

Edgewater High



2014-15 School Improvement Plan

Edgewater High

3100 EDGEWATER DR, Orlando, FL 32804

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

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

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>.

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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

To lead our students to success through the support and involvement of families and the community.

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

Edgewater offers a range of clubs and groups based on students' interests to help build our school community. Additionally, teachers mentor students informally and formally through programs like Adopt-an-Athlete. Teachers attend athletic and extra-curricular events throughout the year to support the growth of our students outside of the classroom and build relationships with our students' families.

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

Edgewater High School ensures a safe, respectful environment by following a structured supervision plan. Administration, SROs, our SAFE coordinator, and even teacher leaders are all assigned duty posts throughout our campus. They greet students and parents as they arrive to school, supervise students as they move throughout the buildings during the day, and supervise them as they leave our campus at the conclusion of our day. Additionally, teachers are at their doors during transition changes, ensuring students are monitored as they move from class to class. Our counselors are also available during lunches in the cafeteria through our daily "Counselor Corner." Edgewater also uses an anonymous tip line for students who want to voice concerns and conceal their identity.

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

During preplanning, all teachers received professional development on using positive behavior management in our classrooms. Deans and administrators do classroom walk-throughs, supporting teachers in managing their classes. We have a school-wide focus on Marzano Enacted on the Spot design questions and elements, which is supported through our tiered system of support and coaching for our teachers. Behavior expectations are also covered through the review of OCPS's Student Code of Conduct each quarter, posted on our website for the community, and communicated with teachers through targeted PD and faculty meetings. Deans also monitor our behavioral data, analyzing for strengths and weaknesses and implement interventions as needed. Edgewater High School is also implementing Positive Behavior Support (PBS) this school year.

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

Edgewater utilizes the district's SAFE program, provides tutoring and mentoring through relationships with community groups, and has a school social worker and a psychologist. The administration,

counselors, and teachers all help identify students who may have social and/or emotional needs and ensure those targeted students receive the appropriate levels of intervention in order to help students and parents both address any social/emotional needs.

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

Edgewater's interventions are tiered to support various levels of need. Early warning indicators include the following: attendance and behavior reports (suspensions); grade reports (students with declining or failing grades); benchmark achievement assessments; teacher-made common assessments; previous state and district assessment scores; and classroom observations. Based on these early warning indicators, students are placed into tiers of support through MTSS. The MTSS team monitors these students and their associated data and responds with appropriate, targeted interventions and support.

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	80	75	61	61	277
One or more suspensions	95	82	54	34	265
Course failure in ELA or Math	22	13	19	10	64
Level 1 on statewide assessment	115	83	12	0	210

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	73	59	31	13	176

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

Students receive intervention strategies based on their individual needs. Meaning, if a student has high absence rates, the school social worker, counselor, and administrator will meet with the parent and student to address the concerns and encourage a change in attendance. If a student exhibits warning signs based on academics or assessment scores, students receive intervention strategies in the classroom such as differentiated instruction, course placement, and supplemental instruction outside of the classroom. If a student exhibits warning signs based on behavior, the dean will work to create a positive behavior support plan, utilizing the counselors, SAFE coordinator, and administrative input and support as needed. The MTSS team helps support all of these interventions and tracks the data to monitor students' progress.

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

Edgewater updates its website regularly for the public. Additionally, our PTSA and SAC are strong pieces of our school's plan--encouraging parent and community involvement. Edgewater has a strong connection to the community through athletics as well. We utilize Progressbook for our students' academic progress and teachers are encouraged to make contact home. Guidance monitors students' progress toward graduation requirements and communicates with parents via meetings, phone, and emails.

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

Edgewater has a strong, continuous relationship with our PTSA/SAC and other community members. These relationships help build a support system for our students on campus and promote positive experiences within the students' communities. We also have relationships with additional volunteer and mentoring groups such as the EKO Mentoring Team and Young Life.

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
Rogers, Theresa	Instructional Coach
Draus, Kristi	Assistant Principal
Jamison, Arthur	Assistant Principal
Serianni, Anthony	Assistant Principal
Hepburn, Howard	Principal
Chapdelaine, Kerry	Instructional Coach

Duties

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

Each Leadership Team member will be responsible for managing, supervising, and progress monitoring of specific curricular areas to determine specific student deficiencies. They will report this data to the overall MTSS Leadership Team to identify needed professional development and resources. The team will meet weekly. Following initial data analysis, Tier 1 interventions will be

developed by the leadership team for implementation in the classroom. Progress monitoring will be continuous throughout the intervention window. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The assistant principals also serve as instructional leaders by coaching teachers through monitoring their lesson plans, offering actionable feedback through iObservation, and building teacher-leader capacity.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Principal will provide needed support through professional development activities to improve staff knowledge and skills for continual MTSS development and implementation. There will be an intense focus to also provide a common vision towards improving the schools' MTSS team through the disaggregation of data compiled from several district data bases to include the Enterprise Database Warehouse, Student Management System, Performance Matters, and Instructional Management System. The MTSS team will also assist in developing the School Improvement Plan (SIP) with an emphasis on participating in the student data collection process needed to guide instructional decisions that will support the implementation of appropriate interventions for students that are not adequately progressing. Communication will continue to update teachers, parents, and students about the MTSS plan. The school's curriculum leaders and department chairs will provide ongoing professional development with departments through PLC's to support the MTSS plan. Team members will regularly collaborate, and share effective practices, and assess implementation of new processes and practices while problem solving. There will be ongoing progress monitoring of overall department data and assistance provided to specific teachers in data interpretation and implementation of Tier 1 interventions.

Instructional coaches will also assist in developing the SIP and an effective intervention plan with the help of district personnel. The Instructional Coach will provide guidance on the K-12 reading plan and engage in analyzing school assessment data to build a core list of at-risk students. The Reading Coach will work with curriculum leaders to assess data, implement a plan, and support the implementation of tier 1, 2, and 3. Continuous progress monitoring will be provided to measure effectiveness of interventions for each tier. They will also collaborate with Curriculum leaders to assess data and implementation of the MTSS plan. CRT/IC will assist in supporting the implementation of Tier 1, 2, and 3 while providing continuous progress monitoring to measure effectiveness of interventions for each Tier.

Guidance counselors will consult with parents and students about MTSS plan implementation. They will develop an academic plan with parents and students that support the MTSS plan and students goals. Counselors will monitor students' progress in all classes and schedule conferences with parent, student, and teacher as needed. The Staffing Specialist will ensure that IEP and 504 plans adhere to intervention plans. She will consult with the MTSS team about ESE students and assist in planning modifications to meet the required accommodations for ESE students. General and special education teachers will be responsible for implementing Tier 1 of the MTSS plan. They will analyze assessment for effectiveness of interventions and assist in prescribing additional interventions for specific student deficiencies.

Supplemental Academic Instruction (SAI): Edgewater High School provides tutoring activities during and after school for students needing additional academic review and support. Tutors are funded through the Edgewater SAC and school site budget. SAI is also provided during the summer to provide students with assistance in multiple academic areas to include Math & Science.

Career and Technical Education: Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater also offers engineering courses, architecture courses, web design, and computer science courses through the

Engineering, Science, and Technology Magnet for students displaying an interest in exploring careers in the field of Engineering. Academic programs tailored for Edgewater High School also gives students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas. Students are also afforded the opportunity to take career courses through Orange County Public Schools technical and career centers while enrolled in core subject areas at Edgewater High School. Students are transported to several locations throughout the district that may include locations at Orlando Technical Center, Winter Park Technical Center, Mid-Florida Technical Center, and Westside Technical Center. Edgewater also offers an on campus construction class through Mid-Florida Technical Center to further meet the needs of students. Edgewater's CTE coordinator oversees our career and technical dual-enrollment program. Job Training: Edgewater High School offers job training opportunities for the many students in the Exceptional Student Education program. Through career placement, students are transported to local destinations to include Florida Hospital each week for job related experiences.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mary Vetter	Teacher
Christina Parrish	Teacher
Jessica Mahoney	Teacher
Tedra Lyte	Parent
Carla Hardy	Business/Community
Trace Graham	Student
Linda Shields	Business/Community
Kellie Pinel	Business/Community
Bob Carr	Business/Community
Yolanda Bonilla	Parent
Karen Graham	Parent
Melissa Peoples	Parent
Amanda Singh	Parent
Kimberly Bispott	Teacher
Kourtney Parker	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

SAC evaluated the goals and barriers to these goals and identified after school tutoring as a potential strategy to address the barrier of time and additional practice needed. Additionally, SAC evaluated the stakeholder survey results to identify future potential projects for implementation.

Development of this school improvement plan

The School Advisory Council chairperson attends the district SAC and School Improvement orientation meeting to glean pertinent information (district strategic plan, Sunshine Law and public records requirements, online SAC rosters, and school performance information) needed to assist in facilitating the school improvement process. The School Advisory Council meets monthly with the principal to develop a network of support to address various needs of the school based primarily upon student performance data. A myriad of available resources are identified and made available to the school in order to improve leadership capacity, teacher efficacy and student outcomes. Through a data-driven planning and problem-solving process, SAC collaborates with the school leadership to write, review and refine the school's improvement plan. The plan is monitored monthly and edited when necessary as performance information (Benchmark Assessments, AP scores, Graduation rates, End of Course Exam scores, etc...) becomes available.

Preparation of the school's annual budget and plan

SAC is provided with a copy of the school's annual budget and instructional needs are prioritized. Funds for the resources used annually are encumbered. SAC analyzes the distribution of funds and the needs identified in the school improvement plan.

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

After School Math Tutoring: 2 hours each week, total cost is no more than \$2,652 for 34 weeks.
After School Reading and Writing Tutoring: 2 hours each week, total cost is no more than \$2,652 for 34 weeks.

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
Draus, Kristi	Assistant Principal
Chapdelaine, Kerry	Instructional Coach
Rogers, Theresa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The primary function of the LLT is to promote the implementation of literacy skills across all content areas in an effort to prepare students for all of our assessments but specifically our ELA assessments. The LLT will coordinate professional development that creates a common vocabulary for our school regarding reading and writing and claim-based argumentation. Additionally, the LLT will work to create a literacy-focused environment by training teachers to assess students' mastery of content through writing. The LLT will also help the MTSS team provide and plan academic interventions for students who struggle with literacy-based skills.

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

Edgewater utilizes Professional Learning Communities (PLC) based on content areas to encourage collaboration of planning, teaching strategies, progress monitoring of data, and reflection. Assessing administrators monitor the PLCs for accountability. Our Reading Coach, CTE Career Specialist, and CRT all work to support the PLCs in their collaboration. Additionally, based on teacher needs, teachers will receive differentiated professional development to coach teachers toward collaborative instruction. Lastly, teachers will work with PLCs based on their Deliberate Practice elements; focusing on strategies to enhance instruction and encourage students' mastery of the content.

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

The Principal, Assistant Principals, and Curriculum Resource Teacher of Edgewater High School will continue to work closely with the school district's human resources and personnel department to recruit high quality and highly qualified teachers. The Edgewater High School New Teacher Mentor Program will pair new teachers with present highly qualified teachers for mentoring and coaching opportunities. Teacher achievements will be highlighted in Principal's weekly school and community updates. Teachers will have the opportunity to share their best practices through department meetings and Professional Learning Communities. There will be ongoing professional development opportunities. .

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

Upon hiring of new teachers, the Edgewater High School leadership team immediately initiates the process of matching new teachers with experienced teachers who provide instruction in the same content areas. Continuous administrative support is provided to mentors in reviewing available teacher resources and scheduling collaborative planning time. The Curriculum Resource Teacher also provides further support in this process through scheduled coaching opportunities for mentor and mentee. Bi-weekly meetings are scheduled with mentees to review instructional goals and provide needed support through scheduled professional development sessions that includes classroom management, delivery of instruction, lesson planning, test preparations, professional learning communities and review of the Instructional Teacher Evaluation process.

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

All courses at Edgewater High School are planned according to the Measurement Topic Plans (MTPs) and Scope and Sequences created by Orange County Public Schools. Additionally, teachers have received the Comprehensive End of Course outlines for their courses as they are created to ensure students are prepared for the assessments correlated to our Florida Standards. Through our tiered system of support, administrators are monitoring teachers' lesson plans for connections to the MTPs, coaching as necessary, and providing support and feedback through classroom observations for the use of instruction based on Florida Standards. English and social studies teachers are trained in Writing with Core Connections district trainings.

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

Administration holds biweekly data meetings to analyze our overall school strengths and weaknesses and creating interventions as needed. Adjustments are made to support our teachers and students. Assessing administrators utilize a tiered support system of teachers to facilitate intervention. Teachers meet in weekly PLCs to disaggregate student achievement data and make adjustments to their future instruction and strategies. Professional development is created based on overall school needs, students' achievement data, and iObservation data as well. Also, the MTSS team monitors data for intervention needs and provides support as needed.

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: 5,640

Core area instructional teachers will conduct tutoring sessions for students needing additional assistance.

Strategy Rationale

Students who need additional support and time to master skills and standards will be provided that resource during the extended school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jamison, Arthur, arthur.jamison@ocps.net

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

Student work samples, benchmark assessments, teacher observations, student course grades

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

Edgewater offers a transition camp during the summer for incoming freshmen to learn about expectations in high school. Additionally, incoming freshmen and their parents are part of an orientation during pre-planning week. All ninth grade students not taking AP Human Geography are also placed in a course to develop their study skills and learn about the expectations and requirements of high school. Edgewater's College and Career Resource Center is always available for our students as they move to post-secondary schools and careers. Some students are targeted based on historical and demographic needs to receive one-on-one support in making choices and getting support for their future through our CCRC.

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

Edgewater High School's guidance counselors schedule meetings with students and parents to develop academic plans which correlate with students' interests. Students are also provided the opportunity during the second semester to request courses for the following year that will support their academic plan and career interests. Edgewater also has a counselor whose primary responsibility is to manage college visits and our CRCC and ensure our students are informed and receiving any assistance necessary as they pursue college. Currently, Edgewater has a relationship with Embry-Riddle, Valencia, and the OCPS tech centers.

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

Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater offers engineering courses, architecture courses, web design, and computer science courses through the Engineering, Science, and Technology Magnet for students displaying an interest in these fields. Students are also afforded the opportunity to take career courses through Orange County Public Schools technical and career centers while enrolled in core subject areas at Edgewater High School. Academic programs tailored for Edgewater High School also give students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas.

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

Edgewater offers an EST magnet program. In these courses, students marry the math, science, and literacy skills of core academic programs with technical fields in courses such as Engineering, Graphic Design, 3D Animation, Web Design, and Information Technology courses.

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

Edgewater will work to increase our students' enrollment in college-level courses such as Advanced Placement and dual-enrollment while providing supplemental support. All teachers receive coaching by the administration and leadership team to ensure rigor and complexity to support post-secondary student success. Our CCRC is available to students and parents in preparing for the challenges of college and understanding the criteria, requirements, and expectations of college admissions. Our guidance counselors regularly review academic plans to make sure students are on track for current and post-secondary success.

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.** Students will improve academic achievement.
- G2.** Students will improve college and career readiness.

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. Students will improve academic achievement. 1a

G037235

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	37.0
ELA/Reading Gains	59.0

Resources Available to Support the Goal 2

- Reading coach
- Support facilitators
- Targeted professional development
- District support personnel

Targeted Barriers to Achieving the Goal 3

- Teachers do not consistently use assessment data to guide and differentiate instruction
- Teachers do not consistently utilize instructional strategies that progress to the intended level of complexity or rigor for the standard

Plan to Monitor Progress Toward G1. 8

Student's achievement on common assessments and benchmark assessments will be monitored for progress toward our goal of improving students' academic achievement.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Benchmark Scores; Common Assessments

G2. Students will improve college and career readiness. 1a

G037236

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
4-Year Grad Rate (At-Risk)	61.0

Resources Available to Support the Goal 2

- CTE Career Specialist
- After school tutoring
- AP tutoring
- College and Career Resource Center (CCRC)

Targeted Barriers to Achieving the Goal 3

- Students are not prepared for the rigor of an AP class.
- Teachers do not vary or differentiate instructional strategies for AP students.
- Industry Certification teachers integrating IC test preparation into curriculum.

Plan to Monitor Progress Toward G2. 8

Teacher assessment data and the end AP assessment data will be used to assess whether students' college and career readiness has improved.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Teacher assessment data; AP test scores

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. Students will improve academic achievement. **1**

 G037235

G1.B1 Teachers do not consistently use assessment data to guide and differentiate instruction **2**

 B089356

G1.B1.S1 Create a process by which to monitor PLC's use of common assessment. **4**

 S100039

Strategy Rationale

This would create a sense of accountability for the PLC's and also give structure to the process of creating and using common assessment.

Action Step 1 **5**

PLC Leaders should be appointed and receive professional development regarding PLCs and common assessments.

Person Responsible

Howard Hepburn

Schedule

On 10/21/2014

Evidence of Completion

PLC leaders will have attended the PD and provide feedback/reflections.

Action Step 2 5

Administration needs to communicate a clear expectation for common assessment detailing frequency, format, and teacher use.

Person Responsible

Howard Hepburn

Schedule

On 10/6/2014

Evidence of Completion

The actual policy detailing the expectation for common assessment.

Action Step 3 5

Assessing administrators will monitor that teachers are creating common assessments for each unit and giving the assessment.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

The evidence will be the actual common assessments used and the individual teacher data that is collected after giving the assessment.

Action Step 4 5

Teachers will compare and analyze their common assessment data within their PLCs and create adjust instruction as necessary.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

The evidence will be documents through PLC collaboration forms and lesson plans that show evidence of reteaching and reassessing students.

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

The action plan must be monitored by the assessing administrative team. The assessing administrative team must monitor PLCs for backward planning and actual common assessment creation and use. Through PLC collaboration forms and lesson plans, administrators will be able to monitor for fidelity.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Lesson plans; collaboration forms; actual common assessments

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

Creating a process for monitoring PLC's use of common assessment will help improve students' academic achievement because through common assessments teachers will be able to have up-to-date assessment data that will be used to inform instruction. In this way, teachers will know what students' deficiencies are academically and be able to intervene before the end of course assessments. Students will be given an opportunity to revisit the content and therefore potentially improve their academic achievement.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Students' assessment data should show signs of improvement as teachers revisit content based on the common assessment data.

G1.B2 Teachers do not consistently utilize instructional strategies that progress to the intended level of complexity or rigor for the standard **2**

 B089358

G1.B2.S1 Teachers can be trained in the Marzano elements, specifically in DQ 3 and 4. **4**

 S135383

Strategy Rationale

Teachers are not effectively using DQ 3 and 4 strategies and therefore stay at the surface-level of "new information" in DQ 2 regardless of the complexity of the standard.

Action Step 1 **5**

Teachers will view resource videos of teachers teaching on iObservation, learn how to score them, and get feedback about how DQ 3 and DQ 4 elements are used effectively.

Person Responsible

Howard Hepburn

Schedule

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

Evidence of Completion

Artifacts from the PD in which teachers view videos and learn to score and how to assess instructional strategies effectively

Action Step 2 **5**

Teachers will participate in instructional rounds.

Person Responsible

Howard Hepburn

Schedule

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

Evidence of Completion

Participant feedback

Action Step 3 5

Teachers purposefully plan to cover the complexity of standards using instructional strategies learned through scoring and instructional rounds.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Lesson Plans; Observations

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

Assessing administrators will monitor through lesson plans and observations that teachers are utilizing instructional strategies that get to the complexity and rigor of the standards. .

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Lesson plans; observation feedback

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

Students achievement data through common assessments and benchmark exams will be analyzed for growth as teachers implement instructional strategies that address the complexity and rigor of the standards.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Common assessment data; PLC collaboration forms; benchmark data

G2. Students will improve college and career readiness. 1

G037236

G2.B1 Students are not prepared for the rigor of an AP class. 2

B120208

G2.B1.S1 Supports need to be put in place for students who are in AP to compensate for the students' deficiencies. 4

S135419

Strategy Rationale

This will allow students who may not be prepared coming into an AP class to take AP courses and potentially be successful regardless of the students' lack of preparation.

Action Step 1 5

Evaluate our students deficiencies in AP as it stands.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/27/2014 to 10/27/2014

Evidence of Completion

Student data through mock assessments; Teacher data

Action Step 2 5

Provide resources for students to support their learning in AP, such as Learnerator software.

Person Responsible

Howard Hepburn

Schedule

On 10/20/2014

Evidence of Completion

Students will have licenses to access the program

Action Step 3 5

Provide tutoring for AP students.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 11/3/2014 to 11/3/2014

Evidence of Completion

Attendance rosters; student data

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

Administration will monitor that resources are being used and offered in AP courses and that tutoring is occurring.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 11/3/2014 to 11/3/2014

Evidence of Completion

Usage data from teachers and tutoring attendance logs

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

Adding resources and tutoring supports will help ensure students are improving their college and career readiness because it will provide intervention and scaffolded support for students who are not entering AP prepared for the rigor of the course.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Teacher assessment data; Students' pass rates on AP assessments

G2.B1.S2 Vertical alignment should occur between the feeder courses and AP courses. 4

 S135421

Strategy Rationale

This will increase teachers' understanding of AP demands and therefore prepare students to be successful in AP.

Action Step 1 5

Feeder courses should be identified for each AP class and vertical alignment PLCs should be created.

Person Responsible

Anthony Serianni

Schedule

On 10/13/2014

Evidence of Completion

Vertical Alignment Chart

Action Step 2 5

Vertical alignment PLCs should collaborate regarding the skills and level of rigor necessary for students to be successful in AP courses.

Person Responsible

Howard Hepburn

Schedule

On 10/20/2014

Evidence of Completion

List of skills students need to be successful

Action Step 3 5

Feeder course teachers will purposefully plan to address the AP course needs throughout the year.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/20/2014 to 10/20/2014

Evidence of Completion

Lesson plans

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

Vertical alignment PLCs will document AP course needs through collaboration forms

Person Responsible

Howard Hepburn

Schedule

On 10/20/2014

Evidence of Completion

Collaboration Form

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

Feeder course lesson plans will be reviewed for instruction addressing the skills and level of rigor identified through the vertical alignment PLC.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Lesson plans

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

AP and feeder course teachers will collaborate on AP style assignments (such as DBQs, FRQs, various writing assessments) to gauge student readiness for AP rigor throughout the year.

Person Responsible

Howard Hepburn

Schedule

Quarterly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Data collected from AP style assignments

G2.B2 Teachers do not vary or differentiate instructional strategies for AP students. 2

 B120209

G2.B2.S1 AP teachers will be educated in the Marzano instructional framework. 4

 S135428

Strategy Rationale

This will expose them to varied styles of instruction rather than just the college lecture approach.

Action Step 1 5

AP teachers will do observational rounds and/or peer to peer observations of those AP teachers who are varying their instructional strategies.

Person Responsible

Howard Hepburn

Schedule

Monthly, from 11/3/2014 to 4/1/2015

Evidence of Completion

Teacher observation notes

Action Step 2 5

AP teachers who are not varying their instructional strategies will begin using Becoming a Reflective Teacher to implement varied instructional strategies in their lesson plans.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

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

Administration will set up the peer observations and rounds and assessing administrators will review lesson plans for varied instructional strategies.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Lesson Plans; teacher feedback

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

Teacher assessment data will be monitored for growth based on the variation of instructional strategies.

Person Responsible

Howard Hepburn

Schedule

Monthly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Teacher assessment data

G2.B7 Industry Certification teachers integrating IC test preparation into curriculum. 2

 B126152

G2.B7.S1 Teachers will use practice exams for progress monitoring and to inform instruction. 4

 S138066

Strategy Rationale

Through progress monitoring, teachers will be able to reteach skills not mastered to increase student achievement.

Action Step 1 5

Research available practice exams for purchase.

Person Responsible

Arthur Jamison

Schedule

On 11/3/2014

Evidence of Completion

Proposed exams will be discussed with teachers for review.

Action Step 2 5

Purchase practice exams.

Person Responsible

Arthur Jamison

Schedule

On 11/10/2014

Evidence of Completion

Practice exams will be acquired.

Action Step 3 5

Teachers will utilize practice exams to inform instruction.

Person Responsible

Arthur Jamison

Schedule

Quarterly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Data collected from practice exams and lesson plans with planned instruction

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Assessing administrator will follow up with IC courses for use of practice exams, data collection, and revised lesson plans.

Person Responsible

Arthur Jamison

Schedule

Quarterly, from 10/6/2014 to 6/8/2015

Evidence of Completion

Data collection; lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Assessing administrator will monitor use of the practice exams and meet with PLC to collaborate with teach on instruction.

Person Responsible

Arthur Jamison

Schedule

Monthly, from 10/6/2014 to 6/8/2015

Evidence of Completion

Lesson plans and data collaboration forms

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Orange - 0121 - Edgewater High - 2014-15 SIP
Edgewater High

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	Teachers will view resource videos of teachers teaching on iObservation, learn how to score them, and get feedback about how DQ 3 and DQ 4 elements are used effectively.	Hepburn, Howard	10/6/2014	Artifacts from the PD in which teachers view videos and learn to score and how to assess instructional strategies effectively	6/1/2015 monthly
G2.B1.S2.A1	Feeder courses should be identified for each AP class and vertical alignment PLCs should be created.	Serianni, Anthony	10/6/2014	Vertical Alignment Chart	10/13/2014 one-time
G2.B1.S1.A1	Evaluate our students deficiencies in AP as it stands.	Hepburn, Howard	10/27/2014	Student data through mock assessments; Teacher data	10/27/2014 biweekly
G2.B2.S1.A1	AP teachers will do observational rounds and/or peer to peer observations of those AP teachers who are varying their instructional strategies.	Hepburn, Howard	11/3/2014	Teacher observation notes	4/1/2015 monthly
G2.B7.S1.A1	Research available practice exams for purchase.	Jamison, Arthur	10/13/2014	Proposed exams will be discussed with teachers for review.	11/3/2014 one-time
G1.B1.S1.A1	PLC Leaders should be appointed and receive professional development regarding PLCs and common assessments.	Hepburn, Howard	10/21/2014	PLC leaders will have attended the PD and provide feedback/reflections.	10/21/2014 one-time
G1.B1.S1.A2	Administration needs to communicate a clear expectation for common assessment detailing frequency, format, and teacher use.	Hepburn, Howard	10/6/2014	The actual policy detailing the expectation for common assessment.	10/6/2014 one-time
G1.B2.S1.A2	Teachers will participate in instructional rounds.	Hepburn, Howard	10/6/2014	Participant feedback	6/1/2015 monthly
G2.B1.S2.A2	Vertical alignment PLCs should collaborate regarding the skills and level of rigor necessary for students to be successful in AP courses.	Hepburn, Howard	10/20/2014	List of skills students need to be successful	10/20/2014 one-time
G2.B1.S1.A2	Provide resources for students to support their learning in AP, such as Learnerator software.	Hepburn, Howard	10/20/2014	Students will have licenses to access the program	10/20/2014 one-time
G2.B2.S1.A2	AP teachers who are not varying their instructional strategies will begin using Becoming a Reflective Teacher to implement varied instructional strategies in their lesson plans.	Hepburn, Howard	10/20/2014	Lesson Plans	6/1/2015 biweekly
G2.B7.S1.A2	Purchase practice exams.	Jamison, Arthur	11/3/2014	Practice exams will be acquired.	11/10/2014 one-time
G1.B1.S1.A3	Assessing administrators will monitor that teachers are creating common assessments for each unit and giving the assessment.	Hepburn, Howard	10/6/2014	The evidence will be the actual common assessments used and the individual teacher data that is collected after giving the assessment.	6/1/2015 biweekly
G1.B2.S1.A3	Teachers purposefully plan to cover the complexity of standards using instructional strategies learned through scoring and instructional rounds.	Hepburn, Howard	10/6/2014	Lesson Plans; Observations	6/1/2015 biweekly
G2.B1.S2.A3	Feeder course teachers will purposefully plan to address the AP course needs throughout the year.	Hepburn, Howard	10/20/2014	Lesson plans	10/20/2014 biweekly
G2.B1.S1.A3	Provide tutoring for AP students.	Hepburn, Howard	11/3/2014	Attendance rosters; student data	11/3/2014 weekly
G2.B7.S1.A3	Teachers will utilize practice exams to inform instruction.	Jamison, Arthur	12/1/2014	Data collected from practice exams and lesson plans with planned instruction	6/1/2015 quarterly
G1.B1.S1.A4	Teachers will compare and analyze their common assessment data within their PLCs and create adjust instruction as necessary.	Hepburn, Howard	10/6/2014	The evidence will be documents through PLC collaboration forms and lesson plans that show evidence of reteaching and reassessing students.	6/1/2015 biweekly

Orange - 0121 - Edgewater High - 2014-15 SIP
Edgewater High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Student's achievement on common assessments and benchmark assessments will be monitored for progress toward our goal of improving students' academic achievement.	Hepburn, Howard	10/6/2014	Benchmark Scores; Common Assessments	6/1/2015 biweekly
G1.B1.S1.MA1	Creating a process for monitoring PLC's use of common assessment will help improve students' academic achievement because through common assessments teachers will be able to have up-to-date assessment data that will be used to inform instruction. In this way, teachers will know what students' deficiencies are academically and be able to intervene before the end of course assessments. Students will be given an opportunity to revisit the content and therefore potentially improve their academic achievement.	Hepburn, Howard	10/6/2014	Students' assessment data should show signs of improvement as teachers revisit content based on the common assessment data.	6/1/2015 biweekly
G1.B1.S1.MA1	The action plan must be monitored by the assessing administrative team. The assessing administrative team must monitor PLCs for backward planning and actual common assessment creation and use. Through PLC collaboration forms and lesson plans, administrators will be able to monitor for fidelity.	Hepburn, Howard	10/6/2014	Lesson plans; collaboration forms; actual common assessments	6/1/2015 biweekly
G1.B2.S1.MA1	Students achievement data through common assessments and benchmark exams will be analyzed for growth as teachers implement instructional strategies that address the complexity and rigor of the standards.	Hepburn, Howard	10/6/2014	Common assessment data; PLC collaboration forms; benchmark data	6/1/2015 biweekly
G1.B2.S1.MA1	Assessing administrators will monitor through lesson plans and observations that teachers are utilizing instructional strategies that get to the complexity and rigor of the standards. .	Hepburn, Howard	10/6/2014	Lesson plans; observation feedback	6/1/2015 biweekly
G2.MA1	Teacher assessment data and the end AP assessment data will be used to assess whether students' college and career readiness has improved.	Hepburn, Howard	10/20/2014	Teacher assessment data; AP test scores	6/1/2015 biweekly
G2.B1.S1.MA1	Adding resources and tutoring supports will help ensure students are improving their college and career readiness because it will provide intervention and scaffolded support for students who are not entering AP prepared for the rigor of the course.	Hepburn, Howard	10/20/2014	Teacher assessment data; Students' pass rates on AP assessments	6/1/2015 weekly
G2.B1.S1.MA1	Administration will monitor that resources are being used and offered in AP courses and that tutoring is occurring.	Hepburn, Howard	11/3/2014	Usage data from teachers and tutoring attendance logs	11/3/2014 weekly
G2.B2.S1.MA1	Teacher assessment data will be monitored for growth based on the variation of instructional strategies.	Hepburn, Howard	10/20/2014	Teacher assessment data	6/1/2015 monthly
G2.B2.S1.MA1	Administration will set up the peer observations and rounds and assessing administrators will review lesson plans for varied instructional strategies.	Hepburn, Howard	10/20/2014	Lesson Plans; teacher feedback	6/1/2015 biweekly
G2.B7.S1.MA1	Assessing administrator will monitor use of the practice exams and meet with	Jamison, Arthur	10/6/2014	Lesson plans and data collaboration forms	6/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	PLC to collaborate with teach on instruction.				
G2.B7.S1.MA1	Assessing administrator will follow up with IC courses for use of practice exams, data collection, and revised lesson plans.	Jamison, Arthur	10/6/2014	Data collection; lesson plans	6/8/2015 quarterly
G2.B1.S2.MA1	AP and feeder course teachers will collaborate on AP style assignments (such as DBQs, FRQs, various writing assessments) to gauge student readiness for AP rigor throughout the year.	Hepburn, Howard	8/24/2015	Data collected from AP style assignments	8/24/2015 quarterly
G2.B1.S2.MA1	Vertical alignment PLCs will document AP course needs through collaboration forms	Hepburn, Howard	10/20/2014	Collaboration Form	10/20/2014 one-time
G2.B1.S2.MA2	Feeder course lesson plans will be reviewed for instruction addressing the skills and level of rigor identified through the vertical alignment PLC.	Hepburn, Howard	10/20/2014	Lesson plans	6/1/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students will improve academic achievement.

G1.B1 Teachers do not consistently use assessment data to guide and differentiate instruction

G1.B1.S1 Create a process by which to monitor PLC's use of common assessment.

PD Opportunity 1

PLC Leaders should be appointed and receive professional development regarding PLCs and common assessments.

Facilitator

Administrative Team

Participants

Appointed PLC leaders

Schedule

On 10/21/2014

G1.B2 Teachers do not consistently utilize instructional strategies that progress to the intended level of complexity or rigor for the standard

G1.B2.S1 Teachers can be trained in the Marzano elements, specifically in DQ 3 and 4.

PD Opportunity 1

Teachers will view resource videos of teachers teaching on iObservation, learn how to score them, and get feedback about how DQ 3 and DQ 4 elements are used effectively.

Facilitator

Administrative team

Participants

All instructional personnel

Schedule

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

PD Opportunity 2

Teachers will participate in instructional rounds.

Facilitator

Administrative team; Kerry Chapdelaine

Participants

Instructional faculty

Schedule

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

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 2: Students will improve college and career readiness.	6,999
Grand Total	6,999

Goal 2: Students will improve college and career readiness.		
Description	Source	Total
B1.S1.A2 - Learnerator Software	General Fund	1,999
B7.S1.A2 - Money from previously passed IC tests will help fund the purchase of practice assessments.	General Fund	5,000
Total Goal 2		6,999