

Port St. Lucie High School

1201 SE JAGUAR LN, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/phs/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Port Saint Lucie High School is to prepare all students for personal success, college and the global workplace by strategically designing rigorous and engaging work for all students in a caring, supportive environment.

Provide the school's vision statement

Port St. Lucie High School is a vibrant energetic high school with a long history in the community that is living out its tagline: The Pride of Port St. Lucie.

Pride

There is widespread school, academic and athletic pride among Jaguars – which creates a strong feeling of respect and pride among all our stakeholders. Staff, students, and parents are excited to be part of the Jaguar Family.

Relationships

- Relationships are a core value of the school. We demonstrate this value by:
- Making sure everyone feels welcomed and supported.
- Organizing ourselves into smaller learning communities
- Ensuring that every student feels recognized and connected. Personalization is key!
- Using collaborative instructional practices to develop strong, unified curriculum and instruction
- Creating deliberate time for staff to collaborate, problem-solve and interact
- Striving together to design high quality and academically rigorous work for students
- Collaborating to consistently support student behavior and it shows in improved discipline data over the years

Beautiful Campus

- Our historic campus is carefully maintained to create a welcoming place for staff, parents and the community. As technology changes, so do we! Technology is a valued tool, usable, accessible and current, for teachers and students.

High Expectations

- PSLHS is a school with high expectations for motivating, engaging and preparing students to meet high standards. Every student will be future-ready! There is fidelity to teaching to the standards, with clear expectations for all shareholders. Parents and teachers work together to hold their students accountable and “raise the bar” for all students. Working together, we expect more and we achieve more.

Beliefs

- Collaborative teaming and planning lead to mutual respect, good communication, and strong relationships. People need to feel connected. Collaboration leads to strong instruction, consistent curriculum, and efficient problem-solving.
- A world class education requires equitable access to current resources and technology to provide high quality instruction to students. Technology instruction should go beyond engagement and entertainment, and be carefully utilized to enhance learning in science, technology, engineering, the arts and mathematics.
- We are creating future leaders. It takes a village to raise our students to strive for the best, think critically and practice ethical-decision making. Teachers model behavior and monitor students as a team.
- Realizing the needs of the student, clear consistent boundaries must be established. Consistent progressive discipline, expecting the best behavior of students, creates a culture of success.

- We have to give frequent feedback and teach students how to take ownership of their learning. Frequent celebrations of success help students see the end results of their hard work and decisions.

School Environment

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

Teachers will use culturally responsive lessons to incorporate students' various cultures, traditions, and norms.

Teachers and students will organize and participate in school and/or community events that support educating students about other cultures. The ultimate goal is to build a healthy student teacher relationship with students who are identified as being in need of additional support to be successful academically and graduate on time. The school is divided into smaller learning communities, with the goal that each student is known well by at least one adult on campus. There is a once-a-month cross curricular lesson presented school-wide in African-American history, with key celebrations in February. Also, we have a strong curriculum in music, dance, art, and language to celebrate Hispanic culture throughout October. ESOL students are identified and teachers are required to work with those students to support their success. The school is an International Baccalaureate school. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of various national systems of education, the IB program is based on the pattern of no single country. It provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social, and critical perspectives necessary for the adult world that lies ahead of them. The education of the "whole person" takes on a special significance as we enter the twenty-first century when knowledge continues to expand dramatically; when advanced technologies and global economies have tied together vastly different cultures; when the world is bound too closely for provincial ideologies to guide political thought; when to exist in a world community requires appreciation and understanding of cultural diversity; and when cooperation alone will solve global problems. It is essential, therefore, that academic training provide students with the values and opportunities that will enable them to succeed in a competitive modern world.

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

Each staff member is expected to ensure that students are safe at all times. Identified adults monitor the school environment and utilize radios to communicate concerns. Administrators, deans, school counselors, and designated support staff are assigned to duty areas to take proactive measures to ensure the safety and well-being of all students. Teachers are trained in behavior management techniques (CHAMPs) and will continue to develop, implement, and evaluate classroom and school-wide expectations and rules. Deans ensure that all students and parents are notified of school rules and safety procedures. Administrators and other identified personnel ensure that there are safety plans in all classrooms and periodic drills are performed to ensure that all students and staff are knowledgeable about emergency procedures. Bullying prevention and reporting measures will be developed and deans will ensure that all students and staff are trained and aware of applicable state statutes and district anti-bullying and harassment policies. There are school-wide published rules in English, Spanish and Creole. An active RTI-B team monitors behavioral data and plans interventions using the group problem-solving process. There is a FAST plan in place in the event of a student crisis. Crisis Plans are in place in the event of inclement weather, or school tragedies, in collaboration with the district.

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

Teachers are expected to utilize CHAMPs in their classrooms as well as the school-wide Positive Behavior Intervention Support (PBIS) expectations. PBIS is an integral part of MTSS RTI-B. The establishment of PBIS ensures that students are rewarded for positive behaviors within and outside the classroom. School-wide common expectations are posted in all classrooms and students will be taught and be aware of these expectations. The PBIS team is comprised of a dean, counselor, administrator, teachers and students.

Deans use the Student Code of Conduct to address student infractions and teachers write disciplinary referrals when students violate the code of conduct. All staff will be trained on PBIS as well as how and when to write discipline referrals and collect BIR data. Students are required to be in class during "freeze time" during the first and last ten minutes of every period. Teachers do not allow more than one student out of class at a time, using a written pass system, as well as a sign-in and sign-out book.

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

The personnel designated to assist students in times of emotional crisis include school counselors, the school social worker, the school psychologist, school resource officers, school nurse, school behavior specialist, and other qualified personnel. All staff have been trained to identify what constitutes child abuse and reporting procedures. Efforts to prevent bullying and harassment, as well as proper reporting procedures for it, are a school-wide area of focus. All staff and students have received information on anti-bullying and harassment procedures. School-wide motivational assemblies and class assemblies address issues such as stress management, planning ahead, making good choices, and leadership.

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 Core PST meets quarterly to review student data and recommend academic and/or behavioral interventions with input from teachers, paraprofessionals, and school counselors. As indicated by a student IEP or 504 Plan, the ESE department, behavior technicians, and school psychologist review and revise interventions. The attendance team monitors attendance for every student by smaller learning community. Attendance Team members receive a stipend to make phone calls after school once per week to students who are chronically absent. These phone calls lead to parent-teacher-conferences and other safety and other support measures. Also, the school has enacted a "Breakfast Club" to monitor student attendance for targeted students, using a reward system and mentoring system to encourage attendance.

All administrators meet with students upon their return from a suspension, to develop a supportive relationship with the student.

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	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	67	182	245	100	594

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Progress Reports
- Teacher-Parent phone calls
- Student-led conferences
- Parent-teacher conferences
- Parent Contact Team for Attendance
- Group Problem-Solving Team referral
- Graduation Coach

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179795>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Port St. Lucie High School will establish community partnerships to enable the school to focus on improving the community-school relationship. The school uses multiple methods to communicate with all stakeholders. Our drama program is recognized locally and serves as a source of community pride. The school's core academic, career, and arts programs will continue to demonstrate to the community the dedication that our school and its students have for educational and professional growth. We will continue to contribute hardworking graduates that have been well educated and who will ultimately become productive citizens within the community.

We will continue our efforts to host sporting events that highlight our athlete's talents and dedication. These sporting events will be open to the community and will continue to improve and strengthen community relations.

These strategies are intended to create a strong partnership with various community partners, and in turn, result in the community as a whole being vested in and sharing the school's academic heritage and promise for the future as the Pride of Port St. Lucie.

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
Hargadine, Bridgette	Principal
Oge, Alex	Assistant Principal
Slacum, Amy	Assistant Principal
Norfleet, Timothy	Assistant Principal
Earley, Jerry	Assistant Principal

Duties

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

Principal - Bridgette Hargadine, Exceptional Student Education, Athletics
 Assistant Principal - Gerald Earley - Applied Sciences SLC, Facilities
 Assistant Principal - Tim Norfleet - 10th Grade Jaguar Lyceum SLC, Testing
 Assistant Principal - Alex Oge - Visual and Performing Arts SLC, Safety and Security
 Assistant Principal - Amy Slacum - Freshman Jaguar Preparatory Academy SLC, Activities
 Port St. Lucie High School's facilitative leadership model has several different leadership teams working simultaneously and collaboratively to support the school's organizational and operational needs. The main leadership team meets weekly to discuss school operations and academic progress. Each member of the team reports specific information related to parent communication, student behavior, academic performance, and safety/security.

In addition to the main leadership team, we also have Team Leaders and content-area department chairs who meet with administration on a monthly basis to discuss issues related to curriculum and to serve as liaisons on behalf of the larger faculty and staff. The members of this leadership team are critical to effective communication within the school and provide feedback on critical 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

IB, ESE Support, Title I Plan, SIP, SLC, SAC, Department data meetings
 Data analysis from state and local assessments were used to determine the highest areas of need

and to align resources, accordingly. Our data suggests that literacy instruction (reading and writing) and our students' ability to read charts and graphs are areas of critical need. As such, professional development and curriculum resources have been aligned to support improved instructional practices in these areas. The bulk of the school's Title I budget is allocated to fund personnel (coaches) to support all teachers in increasing the level of instruction. The impact of these decisions is monitored at monthly Core PST meetings as well as leadership team problem-solving meetings.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bridgette Hargadine	Principal
Lisa Wells	Parent
Dana Sheffield	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC reviews SIP data on a quarterly basis. SAC members reviewed the draft document for the 2014-2015 SIP on 8.21.14.

Development of this school improvement plan

This year SAC will review SIP data on a quarterly basis, after the MTSS Core Team (Core PST) quarterly report is complete.

Preparation of the school's annual budget and plan

Members of the SAC offer feedback on the school's efforts to improve academic performance such as using instructional coaches, collaborative planning, and the purchase of supplemental curriculum resources.

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

School improvement funds were used to support the purchase of document cameras for math and social studies as part of a long-term commitment to improving access to instructional technology.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Beale, Julie	Teacher, K-12
Slacum, Amy	Assistant Principal
Whiddon-Miller, Caroline	Teacher, K-12
Minarchick, Amber	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The entire staff is dedicated to using a common set of reading strategies across the curriculum. All staff are employing the Cornell Note-taking strategy in class, which will improve close reading and metacognition strategies. All staff are employing Dialectic Reading journals for close reading activities that require students gather evidence from text. Interactive Word Walls and vocabulary acquisition strategies are a part of every class. The school's LLT has developed timed writing prompts to support writing in all content areas with intervals used to address students' area(s) of weakness.

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

Bi-monthly Role-Alike meetings are used to encourage positive working relationships and collaboration among teachers using data for lesson and assessment planning and development. On alternating weeks from the role-alike meetings, teachers meet by SLC team to collaborate on cross-curricular lessons, discuss student academic and behavior data, and share instructional strategies. Student improvement is monitored and instruction is modified as needed based on decisions made through this collaborative process.

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

Port St. Lucie High School utilizes the Department of Recruitment and Retention as a primary resource to provide advice on hiring and placement procedures. We participate in job fairs, interview training, and human resource workshops designed to identify the most talented instructional applicants. We monitor and assist all applicants in the hiring process in an effort to expedite placement of qualified candidates into the classroom. To develop and retain our teachers, we pair them up with a mentor who supports them as they begin to learn the school culture, including procedures and customs, unique to Port St. Lucie High School. These mentors also help them navigate the school campus and develop a network of relationships with the larger faculty. Another layer of support is the department chair who guides our new teachers through the content-specific questions/concerns that new teachers may have.

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

All first year teachers participate in the district's Supportive High-quality Induction for New Educators (SHINE) and the New Educator Support Team (NEST) Program. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

NEST/SHINE, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The program helps ensure that all beginning teachers have opportunities to strengthen their knowledge of

instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Identified veteran instructional staff engage in this systematic mentoring, coaching, and induction program that is consistent with the school's values and beliefs about teaching and learning.

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

Port St. Lucie High School ensures that instructional strategies are utilized on a consistent basis at a school-wide level. The first level of assurance is the district Scope and Sequence. The Scope and Sequence provides performance scales that identify learning goals aligned to state standards further broken down into instructional targets supported by appropriate use of cognitive complexity, vocabulary, content limits, and content focus. The Scope and Sequence is organized into units of instruction which are implemented school wide according to an instructional focus calendar (IFC). Collaborative lesson and assessment design is based on the IFC and the Scope and Sequence. Our second level of assurance is collaborative planning. Collaborative planning ensures that there is continuity at the departmental level. The school has established specific times each month for "Roll-Alike" meetings where teachers collaboratively plan at the departmental level. The groups are separated into departments and the department chairs set the agendas for the meetings in conjunction with the department's administrator. These meetings are also monitored and/or attended by the administrative team on a regular basis. The "Roll-Alike" department meetings are held bi-weekly in two distinct forums. One of these forums is the Data Department Meeting and the other is a traditional department meeting. The Data Department Meeting provides an environment to collect, analyze, and disaggregate data at a school-wide level within each department. The Data Department Meeting is also a forum in which the leadership team's goals for the school can be addressed and integrated.

Our third level of assurance is collaborative planning at the SLC (Small Learning Community) level. This strategy is similar to that of the "Roll-Alike" in that it aims to ensure that there is continuity. However, the continuity is created across the entire SLC as opposed to just the departmental level. The SLC meetings are held bi-weekly. This measure ensures that all of our schools educators are informed and have a vested interest in developing school wide initiatives aimed at achieving the goals set forth.

Our fourth level of assurance is the solicitation of input from key stakeholders and the reflective process used to establish school-wide school improvement goals and strategies identified in the planning phases of each school year. The prior year's trends, data, and concerns are used to develop school-wide goals. Using interest-based decision making, the school's leadership team empowers the faculty and staff to assume ownership and become key stakeholders in the development and monitoring of goals to support student achievement based on Florida's 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

Data analysis by department and by small learning community (SLC) to determine six "commit to growth" students per teacher.

Differentiated, small group instruction based on student need supported by data and teachers' professional judgment.

The team will use Performance Matters (data management system) to access data, as well as released state data.

Tier I data collection includes school and district formative assessment, Baseball card results in Performance Matters for reading, math, and science. PSAT data on writing will be included. Also, attendance, discipline and GPA data collected in Skyward reports.

Tier 2 and Tier 3 data includes progress monitoring, attendance, discipline and progress report data every two weeks.

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: 1,620

Collaborative planning within role-alike groups using data from standards-based instruction to support differentiated instructional practice and professional development.

Strategy Rationale

To improve standards-based instructional practice and thus student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hargadine, Bridgette, bridgette.hargadine@stlucieschools.org

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

Data from common assessments, district assessments, and formative assessments is analyzed to determine effectiveness of instructional practice, identify areas of opportunity to strengthen student performance, and make adjustments in instructional delivery.

Strategy: Extended School Day

Minutes added to school year: 1,200

Full-day collaborative planning (subs provided)

Strategy Rationale

There is a need within the school day to provide teachers with additional planning time to develop common assessments and plan for high-quality instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hargadine, Bridgette, bridgette.hargadine@stlucieschools.org

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

Data will be collected from the assessments created to establish a baseline and progress monitor improved student outcomes.

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

Freshman Seminar, Jaguar Preparation Academy (small learning community), student-led conferences.

Graduation coach, college-readiness seminars, Commit to Graduate

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

Multiple initiatives and programs have been established to support and assist administrators, teachers, students and their families as they work toward achieving college and career readiness for all students. Some of these initiatives include:

- The promotion of increased student participation and performance in International Baccalaureate (IB) and Dual Enrollment (DE) coursework
- Guidance Services working with schools to inform and support students and parents in graduation and post-graduation readiness goals
- Evening programs for students and parents that focus on scholarships and the financial aid process
- Several college representatives visit our campus throughout the year to meet with small groups of students

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

Port St. Lucie High School has five Career and Technical education programs offering at least one industry certification associated with the program. They are:
Web Design which has industry certifications in Flash, Dreamweaver, and Adobe Photoshop;
Computer Technology which has an industry certification in MOS (Microsoft Office Systems);
Medical Academy which has industry certifications in CNA (Certified Nursing Assistant), EKG, and CMAA (Certified Medical Administrative Assistant);
Culinary Arts which has an industry certification in Servsafe; and TV Production which has an industry certification in Adobe Premier Pro.

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

Port St. Lucie High School offers career academies and career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions such as Indian River State College as well as industry certifications. The school provides guidance support to students in order to help them select the appropriate program as well as the correct course sequence.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The school is implementing Cornell Note-taking strategies school-wide to improve student study skills. Also, the school is implementing dialectic journaling school-wide to enhance critical reading skills and evidence gathering skills from text. English and Social Studies programs have implemented a DBQ/LBQ process focused on CCSS in reading and writing. The school has applied for a First Generation Grant to provide college preparation experiences for students who will be the first members of their family to attend college. The school also has in place a Commitment 2 Graduate program designed to build a culture of graduation and college attendance at PSLHS. The school is planning two At-risk Parent Nights to help students who are at risk of not graduating understand what they need to do to be on track for graduation. The school has also planned an NCAA night for parents of athletes to help them understand the requirements for being NCAA eligible for college athletics and scholarships.

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.** All teachers will use collaborative planning for lesson design following best practice and school-wide initiatives in order to increase student achievement.

- G2.** All teachers will implement Standards-Based Instruction to effectively improve student achievement using the principles of backwards design.

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. All teachers will use collaborative planning for lesson design following best practice and school-wide initiatives in order to increase student achievement. **1a**

G047794

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	53.0
AMO Reading - Hispanic	57.0
AMO Math - African American	43.0
AMO Math - Hispanic	57.0
AMO Math - ELL	51.0
AMO Reading - ELL	39.0
AMO Math - ED	53.0
AMO Reading - ED	58.0

Resources Available to Support the Goal **2**

- Instructional coaches and district instructional support
- Professional development
- Collaborative planning time
- District and teacher-created common formative assessments

Targeted Barriers to Achieving the Goal **3**

- Teachers' lack of understanding of small group/differentiated instruction
- Teacher's limited understanding of data analysis, where to access it/analyze it, and how to deliver differentiated instruction based on the data

G2. All teachers will implement Standards-Based Instruction to effectively improve student achievement using the principles of backwards design. 1a

G042137

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0
Algebra I EOC Pass Rate	60.0
AMO Reading - All Students	61.0
4-Year Grad Rate (Standard Diploma)	70.0
Bio I EOC Pass	56.0
FAA Reading Proficiency	56.0
AMO Math - All Students	51.0
FAA Mathematics Proficiency	50.0

Resources Available to Support the Goal 2

- Instructional coaches and district instructional coaches
- Professional development
- Performance Matters
- District assessments (informative, comprehensive)
- Teacher-created common assessments
- Collaborative planning time
- FDLRS and Student Services resources and staff

Targeted Barriers to Achieving the Goal 3

- Teacher's limited knowledge of Standards-Based instructional delivery methods
- Teacher's limited knowledge of the new Florida Standards
- Teacher's limited understanding of data analysis, where to access it/analyze it, and how to deliver differentiated instruction based on the data
- Teachers' lack of understanding of small group/differentiated instruction; role of FAA; how to use paraprofessionals and co-teachers in general education population

Plan to Monitor Progress Toward G2. 8

Student performance data from district and teacher-created assessments will be analyzed by department and SLC teams (monitored by administration) to determine the effectiveness of standards-based instruction

Person Responsible

Bridgette Hargadine

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data from Performance Matters as well as teacher-created assessments will demonstrate student proficiency of Florida Standards. Observation data evident in Bloomboard.

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. All teachers will use collaborative planning for lesson design following best practice and school-wide initiatives in order to increase student achievement. **1**

 G047794

G1.B1 Teachers' lack of understanding of small group/differentiated instruction **2**

 B119112

G1.B1.S1 Collaborative planning for assessment and lesson design using small group/differentiated instructional practices. **4**

 S130940

Strategy Rationale

Shared knowledge of instructional practices supporting small group/differentiation will improve engagement leading to increased student achievement.

Action Step 1 **5**

Using Think-Alouds with text

Person Responsible

Amy Slacum

Schedule

On 11/19/2014

Evidence of Completion

Sign-in sheets

Action Step 2 5

Focused, facilitated collaborative planning by team aimed at specific standards based on data

Person Responsible

Amy Slacum

Schedule

Biweekly, from 8/25/2014 to 5/11/2015

Evidence of Completion

Sign-in sheets, lesson plans

Action Step 3 5

Lesson study for LBQ

Person Responsible

Amber Minarchick

Schedule

Quarterly, from 10/20/2014 to 5/11/2015

Evidence of Completion

Sign-in sheets, teacher feedback forms

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

Follow-up at department meetings, classroom walkthroughs, observations

Person Responsible

Bridgette Hargadine

Schedule

On 5/11/2015

Evidence of Completion

Department meeting minutes, walkthrough data, observation notes in BloomBoard

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

Classroom walkthroughs, follow-up through department meetings, on-going peer collaboration

Person Responsible

Schedule

Evidence of Completion

Lesson plans, observation notes in BloomBoard, teacher collected data, data from district assessments in Performance Matters


G2. All teachers will implement Standards-Based Instruction to effectively improve student achievement using the principles of backwards design. 1

 G042137

G2.B1 Teacher's limited knowledge of Standards-Based instructional delivery methods 2

 B102685

G2.B1.S1 Provide Professional Development on the delivery of standards-based Instruction aligned to the new Florida Standards 4

 S113809

Strategy Rationale

The standards are new to all teachers who have had limited time to fully understand the standards and adjust instruction to meet the rigor of the new standards

Action Step 1 5

Unwrapping the Florida Standards

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2014 to 5/18/2015

Evidence of Completion

Completed lesson plans and session sign-in sheets

Action Step 2 5

Collaborative planning for assessment and lesson design aligned to the Florida Standards

Person Responsible

Amber Minarchick

Schedule

Biweekly, from 8/25/2014 to 5/11/2015

Evidence of Completion

Assessment blueprints, lesson plans, and session sign-in sheets

Action Step 3 5

Thinking Maps professional development

Person Responsible

Amy Slacum

Schedule

On 11/10/2014

Evidence of Completion

ERO session sign-in sheets, classroom walkthroughs, student-created Thinking Maps

Action Step 4 5

School-wide implementation of reading charts/graphs and maps in all content areas.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/25/2014 to 1/20/2015

Evidence of Completion

Sign-in sheets, lesson plans

Action Step 5 5

School-wide implementation of Cornell notes and dialectical journals

Person Responsible

Schedule

On 8/13/2014

Evidence of Completion

Sign-in sheets; lesson plans

Action Step 6 5

For ELA teachers: Using DQ5 in text, after-school Title I tutoring, ACT and SAT training in writing, word wall implementation

Person Responsible

Amber Minarchick

Schedule

Biweekly, from 8/13/2014 to 5/30/2015

Evidence of Completion

Sign-in sheets, lesson plans

Action Step 7 5

For Reading teachers: lesson study, Townsend materials, USA test prep: FSA 9, 10, ACT/SAT

Person Responsible

Amber Minarchick

Schedule

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

Evidence of Completion

Sign-in sheets, lesson plans, progress monitoring

Action Step 8 5

For math teachers: Conference participation for identified teachers

Person Responsible

Jeremy Szpaichler

Schedule

On 4/18/2015

Evidence of Completion

Conference agenda, travel report

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

Administration will monitor lesson plans, collaborative planning meetings, assessment development, and use of standards-based instruction.

Person Responsible

Bridgette Hargadine

Schedule

On 6/4/2015

Evidence of Completion

Scheduled meetings to monitor instructional practice, classroom walkthrough notes, Bloomboard entries

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

Administrators and instructional coaches will monitor classroom instruction.

Person Responsible

Bridgette Hargadine


Schedule

On 9/2/2014

Evidence of Completion

Scheduled administrative and coach meetings, teacher's use of data to differentiate instruction, standards-based lesson plans and assessments, use of the backwards design model for collaborative planning

G2.B1.S2 Provide professional development on the delivery of instruction aligned to IB and/or AP guidelines and requirements **4**

 S132603

Strategy Rationale

Effective instruction aligned to IB and/or AP guidelines and requirements will improve student performance in these programs.

Action Step 1 **5**

Conference participation for identified teachers of IB and/AP courses

Person Responsible

Bridgette Hargadine

Schedule

On 6/1/2015

Evidence of Completion

Conference agenda, travel report

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Follow-up by math coach, classroom walkthroughs, observations

Person Responsible

Schedule

Annually, from 10/17/2014 to 6/1/2015

Evidence of Completion

Teacher syllabi, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Follow-up by math coach, IB coordinator, classroom observations and walkthroughs

Person Responsible

Jeremy Szpaichler


Schedule

Monthly, from 10/17/2014 to 6/1/2015


Evidence of Completion

Classroom walkthrough and observation notes

G2.B2 Teacher's limited knowledge of the new Florida Standards 2

 B102686

G2.B2.S1 Collaborative planning through department role-alike meetings twice each month in order to strengthen teachers' knowledge and application of the standards and DoK to instruction. 4

 S116680

Strategy Rationale

Knowledge of the standards and appropriate DoK for instruction will improve the level of rigor in the classroom leading to increased student achievement.

Action Step 1 5

Teachers will meet twice each month for role-alike meetings by department to develop lessons and assessments through collaboration using the collaborative facilitator model.

Person Responsible

Timothy Norfleet

Schedule

Biweekly, from 8/14/2014 to 5/11/2015

Evidence of Completion

Exemplars of lessons and common assessments, ERO session sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will attend the role-alike meetings, perform classroom walkthroughs, complete observations, and review lesson plans.

Person Responsible

Bridgette Hargadine

Schedule

Monthly, from 8/14/2014 to 5/11/2015

Evidence of Completion

Developed common assessments, Bloomboard entries, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Feedback through Bloomboard, monitoring of lesson plans, and role-alike discussion

Person Responsible

Bridgette Hargadine

Schedule

Biweekly, from 9/8/2014 to 5/11/2015

Evidence of Completion

Bloomboard entries, lesson plans

G2.B2.S2 Implementation of identified strategies for mathematics (Reading the Math worksheets, how to talk to students about the standards, co-teaching and support teaching). 4

 S132613

Strategy Rationale

Building teachers' repertoire of strategies to improve math fluency will improve student achievement.

Action Step 1 5

Professional development in math fluency strategies

Person Responsible

Jeremy Szpaichler

Schedule

Quarterly, from 10/13/2014 to 5/18/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Follow-up by math coach, classroom walkthroughs

Person Responsible

Jeremy Szpaichler

Schedule

Quarterly, from 10/13/2014 to 5/18/2015

Evidence of Completion

Classroom walkthrough data, observation notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Follow-up by math coach and administration

Person Responsible

Jeremy Szpaichler


Schedule

Quarterly, from 10/13/2014 to 5/18/2015


Evidence of Completion

Walkthrough data, observation notes in BloomBoard

G2.B3 Teacher's limited understanding of data analysis, where to access it/analyze it, and how to deliver differentiated instruction based on the data 2

 B103890

G2.B3.S1 Teachers will be trained to use Performance Matters to collect data for analysis and use it to differentiate instruction. 4

 S116709

Strategy Rationale

Instruction to address student learning needs through differentiation increases student engagement and improves student academic achievement.

Action Step 1 5

Train teachers to use Performance Matters

Person Responsible

Jeremy Szpaichler

Schedule

On 10/29/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom walkthroughs and observations, review of lesson plans

Person Responsible

Amy Slacum

Schedule

On 5/11/2015

Evidence of Completion

Lesson plans, Bloomboard entries

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom walkthroughs, observations, and follow-up through role-alike meetings with additional support as needed.

Person Responsible


Schedule

Monthly, from 10/30/2014 to 5/11/2015


Evidence of Completion

Improved student achievement as evidenced through student performance on district and teacher-created assessments.

G2.B5 Teachers' lack of understanding of small group/differentiated instruction; role of FAA; how to use paraprofessionals and co-teachers in general education population 2

 B117883

G2.B5.S1 Collaborative planning with paraprofessionals and health aides 4

 S129640

Strategy Rationale

Shared knowledge among all who support student learning will improve instructional delivery and increase student achievement for ESE students.

Action Step 1 5

Right Here, Right Now: Understanding, Designing, and Implementing Collaborative Planning full-day professional development

Person Responsible

Mario Aleus

Schedule

On 10/2/2014

Evidence of Completion

Sign-in sheets, lesson plans

Action Step 2 5

Right Here, Right Now: Collaborative Planning professional development for paraprofessionals and health aides focused on FAA choices, class routines, and differentiated instruction

Person Responsible

Mario Aleus

Schedule

Weekly, from 9/24/2014 to 5/13/2015

Evidence of Completion

Sign-in sheets, collaborative lesson plans

Action Step 3 5

Para-educator collaboration, discrete trials, using and collecting data to guide instruction.

Person Responsible

Mario Aleus

Schedule

On 11/10/2014

Evidence of Completion

ERO sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Review of lesson plans, classroom walk-throughs and observations, on-going weekly planning sessions and half-day sessions on 11/19/14 and 1/28/15

Person Responsible

Bridgette Hargadine

Schedule

Monthly, from 9/24/2014 to 4/29/2015

Evidence of Completion

Lesson plans, observations recorded in BloomBoard

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

On-going feedback and support through review of lesson plans, observations, and weekly collaborative planning sessions

Person Responsible

Bridgette Hargadine


Schedule

Biweekly, from 9/24/2014 to 5/13/2015

Evidence of Completion

Lesson plans, sign-in sheets, observation notes in BloomBoard, data from Performance Matters

G2.B5.S2 Improving the use of access points in Algebra and Geometry for ESE students 4

 S129641

Strategy Rationale

Differentiating standards-based instruction to meet the needs of ESE students will improve student achievement.

Action Step 1 5

Full-day professional development on best practices for using access points in Algebra and Geometry.

Person Responsible

Mario Aleus

Schedule

On 10/16/2014

Evidence of Completion

Lesson plans, teacher-created assessments

Action Step 2 5

Professional development in small-group instruction using access point data.

Person Responsible

Mario Aleus

Schedule

On 10/29/2014

Evidence of Completion

ERO sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Review of lesson plans and teacher-created assessments, observation notes in BloomBoard

Person Responsible

Bridgette Hargadine

Schedule

Monthly, from 10/16/2014 to 5/11/2015

Evidence of Completion

Lesson plans, teacher-created assessments, department assessment data

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

On-going support through department meetings, lesson plan feedback

Person Responsible

Bridgette Hargadine

Schedule

Evidence of Completion

Lesson plans, teacher created assessments, observation notes in BloomBoard.

G2.B5.S3 Employing appropriate behavior management techniques for FAA students 4

S129642

Strategy Rationale

Improved behavior management for ESE students (and all students) will improve student achievement.

Action Step 1 5

Behavior management technique training

Person Responsible

Mario Aleus

Schedule

Biweekly, from 9/8/2014 to 9/22/2014

Evidence of Completion

Sign-in sheets

Action Step 2 5

CPI training

Person Responsible

Bridgette Hargadine

Schedule

On 1/14/2015

Evidence of Completion

ERO sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

Tracking BIR's, classroom walkthroughs

Person Responsible

Bridgette Hargadine

Schedule

Monthly, from 9/26/2014 to 1/14/2015

Evidence of Completion

BIR's, walkthrough data

G2.B5.S4 Using access points to design an ELA extended write and for reading charts/graphs and maps

4

 S132576

Strategy Rationale

Differentiated instructional materials and strategies for ESE students will improve academic achievement.

Action Step 1 5

Teachers will develop specific materials aligned to access points that support this school-wide literacy initiative.

Person Responsible

Mario Aleus

Schedule

Monthly, from 9/26/2014 to 1/16/2015

Evidence of Completion

Sign-in sheets, teacher-created instructional materials

Plan to Monitor Fidelity of Implementation of G2.B5.S4 6

Review of lesson plans, classroom walkthroughs and observations, progress monitoring at department data meetings.

Person Responsible

Mario Aleus

Schedule

Monthly, from 9/26/2014 to 1/16/2015

Evidence of Completion

Lesson plans, observation notes in BloomBoard, teacher-created instructional materials, student artifacts

Plan to Monitor Effectiveness of Implementation of G2.B5.S4 7

Progress monitoring at department data meetings, classroom walkthroughs

Person Responsible

Bridgette Hargadine

Schedule

Monthly, from 11/17/2014 to 1/16/2015

Evidence of Completion

Lesson plans, teacher-created instructional materials, student artifacts

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
G2.B1.S1.A1	Unwrapping the Florida Standards	Szpaichler, Jeremy	8/14/2014	Completed lesson plans and session sign-in sheets	5/18/2015 monthly
G2.B2.S1.A1	Teachers will meet twice each month for role-alike meetings by department to develop lessons and assessments through collaboration using the collaborative facilitator model.	Norfleet, Timothy	8/14/2014	Exemplars of lessons and common assessments, ERO session sign-in sheets	5/11/2015 biweekly
G2.B3.S1.A1	Train teachers to use Performance Matters	Szpaichler, Jeremy	10/29/2014		10/29/2014 one-time
G2.B5.S1.A1	Right Here, Right Now: Understanding, Designing, and Implementing Collaborative Planning full-day professional development	Aleus, Mario	10/1/2014	Sign-in sheets, lesson plans	10/2/2014 one-time
G2.B5.S2.A1	Full-day professional development on best practices for using access points in Algebra and Geometry.	Aleus, Mario	10/16/2014	Lesson plans, teacher-created assessments	10/16/2014 one-time
G2.B5.S4.A1	Teachers will develop specific materials aligned to access points that support this school-wide literacy initiative.	Aleus, Mario	9/26/2014	Sign-in sheets, teacher-created instructional materials	1/16/2015 monthly
G2.B5.S3.A1	Behavior management technique training	Aleus, Mario	9/8/2014	Sign-in sheets	9/22/2014 biweekly
G1.B1.S1.A1	Using Think-Alouds with text	Slacum, Amy	11/19/2014	Sign-in sheets	11/19/2014 one-time
G2.B1.S2.A1	Conference participation for identified teachers of IB and/AP courses	Hargadine, Bridgette	10/20/2014	Conference agenda, travel report	6/1/2015 one-time
G2.B2.S2.A1	Professional development in math fluency strategies	Szpaichler, Jeremy	10/13/2014	Sign-in sheets	5/18/2015 quarterly
G2.B1.S1.A2	Collaborative planning for assessment and lesson design aligned to the Florida Standards	Minarchick, Amber	8/25/2014	Assessment blueprints, lesson plans, and session sign-in sheets	5/11/2015 biweekly
G2.B5.S1.A2	Right Here, Right Now: Collaborative Planning professional development for paraprofessionals and health aides focused on FAA choices, class routines, and differentiated instruction	Aleus, Mario	9/24/2014	Sign-in sheets, collaborative lesson plans	5/13/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S2.A2	Professional development in small-group instruction using access point data.	Aleus, Mario	10/29/2014	ERO sign-in sheets	10/29/2014 one-time
G2.B5.S3.A2	CPI training	Hargadine, Bridgette	10/15/2014	ERO sign-in sheets	1/14/2015 one-time
G1.B1.S1.A2	Focused, facilitated collaborative planning by team aimed at specific standards based on data	Slacum, Amy	8/25/2014	Sign-in sheets, lesson plans	5/11/2015 biweekly
G2.B1.S1.A3	Thinking Maps professional development	Slacum, Amy	11/10/2014	ERO session sign-in sheets, classroom walkthroughs, student-created Thinking Maps	11/10/2014 one-time
G2.B5.S1.A3	Para-educator collaboration, discrete trials, using and collecting data to guide instruction.	Aleus, Mario	11/10/2014	ERO sign-in sheets	11/10/2014 one-time
G1.B1.S1.A3	Lesson study for LBQ	Minarchick, Amber	10/20/2014	Sign-in sheets, teacher feedback forms	5/11/2015 quarterly
G2.B1.S1.A4	School-wide implementation of reading charts/graphs and maps in all content areas.	Szpaichler, Jeremy	8/25/2014	Sign-in sheets, lesson plans	1/20/2015 monthly
G2.B1.S1.A5	School-wide implementation of Cornell notes and dialectical journals		8/13/2014	Sign-in sheets; lesson plans	8/13/2014 one-time
G2.B1.S1.A6	For ELA teachers: Using DQ5 in text, after-school Title I tutoring, ACT and SAT training in writing, word wall implementation	Minarchick, Amber	8/13/2014	Sign-in sheets, lesson plans	5/30/2015 biweekly
G2.B1.S1.A7	For Reading teachers: lesson study, Townsend materials, USA test prep: FSA 9, 10, ACT/SAT	Minarchick, Amber	10/1/2014	Sign-in sheets, lesson plans, progress monitoring	5/15/2015 biweekly
G2.B1.S1.A8	For math teachers: Conference participation for identified teachers	Szpaichler, Jeremy	4/15/2015	Conference agenda, travel report	4/18/2015 one-time
G1.B1.S1.MA1	Classroom walkthroughs, follow-up through department meetings, on-going peer collaboration			Lesson plans, observation notes in BloomBoard, teacher collected data, data from district assessments in Performance Matters	one-time
G1.B1.S1.MA1	Follow-up at department meetings, classroom walkthroughs, observations	Hargadine, Bridgette	8/25/2014	Department meeting minutes, walkthrough data, observation notes in BloomBoard	5/11/2015 one-time
G2.MA1	Student performance data from district and teacher-created assessments will be analyzed by department and SLC teams (monitored by administration) to determine the effectiveness of standards-based instruction	Hargadine, Bridgette	9/2/2014	Data from Performance Matters as well as teacher-created assessments will demonstrate student proficiency of Florida Standards. Observation data evident in Bloomboard.	5/29/2015 biweekly
G2.B1.S1.MA1	Administrators and instructional coaches will monitor classroom instruction.	Hargadine, Bridgette	9/2/2014	Scheduled administrative and coach meetings, teacher's use of data to differentiate instruction, standards-based lesson plans and assessments, use of the backwards design model for collaborative planning	9/2/2014 one-time
G2.B1.S1.MA1	Administration will monitor lesson plans, collaborative planning meetings, assessment development, and use of standards-based instruction.	Hargadine, Bridgette	9/2/2014	Scheduled meetings to monitor instructional practice, classroom walkthrough notes, Bloomboard entries	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Feedback through Bloomboard, monitoring of lesson plans, and role-alike discussion	Hargadine, Bridgette	9/8/2014	Bloomboard entries, lesson plans	5/11/2015 biweekly
G2.B2.S1.MA1	Administration will attend the role-alike meetings, perform classroom walkthroughs, complete observations, and review lesson plans.	Hargadine, Bridgette	8/14/2014	Developed common assessments, Bloomboard entries, lesson plans	5/11/2015 monthly
G2.B3.S1.MA1	Classroom walkthroughs, observations, and follow-up through role-alike meetings with additional support as needed.		10/30/2014	Improved student achievement as evidenced through student performance on district and teacher-created assessments.	5/11/2015 monthly
G2.B3.S1.MA1	Classroom walkthroughs and observations, review of lesson plans	Slacum, Amy	10/30/2014	Lesson plans, Bloomboard entries	5/11/2015 one-time
G2.B5.S1.MA1	On-going feedback and support through review of lesson plans, observations, and weekly collaborative planning sessions	Hargadine, Bridgette	9/24/2014	Lesson plans, sign-in sheets, observation notes in BloomBoard, data from Performance Matters	5/13/2015 biweekly
G2.B5.S1.MA1	Review of lesson plans, classroom walk-throughs and observations, on-going weekly planning sessions and half-day sessions on 11/19/14 and 1/28/15	Hargadine, Bridgette	9/24/2014	Lesson plans, observations recorded in BloomBoard	4/29/2015 monthly
G2.B5.S2.MA1	On-going support through department meetings, lesson plan feedback	Hargadine, Bridgette		Lesson plans, teacher created assessments, observation notes in BloomBoard.	one-time
G2.B5.S2.MA1	Review of lesson plans and teacher-created assessments, observation notes in BloomBoard	Hargadine, Bridgette	10/16/2014	Lesson plans, teacher-created assessments, department assessment data	5/11/2015 monthly
G2.B1.S2.MA1	Follow-up by math coach, IB coordinator, classroom observations and walkthroughs	Szpaichler, Jeremy	10/17/2014	Classroom walkthrough and observation notes	6/1/2015 monthly
G2.B1.S2.MA1	Follow-up by math coach, classroom walkthroughs, observations		10/17/2014	Teacher syllabi, lesson plans	6/1/2015 annually
G2.B2.S2.MA1	Follow-up by math coach and administration	Szpaichler, Jeremy	10/13/2014	Walkthrough data, observation notes in BloomBoard	5/18/2015 quarterly
G2.B2.S2.MA1	Follow-up by math coach, classroom walkthroughs	Szpaichler, Jeremy	10/13/2014	Classroom walkthrough data, observation notes	5/18/2015 quarterly
G2.B5.S3.MA1	Tracking BIR's, classroom walkthroughs	Hargadine, Bridgette	9/26/2014	BIR's, walkthrough data	1/14/2015 monthly
G2.B5.S4.MA1	Progress monitoring at department data meetings, classroom walkthroughs	Hargadine, Bridgette	11/17/2014	Lesson plans, teacher-created instructional materials, student artifacts	1/16/2015 monthly
G2.B5.S4.MA1	Review of lesson plans, classroom walkthroughs and observations, progress monitoring at department data meetings.	Aleus, Mario	9/26/2014	Lesson plans, observation notes in BloomBoard, teacher-created instructional materials, student artifacts	1/16/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will use collaborative planning for lesson design following best practice and school-wide initiatives in order to increase student achievement.

G1.B1 Teachers' lack of understanding of small group/differentiated instruction

G1.B1.S1 Collaborative planning for assessment and lesson design using small group/differentiated instructional practices.

PD Opportunity 1

Using Think-Alouds with text

Facilitator

Amy Slacum, Julie Beale, Dana Sheffield

Participants

All teachers

Schedule

On 11/19/2014

PD Opportunity 2

Focused, facilitated collaborative planning by team aimed at specific standards based on data

Facilitator

Amy slacum, Julie Beale, Caroline Whiddon-Miller, Amber Minarchick, Ron Frazer, Kristy Pierce, Tim Norfleet, Jeremy Szpaichler

Participants

Reading/ELA, science, social studies, and math teachers

Schedule

Biweekly, from 8/25/2014 to 5/11/2015

PD Opportunity 3

Lesson study for LBQ

Facilitator

Amber Minarchick, Caroline Whiddon-Miller

Participants

English teachers

Schedule

Quarterly, from 10/20/2014 to 5/11/2015

G2. All teachers will implement Standards-Based Instruction to effectively improve student achievement using the principles of backwards design.

G2.B1 Teacher's limited knowledge of Standards-Based instructional delivery methods

G2.B1.S1 Provide Professional Development on the delivery of standards-based Instruction aligned to the new Florida Standards

PD Opportunity 1

Unwrapping the Florida Standards

Facilitator

Amy Slacum, Alex Oge, Gerald Earley, Tim Norfleet

Participants

All core subject area teachers

Schedule

Monthly, from 8/14/2014 to 5/18/2015

PD Opportunity 2

Collaborative planning for assessment and lesson design aligned to the Florida Standards

Facilitator

Amy Slacum, Alex Oge, Gerald Earley, Tim Norfleet

Participants

All teachers

Schedule

Biweekly, from 8/25/2014 to 5/11/2015

PD Opportunity 3

Thinking Maps professional development

Facilitator

Kirstie Lickliter

Participants

All new teachers

Schedule

On 11/10/2014

PD Opportunity 4

School-wide implementation of reading charts/graphs and maps in all content areas.

Facilitator

Department Chairs

Participants

All classroom teachers

Schedule

Monthly, from 8/25/2014 to 1/20/2015

PD Opportunity 5

School-wide implementation of Cornell notes and dialectical journals

Facilitator

Department chairs

Participants

All classroom teachers

Schedule

On 8/13/2014

PD Opportunity 6

For ELA teachers: Using DQ5 in text, after-school Title I tutoring, ACT and SAT training in writing, word wall implementation

Facilitator

Amber Minarchick, Kirstie Lickliter

Participants

ELA teachers

Schedule

Biweekly, from 8/13/2014 to 5/30/2015

PD Opportunity 7

For Reading teachers: lesson study, Townsend materials, USA test prep: FSA 9, 10, ACT/SAT

Facilitator

Amber Minarchick, Kirstie Lickliter

Participants

Reading teachers

Schedule

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

PD Opportunity 8

For math teachers: Conference participation for identified teachers

Facilitator

Jeremy Szpaichler

Participants

Jeremy Szpaichler, John Schwenger, Meri-Ann Johnson

Schedule

On 4/18/2015

G2.B1.S2 Provide professional development on the delivery of instruction aligned to IB and/or AP guidelines and requirements

PD Opportunity 1

Conference participation for identified teachers of IB and/AP courses

Facilitator

IB and/or AP

Participants

Identified math teachers

Schedule

On 6/1/2015

G2.B2 Teacher's limited knowledge of the new Florida Standards

G2.B2.S1 Collaborative planning through department role-alike meetings twice each month in order to strengthen teachers' knowledge and application of the standards and DoK to instruction.

PD Opportunity 1

Teachers will meet twice each month for role-alike meetings by department to develop lessons and assessments through collaboration using the collaborative facilitator model.

Facilitator

Bridgette Hargadine, Tim Norfleet, Alex Oge, Amy Slacum, Gerald Earley

Participants

All instructional staff

Schedule

Biweekly, from 8/14/2014 to 5/11/2015

G2.B2.S2 Implementation of identified strategies for mathematics (Reading the Math worksheets, how to talk to students about the standards, co-teaching and support teaching).

PD Opportunity 1

Professional development in math fluency strategies

Facilitator

Jeremy Szpaichler, Liz Pruitt, Tim Norfleet

Participants

All math teachers

Schedule

Quarterly, from 10/13/2014 to 5/18/2015

G2.B3 Teacher's limited understanding of data analysis, where to access it/analyze it, and how to deliver differentiated instruction based on the data

G2.B3.S1 Teachers will be trained to use Performance Matters to collect data for analysis and use it to differentiate instruction.

PD Opportunity 1

Train teachers to use Performance Matters

Facilitator

Tim Norfleet, Jeremy Szpaichler, Kristy Pierce, Liz Pruitt, Amy Slacum, Caroline Whiddon-Miller, Julie Beale, Ron Frazer

Participants

ELA, Reading, Math, Social Studies, and Science teachers

Schedule

On 10/29/2014

G2.B5 Teachers' lack of understanding of small group/differentiated instruction; role of FAA; how to use paraprofessionals and co-teachers in general education population

G2.B5.S1 Collaborative planning with paraprofessionals and health aides

PD Opportunity 1

Right Here, Right Now: Understanding, Designing, and Implementing Collaborative Planning full-day professional development

Facilitator

Bill Tomlinson, Bennett Buckles, Sandra Larson

Participants

ESE staff

Schedule

On 10/2/2014

PD Opportunity 2

Right Here, Right Now: Collaborative Planning professional development for paraprofessionals and health aides focused on FAA choices, class routines, and differentiated instruction

Facilitator

Mario Aleus, Carolyn Torres, Sandra Larson

Participants

ESE paraprofessionals and health aides

Schedule

Weekly, from 9/24/2014 to 5/13/2015

PD Opportunity 3

Para-educator collaboration, discrete trials, using and collecting data to guide instruction.

Facilitator

Bennett Buckles, Sandra Larson, Mario Aleus, Carolyn Torres

Participants

Para-educators

Schedule

On 11/10/2014

G2.B5.S2 Improving the use of access points in Algebra and Geometry for ESE students

PD Opportunity 1

Full-day professional development on best practices for using access points in Algebra and Geometry.

Facilitator

Bennett Buckles, Sandra Larson, Mario Aleus, Carolyn Torres

Participants

ESE teachers using the FAA

Schedule

On 10/16/2014

PD Opportunity 2

Professional development in small-group instruction using access point data.

Facilitator

Maria Brennan, Sandra Larson, Mario Aleus, Carolyn Torres

Participants

ESE teachers using access points for instruction.

Schedule

On 10/29/2014

G2.B5.S3 Employing appropriate behavior management techniques for FAA students

PD Opportunity 1

Behavior management technique training

Facilitator

Mario Aleus, Carolyn Torres, Behavior specialist

Participants

ESE SLC members

Schedule

Biweekly, from 9/8/2014 to 9/22/2014

PD Opportunity 2

CPI training

Facilitator

Mario Aleus, Carolyn Torres, Tim Norfleet

Participants

Administrators, identified ESE teachers and behavior specialists

Schedule

On 1/14/2015

G2.B5.S4 Using access points to design an ELA extended write and for reading charts/graphs and maps

PD Opportunity 1

Teachers will develop specific materials aligned to access points that support this school-wide literacy initiative.

Facilitator

Mario Aleus, Carolyn Torres, Jeremy Szpaichler, Amy Slacum

Participants

ESE teachers

Schedule

Monthly, from 9/26/2014 to 1/16/2015

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will use collaborative planning for lesson design following best practice and school-wide initiatives in order to increase student achievement.	25,660
Goal 2: All teachers will implement Standards-Based Instruction to effectively improve student achievement using the principles of backwards design.	25,156
Grand Total	50,816

Goal 1: All teachers will use collaborative planning for lesson design following best practice and school-wide initiatives in order to increase student achievement.

Description	Source	Total
B1.S1.A2	Title I Part A	23,896
B1.S1.A3	Title I Part A	1,764
Total Goal 1		25,660

Goal 2: All teachers will implement Standards-Based Instruction to effectively improve student achievement using the principles of backwards design.

Description	Source	Total
B1.S1.A3	Title I Part A	8,881
B1.S1.A6	Title I Part A	1,000
B1.S1.A7	Title I Part A	3,500
B1.S1.A8	Title I Part A	6,600
B5.S1.A1 - 1010 Budget	General Fund	825
B5.S2.A1	Title I Part A	750
B5.S3.A2	Title I Part A	600
B5.S4.A1	Title I Part A	3,000
Total Goal 2		25,156