
G2.B1.S1.A1	Teachers will implement Carnegie Learning instruction in their Algebra I classes.	Ouellet, Christina	8/31/2015	Administrative team will participate in department PLCs.	5/27/2016 weekly
G3.B1.S1.A1	Teachers will collaborate by tracking data and monitoring effectiveness of instruction. Administrator will review progress on Performance Matters after each cycle.	Robertson, Mark	8/31/2015		5/27/2016 monthly
G4.B1.S1.A1	WICOR binders will be provided to each teacher with a strategy highlighted at faculty meetings.	Stone, Lori	9/30/2015	Faculty meeting agendas, binders for every instructional staff member	6/27/2016 every-6-weeks
G5.B1.S1.A1	A Healthy School Team will be created and trained to meet the PCS regulations.	Hill, James	10/1/2015	Healthy School Team interest list developed Healthy School Team built Healthy School Inventory evaluation data Healthy School Action Plan Healthy School Re-evaluation data	5/27/2016 monthly
G6.B1.S1.A1	Collaborate and work together to track data and monitor effectiveness of instruction in PLC's	Brown, Cynthia	8/25/2014	Administration will conduct walkthroughs and compile data regarding implementation of SIP goals to be shared with teachers. Individual student data will be tracked and shared with teachers on an ongoing basis.	5/25/2015 biweekly
G8.B1.S1.A1	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.	Mowatt, Lynne	8/31/2015	Lesson Plans Administrative Walk-throughs	5/27/2016 quarterly
G7.B3.S1.A1	Teachers will implement Carnegie Learning instruction in their classroom	Ouellet, Christina	8/24/2015	All students are accessing the digital program and workbooks for curriculum delivery	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Data will be reviewed after each administration of the Performance Matters progress monitoring assessments.	Robertson, Mark	8/31/2015	Copies of meeting minutes and data charts.	5/27/2016 quarterly
G1.B1.S1.MA1	Administrator will review progress on Performance Matters assessments after each cycle to review student progress and data.	Robertson, Mark	8/31/2015	Reports from Performance Matters	5/27/2016 monthly
G1.B1.S1.MA1	Administrator and teachers will attend team meetings	Robertson, Mark	8/31/2015	Sign-In Sheets	5/27/2016 monthly
G2.MA1	Data from Performance Matters will be reviewed at each administration interval.	Ouellet, Christina	8/31/2015	Data chats will be held with teachers upon receipt of data from each assessment cycle Performance Matters data will show steady progress towards student mastery of the curriculum	5/27/2016 quarterly
G2.B1.S1.MA1	Administrator will review teacher lesson plans and will conduct walk-throughs.	Ouellet, Christina	8/31/2015	Administrator will participate in walk throughs in Algebra I classrooms.	5/27/2016 monthly
G2.B1.S1.MA1	Administrator will participate in department PLCs	Ouellet, Christina	8/31/2015	Data chats will be held with teachers upon receipt of data from each assessment cycle Performance Matters data will show steady progress towards student mastery of the curriculum	5/27/2016 quarterly
G3.MA1	Data will be reviewed after each administration of the Performance Matters progress monitoring assessments.	Robertson, Mark	9/1/2014	Copies of meeting minutes and data charts.	4/30/2015 quarterly
G3.B1.S1.MA1	Administrator will review progress on Performance Matters assessments after each cycle to review student progress and data.	Robertson, Mark	9/1/2014	Reports from Performance Matters	4/30/2015 quarterly
G3.B1.S1.MA1	Administrator and teachers will attend teacher meetings.	Robertson, Mark	8/31/2015	Sign In Sheets	5/27/2016 monthly
G4.MA1	Individual student assessment scores would be higher in courses where AVID strategies are used with fidelity.	Stone, Lori	9/30/2015	Class-by-class data showing increases in assessment scores	5/27/2016 monthly
G4.B1.S1.MA1	Teacher discussions at faculty meetings regarding use of strategies	Stone, Lori	9/30/2015	An increase in the number of teachers using AVID strategies and an increase in awareness of teachers already using AVID strategies with prior realization.	5/27/2016 every-6-weeks
G4.B1.S1.MA1	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.	Stone, Lori	9/30/2014	Sign-in sheets, document feedback, increase in the number of strategies used by teachers, faculty meeting agendas	5/27/2016 semiannually
G5.MA1	Healthy School Team and administration will monitor for progress	Bohnet, Michael	11/2/2015	School Inventory, possibly student and faculty surveys, and any evidence the team deems relevant	5/27/2016 quarterly
G5.B1.S1.MA1	Healthy School Team will collect and analyze data regularly to determine if adjustments are needed.	Hill, James	10/1/2015	Information obtained on the School Inventory	5/27/2016 quarterly
G5.B1.S1.MA1	Healthy School Team will collect data and evidence of healthy food and exercise opportunities for students throughout the school environment.	Hill, James	10/1/2015	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	5/27/2016 monthly
G6.MA1	Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Individual student data will be tracked and shared with teachers on an ongoing basis.	Mowatt, Lynne	8/31/2015	Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with department	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1	Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs.	Mowatt, Lynne	8/30/2015	Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.	5/27/2016 biweekly
G6.B1.S1.MA1	Administrative team will participate in department PLCs	Mowatt, Lynne	8/31/2015	PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.	5/27/2016 biweekly
G7.MA1	Data from Performance Matters will be reviewed at each administration interval	Ouellet, Christina	8/31/2015	Performance Matters data will show steady progress towards student mastery of the curriculum Data chats will be held with teachers upon receipt of data from each assessment cycle	5/27/2016 quarterly
G7.B3.S1.MA1	Observational data will be collected on the Geometry teachers at least 4 times during the year	Ouellet, Christina	8/31/2015	Implementation of Carnegie Learning instruction Students accessing the digital program and workbooks for curriculum delivery	5/27/2016 quarterly
G7.B3.S1.MA1	Administrator will participate in monthly Geometry PLCs Struggling teachers will complete quarterly "Just in Time" trainings in Geometry	Ouellet, Christina	8/31/2015	Data chats will be held with teachers upon receipt of data from each assessment cycle Observation data will be collected on the Geometry teachers at least 4 times during the year	5/27/2016 quarterly
G8.MA1	The data that will be reviewed will be the number of lessons observed in which there was evidence of differentiation of lessons.	Mowatt, Lynne	8/31/2015	Number of lessons observed where differentiation was a component of the lesson.	5/27/2016 monthly
G8.B1.S1.MA1	Walk-through data will be shared and discussed during administrative team meetings. Feedback will be provided to teachers	Mowatt, Lynne	8/31/2015	Minutes will be taken at each administrative team meeting and maintained for reference.	5/27/2016 monthly
G8.B1.S1.MA1	Administrators will conduct classroom walk-throughs to monitor for classroom lessons with differentiated instruction.	Mowatt, Lynne	8/31/2015	Walk-through data will be collected and maintained by administrators.	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G4. Increase the use of AVID strategies school-wide from 9% usage to 50% usage by teachers

G4.B1 Teachers aren't using or recognizing they are using AVID strategies

G4.B1.S1 Build WICOR binders for each teacher

PD Opportunity 1

WICOR binders will be provided to each teacher with a strategy highlighted at faculty meetings.

Facilitator

AVID Site Team

Participants

All teachers

Schedule

Every 6 Weeks, from 9/30/2015 to 6/27/2016

G5. Work toward Bronze Level recognition with the Alliance for a Healthier Generation.

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.

PD Opportunity 1

A Healthy School Team will be created and trained to meet the PCS regulations.

Facilitator

Unknown at this time

Participants

Leadership Team, school staff and faculty

Schedule

Monthly, from 10/1/2015 to 5/27/2016

G6. Increase the percentage of students scoring proficient in Reading/Language Arts for 10th grade students 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

PD Opportunity 1

Collaborate and work together to track data and monitor effectiveness of instruction in PLC's

Facilitator

One Language Arts teacher on each grade level

Participants

Administration will support teachers in improving instruction

Schedule

Biweekly, from 8/25/2014 to 5/25/2015

Technical Assistance Items

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

Budget