

Volusia County Schools

University High School



2015-16 School Improvement Plan

University High School

1000 W RHODE ISLAND AVE, Orange City, FL 32763

<http://www.uhstitans.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	59%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

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	25
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At University High School we believe in the promise of every student. We are committed to preparing students for success in a rapidly changing world. Together we are a vibrant, close-knit learning community of diverse backgrounds, talent and perspectives.

Provide the school's vision statement

In concurrence with Volusia County's vision statement, "Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society."

School Environment

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

At University High School, our teachers meet with their fourth period students every progress report and report card distribution to allow students to touch their data and see if they are on track for graduation. During this meeting the teachers also discuss talking points with the students to help guide them through the school year. The talking points are specific to each grade level, such as GPA conversations with freshmen and SAT and ACT information with Juniors and Seniors.

At University High School, our teachers recommend students for the next school year's courses and then meet with their guidance counselor to complete the registration process. ESE students are articulated to match ESE support systems to correlate with IEP requirements.

During the first week of August, students are invited to come to campus and pick up their preliminary schedules, meet teachers/administrators, investigate clubs/activities as well as touring the campus.

Cultural awareness is developed through various clubs and activities on campus, such as:

- Latin Dance Club
- Black History Month presentations
- Anime Club
- Equality Club
- Teach One to Lead One

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

The school-based Leadership Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and builds a school community based upon safety and responsibility.

School leadership, along with campus advisors and select teachers, provide effective monitoring of campus throughout the school day.

In an effort to decrease bullying on campus, the school-based Leadership Team approved the implementation a "Bully Box" for students to report anonymously any bullying activities.

The principal developed five character education motto's to be placed in all classrooms and visible throughout campus as a reminder to our students of character building traits.

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

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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

The school offers the following non-violence and anti-drug programs through our Counseling Department :

- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Building positive relationships with families is an integral part of University High School:

- University High School utilizes ConnectEd to notify parents and students about upcoming events.
- The school website is updated weekly with upcoming events, testing calendars and teachers individual websites.
- Second period teachers are asked to call all parents to invite them to Open House.
- The School Advisory Council has a table setup at Open House to increase the number of parents involved in our School Advisory Council .
- Guidance Department hosts Financial Aid nights
- Schedule Review Days

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

The school builds and sustains partnerships with the local community by holding the following events:

- The Finance Academy partners with Launch Credit Union
- STEM partners Embry-Riddle University and University of Central Florida
- Partnership with Stetson University
- Guidance Departments schedules College/University visits
- Community/Business Members are represented on the School Advisory Council
- Guidance department has a computer for parents to access the free and reduced lunch forms and the Florida Healthy Kids program, as well as Parent Portal and Gradebook.
- Sneak Peek for incoming freshmen
- Booster Clubs and Advisory Boards that assist with making connections with the community for school resources

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Jones, Julian	Principal
DeVito, John	Assistant Principal
Callaway, Estelle	Teacher, ESE
Grieve, Bobbie	Other
Lee, Joan	Assistant Principal
Azucar, Jorge	Teacher, K-12
Bambrick, Margaret	Teacher, K-12
Conrad, Reid	Teacher, K-12
Donlevy, Michael	Instructional Media
Hartman, Larry	Teacher, K-12
Henderson, Heather	Instructional Coach
Jenkins, Steafon	Assistant Principal
Lastowski, William	Teacher, K-12
Marracino, Laura	Guidance Counselor
Peel, Jennifer	Teacher, K-12
Pender, Craig	Assistant Principal
Smith, Bethany	Teacher, K-12
Torres-Pearsall, Sophia	Other
Swayze, Douglas	Assistant Principal

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Principal - monitors school-wide data and instructional focus

Assistant Principal of Curriculum - monitors Professional Learning Community work, provides assistance with data analysis and coordinates the school's professional development plan

Data Assistant Principal - monitors the early warning system reports and makes recommendations for adjustments in the School Improvement Plan

Literacy Coach - implements professional development for reading and writing in all content areas, provides one-on-one assistance to classroom teachers to improve student achievement, analyzing FAIR, FCAT and Volusia Writes data to determine student placement in appropriate course and coordinates the school-wide literacy plan

Department Chairs - provide content specific professional development, reviews and provides feedback on the school literacy and school-wide professional development plans

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 school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. The eight step process was used by the school's leadership team and faculty to determine the school's instructional focus based on performance data for 2014-2015. Our areas of focus are increasing graduation rate, reading and writing across all content areas, integrating Common Core State Standards in all content areas, providing more effective feedback and closing the achievement gap of our ESE subgroup.

Core Professional Learning Communities leaders participated in Professional Learning Community training, where they learned how to set group norms and facilitate data analysis within their Professional Learning Communities. Professional Learning Communities brainstormed all the barriers to learning and identified resources in place that would target the actionable barriers to learning. Each teacher meets with their fourth period students every progress report and report card distribution to allow students to touch their data and see if they are on track for graduation. During this meeting the teachers also discuss talking points with the students to help guide them through the school year. The talking points are specific to each grade level, such as GPA conversations with freshmen and SAT and ACT information with Juniors and Seniors.

Each teacher has written their Deliberate Practice Plan to focus on their subgroup not making learning gains and will discuss and monitor their progress in their Professional Learning Community and department meetings through monthly data chats. ESE teacher leaders will provide professional development on strategies, interventions and best practices to assist general education teachers to increase the achievement of their identified subgroup.

The Guidance Department monitors at-risk students as well initiates referrals to the Problem Solving Team. Students not meeting adequate progress who are referred to the Problem Solving Team are provided interventions to obtain greater individual student achievement. Student progress is monitored by the Problem Solving Team and if needed, additional screening and/or evaluations are conducted to determine eligibility for additional services. The additional services may be a 504 Plan which is monitored by the Guidance Department or an IEP which is monitored by the ESE Annual Goals Case Manager which provides the teacher with accommodations for individual student success.

University High School is provided

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success. The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

The school offers the following non-violence and anti-drug programs through our Counseling Department :

- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

The school offers a Food Pantry for students of need and a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Health classes
- Personal Fitness classes

Our school includes the following CTE programs:

- Environmental Resources Academy
- Digital Design Program
- Digital Video Production Program
- Television Production Program
- Applied Robotics Academy
- Engineering Academy
- Finance Academy
- Biomedical Sciences Academy
- Culinary Arts Program
- Gaming & Simulation Academy
- Web Design Program
- Marketing Program
- Diversified Career Technology Program

Job Training

University High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Programs offer students the opportunity to earn the national industry certification in their specific career cluster. Students are also offered the opportunity to develop leadership skills through identified Career and Technical Student Organizations. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Next Generation Learning Community at the Leadership Level; Volusia is the third district in the country to receive such recognition.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dewayne Asay	Parent
David Butlien	Business/Community
Phyllis Butlien	Education Support Employee
Karen Danielson	Parent
Dawn Drysdale	Teacher
Tiffany Glomb	Parent
Bobbie Jo Grieve	Teacher
Estelle Callaway	Teacher
Jamie Luxton	Education Support Employee
Tracey Natriello	Parent
Julian Jones	Principal
Wendy Bero	Parent
Andrew Danielson	Student
Danielle Earnest	Teacher
Jessica Herbold	Parent

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership then shared results with the faculty, as well as the School Advisory Council.

Development of this school improvement plan

In May 2015, assessment data was provided to the School Advisory Council and members suggested improvements for areas of need. In June and August 2015, the leadership team developed areas of focus and those were explained to the School Advisory Council for their feedback. The School Advisory Council feedback is incorporated into the draft of the School Improvement Plan which will be presented for review at the October 2015 meeting. Throughout the school year the School Advisory Council is continually provided with updates on the instructional program at University High School and their feedback is solicited for any modifications throughout the school year.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting the School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support our school improvement goals. Each request is evaluated by the School Advisory Council and voted upon for approval.

- \$465.20 Text for Teens
- \$768.00 English 4 College Readiness textbooks
- \$2,130.00 for six iPad minis and cases
- \$937.36 EnvironTech STEM Academy
- \$345.15 Book on Reproduction and safety goggles
- \$300.00 Champion of Choices - Motivational Speaker
- \$1608.13 Biomedical supplies STEM Academy

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:

Name	Title
Azucar, Jorge	Teacher, K-12
Bambrick, Margaret	Teacher, K-12
Callaway, Estelle	Teacher, ESE
Conrad, Reid	Teacher, K-12
DeVito, John	Assistant Principal
Donlevy, Michael	Instructional Media
Grieve, Bobbie	Teacher, K-12
Hartman, Larry	Teacher, K-12
Henderson, Heather	Instructional Coach
Lastowski, William	Teacher, K-12
Marracino, Laura	Teacher, K-12
Peel, Jennifer	Teacher, K-12
Smith, Bethany	Teacher, K-12
Torres-Pearsall, Sophia	Other
Jones, Julian	Principal
Swayze, Douglas	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The initiative for the 2015-2016 school year is to provide rigorous literary comprehension and textual analysis throughout all classrooms to meet the needs of our diverse student needs in all classrooms. The teachers will gain literacy best practices and strategies to use in the classroom for increased student achievement. The Literacy Leadership Team also supports the District Literacy Fair through student projects and contests.

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

Professional Learning Communities (PLC), consultation and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Professional Learning Communities meet weekly, which allows teachers to review formative and summative assessment data, plan for and adjust their instruction accordingly. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. PLC minutes are taken weekly and given to administration for monitoring purposes. The PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their instruction.

The use of a literacy coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet students needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The literacy coach works side by side with teachers to enhance instruction.

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

1. New Teacher Programs: District E3 and School-based E3, Individualized PD, mentors, peer classroom visits (Administration and School-based Leadership team)
2. Leadership Opportunities
3. Professional Development (School-based Leadership team)
4. PLC activities
5. Participation in District Job Fair and Recruitment Activities (Administration and School-based Leadership team)
6. Teacher Recognition programs (Administration)

Principal and Administrative Team attend the summer job fair to interview and hire highly qualified potential teachers. The Data and ESE Assistant Principals coordinate the hiring process and utilize department chairs to assist with interviewing effective content teachers. Our efforts to retain highly qualified teachers include: administration and veteran teacher leaders coordinating school orientation, new teacher support group, buddy teachers for first year or new to the school and teacher development through Professional Learning Communities. The Principal makes efforts to retain new highly qualified, effective teachers by periodically celebrating their performance at week one, first quarter, first semester and end of first year milestones. First year teachers are also provided additional support through the district's PAR teacher program.

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

Administration and teacher leaders meet monthly with first year teachers to provide professional development on effective teaching practices, as well as address any day-to-day classroom concerns. First year teachers and teachers new to the school are connected to a buddy teacher based on their content and physical location so that the person is readily accessible to them each day.

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 Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

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

Professional Learning Communities allow teachers to participate in weekly meetings to review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the literacy coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, a literacy coach and school-based Leadership Team to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets twice a month to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of class visits. The literacy coach works side by side with teachers to enhance instruction. The literacy coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments and modeling of lessons.

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: 4,320

30 minutes a day x 4 days a week x 36 weeks = 4,320 minutes for students to receive instruction in any curriculum area within the lunch period. Students can receive instruction, remediation, opportunities to retake summatives and/or enrichment activities.

Strategy Rationale

We incorporated the thirty minutes a day x four days a week to allow students additional time to demonstrate increased proficiency, which allows an increase in learning gains for the students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Julian, jfjones@volusia.k12.fl.us

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

Teachers have students sign in and maintain a log of participation. Students who participate in this extended learning have opportunities to demonstrate increased proficiency which may result in a grade change.

Strategy: Extended School Day

Minutes added to school year: 189,000

21 classes x 50 minutes x 5 days a week x 36 weeks = 189,000

The Blended Learning courses of Government and Economics allows for differentiated instruction for students to get the content in both a traditional classroom setting and computer-based setting.

Strategy Rationale

Blended Learning was implemented to satisfy the online graduation requirement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Julian, jfjones@volusia.k12.fl.us

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

Teachers will analyze their gradebook, progress reports, report cards and the county EOC to determine effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 32,400

The extended learning lab is 180 minutes a day x 5 days a week x 36 weeks. Students can receive instruction, remediation and opportunities to complete course forgiveness, which will allow students to complete graduation requirements on time.

Strategy Rationale

To provide an alternative method for students to take advantage of a flexible schedule to complete course forgiveness or original course credit to meet the requirements for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Julian, jfjones@volusia.k12.fl.us

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

Daily student sign in sheets, student progress report generated by Compass learning and the teacher log of course completion.

Strategy: Extended School Day

Minutes added to school year: 240

Office hours tutoring program for students needing to pass the Algebra EOC in December.

Strategy Rationale

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Swayze, Douglas, dswayze@volusia.k12.fl.us

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

Sign-in sheets and test scores will provide accountability for the tutoring time.

Strategy: Summer Program

Minutes added to school year: 1,680

8 days x 3.5 hours x 60 = 1,680 minutes for EOC Review for students who did not score a 3 or higher on the Algebra EOC.

Strategy Rationale

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Swayze, Douglas, dswayze@volusia.k12.fl.us

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

The course instructors collect the sign in sheets and participants test scores are compared to their previous EOC score.

Strategy: Summer Program

Minutes added to school year: 6,240

6.5 hours x 4 days x 4 weeks x 60 = 6,240 minutes for the Extended School Year for students who have disabilities in which a break in educational delivery would negatively impact their learning process.

Strategy Rationale

This summer program is designed to continue educational delivery for students who have disabilities, whose educational performance will negatively impacted if the student did not attend year round school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lee, Joan, jmlee@volusia.k12.fl.us

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

Data is collected by the stakeholders in the IEP meeting who determine the severity of educational impact the student would sustain if he/she was not provided the opportunity to attend extended school year.

Strategy: Extended School Day

Minutes added to school year: 180

3 hours = 180 minutes for Professional Learning Communities to analyze various data, such as FAIR, FCAT, FSA, nine week district interim, EOCs and classroom assessments.

Strategy Rationale

Weekly PLC meetings are needed to keep the teachers on target with specific student and curricular needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Swayze, Douglas, dswayze@volusia.k12.fl.us

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

Professional Learning Communities will use Data Warehouse and CrossPointe to access student performance on the above mentioned assessments. Gradebook will be utilized to access classroom assessments.

Strategy: Weekend Program

Minutes added to school year: 2,160

3 hours x 6 days x 60 minutes x fall and spring = 2,160 minutes for students to participate in a SAT prep course.

Strategy Rationale

The SAT prep course is designed to help students prepare for the SAT.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Swayze, Douglas, dswayze@volusia.k12.fl.us

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

The course instructors collect the sign in sheet and test scores are compared.

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

The transition between middle and high school is improved with the addition of our SSTEPS (Student Success Through Effective Planning Skills) class, Learning Strategies class and utilizing peer counselors.

Vertical articulation with our feeder middle schools will help both the incoming freshmen and the teachers who teach ninth grade to have a better understanding of the skills the incoming freshmen have and the skills they are struggling with. It will also provide a line of communication between the middle school teachers and the high school teachers.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after state testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. The Counseling Department sponsors a College Day each semester for all students, as well as fall Senior conferences so that students are on target to graduate. Underclassmen registration process is based on the students' proposed career path and post-secondary needs. Students receive career and college awareness from school visits and/or guest speaker presentations.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events. CTE programs and academies are using Common Core integrated lesson plans based on Project Based Learning experiences. The projects are aligned to real world experiences for students.

CTE Programs

- Environmental Resources Academy
- Digital Design (DreamWeaver, Flash, Photo Shop, Premier, AutoDesk)
- Digital Media (Adobe Certification in Photo Shop)
- Digital Video Production
- TV Production
- Applied Robotics
- Pathways to Engineering
- Finance (Microsoft Certification)
- Bio Med Sciences Academy (Bio Med Technician Certification)
- Culinary Arts (ServSafe Certification)
- Game/Simulation/Animation Digital Design
- Web Design
- Web Development
- Criminal Justice Operations
- Sport, Recreation and Entertainment Marketing
- Marketing
- Diversified Career Technology

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

Students are placed into the correct level of English Language Arts and Mathematics courses based on their previous year achievement data.

Students ready for an accelerated program may register for Advanced Placement courses, or register for Dual Enrollment or Early College courses.

Teachers provide rigorous instruction based on district curriculum maps.

6 Career Academies and 5 CTE career oriented programs provide students with academic experiences that mirror post-secondary plans. Students learn about the academies during the High School Showcase.

SAT prep courses are scheduled on the school campus in the fall and spring, as are college visits for students to meet with specific college representatives here on our campus.

District and state interim assessment data is analyzed by PLCs and administrators and then specific remediation plans are developed for students not making adequate progress in any of their 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

Data from the High School Feedback Report is available through from 2004-2012 at:

<http://data.fldoe.org/readiness/>

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and/or initiatives that are used at the school and district level:

- Advanced Placement (AP)
- Career Academies and Career and Technical Education Classes
- Dual Enrollment
- College Expo
- High School Showcase

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide an environment with high expectations and data-based problem solving, then we will improve student achievement in all content areas.

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. If we provide an environment with high expectations and data-based problem solving, then we will improve student achievement in all content areas. **1a**

G069087

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
CELLA Listening/Speaking Proficiency	90.0
CELLA Reading Proficiency	55.0
FAA Reading Proficiency	60.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	70.0
CELLA Writing Proficiency	60.0
FAA Writing Proficiency	60.0
AMO Math - All Students	
FAA Mathematics Achievement	65.0
Algebra I EOC Pass Rate	51.0
Geometry EOC Pass Rate	70.0
Bio I EOC Pass	80.0
4-Year Grad Rate (Standard Diploma)	80.0
4-Year Grad Rate (At-Risk)	50.0
College Readiness Mathematics	75.0
College Readiness Reading	82.0
Teachers with advanced degrees	39.0
Effective+ Teachers (Performance Rating)	98.0
ESOL Endorsed	13.0
Highly Qualified Teachers	100.0
Developing Teachers (Performance Rating)	1.4
Unsatisfactory Teachers (Performance Rating)	0.6
% National Board Certified	6.0
Reading Endorsed	11.0
Attendance rate	97.5
Advanced coursework completion - H.S.	15.0
GPA below 2.0 - H.S.	15.0

Resources Available to Support the Goal **2**

- School Literacy and District Writing Coaches can provide professional development to whole faculty, as well as one-on-one coaching with individual teachers to improve their reading and writing instruction, questioning strategies, feedback, use of rubrics, and data analysis.
- PLCs, Leadership Team, and Administrative Team can analyze district interim assessment data, review samples of student writing from each teacher once per quarter, monitor the success rate of students retaking the FCAT, and make recommendations to the principal for instructional adjustments, interventions, and professional development when needed.
- ESE consultation teachers provide consultation and support of strategies to implement in the general education core classrooms to assist ESE students academic success.

Targeted Barriers to Achieving the Goal 3

- A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas.

Plan to Monitor Progress Toward G1. 8

Provide on going monitoring of reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments to ensure that differentiated instructional interventions are in place, and attendance and graduation requirements remain the focus of attention.

Person Responsible

Douglas Swayze

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers are observed providing differentiated instruction, reading and writing instruction, giving effective feedback, and writing appropriate intervention plans during classroom walkthroughs, VSET observations, and VSET conference discussions.

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. If we provide an environment with high expectations and data-based problem solving, then we will improve student achievement in all content areas. **1**

 G069087

G1.B1 A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas. **2**

 B179584

G1.B1.S1 Provide structured time at each grading period for teachers and students to discuss the student's present academic progress and academic goals, towards graduation in order to increase the graduation rate by 2.0%. **4**

 S190876

Strategy Rationale

The rationale is to increase student ownership of their academic progress and improve school graduation rate through raising awareness in stakeholder groups.

Action Step 1 **5**

Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.

Person Responsible

John DeVito

Schedule

Quarterly, from 6/8/2015 to 6/10/2016

Evidence of Completion

Completed Students Academic progress sheet

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

Throughout the year, teachers will learn new strategies to increase awareness about graduation requirements and maintain the GRAD plan notebook. Administrative monitoring will allow for reinforcement and support for those teachers requiring it.

Person Responsible

John DeVito

Schedule

Quarterly, from 6/8/2015 to 6/10/2016

Evidence of Completion

Classroom walkthroughs and observation of teacher instruction during the GRAD Plan. Completed Students Academic progress sheet, and visual checks of GRAD plan notebook.

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

Upon the completion of the GRAD plan program graduation rates of previous year and current year will be compared.

Person Responsible

John DeVito


Schedule

Quarterly, from 6/8/2015 to 6/10/2016

Evidence of Completion

Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the GRAD plan implementation.

G1.B1.S2 Provide professional development in assessment related format, context vocabulary, and textual analysis in all content areas so that all teachers can better instruct and assess high order tasks with their students in order to increase the percentage of students passing ninth grade math, science, and language arts by 2.0%. 4

 S190877

Strategy Rationale

The rationale is rigorous textual comprehension and analysis throughout all classrooms to meet the needs of our diverse student groups in all content areas.

Action Step 1 5

Establish a Professional Development catalog for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.

Person Responsible

Douglas Swayze

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

PLC worksheets and minutes

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

Each teacher will complete feedback paperwork following their professional development on textual analysis that will explain their implementation of strategies in their classroom. This will then be collected for school-wide evaluation of fidelity and allow for reinforcement where needed.

Person Responsible

Douglas Swayze

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

District Supporting Evidence forms, FSA, and DIA data

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

Observation data collected by teachers from pre-strategy implementation and post strategy results will be compared to determine effectiveness of strategy at the classroom level. This data will be collected and used to make school-wide data comparisons. Additionally DIA data will be compared to yield the effectiveness of textual analysis strategies across several data points.

Person Responsible

Douglas Swayze


Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

PLC teacher observation data and DIA data

G1.B1.S3 Provide teachers professional development on State and District attendance policies and effectively communicate strategies between stakeholders, to reduce the percentage of students with more than 20 days absence, school-wide by 3.0%. 4

 S190878

Strategy Rationale

The rationale is that increased exposure to instruction improves academic student success.

Action Step 1 5

Provide instructional staff with professional development on attendance, provide communication talking points when discussing attendance issues with stakeholders, communicate with teachers, attendance personnel and district social workers to monitor progress.

Person Responsible

Douglas Swayze

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

15 day attendance reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

After providing the instructional staff with professional development on attendance, weekly and monthly attendance records will be reviewed in conjunction with Educonnect attendance messaging data and teacher phone logs to determine the use of our Attendance talking points and strategies. Encouragement and support would be offered to those that required it based on the data.

Person Responsible

Douglas Swayze

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

15 day attendance reports, more than 20 attendance reports, Teacher phone logs, and Educonnect message data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The effectiveness of this strategy will be determined quarterly by pulling school attendance reports and comparing them to same time last year attendance data. The expectations is that the attendance rate will improve as the number of students with absences over 20 days decreases.

Person Responsible

Douglas Swayze

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Attendance reports form Crosspointe and Gradebook.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.	DeVito, John	6/8/2015	Completed Students Academic progress sheet	6/10/2016 quarterly
G1.B1.S2.A1	Establish a Professional Development catalog for staff, issue professional development times, provide materials,	Swayze, Douglas	10/1/2015	PLC worksheets and minutes	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitor PLC implementation, and collect feedback.				
G1.B1.S3.A1	Provide instructional staff with professional development on attendance, provide communication talking points when discussing attendance issues with stakeholders, communicate with teachers, attendance personnel and district social workers to monitor progress.	Swayze, Douglas	8/24/2015	15 day attendance reports	6/10/2016 monthly
G1.MA1	Provide on going monitoring of reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments to ensure that differentiated instructional interventions are in place, and attendance and graduation requirements remain the focus of attention.	Swayze, Douglas	8/24/2015	Teachers are observed providing differentiated instruction, reading and writing instruction, giving effective feedback, and writing appropriate intervention plans during classroom walkthroughs, VSET observations, and VSET conference discussions.	6/10/2016 weekly
G1.B1.S1.MA1	Upon the completion of the GRAD plan program graduation rates of previous year and current year will be compared.	DeVito, John	6/8/2015	Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the GRAD plan implementation.	6/10/2016 quarterly
G1.B1.S1.MA1	Throughout the year, teachers will learn new strategies to increase awareness about graduation requirements and maintain the GRAD plan notebook. Administrative monitoring will allow for reinforcement and support for those teachers requiring it.	DeVito, John	6/8/2015	Classroom walkthroughs and observation of teacher instruction during the GRAD Plan. Completed Students Academic progress sheet, and visual checks of GRAD plan notebook.	6/10/2016 quarterly
G1.B1.S2.MA1	Observation data collected by teachers from pre-strategy implementation and post strategy results will be compared to determine effectiveness of strategy at the classroom level. This data will be collected and used to make school-wide data comparisons. Additionally DIA data will be compared to yield the effectiveness of textual analysis strategies across several data points.	Swayze, Douglas	10/1/2015	PLC teacher observation data and DIA data	6/10/2016 monthly
G1.B1.S2.MA1	Each teacher will complete feedback paperwork following their professional development on textual analysis that will explain their implementation of strategies in their classroom. This will then be collected for school-wide evaluation of fidelity and allow for reinforcement where needed.	Swayze, Douglas	10/1/2015	District Supporting Evidence forms, FSA, and DIA data	6/10/2016 monthly
G1.B1.S3.MA1	The effectiveness of this strategy will be determined quarterly by pulling school attendance reports and comparing them to same time last year attendance data. The expectations is that the attendance rate will improve as the number of students with absences over 20 days decreases.	Swayze, Douglas	8/24/2015	Attendance reports form Crosspointe and Gradebook.	6/10/2016 monthly
G1.B1.S3.MA1	After providing the instructional staff with professional development on attendance, weekly and monthly attendance records will be reviewed in conjunction with Educonnect	Swayze, Douglas	8/24/2015	15 day attendance reports, more than 20 attendance reports, Teacher phone logs, and Educonnect message data.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	attendance messaging data and teacher phone logs to determine the use of our Attendance talking points and strategies. Encouragement and support would be offered to those that required it based on the data.				

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. If we provide an environment with high expectations and data-based problem solving, then we will improve student achievement in all content areas.

G1.B1 A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas.

G1.B1.S2 Provide professional development in assessment related format, context vocabulary, and textual analysis in all content areas so that all teachers can better instruct and assess high order tasks with their students in order to increase the percentage of students passing ninth grade math, science, and language arts by 2.0%.

PD Opportunity 1

Establish a Professional Development catalog for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.

Facilitator

Douglas Swayze

Participants

Entire Faculty

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Technical Assistance Items

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

G1. If we provide an environment with high expectations and data-based problem solving, then we will improve student achievement in all content areas.

G1.B1 A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas.

G1.B1.S1 Provide structured time at each grading period for teachers and students to discuss the student's present academic progress and academic goals, towards graduation in order to increase the graduation rate by 2.0%.

PD Opportunity 1

Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.

Facilitator

John DeVito

Participants

Entire Faculty

Schedule

Quarterly, from 6/8/2015 to 6/10/2016

G1.B1.S3 Provide teachers professional development on State and District attendance policies and effectively communicate strategies between stakeholders, to reduce the percentage of students with more than 20 days absence, school-wide by 3.0%.

PD Opportunity 1

Provide instructional staff with professional development on attendance, provide communication talking points when discussing attendance issues with stakeholders, communicate with teachers, attendance personnel and district social workers to monitor progress.

Facilitator

Douglas Swayze

Participants

Entire Faculty

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.	\$0.00
2	G1.B1.S2.A1	Establish a Professional Development catalog for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.	\$0.00
3	G1.B1.S3.A1	Provide instructional staff with professional development on attendance, provide communication talking points when discussing attendance issues with stakeholders, communicate with teachers, attendance personnel and district social workers to monitor progress.	\$0.00
Total:			\$0.00