

Apopka High



2014-15 School Improvement Plan

Apopka High

555 MARTIN ST, Apopka, FL 32712

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

61%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

C

B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	45
Technical Assistance Items	48
Appendix 3: Budget to Support Goals	49

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

To lead our students to success with the support and involvement of families and communities.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Apopka High School is an important part of the Apopka community. Apopka High is a community based school with a direct feeder pattern from two middle schools. This vertical alignment allows for an increased communication regarding our students cultures and the cultural diversity of the community as a means to strengthen the relationships between teachers and students. The teachers at Apopka are led by the Principal to learn the strengths and weaknesses of their students and to "treat the students as if they were your own". This is evident beyond the classroom as teachers attend multiple extra curricular activities to encourage and support our students. In the classroom, teachers are challenged to build on their students strengths while nurturing their disparities through mentoring. Throughout the school day relationships between our teachers and students are strengthened through our academic programs and curriculum offerings. In addition on an ongoing basis, Apopka teachers and students celebrate the cultural diversity of our students and faculty through an educational focus such as Hispanic Awareness month and Black History month.

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

Apopka High School creates an environment where students feel safe and respected before, during, and after school by ensuring that every student is connected to an adult on campus. Teachers and Coaches serve as mentors to many of our students. Our SAFE Coordinator and Guidance Counselors are another layer of support for both social-personal and academic assistance for our students. A student team helps to design discipline rules for the school. There is also a high visibility rate of Teachers, Faculty, Staff, and Administrators before, during, and after school in all places where students are present, and or visitors enter the campus.

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

Apopka High School faculty and students have collaborated to establish four big ideas which will guide our daily interactions. The four ideas are Be Respectful, Be on Time, Every time, Be Aware and Report, and Be Clean. Under each idea there are established protocols for incidents and administrative personnel are responsible for ensuring the protocols are consistently enforced. Each teacher is educated on interventions that can occur within the classroom to ensure students remain engaged during instructional time. These interventions are documented by the teachers in their classroom management 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

Social-emotional needs of all students are being met through the following interventions and services:
SAFE Coordinator - Social-personal support is provided and available to students when needed.
Guidance Counselors - Academic support is provided and available to students and their families.
Darter Success Classes - Extended layer of academic support for all rising 9th graders, and struggling 10th, 11th, and 12th graders.
Resource Services are provided by a school psychologist, support groups, itinerants.
Staffing Specialists - IEPs and 504s are monitored and updated by the Staffing Specialists.

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

Apopka High School uses multiple modalities to address the attendance, suspensions, failing grades in English Language Arts or Mathematics, and students scoring Level 1 on statewide, standard assessments in English Language Arts or Mathematics. The school's early warning system and early warning indicators are as follows:

Attendance below 90% - Teachers take attendance during each class period of the day using ProgressBook. Daily percentage attendance is monitored weekly using SMS and EDW by the Administrator over attendance. When observing attendance disparities the following are considered: number of school and district moves in the prior school year, days removed for out of school suspension or expulsion in the prior school year, and course performance, especially in Reading or Mathematics, in the prior school year(s). Students with absences less than 90% are counseled by Student Services Guidance Counselors and the Graduation Coach. Phone calls are then made home to the parents of the students with a 90% or higher unexcused absenteeism rate to inform them of their student's absences, and if continued could result in truancy. Attendance reports are observe on a weekly basis by Student Services Counselors. The Counselors make contact with the student and/or parent and note the following: contact date, reason for absence(s), and next steps. When applicable, Apopka High School follows the District's policy with sending out 5 Day Truancy and 10 Day Attendance Letters to the home in addition to involving the School Social Worker and School Psychologist.

One or more suspensions, whether in school or out of school - Teachers use multiple interventions prior to writing referrals. Contact is made with the parent and/or guardian of students exhibiting inappropriate behavior by the Teacher or Administrator dependent upon the infraction. Lunch detentions, After school teacher detentions, Wednesday school, and PASS (In-school suspension) are interventions used prior to assigning Out of school suspension to students.

Course failure in English Language Arts or Mathematics - Students failing English Language Arts or Mathematics are observed each quarter during Progress Reports and Report Cards. At Report Cards, students failing are counseled by Student Service Counselors and the Graduation Coach. Daily after-school tutoring is provided by all Teachers, the Mathematical Club Mu Alpha Theta tutoring, and Darter Success tutoring. In-class remediation, re-teaching, and re-assessing is facilitated by the teacher to support student learning. Alternate methods to take these courses are available to the students, ie online or Night School.

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics - Students scoring Level 1 are identified through the FCAT Reading assessment and the Algebra I EOC exam. Prior year assessment data is observed through data management systems, EDW and SMS. Using the data all students scoring a Level 1 are placed with highly qualified teachers in a Reading class that focuses on reading strategies that support both Reading retakes and SAT/ACT standardized assessments ,and an Algebra II class that focuses its remediation on

strengthening Algebra I skills as a means to prepare them for upcoming Algebra I EOC retake assessments and SAT/ACT standardize assessments. Daily after-school tutoring is provided by all Teachers, the Mathematical Club Mu Alpha Theta, and Darter Success Tutors. In-class remediation, re-teach, and re-assessing is facilitated by the teacher to support student learning. Attendance percentages, number of suspensions, year over-age in a given grade, failure rates of students in core classes, on track percentages for on-time graduation, and reading and math scores are early warning indicators used to track the academics success of students at Apopka High School through using the following data resources: ProgressBook, SMS, EDW.

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	131	144	157	141	573
One or more suspensions	143	99	78	57	377
Course failure in ELA or Math	133	85	27	14	259
Level 1 on statewide assessment	177	130	28	1	336

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	157	123	56	33	369

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

Interventions used at Apopka High School to improve the academic performance of students identified by the early warning system are: weekly monitoring of daily percentage attendance, parent phone calls, 5 day truancy and 10 day attendance letters, involving the School Social Worker and School Psychologist, lunch detentions, after-school teacher detentions, Wednesday school, and PASS (in-school suspension), out of school suspension, students failing are counseled by Student Service Counselors and the Graduation Coach, daily after-school tutoring, the Mathematical Club Mu Alpha Theta tutoring, Darter Success tutoring, in-class remediation, re-teaching, and re-assessing is facilitated by the teacher, and alternate methods to take courses are available to the students, ie online or Night School.

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

Our goal for 2014-2015 is to maintain or increase our parental involvement levels from the 32% last year to 35% this year.

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

Apopka High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. School liaisons go out into the community and meet with potential partners to inform them of the wonderful things going on at Apopka High School in an effort to gain and/or sustain their support. Collaborations are created by the school for the community to participate, ie PTSA and SAC meetings, College/Career Readiness Partnerships, Weekly College Visits, Mentorship Programs, Academic Consortium of Scholars, Special Olympics, and the Darter Food Pantry.

Apopka High School celebrates the work of its Partners in Education by hosting a Breakfast with the Principal thanking them for their continued partnership. Our partners are celebrated in the school newspaper - New from the Nest, on the school website, and in the local newspaper - the Apopka Chief.

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
Guthrie, Douglas	Principal
Cooke-Weaver, Daina	Assistant Principal
Heinz, Lyle	Assistant Principal
Mahoney, Raymond	Assistant Principal
Nelson-Warren, Kenya	Assistant Principal
Smith, Iris	Instructional Coach
McCormick, Kelly	Instructional Coach
Korkes, Jennifer	Instructional Coach
James, Myra	Instructional Coach
Rolston Cary, Jodie	Instructional Coach
Lanier, Sally	Instructional Coach

Duties

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

Our administrative branch of the leadership team is comprised of the principal and the four assistant principals who are divided into four quadrants each containing several PLC groups which they will monitor throughout the school year. The assigned administrator supports the PLCs' efforts by meeting with each PLC in a formal monthly meeting to observe and answer questions as questions arise that will aid the teachers as they work toward student success, and meeting School Improvement goals. Having multiple PLCs to monitor, the administrators will meet with a different PLC group each

Wednesday of the month. For MTSS, the administrators recognize the importance of tutoring during the school day and will ensure that the sessions are scheduled and held throughout the year on a bi-weekly basis.

Our instructional branch of the leadership team comprised of our CRT, LRS, Reading Coach, Math Coach, Science Coach, Advanced Placement Coordinator and Guidance Coordinator will be aware of all SIP goals and will support the School Improvement Plan by participating in PLC groups to which they will be assigned. They will meet with a different PLC each Wednesday of the month. The instructional coaches are responsible for providing on going faculty development. In addition the coaches support and answer questions of the PLC members as needed, assist with the creation of unit lesson plans when asked, guide data discussions of common classroom assessments and state and county benchmark assessments, and will help with the analysis of data to direct instruction if needed to assist PLCs to reach the goals set forth in the School Improvement Plan. The coaches also will be sure that all information from the principal designated for the PLCs is shared with the PLC lead if needed. MTSS will also be supported by the instructional branch of the leadership group as these teachers organize the MTSS schedule for student placement during the session. We will also offer suggestions for tutorials and will fill in as teachers in emergency situations. We will foster discussion of MTSS in the PLC groups and with individual teachers as needed to ensure that tutoring is a successful time in our school day.

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

Our multi-tiered system of support is as follows:

Tier One--All students will be mainstreamed within the school day. The teachers will teach the content as specified by the Florida Standards and Next Generation standards to all students using a variety of strategies to meet all learning styles and ensuring that all students will learn by including accommodations when needed as specified by IEP plans or as indicated by need in the classroom. To assist students as they are learning, after school tutoring will be often offered by teachers within their subject areas in addition to the regular daily tutoring for all subject areas in the Darter Success classrooms.

Tier Two--Identified students with areas of need will be scheduled into specialized classes to develop skills or further content acquisition that will lead those students to success. Certain groups of students based on state standardized FSA, PERT, and FCAT 2.0 results will be scheduled into Analysis of Text and/or Test Prep classes to further develop reading comprehension skills that they have yet to demonstrate to mastery on those tests. Based on PERT data, seniors will be placed in English for College Readiness and/or Math for College Readiness classes to acquire reading and math skills they lack. Learning strategies classes will be scheduled for all ESE students who will be in our mainstreamed curriculum to assist them with strategies to master the content of those classes. In addition, every two weeks, we will hold a Darter Thursday tutoring session working with students who need additional help on content acquisition based on state and local test data and the needs indicated by that data and/or based on teacher recognition of need. Winter, spring, and summer study camps will be held in reading, Algebra 1, Geometry, and Biology areas for several weeks prior to standardized test administrations.

Tier Three--Based on FCAT 2.0 Reading, students are scheduled into double block Analysis of Text classes on the 9th and 10th grade level to focus on fluency and reading remediation. Identified students receive education through a support facilitation class we have on campus as those students need a more restricted daily environment than the regular school day to allow them to focus on course content with minimal distractions. Our CAP program is an alternate classroom in which students will complete courses via an E2020 platform to earn the credits they need to graduate. We have a graduation coach on campus who regularly counsels seniors who are in danger of not meeting

graduation requirements their senior year and who guides those students in their academic journey toward graduation, through counseling, and an individual plan for success. The graduation coach monitors the students throughout the year and, with the student, adjusts the individual learning plan as needed to reach the graduation goal. A Tier III team consisting of the principal, assistant principal, graduation coach, ESE placement specialist, SAFE coordinator, reading coach, LRS, and identified teachers discuss education and behavior modification plans for individual students as the need arises.

With our SAI funds from 2013-2014, additional licenses were purchased for Achieve 3000 to use with our 11th and 12th grade test prep classes. The reading program is an online program that assesses student's level of reading comprehension in short quizzes, provides lessons through tutorials based on the identified needs, and monitors student progress on the identified need. It is a common core based program, and it is designed to give the student immediate feedback on his work and specific instruction to his level of need. In addition, the Achieve 3000 program was purchased for our Darter Success classes as additional practice in informational reading and answering text based questions in preparation for FSA. The 9th grade level one readers are also supported by the Scholastic Read 180 program.

Our staff development will include lesson studies. Through lesson studies, teachers will increase their expertise by observing students in a group prepared lesson to see which strategies incorporated in that lesson are the ones that lead to student success.

By including various groups of teachers in our lesson studies, the process will contribute to growth in all goals in our School Improvement Plan.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Business/Community
Sally Burkhart	Education Support Employee
Rochelle Conyers	Parent
Douglas Guthrie	Principal
Tracey Hough	Parent
Kelly McCormick	Teacher
Lisa Munyon	Parent
Alicia Rolson	Education Support Employee
Karen Saint Cyr	Parent
Rudy Saint Cyr	Parent
Lynsy Warren	Student
Abigail Weaver	Student
Erika Wesley	Business/Community

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 committee reviewed the SIP goals in the beginning of the year, revisited the goals mid-year, and began to analyze the data at the end of the year. The committee also reviewed and discussed the school budget, to determine the needs of budgetary spending as it pertained to school personnel, resources, and student needs.

Development of this school improvement plan

During the April and May SAC meetings ending the 2013-2014 school year, the SAC committee approved the activities that we will use this current year in our reading, math, science, and social studies classrooms as well as our school wide programs through reading and writing that will foster student growth leading to mastery of standards in each content area.

Preparation of the school's annual budget and plan

During the April and May SAC meetings ending the 2013-2014 school year, the SAC committee approved the school budget supporting the activities that we will use this current year at Apopka. The activities approved will foster student growth leading to mastery of standards in each content area.

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

Title II funds- All funds were used to support staff development. In addition to the staff development that occurred during the school year summer development was offered on the Marzano instructional strategies.

English teachers attended staff development for the new FSA writing assessment.

Lesson study--Teachers met together with LRS/CRT, chose a standard, and together wrote a lesson plan with activities and formative assessments to present that standard. Teachers prepared all activities for the lesson with careful consideration of the time allotted time for each activity and teaching strategies to be used throughout the lesson. A teacher was chosen to teach the lesson and facilitate student learning of the standard by random drawing. The remaining teachers of the group were assigned areas of the room for observation. Following the lesson, the group of teachers involved in the Lesson Study process gathered together to recap the lesson. After discussion of what actually occurred, teachers evaluated the lesson they planned together and determined if it was a lesson that was successful or needed modification for future use. Also, teachers drew conclusions about the success of the activities used based on the attention and participation of the students and whether or not students were led to mastery of the standard based on the work observed.

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
Guthrie, Douglas	Principal
McCormick, Kelly	Instructional Coach
Smith, Iris	Instructional Coach
James, Myra	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Integration of reading and writing ELA Florida standards within all content area classrooms will occur this year. Major components of these standards will be included in instruction as teachers complete close reads with their students and writing to demonstrate understanding.

Chunking of new information, repeated practices, and activities resulting in the deepening of knowledge of new information coupled with processing time through the use of routine writing will help to facilitate student learning. This practice is used in all classrooms.

Essay writing will occur monthly. Students will demonstrate their learning through the essay writing process. Students will be provided texts to read and will use the information from those texts to take a position and to defend the position with plausible examples from the text as support.

Students will collaborate with their classmates on a regular basis when working with the new concepts presented in the classroom, discussing the new concepts and addressing misconceptions they might have, and gaining clarification from each other and their teacher. Students will engage in student-centered learning and present information discovered to their classmates.

All students, 9 through 12, will hone their reading comprehension skills as they participate in required non-fiction reading in all classes and will often participate in close readings to analyze texts and find evidence to support positions taken after reading the text. Teachers will focus on vocabulary acquisition and text features as an aid to the reader in modeling reading of their content textbooks and/or supplementary articles supporting content material.

The Literacy Leadership Team has set forth the above non-negotiables for every classroom and will continue to provide professional development, and monitoring of these processes through observation of Unit Plans, Informal Observations, and analysis of assessment data (benchmarks and common assessments).

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

Apopka High School encourages positive working relationships between teachers using multiple modalities.

Faculty members are organized into professional learning communities (PLCs). Technology resources such as Edmodo, Sharepoint, and peer observations through the iObservation promotes positive collaborations among teachers. Staff development is used to foster teacher collaboration and teacher growth. Common planning, common units, and common assessments are designed and created within these positive collaborative structures.

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

Apopka High School uses the following strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers: strong leadership within the Professional Learning Communities, provide all teachers new to Apopka High School (both beginning teachers and veteran teachers) with a mentor, facilitate meaningful Professional Development supported by research, provide side-by-side in classroom coaching, survey faculty and staff on school climate, Faculty Advisory Committee on campus, and a listening Administrative Team.

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

All teachers new to Apopka High School are paired with a veteran teacher who is teaching the same subject as they are. The veteran buddy teacher shows the teacher new to Apopka High School the high school campus and works with the new teacher to set up the classroom.

The CRT/LRS holds new teacher orientation during pre-planning. At that 3 hour session, topics including how to use ProgressBook, how to get email, how to enroll with Kelly Services, the AHS grading policy, and our PLC professional learning community plan are shared. Professionalism and ethics are also addressed.

Other staff development sessions on design questions of the Marzano framework that were given to current teachers the past two years will be given to new teachers during this school year. Also the new teachers will join our full instructional faculty in attending regularly monthly staff development sessions on Design Questions 3 and 4 of the teacher evaluation system, Performance Matters, common core writing, close reads, text dependent questions, and evidence based writing.

Our new teachers are introduced to their mentor, who is one of our Instructional Coaches on campus. The instructional coaches drop by the new teachers' classrooms regularly on their planning period and during class session to assist, make suggestions, offer reassurance, and build rapport. The instructional coaches are available daily if questions arise via phone or e-mail.

In addition, our new teachers join their subject area PLCs a minimum of 3 times monthly to collaborate with their colleagues, to write unit lesson plans, to discuss strategies, to examine data gathered in their classrooms and to drive instruction as they determine when re-teaching is needed and new methods to use in that re-teach session. New teachers benefit from the expertise of our veteran teachers and can use suggested strategies shared by the veteran teachers that have been used successfully in their classrooms, activities that have been used to present new concepts or deepen students' understanding of concepts to the depth of understanding required by the standards, and common assessments written to gauge students' mastery of the standards. The new teachers are not isolated in instruction but instead are fully supported by our combination of active PLC members in their content area and instructional resource support on our campus.

Thus, through much dialogue with coaches and through regular meetings with cohort groups, our new teachers become part of our Apopka High School community and are supported as they either begin their teaching careers or adjust to teaching at a new school. Together, we all can then positively contribute to the success of our Apopka High School students.

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

Apopka High School ensures that the core instructional programs and resources are aligned to the Florida standards in that the MTPs (Measurement Topic Plans) are written for each course by our School District. Each course follows the Scope and Sequence and Common Unit Plans as a means to ensure that resources are common and consistent. Administration, Instructional Coaches, and PLC Leads monitor that the core instructional program and materials are implemented with fidelity through iObservation, sharepoint, and classroom observations.

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

Apopka High School uses data to provide and differentiate instruction to meet the diverse needs of students by analyzing data through the use of Performance Matters and common assessment data

(standard based). Instruction is modified based upon the aforementioned data analysis tools. Data chats occur monthly within the PLCs and is used to identify intervention needs (MTSS and Darter Success), enrichment needs, and thus drives instruction in the classroom.

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

Strategy: Extended School Day

Minutes added to school year: 12,000

Teachers in the main content areas and school based tutors from the Darter Success classrooms will be available to provide tutoring and assistance for students after school each day beginning the second week of the school year and continuing each week until the end of school.

Strategy Rationale

Some students may need additional time with instructional personnel to solidify understanding of content presented in the classroom that is now continuing on in a homework or practice assignment to avoid repeated mistakes and ensure that the practice being completed reinforces the correct learning. Darter Success students are also able to access teachers (content experts) and tutors (support personnel) during the school day prior to going home to work on their own. Darter Success serves as an extension of support for student learning. It is an elective class that all freshman students take as transitional support from middle school to high school.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Guthrie, Douglas, douglas.guthrie@ocps.net

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

Reference to benchmark data throughout the year and data from standardized assessments and common classroom assessments together will be analyzed to see if our programs are effective.

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in our migrant program will have the opportunity to attend after school tutoring sessions in reading and math on a weekly basis. Students will be provided transportation home after the after school sessions. Teachers of English and math will lead the students in mini-lessons on topics identified from data from standardized tests of previous years and benchmark tests of the current year.

Strategy Rationale

Most migrant students are students who were raised speaking another language and thus are faced with the issue of learning 9-12 grade level content while continuing their acquisition of the English language. Additional time is given with English and math teachers to assist them in preparation for the standardized tests they will take for graduation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Guthrie, Douglas, douglas.guthrie@ocps.net

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

Data on report cards, on standardized state tests, and on county benchmark tests

Strategy: Summer Program

Minutes added to school year: 1,920

Summer camps in preparation for the summer administration of the EOCs for Algebra 1, Geometry, and Biology will be held. It is anticipated that as many as 250 students will receive instruction in those standards that constitute a great percentage of the questions that are given on the EOC tests. In addition to instruction, students will have time to work in computer programs that identify the students' specific areas of need and provides tutorials and practice in that area of need.

Strategy Rationale

Students participating in the summer camps have previously taken the EOCs but did not pass. The summer camp is given immediately to reinforce the primary content within tested standards as certified teachers re-teach the content using a variety of standards preparing the students for the summer administration of the EOCs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Guthrie, Douglas, douglas.guthrie@ocps.net

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

The summer EOC test results

Strategy: Extended School Day

Minutes added to school year: 1,240

In the spring as the EOC exams in Algebra 1, Geometry, Biology, and American History approach, students will be invited to attend after school review sessions with their content area teachers. The concept focus will be the concepts within the major standards which are likely to be included on the state standardized EOC exams.

For Algebra 1, sessions will be held twice weekly. Students will be able to attend any or all sessions as their time allowed. The focus in Algebra 1 will be on functions, a concept that has been the topic on over 50% of the questions on the Algebra 1 exam.

The Geometry after school sessions will also be held twice weekly

The Biology sessions will be given over 5 weeks, one day a week. Again, the major focus will be on standards upon which the majority of the questions have appeared on previous Biology EOC exams. The students again will choose any session to attend. Biology teachers will repeat their assigned session over the five week period so that students will be able to attend multiple times on a given topic or will be able to participate in each individual session.

Strategy Rationale

Reinforcement of major concepts by the certified subject area teachers assist the students in final preparation for the EOCs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Guthrie, Douglas, douglas.guthrie@ocps.net

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

The data used to determine the effectiveness of the after school reviews prior to the EOCs will be the student scores from the individual EOC exams.

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

Apopka High School employs various support programs to assist in the transition of its students. Darter Success, Middle School Transition Camp, middle school visits by student services, class specific orientations, magnet night, athletic night, military and college visits, college and career center, Academic Consortium of Scholars, Advanced Placement, Dual Enrollment (Tech School/ College and Career), and industry certifications are the programs that assist students in transitioning from one school level to another both vertically and horizontally.

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

Beginning with the 9th grade year, all students will have a four-year high school success plan focusing on required courses and electives in their areas of interest. Throughout the four years, guidance counselors will work with all students multiple times to monitor the success of the plan that was created. Adjustments will be made as needed.

In addition, students have the opportunity throughout the four years to visit the College and Career room to research scholarship opportunities, speak to college and military recruiters during planned campus visits, participate in magnet programs on campus.

Through the ACS, Academic Consortium of Scholars, students participate in college week activities in the spring and share their college acceptance letters with their fellow classmates in featured displays.

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

Students will be able to earn certificates to use in the workforce by taking a variety of specialized courses on our campus including Early Childhood Development, Robotics, Drafting, Agriculture, and Engineering and Medical Magnet courses. We will include certificates via the Computer for College and Career class and the photography class. These certificates will enable our students to earn a higher rate of pay immediately when entering that chosen field.

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

Apopka High School continues to integrate career and technical education with academic courses to support student achievement.

Through Project Lead the Way (PLTW) Principles of Biomedical Science has been added as a program option for students interested in Forensic Science. It is a 4 year progression of courses where students earn industry certifications and college credits in Forensics.

Upcoming seniors who scored below mastery on the PERT test will be placed into College and Career Readiness English and math their senior year. These courses will follow the curriculum written by the county for reading comprehension and math skill acquisition. Both teachers have been trained in using the curriculum and teaching via research-based strategies that ensure growth in these areas. A wide variety of AP classes are offered: AP English Literature, AP English Language, AP Physics, AP Chemistry, AP Biology, AP Environmental Science, AP Psychology, AP Calculus B and C, AP Statistics, AP Microeconomics, AP Macroeconomics, AP Spanish, AP French, AP Music Theory, AP Art History, AP Studio Art, AP US History, AP World History, AP European History, and AP Human Geography. Students taking these courses and passing the AP exam with a 3 or better will earn college credit for the course while preparing first hand for post-secondary work.

Our AVID program is designed to assist students as they take Honors level and AP level courses and prepare for college enrollment. Students will be assigned to an AVID elective for the year. Students will learn strategies to make them more effective learners, will practice those strategies in their classrooms, will learn the use of Cornell notes, will learn organization skills, and will participate in discussions and tutoring sessions in the AVID classroom in preparation for success now and in future education and workplace endeavors.

We also will offer some college entrance exams on site for interested students. Through Dual Enrollment classes, students will be able to earn college credit simultaneously with high school credit. Further, students will be able to begin and complete various tech programs by attending technical classes at the OCPS technical centers during their junior and senior years as their elective class components in conjunction with the required core academic classes they will take on our campus.

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

Apopka High School uses multiple strategies to improve student readiness for post-secondary education. College and career readiness goals for a targeted population of students is developed and

monitored throughout the school-year. Test prep courses, SAT test prep camp, summer camps for AP courses (CLEP), college readiness courses with a focus on the PERT, and magnet internships (clinicals and Northrup Grumman) are offered during school day.

Resources that support student preparation for post-secondary education are Student Services Department (Guidance Counselors, College and Career Readiness Center with parent volunteers), Graduation Coach to monitor student data, and program offerings that lead to industry certifications.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal is to improve student achievement through ambitious instruction.
- G2.** Our goal is to improve student achievement through collaborative and public teaching.
- G3.** Our goal is to improve college and career readiness through a supportive environment.

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. Our goal is to improve student achievement through ambitious instruction. 1a

G037117

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	66.0
Bio I EOC Pass	62.0

Resources Available to Support the Goal 2

- Expert Resource Staff
- Common Planning Time
- District Curriculum Documents
- Performance Matters Dashboard

Targeted Barriers to Achieving the Goal 3

- New standards and expectations for curriculum require teachers to form new understanding and delivery methods.
- Alignment of instruction, assessments, and data gathering are not driving instruction.

Plan to Monitor Progress Toward G1. 8

Benchmark data, OC Writes data, Common Assessments

Person Responsible

Douglas Guthrie

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Improved Benchmark data; Increased achievement in OC Writes data; Increased AMO targets

G2. Our goal is to improve student achievement through collaborative and public teaching. 1a

 G037118

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0
Algebra I EOC Pass Rate	47.0
Geometry EOC Pass Rate	41.0
Bio I EOC Pass	79.0
AMO Reading - All Students	66.0

Resources Available to Support the Goal 2

- Expert Resource Staff
- Common Planning Time
- District Curriculum Documents
- Performance Matters Dashboard

Targeted Barriers to Achieving the Goal 3

- Limited understanding of the depth required as described by the new standards and assessments in the collaborative process.

Plan to Monitor Progress Toward G2. 8

Benchmark data, OC Writes data, Common Assessments.

Person Responsible

Douglas Guthrie

Schedule

Biweekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Improved Benchmark data; Increased achievement in OC Writes data; Increased AMO targets

G3. Our goal is to improve college and career readiness through a supportive environment. 1a

G037119

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	89.0
5-Year Grad Rate	82.0
4-Year Grad Rate (At-Risk)	68.0

Resources Available to Support the Goal 2

- Guidance Counselors; Instructional Support Personnel; Teachers
- College and Career Room
- Parent Volunteers
- District College and Career Counselor Weekly Visits
- Weekly on Campus College Visits
- Career and Technical Education Opportunities
- Course Offerings (AP, Honors, Valencia College)
- MTSS Sessions

Targeted Barriers to Achieving the Goal 3

- College instruction is different from high school instruction.
- Risk of student failures due to the insufficient home support and attendance concerns for low-income and minority students.

Plan to Monitor Progress Toward G3. 8

AP Common Assessment Data, Unit Assessment Data

Person Responsible

Daina Cooke-Weaver

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

AP Common Assessment Data, AP Common Assessment Data, AP Assessment Data, SAT/ACT Assessment Data, Unit Assessment Data

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. Our goal is to improve student achievement through ambitious instruction. **1**

 G037117

G1.B1 New standards and expectations for curriculum require teachers to form new understanding and delivery methods. **2**

 B089093

G1.B1.S1 Teachers will incorporate the deconstructed standards within the MTPs as the basis for lesson plans and classroom instruction. **4**

 S140080

Strategy Rationale

Teachers need to become familiar with the new standards in order to deliver the critical information of the course.

Action Step 1 **5**

Plan and provide time for teachers to analyze new standards within the MTPs.

Person Responsible

Douglas Guthrie

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

PLC minutes; School calendar; More focused learning goals matching the deconstructed standards will be observed through unit plans and classroom observations.

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

Observation of focused learning goals tied to deconstructing standards will be within the unit plan and the common board.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Observation of focused learning goals tied to deconstructing standards will be within the unit plan and the common board.

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

Increased achievement in End of Course Exams; Increased AMO targets

Person Responsible

Douglas Guthrie


Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Improved school grade points; Increased achievement in End of Course Exams; Increased AMO targets

G1.B1.S2 On-going coaching occurs for PLC team members as a means to strengthen best practices aligned to the new standards. 4

 S148948

Strategy Rationale

Teachers need consistent support because the new standards are more rigorous, and the approach to instruction is complex.

Action Step 1 5

iObservation data is consistently analyzed by the Administrative Team and action plans are developed to increase teacher effectiveness in specific strategies as it pertains to Marzano's 41 Elements.

Person Responsible

Douglas Guthrie

Schedule

Quarterly, from 7/28/2014 to 5/29/2015

Evidence of Completion

iObservation Data, Observation of strategies being used within the classroom

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators and Instructional Coaches are assigned to the PLC teams and participate as supportive members. The Administrative Team members support the unit plan design and data analysis for the purpose of driving instruction and strengthening best practices.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLC agendas, Unit lesson plans, iObservation data, Supporting documents for coaching cycles

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will observe assessment data based on the assessment designed to measure the standards within specific course content.

Person Responsible

Douglas Guthrie


Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data

G1.B2 Alignment of instruction, assessments, and data gathering are not driving instruction. 2

 B089094

G1.B2.S1 Consistent, effective communication with PLC Teams concerning Item Specifications, EOC outlines, and Common Assessments occur within PLC meetings and Professional Development. 4

 S099718

Strategy Rationale

Assessments must be written prior to unit plans as a road map to guide instruction.

Action Step 1 5

Administration consistently and effectively communicates with PLC Teams concerning Item Specifications, EOC outlines, and Common Assessments occur within PLC meetings and Professional Development.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common Assessments, Unit Plans, Classroom Observation

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Unit Lesson Plans are observed for alignment of new standards by Administration.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student portfolios with tracking sheets, Unit Plans, Data Analysis of Common Assessments, Benchmarks, OC Writes Data, EOC Data, AMO Data, School Grade Total Points

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Performance Matters will be used to analyze student growth within the standards.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

On-going student data on common assessment and local and standardized tests


G2. Our goal is to improve student achievement through collaborative and public teaching. 1

 G037118

G2.B1 Limited understanding of the depth required as described by the new standards and assessments in the collaborative process. 2

 B137387

G2.B1.S1 Educate PLCs on the infrastructure of an effective and productive PLC. 4

 S151592

Strategy Rationale

Teachers need support in developing effective PLC teams as a mean to maximize time within the PLCs to address and embed the rigor and complexity of the new standards and assessments within the unit plans at the appropriate depth.

Action Step 1 5

Train faculty on the inner workings of effective and productive PLCs and their relationship to the rigorous content taught in the classroom.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheets; Agendas, Powerpoint

Action Step 2 5

Schedule formal and informal PLC meetings for each content area.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

PLC Minutes, Agendas, Unit Plans, Common Assessments

Action Step 3 5

Administrators and Instructional Coaches are assigned to the PLC teams and participate as supportive members in the formal PLC team meetings.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

PLC Minutes, Agendas, Calendar of Weekly Administration Meetings

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

Classroom informal and formal observations are conducted.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data, Unit Plans, iObservation Data

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

Common assessment data discussions within PLCs are conducted to measure student performance as prescribed by the District's pacing guide.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Common Assessment Data

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

Support from the Administration and Instructional Coaches will be provided to the PLC teams.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data

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

Support from the Administration and Instructional Coaches will be provided to the PLC teams with Common Assessment Writing and Data Gathering.

Person Responsible

Douglas Guthrie


Schedule

Monthly, from 8/12/2014 to 5/29/2015


Evidence of Completion

Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data


G3. Our goal is to improve college and career readiness through a supportive environment. 1

 G037119

G3.B1 College instruction is different from high school instruction. 2

 B137390

G3.B1.S1 Teachers attend College Board Professional Development for Advanced Placement courses throughout the school year and in the summer. 4

 S153113

Strategy Rationale

Teachers from all content areas, both regular and honors, will learn new strategies to address the needs of college bound students.

Action Step 1 5

College Board Advanced Placement Professional Development for Teachers

Person Responsible

Daina Cooke-Weaver

Schedule

Semiannually, from 8/18/2014 to 8/7/2015

Evidence of Completion

Teacher College Board Registration, Teacher AP College Board Certificates

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

Instructional Coaches will ensure that teachers from core content areas are registered for AP training.

Person Responsible

Daina Cooke-Weaver

Schedule

Semiannually, from 8/18/2014 to 8/7/2015

Evidence of Completion

Teacher College Board Registration, Teacher AP College Board Certificates

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

Unit Plans will be observed for the incorporation of AP strategies.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Unit Plans, AP Common Assessment Data

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

PLC Teams will work together to incorporate AP strategies within Unit Plans with the support of Instructional Support Personnel.

Person Responsible

Douglas Guthrie


Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Unit Plans, AP Common Assessment Data, AP Assessment Data, SAT/ACT Assessment Data

G3.B1.S2 Assign rigorous culminating assessments that measure student knowledge of standards as well as content knowledge. 4

 S153115

Strategy Rationale

College courses have rigorous culminating assessments that measure content knowledge, and teachers can prepare students for this level of rigor through the use of teaching content standards.

Action Step 1 5

PLC teams create rigorous culminating assessment tasks that measure student knowledge of standards as well as content knowledge.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Unit Plans; Common Assessments

Action Step 2 5

Work within the PLCs to observe the Unit Plan for MTPs as a means to include the appropriate standards for the culminating assessment tasks.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Unit Plans; Informal Assessments; Formal Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Instructional Coaches/Administrators are regularly scheduled participants in the formal PLC meetings, and will observe the construction of rigorous culminating assessments by the PLC team.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Unit Plans; Common Assessments; Informal Assessments; Formal Assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Construction of rigorous culminating assessments by the PLC team will be observed by Instructional Coaches and Administrators, ensuring that assessments measure up to the MTPs and challenges the students.

Person Responsible

Douglas Guthrie


Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common Assessments; Common Assessment Data, AP Common Assessment Data, Unit Assessment Data

G3.B2 Risk of student failures due to the insufficient home support and attendance concerns for low-income and minority students. **2**

 B140139

G3.B2.S1 Weekly contact with students and their parents regarding excessive absences **4**

 S155111

Strategy Rationale

To verify the cause for the absences, to keep the students and parents updated on the academic impact of the absences, and provide next steps

Action Step 1 **5**

Weekly contact is made with students and their parents regarding excessive absences.

Person Responsible

Lyle Heinz

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Emails, Documented Phone Logs/ Conversations with Students and Parents

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Administrative team reviews the list of excessive absences on a weekly basis via a weekly attendance report during the PLC meetings, and verify student-parent follow-up with each Guidance Counselor.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

EDW Attendance Reports are monitored for attendance improvement

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administrative team reviews the list of excessive absences on a weekly basis via a weekly attendance report during the PLC meetings, and verify student-parent follow-up with each Guidance Counselor.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

EDW Attendance Reports are monitored for attendance improvement

G3.B2.S2 Students and parents are provided alternate educational opportunities as a means to get students on track for graduation and ready for college and career 4

 S155112

Strategy Rationale

To provide instructional delivery options so students complete enough credits to ensure timely graduation and career preparation

Action Step 1 5

One on one meetings are scheduled with the Graduation Coach, Guidance Counselor, Student, and Parent

Person Responsible

Kenya Nelson-Warren

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Email and Phone Logs, Enrollment of Alternate Educational Options, CAP Enrollment, Impact Lab Enrollment, Night School Enrollment, FLVS and OCVS Enrollment

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Guidance Counselors meet with at-risk students regularly to ensure student progress towards graduation and college and career readiness

Person Responsible

Kenya Nelson-Warren

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Email and Phone Logs, Meeting Notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Weekly PLC Administrative Team/ Guidance meet to discuss student progress, updates, and next steps.

Person Responsible

Douglas Guthrie

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLC Agendas, Enrollment of Alternate Educational Options, CAP Enrollment, Impact Lab Enrollment, Night School Enrollment, FLVS and OCVS enrollment

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.B2.S1.A1	Administration consistently and effectively communicates with PLC Teams concerning Item Specifications, EOC outlines, and Common Assessments occur within PLC meetings and Professional Development.	Guthrie, Douglas	8/18/2014	Common Assessments, Unit Plans, Classroom Observation	6/5/2015 weekly
G1.B1.S1.A1	Plan and provide time for teachers to analyze new standards within the MTPs.	Guthrie, Douglas	10/27/2014	PLC minutes; School calendar; More focused learning goals matching the deconstructed standards will be observed through unit plans and classroom observations.	5/29/2015 quarterly

Orange - 1521 - Apopka High - 2014-15 SIP
Apopka High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	iObservation data is consistently analyzed by the Administrative Team and action plans are developed to increase teacher effectiveness in specific strategies as it pertains to Marzano's 41 Elements.	Guthrie, Douglas	7/28/2014	iObservation Data, Observation of strategies being used within the classroom	5/29/2015 quarterly
G2.B1.S1.A1	Train faculty on the inner workings of effective and productive PLCs and their relationship to the rigorous content taught in the classroom.	Guthrie, Douglas	8/12/2014	Sign-in Sheets; Agendas, Powerpoint	5/29/2015 monthly
G3.B1.S1.A1	College Board Advanced Placement Professional Development for Teachers	Cooke-Weaver, Daina	8/18/2014	Teacher College Board Registration, Teacher AP College Board Certificates	8/7/2015 semiannually
G3.B1.S2.A1	PLC teams create rigorous culminating assessment tasks that measure student knowledge of standards as well as content knowledge.	Guthrie, Douglas	8/18/2014	Unit Plans; Common Assessments	5/29/2015 monthly
G3.B2.S1.A1	Weekly contact is made with students and their parents regarding excessive absences.	Heinz, Lyle	9/29/2014	Emails, Documented Phone Logs/ Conversations with Students and Parents	5/29/2015 weekly
G3.B2.S2.A1	One on one meetings are scheduled with the Graduation Coach, Guidance Counselor, Student, and Parent	Nelson-Warren, Kenya	8/25/2014	Email and Phone Logs, Enrollment of Alternate Educational Options, CAP Enrollment, Impact Lab Enrollment, Night School Enrollment, FLVS and OCVS Enrollment	5/29/2015 weekly
G2.B1.S1.A2	Schedule formal and informal PLC meetings for each content area.	Guthrie, Douglas	8/12/2014	PLC Minutes, Agendas, Unit Plans, Common Assessments	5/29/2015 weekly
G3.B1.S2.A2	Work within the PLCs to observe the Unit Plan for MTPs as a means to include the appropriate standards for the culminating assessment tasks.	Guthrie, Douglas	8/18/2014	Unit Plans; Informal Assessments; Formal Assessments	5/29/2015 weekly
G2.B1.S1.A3	Administrators and Instructional Coaches are assigned to the PLC teams and participate as supportive members in the formal PLC team meetings.	Guthrie, Douglas	8/27/2014	PLC Minutes, Agendas, Calendar of Weekly Administration Meetings	5/27/2015 weekly
G1.MA1	Benchmark data, OC Writes data, Common Assessments	Guthrie, Douglas	8/25/2014	Improved Benchmark data; Increased achievement in OC Writes data; Increased AMO targets	5/29/2015 biweekly
G1.B2.S1.MA1	Performance Matters will be used to analyze student growth within the standards.	Guthrie, Douglas	8/18/2014	On-going student data on common assessment and local and standardized tests	5/29/2015 weekly
G1.B2.S1.MA1	Unit Lesson Plans are observed for alignment of new standards by Administration.	Guthrie, Douglas	8/18/2014	Student portfolios with tracking sheets, Unit Plans, Data Analysis of Common Assessments, Benchmarks, OC Writes Data, EOC Data, AMO Data, School Grade Total Points	5/29/2015 weekly
G1.B1.S1.MA1	Increased achievement in End of Course Exams; Increased AMO targets	Guthrie, Douglas	11/3/2014	Improved school grade points; Increased achievement in End of Course Exams; Increased AMO targets	5/29/2015 quarterly
G1.B1.S1.MA1	Observation of focused learning goals tied to deconstructing standards will be within the unit plan and the common board.	Guthrie, Douglas	11/3/2014	Observation of focused learning goals tied to deconstructing standards will be within the unit plan and the common board.	5/29/2015 weekly
G1.B1.S2.MA1	Administration will observe assessment data based on the assessment designed to measure the standards within specific course content.	Guthrie, Douglas	8/25/2014	Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data	5/29/2015 monthly
G1.B1.S2.MA1	Administrators and Instructional Coaches are assigned to the PLC teams and participate as supportive members. The Administrative Team members support the unit plan design	Guthrie, Douglas	8/25/2014	PLC agendas, Unit lesson plans, iObservation data, Supporting documents for coaching cycles	5/29/2015 weekly

Orange - 1521 - Apopka High - 2014-15 SIP
Apopka High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and data analysis for the purpose of driving instruction and strengthening best practices.				
G2.MA1	Benchmark data, OC Writes data, Common Assessments.	Guthrie, Douglas	9/3/2014	Improved Benchmark data; Increased achievement in OC Writes data; Increased AMO targets	5/29/2015 biweekly
G2.B1.S1.MA1	Support from the Administration and Instructional Coaches will be provided to the PLC teams.	Guthrie, Douglas	8/12/2014	Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data	5/29/2015 monthly
G2.B1.S1.MA2	Support from the Administration and Instructional Coaches will be provided to the PLC teams with Common Assessment Writing and Data Gathering.	Guthrie, Douglas	8/12/2014	Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data	5/29/2015 monthly
G2.B1.S1.MA1	Classroom informal and formal observations are conducted.	Guthrie, Douglas	9/3/2014	Improved School Grade Total Points, EOC Data, FSA Data, Student Tracking Data, Test Corrections and Retakes, AMO Data, Unit Plans, iObservation Data	5/29/2015 weekly
G2.B1.S1.MA2	Common assessment data discussions within PLCs are conducted to measure student performance as prescribed by the District's pacing guide.	Guthrie, Douglas	8/12/2014	Common Assessment Data	5/29/2015 monthly
G3.MA1	AP Common Assessment Data, Unit Assessment Data	Cooke-Weaver, Daina	8/18/2014	AP Common Assessment Data, AP Common Assessment Data, AP Assessment Data, SAT/ACT Assessment Data, Unit Assessment Data	5/29/2015 monthly
G3.B1.S1.MA1	PLC Teams will work together to incorporate AP strategies within Unit Plans with the support of Instructional Support Personnel.	Guthrie, Douglas	8/18/2014	Unit Plans, AP Common Assessment Data, AP Assessment Data, SAT/ACT Assessment Data	5/29/2015 monthly
G3.B1.S1.MA1	Instructional Coaches will ensure that teachers from core content areas are registered for AP training.	Cooke-Weaver, Daina	8/18/2014	Teacher College Board Registration, Teacher AP College Board Certificates	8/7/2015 semiannually
G3.B1.S1.MA2	Unit Plans will be observed for the incorporation of AP strategies.	Guthrie, Douglas	8/18/2014	Unit Plans, AP Common Assessment Data	5/29/2015 monthly
G3.B2.S1.MA1	Administrative team reviews the list of excessive absences on a weekly basis via a weekly attendance report during the PLC meetings, and verify student-parent follow-up with each Guidance Counselor.	Guthrie, Douglas	9/29/2014	EDW Attendance Reports are monitored for attendance improvement	5/29/2015 weekly
G3.B2.S1.MA1	Administrative team reviews the list of excessive absences on a weekly basis via a weekly attendance report during the PLC meetings, and verify student-parent follow-up with each Guidance Counselor.	Guthrie, Douglas	9/29/2014	EDW Attendance Reports are monitored for attendance improvement	5/29/2015 weekly
G3.B1.S2.MA1	Construction of rigorous culminating assessments by the PLC team will be observed by Instructional Coaches and Administrators, ensuring that assessments measure up to the MTPs and challenges the students.	Guthrie, Douglas	8/18/2014	Common Assessments; Common Assessment Data, AP Common Assessment Data, Unit Assessment Data	5/29/2015 monthly
G3.B1.S2.MA1	Instructional Coaches/Administrators are regularly scheduled participants in the formal PLC meetings, and will observe the construction of rigorous culminating assessments by the PLC team.	Guthrie, Douglas	8/18/2014	Unit Plans; Common Assessments; Informal Assessments; Formal Assessments	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.MA1	Weekly PLC Administrative Team/ Guidance meet to discuss student progress, updates, and next steps.	Guthrie, Douglas	8/25/2014	PLC Agendas, Enrollment of Alternate Educational Options, CAP Enrollment, Impact Lab Enrollment, Night School Enrollment, FLVS and OCVS enrollment	5/29/2015 weekly
G3.B2.S2.MA1	Guidance Counselors meet with at-risk students regularly to ensure student progress towards graduation and college and career readiness	Nelson-Warren, Kenya	8/25/2014	Email and Phone Logs, Meeting Notes	5/29/2015 weekly

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. Our goal is to improve student achievement through ambitious instruction.

G1.B1 New standards and expectations for curriculum require teachers to form new understanding and delivery methods.

G1.B1.S1 Teachers will incorporate the deconstructed standards within the MTPs as the basis for lesson plans and classroom instruction.

PD Opportunity 1

Plan and provide time for teachers to analyze new standards within the MTPs.

Facilitator

Administrators, CRTs, Instructional Coaches, PLC Leads

Participants

Instructional staff

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

G1.B1.S2 On-going coaching occurs for PLC team members as a means to strengthen best practices aligned to the new standards.

PD Opportunity 1

iObservation data is consistently analyzed by the Administrative Team and action plans are developed to increase teacher effectiveness in specific strategies as it pertains to Marzano's 41 Elements.

Facilitator

Douglas Guthrie

Participants

Administrative Team, Instructional Staff

Schedule

Quarterly, from 7/28/2014 to 5/29/2015

G1.B2 Alignment of instruction, assessments, and data gathering are not driving instruction.

G1.B2.S1 Consistent, effective communication with PLC Teams concerning Item Specifications, EOC outlines, and Common Assessments occur within PLC meetings and Professional Development.

PD Opportunity 1

Administration consistently and effectively communicates with PLC Teams concerning Item Specifications, EOC outlines, and Common Assessments occur within PLC meetings and Professional Development.

Facilitator

Administration, Instructional Coaches, CRT

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G2. Our goal is to improve student achievement through collaborative and public teaching.

G2.B1 Limited understanding of the depth required as described by the new standards and assessments in the collaborative process.

G2.B1.S1 Educate PLCs on the infrastructure of an effective and productive PLC.

PD Opportunity 1

Train faculty on the inner workings of effective and productive PLCs and their relationship to the rigorous content taught in the classroom.

Facilitator

Instructional Coaches, PLC Leads

Participants

Teachers

Schedule

Monthly, from 8/12/2014 to 5/29/2015

G3. Our goal is to improve college and career readiness through a supportive environment.

G3.B1 College instruction is different from high school instruction.

G3.B1.S1 Teachers attend College Board Professional Development for Advanced Placement courses throughout the school year and in the summer.

PD Opportunity 1

College Board Advanced Placement Professional Development for Teachers

Facilitator

College Board

Participants

Teachers

Schedule

Semiannually, from 8/18/2014 to 8/7/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Our goal is to improve student achievement through ambitious instruction.	3,500
Goal 3: Our goal is to improve college and career readiness through a supportive environment.	3,500
Grand Total	7,000

Goal 1: Our goal is to improve student achievement through ambitious instruction.

Description	Source	Total
B2.S1.A1 - Achieve 3000		0
B2.S1.A1 - READ 180		0
B2.S1.A1 - USA Test Prep		3,500
Total Goal 1		3,500

Goal 3: Our goal is to improve college and career readiness through a supportive environment.

Description	Source	Total
B1.S1.A1 - AP College Board Professional Development for Teachers	General Fund	3,500
Total Goal 3		3,500