

Avon Park High School



2015-16 School Improvement Plan

Avon Park High School

700 E MAIN ST, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~aph/>

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

75%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

64%

School Grades History

Year
Grade

2014-15
C*

2013-14
C

2012-13
C

2011-12
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 is pending approval by the Highlands County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	45
Appendix 2: Professional Development and Technical Assistance Outlines	49
Professional Development Opportunities	50
Technical Assistance Items	0
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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

By uniting stakeholders, we will prepare our students to be college, career, and workplace ready.

Provide the school's vision statement

APHS Student's Leading, Learning, and Leaving a Legacy.

School Environment

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

APHS utilizes a myriad of academic and co-curricular programs to foster an understanding of our students cultures and to cultivate strong relationships between faculty, staff, and students. 4 days weekly faculty/students meet in our guidance advisement period. The advisement period was instituted to ensure that all students had an adult mentor/advocate. During the advisement period teachers/students discuss each student's academic success, participate in character development activities, and engage in community building through the use of real world learning projects.

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

The APHS campus is monitored using a video camera system. School personnel are assigned to key positions to monitor student activity before and after school. During school teachers provide supervision outside their classes during key transition times. Signs are posted in nearly every classroom and throughout the campus that emphasize our expectations for our students. Through the implementation of Stephen Covey's "The Seven Habits of Highly Effective Teens" students are taught valuable character traits and how to respect their fellow students.

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

APHS adheres to the district's student code of conduct. The student code of conduct outlines behavioral expectations, rights, and consequences. Through the collaborative work of our school discipline committee APHS has published a set of school-wide classroom behavior expectations that are displayed in every classroom. Each year the faculty and staff review student behavioral data and establish improvement goals that are included in the school's improvement plan. Additionally, APHS has established positive behavioral support programs that encourage good behavior and recognize students who meet/exceed academic and behavioral milestones.

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

During our advisement period mentors advocate on their assigned students behalf. During advisement students and teachers review grades, discuss academic issues, and engage in character building discussions using Covey's 7 Habits of Highly Effective Teens and 6 Most Important Decisions curriculum. The APHS MTSS committee works with the school based leadership team to identify

students who meet criteria for MTSS evaluation. MTSS team members coordinate delivery of remedial/supplemental instructional interventions, and progress monitor students identified as at risk using our school's early warning system. Additionally, this year APHS has instituted two initiatives "College Success Coach and Check and Connect. The College Success coach will closely monitor the academic progress of at risk seniors, provide individual/family counseling, and assist students and their families in meeting graduation and college admission requirements.

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

APHS Early Warning Reporting System is housed in our Genesis data warehouse. Data from the early warning reports is disaggregate by grade level. The leadership reviews the early warning indicators quarterly. Students meeting 2 or more of the indicators are referred to the appropriate school or district agencies. Indicators included in the report are: 1. ESE status 2. Diploma Options 3. ELL Status 4. GPA, 5. Attendance 6. Number of Discipline Referrals, 6. Number of Classes Failing.

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	11	4	0	1	16
One or more suspensions	127	87	38	39	291
Course failure in ELA or Math	108	62	33	15	218
Level 1 on statewide assessment	152	132	53	57	394

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	122	79	33	22	256

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

APHS Intervention Strategies include teacher-lead before and after school tutoring. After school tutoring is offered four days weekly and is conducted through a United Way grant by Webber University students; use of Title I funding, and volunteer National Honor Society students. During school, pullouts are conducted to provide additional remediation for level 1 FCAT Reading/FSA students and Math EOC takers. An advertisement period is conducted to ensure that all students are assigned an adult mentor. Our newly Implemented "College Bound Male" initiative provides target males student with mentoring and peer support via our weekly "Power Monday" informational/ experiential sessions.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Increase parental involvement in academic recognition and awards ceremonies.

Increase parental involvement on our school advisory committee.

Increase attendance at school's annual night of stars program

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 process APHS uses to build and sustain community partnerships to secure resources needed to ensure the effective operation of the school and its ancillary programs include networking through our school advisory committee, the local chamber of commerce, and key business leaders. An example of our success is the funding received to support our school covey/advisement initiative and our "Advancing via Individual Determination" (AVID) program.

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
Williams, Tealy	Principal
Erwin, Danielle	Assistant Principal
Dean, Candis	Assistant Principal
Jahna, Penny	Instructional Coach
Williams, Sabrina	Teacher, K-12
Jahna, Kimberly	Instructional Coach
Scott, Jill	Instructional Coach
Ridenour, Ashley	Guidance Counselor
Norman, Scott	Teacher, K-12
Henderson, Dawn	Other
Brown, Ed	Teacher, Career/Technical
Scofield, Michael	Teacher, K-12
Brown, Andrea	Teacher, K-12

Duties

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

The APHS leadership team is comprised of administration and teacher-leaders from each of the academic disciplines, and the student services department (guidance). The principal of APHS leads the school's leadership team in the development of policies and procedures that promote the effective operations of the school. The leadership team meets bi-monthly to monitor status of key school improvement initiatives, review academic, behavioral, and assessment data, and to discuss/ implement changes as needed.

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

Prior to the start of each school year the APHS leadership team meets to analyze student achievement results and to establish achievement/performance goals for the upcoming school year. Additionally the leadership team working with faculty and staff as whole will establish the master schedule, finalize instructional teaching assignments and compile a list of instructional resources needed to support teaching and learning.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tealy Williams	Principal
Danielle Erwin	Teacher
Candis Dean	Teacher
Kim Jahna	Teacher
Jill Scott	Teacher
Dawn Henderson	Teacher
Sabrina Williams	Teacher
Reggie Knighten	Teacher
Tina Starling	Parent
Jeff Williams	Parent
Charlene Nelson	Parent
Dawn Crosson	Parent
Besty Wood	Parent
Trish Portis	Teacher
Woodraun Wright	Parent
Melanie Jackson	Parent
Andrea Brown	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

Members of the SBLT and SAC reviewed the school's 2013-14 achievement data. The group also reviewed the school's progress made with respect to achieving annual measurable objectives.

Development of this school improvement plan

The results of the SAC review was used to assist the SBLT in the establishment of the school's 2014-15 school improvement targets. Once the school's improvement targets were established school's administration worked with content area teams to develop actions plans/strategies for the 2014-15 school year.

Preparation of the school's annual budget and plan

The school annual budget and spending plan are formulated through school's comprehensive planning process and review with the SAC.

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

No state funding was allocated. Funds generated through SAC fundraising activities were used to support student recognition program and school improvment needs.

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
Williams, Tealy	Principal
Brown, Andrea	Instructional Coach
Jahna, Kimberly	Instructional Coach
Dean, Candis	Assistant Principal
Erwin, Danielle	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

1. The LLT will assist, implement and provide professional development for campus wide reading strategies
 - a. Florida Reading Initiatives strategies
2. Summer reading program - The English department has a required summer reading list. The LLT will investigate bringing in other departments to participate.
3. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
4. The LLT will promote and model Literacy Rich Classrooms
5. The LLT will implement Reading Pullouts for seniors that have not passed FCAT and lowest quartile students
6. The LLT will support and promote creative literacy awareness activities for Literacy Week

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

APHS instructional staff utilize common planning periods to develop content macro-plans, assessments, and to share best-practices. Content area instructional coaches work collaboratively in a peer-to-peer relationships to address teacher's professional development needs through a process of peer observation, modeling, and support.

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

Recruitment efforts are accomplished by the district's human resources office. Instructional vacancies are posted through the six county heartland educational consortium, district website, and national teachers-to-teacher web portal. School-based administrators conduct career-planning and career-enrichment interviews with all instructional staff. Recruitment and retention responsibilities are jointly shared by district human resource director and the principal.

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

Teachers new to the district are assigned a peer evaluator and teachers seeking alternative certification are required to complete the district's professional educator's course. Participating teachers are assigned mentor/peer evaluators who conduct classroom observations and provide one-on-one coaching. Aspiring administrators and teacher leaders are enrolled in the district's ASAP program.

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

Utilizing CPALMS the State of Florida's official source for standards information and course descriptions, APHS gains access to thousands of standards-aligned, free, and high-quality instructional/educational resources that were developed specifically for the standards and vetted through Florida's rigorous review process. Additionally faculty and administrators participate in district and school-based professional learning communities to develop curriculum frameworks to ensure seamless instructional delivery.

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

Using a continuous improvement model, administrators and instructional staff engage in on-going data review/analysis to develop instructional improvement targets. At the class-level instructional staff review student data to evaluate individual student learning needs and to develop/deliver differentiated instructional strategies to each student. Examples of how instruction is modified include use of remediation pullouts, whereby struggling students receive small group instruction.

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

Strategy: After School Program

Minutes added to school year: 5,250

Utilize instructional staff and college tutors to provide instructional support and extended learning opportunities during the school twice weekly.

Strategy Rationale

Select students benefit from availability of extra instructional support and the access to technology provided during tutoring hours.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Tealy, williamt2@highlands.k12.fl.us

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

Data collection is accomplished using school's early warning system report, weekly missing assignment reports, and weekly sign-in sheets

Strategy: Extended School Day

Minutes added to school year: 4,500

Every student will attend advisement period. Students will receive instruction in the 7 Habits of Highly Effective Teens and 6 Big Decisions. Additionally instructional staff will monitor students grades and review academic histories with each assigned student.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Williams, Tealy, williamt2@highlands.k12.fl.us

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

Attendance sheets, missing assignment reports, Pinnacle gradebook checks.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

9th graders transitioning from the middle school are enrolled in a Leadership Class. Instructional objectives for this course include improving students with organizational skills, providing instruction in self advocacy strategies, and to increase student college preparedness.

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

Each student is assigned a guidance counselor. Guidance counselors advise students on course selections, college and career planning. Instituted a guidance advisement period that connects each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

Implemented the AVID for select 9th, 10th and 11th graders. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Instituted a guidance advisement period for all students. The objective of the guidance advisement period is to connect each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

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

APHS currently offers the following industry certification opportunities: Micro-Soft Office, Safe Serve; Adobe; Carpentry, Farm Bureau Agriculture; Fashion Design; and Child Care.

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

Increase % of 9th and 11th graders taking the PSAT

increase % of 10th graders taking the PLAN test

Increase number of AP, career themed, and dual-enrollment course offerings.

Increase % of students completing AP, dual-enrollment, and career themed courses

Increase % of students earning Bright Futures Gold Seal Scholarships

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

Increase the number of students participating in the AVID Elective program. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Develop college readiness program that provides students and the parent with informational and hands-on assistance to engage in the college search, application, and financial aid completion processes.

Institute College Bound Male (CBM) initiative with the goal of providing structured academic and mentoring support which will foster fraternal relationships that lead to increased academic achievement.

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.** Increase school-wide attendance rate by 2% (97%)
- G2.** Increase number of students scoring proficient on US History EOC by 8%
- G3.** Increase the number of students scoring proficient on FSA and Reading EOC by 5% (39% to 44%)
- G4.** Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%
- G5.** Reduce total number of students suspended in or out of school by 15%
- G6.** Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

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. Increase school-wide attendance rate by 2% (97%) **1a**

Targets Supported

1b

 G070196

Indicator

Annual Target

Resources Available to Support the Goal **2**

- Check and Connect Mentors
- Part time graduation coach

Targeted Barriers to Achieving the Goal **3**

- Absence of parental involvement for at risk students to support school attendance

G2. Increase number of students scoring proficient on US History EOC by 8% 1a

 G070197

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	58.0

Resources Available to Support the Goal 2

- Professional development/instructional coaching

Targeted Barriers to Achieving the Goal 3

- Teacher qualifications/certifications
- Changing demographics e.g. increase number of economically disadvantage students.

G3. Increase the number of students scoring proficient on FSA and Reading EOC by 5% (39% to 44%) 1a

 G070198

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Teachers were provided one-on-one professional development by school/district coaches and resource specialists.
- Increase funding based on designation as Title One school

Targeted Barriers to Achieving the Goal 3

- Qualifications/certification of core content teachers resulting in instructional inconsistencies.
- Changing demographics i.e. increase number of economically disadvantage students

G4. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6% 1a

 G070199

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Newly assigned part time math instructional coach
- District-level support in the development of common formative and summative assessments.

Targeted Barriers to Achieving the Goal 3

- Qualifications/certification of core content teachers resulted in instructional inconsistencies.
- Changing demographics based on increase number of economically disadvantage students.

Plan to Monitor Progress Toward G4. 8

Evaluate student learning via baseline assessments and common summative assessments

Person Responsible

Schedule

Evidence of Completion

Performance matters reports and summative assessment results.

G5. Reduce total number of students suspended in or out of school by 15% 1a

 G070200

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0

Resources Available to Support the Goal 2

- positive behavioral support e.g. student recognition and awards program.

Targeted Barriers to Achieving the Goal 3

- Increase referrals based on impact of strict personal device usage and dress code.


Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Students scoring proficient (Level 3) in Biology EOC will improve by 7%. 1a

 G070201

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	

Resources Available to Support the Goal 2

- Part time Science Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Qualifications of core content teachers resulted in instructional inconsistencies.

Plan to Monitor Progress Toward G6. 8

Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met.

Increase extended learning opportunities to provide students with access to online resources

Person Responsible

Schedule

Evidence of Completion

Meeting minutes Attendance logs

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. Increase school-wide attendance rate by 2% (97%) **1**

 G070196

G1.B1 Absence of parental involvement for at risk students to support school attendance **2**

 B182723

G1.B1.S1 Utilize check and connect mentors to monitor at risk students **4**

 S194489

Strategy Rationale

Monitoring and positive support of mentor could have positive impact on at-risk students.

Action Step 1 **5**

Check and connect mentors will monitor student attendance and academic progress of at-risk students. Meet regularly with students and make frequent parent (family) contact.

Person Responsible

Danielle Erwin

Schedule

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

Evidence of Completion

Check and connect meeting minutes and attendance reports

G1.B1.S2 Part time graduation coach monitor student attendance and academic progress of at-risk students **4**

 S194490

Strategy Rationale

Monitoring of attendance and academic progress will result in implementation of timely interventions.

Action Step 1 **5**

Part-time graduation coach will monitor attendance and academic progress of select at-risk students.

Person Responsible

Jill Scott

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Attendance reports and guidance meeting minutes.

G2. Increase number of students scoring proficient on US History EOC by 8% 1

 G070197

G2.B1 Teacher qualifications/certifications 2

 B182724

G2.B1.S1 Teacher will use a variety of instructional strategies to make standards accessible to all students e.g. Cornell Notes 4

 S194491

Strategy Rationale

Action Step 1 5

Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes

Person Responsible

Sabrina Williams

Schedule

Daily, from 8/31/2015 to 4/1/2016

Evidence of Completion

Informal and formal observation data

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT and coaches meetings

G2.B1.S2 Teacher will display/use exemplar which show students expected levels of rigor as defined by the standards. 4

 S194492

Strategy Rationale

Action Step 1 5

Teacher will display exemplars which show students expected levels of rigor as defined by the standards

Person Responsible

Sabrina Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Walkthrough data

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

Instructional coaches, content leader, and administration will conduct informal and formal observations

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Observation data results

G2.B1.S3 Design and use of formative and summative assessments that require students to show evidence of standards e.g. exit tickets, unit tests, and 321s 4

 S194493

Strategy Rationale

Action Step 1 5

Design and use formative assessments that require students to show evidence of standards.

Person Responsible

Sabrina Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT and data chat meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT/coaching/Data chat meeting minutes.

G2.B1.S4 Design and use performance tasks to require student to show evidence of the standards. 4

 S194494

Strategy Rationale

Action Step 1 5

Teachers will design and use performance tasks to require students to demonstrate knowledge of standards.

Person Responsible

Sabrina Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Samples of student performance tasks

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Administration and instructional coaches will conduct weekly walkthroughs and periodic data chats to review samples of student work.

Person Responsible

Tealy Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes of CLT/Coaching/Data Chat meetings.

G2.B1.S5 Sequence instruction in logical manner and reference standards during lesson using common board configuration and macro-plans 4

 S194495

Strategy Rationale

Action Step 1 5

Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration

Person Responsible

Sabrina Williams

Schedule

Daily, from 8/31/2015 to 4/1/2016

Evidence of Completion

Informal/formal observation data

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Administration and instructional coaches will conduct walkthrough observations.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT/Instructional Coaches meetings.

G3. Increase the number of students scoring proficient on FSA and Reading EOC by 5% (39% to 44%) 1

 G070198

G3.B1 Qualifications/certification of core content teachers resulting in instructional inconsistencies. 2

 B182726

G3.B1.S1 Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, and Achieve 300 short and extended response activities. 4

 S194496

Strategy Rationale

Action Step 1 5

Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, and Achieve 3000 short and extended response activities.

Person Responsible

Kimberly Jahna

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Walkthrough observations

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Walkthrough observation notes and minutes from CLT and coaching meetings.

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

Person Responsible

Schedule

Evidence of Completion

G3.B1.S2 Teacher will display exemplars which show students expected levels of rigor as defined by the standards e.g. use of extended response rubrics and state writing rubric. 4

 S194497

Strategy Rationale

Action Step 1 5

Teachers will present exemplars that show students expected levels of rigor as defined by standards.

Person Responsible

Kimberly Jahna

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Informal/formal observation data

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

Instructional coaches, content leader, and administration will conduct informal and formal observations

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

informal and formal walkthrough data and SBLT meeting minutes.


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

Person Responsible

Schedule

Evidence of Completion

G3.B1.S3 Design and use formative assessments that require students to show evidence of standards e.g. Achieve 300 and FAIR assessments; administer 3 FSA-aligned writing prompts. 4

 S194498

Strategy Rationale

Action Step 1 5

Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards.

Person Responsible

Kimberly Jahna

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

meeting/PLC minutes and samples of assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Tealy Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Data analysis meeting minutes and progress monitoring data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G3.B1.S4 Design and use performance tasks to require students to show knowledge of standards e.g. HRW generated writing tasks. 4

 S194499

Strategy Rationale

Action Step 1 5

Design and use performance tasks to require students to demonstrate knowledge of standards.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

minutes of data chat meetings where student performance results are discussed.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Administration and instructional coaches will conduct weekly walkthroughs

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Walkthrough results and SBLT meeting minutes.

G3.B1.S5 Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans. 4

 S194500

Strategy Rationale

Action Step 1 5

Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration.

Person Responsible

Andrea Brown

Schedule

Daily, from 8/31/2015 to 4/1/2016

Evidence of Completion

Walkthrough observation data

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Instructional coaches, content leaders, and administration will conduct periodic walkthrough to ensure instructional sequencing is done to fidelity.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

CLT, coaching and data chat meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Person Responsible

Schedule

Evidence of Completion

G3.B2 Changing demographics i.e. increase number of economically disadvantage students **2**

 B182727

G3.B2.S1 All freshmen will either be in Leadership course or AVID (with the exception of a few in ROTC) in which their binder, daily agenda, and inquiry skills will be utilized daily. **4**

 S194501

Strategy Rationale

Provide additional support for students who otherwise would not received that support beyond the school.

Action Step 1 **5**

Teachers will instruct students on how to organize binders, complete daily agendas, and how to develop inquiry skills via collaborative study groups.

Person Responsible

Dawn Henderson

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

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

AVID coordinator and administration will conduct walkthrough observations.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

CLT and coaching meeting minutes

G3.B2.S2 All freshmen in leadership or AVID will participate in inquiry-based collaborative study groups or tutorials on a weekly basis. 4

 S194502

Strategy Rationale

Provide additional support for students who otherwise would not received that support beyond the school.

Action Step 1 5

Leadership will instruct students to developed inquiry skills using collaborative study groups and tutorials.

Person Responsible

Dawn Henderson

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT and coaching meetings

G4. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6% **1**

 G070199

G4.B1 Qualifications/certification of core content teachers resulted in instructional inconsistencies. **2**

 B182728

G4.B1.S1 Use of a variety of instructional strategies to make standards accessible to all students by connecting (WICOR) strategies to each activity e.g. Cornell Notes, collaborative activities connected to strategies, strategies that require students to justify their responses. **4**

 S194503

Strategy Rationale

Action Step 1 **5**

Monthly departmental professional development offerings that focus on unwrapping the standards and sequencing/pacing instruction.

Person Responsible

Penny Jahna

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

meeting minutes and macro plan

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT/Coaching meetings.

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

Person Responsible

Schedule

Evidence of Completion

G4.B1.S2 Display exemplars that include use of rubrics which show expected levels of rigor as defined by the standards. 4

 S194504

Strategy Rationale

Action Step 1 5

Teachers will present/use of exemplars show students expected levels of rigor as defined by the standards

Person Responsible

Penny Jahna

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

PLC minutes, handouts, observation results.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Instructional coaches, content leader, and administration will conduct informal and formal observations

Person Responsible

Tealy Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Meeting minutes and results from formal/informal walkthrough data.


Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G4.B1.S3 Use of formative and summative assessments to plan for instruction tailored to student readiness levels e.g. common chapter assessments. 4

 S194505

Strategy Rationale

Action Step 1 5

Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards.

Person Responsible

Penny Jahna

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Meeting minutes and copies of selected assessments.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Tealy Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Assessment results/analysis

G4.B1.S4 Design and use performance tasks that require students to show evidence of the standards

4

 S194506

Strategy Rationale

Action Step 1 5

Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.

Person Responsible

Penny Jahna

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

department, district, and school based PLC meeting minutes.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Tealy Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT/Coaches/Data chat meetings

G4.B1.S5 Sequence instruction in logical manner and reference standards during lesson (Common Board Configuration/Observations/Maps). 4

 S194507

Strategy Rationale

Action Step 1 5

Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.

Person Responsible

Penny Jahna

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S5 6

Administration, instructional coaches, and district specialist will conduct periodic observations to insure teachers are sequencing instruction in a logical manner and are making references to standards using common board configuration.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Observation data and coaching/CLT meeting minutes.

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Person Responsible


Schedule

Evidence of Completion

G5. Reduce total number of students suspended in or out of school by 15% 1

 G070200

G5.B1 Increase referrals based on impact of strict personal device usage and dress code. 2

 B182730

G5.B1.S1 Work collaboratively with district leadership to revise district personal device policies/consequences. 4

 S194508

Strategy Rationale

Revision in policies would reduce infractions and be in aligned with current student/parent attitudes about use of personal devices

Action Step 1 5

Draft revision to code of conduct to reflect community perspective of student personal device usage.

Person Responsible

Tealy Williams

Schedule

Annually, from 8/7/2015 to 6/3/2016

Evidence of Completion

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

Conduct monthly data reviews to track impact of personal device policies on reducing referrals

Person Responsible

Danielle Erwin

Schedule

Quarterly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Student discipline reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G6. Students scoring proficient (Level 3) in Biology EOC will improve by 7%. 1

 G070201

G6.B1 Qualifications of core content teachers resulted in instructional inconsistencies. 2

 B182731

G6.B1.S1 Teacher use of a variety of (WICOR) instructional strategies to make standards accessible to all students. 4

 S194509

Strategy Rationale

Action Step 1 5

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Person Responsible

Jill Scott

Schedule

Biweekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

department and SCC meeting minutes.

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and to identify instructional inconsistencies.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

formal and informal observation forms and coaching/leadership team meeting mints

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitor science baseline results, student grades, and survey results.

Person Responsible

Schedule

Evidence of Completion

test results, walkthroughs, and survey results.

G6.B1.S2 Display exemplars which show expected levels of rigor as defined by the standards. 4

 S194510

Strategy Rationale

Action Step 1 5

Teacher will display exemplars which show expected levels of rigor as defined by the standards.

Person Responsible

Jill Scott

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Walkthrough data

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Instructional coaches and administration will conduct informal and formal observations.

Person Responsible

Tealy Williams

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Observation data results

G6.B1.S3 Use of formative and summative assessments to plan for instruction tailored to student readiness levels. 4

 S194511

Strategy Rationale

Action Step 1 5

Design and use formative/summative assessments that require students to show evidence of standards.

Person Responsible

Jill Scott

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes form data chat and CLT meetings.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Instructional coaches, content area leaders, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Tealy Williams

Schedule

Every 2 Months, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT and data chat meetings.

G6.B1.S4 Design and use performance tasks that require students to show evidence of the standards.

4

 S194512

Strategy Rationale

Action Step 1 5

Teacher will design and use performance tasks that require students to demonstrate knowledge of the standards.

Person Responsible

Jill Scott

Schedule

Quarterly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Samples of student performance tasks

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

Instructional coaches and administration will conduct weekly walkthroughs and periodic data chats to review samples of student work.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes of CLT, data chat, and coaching meetings

G6.B1.S5 Sequence instruction in logical manner and reference standards during lesson (Common Board Configuration/Observations/Maps). 4

 S194513

Strategy Rationale

Action Step 1 5

Teachers will sequence instruction in a logical manner using macro plans and will reference standards using common board configuration.

Person Responsible

Jill Scott

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Informal/formal observation data.

Plan to Monitor Fidelity of Implementation of G6.B1.S5 6

Instructional coaches and administration will conduct walkthrough observations to monitor fidelity.

Person Responsible

Tealy Williams

Schedule

Weekly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Minutes from CLT and instructional coaches meetings.

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	Check and connect mentors will monitor student attendance and academic progress of at-risk students. Meet regularly with students and make frequent parent (family) contact.	Erwin, Danielle	8/31/2015	Check and connect meeting minutes and attendance reports	5/31/2016 weekly
G1.B1.S2.A1	Part-time graduation coach will monitor attendance and academic progress of select at-risk students.	Scott, Jill	8/31/2015	Attendance reports and guidance meeting minutes.	4/1/2016 weekly
G2.B1.S1.A1	Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes	Williams, Sabrina	8/31/2015	Informal and formal observation data	4/1/2016 daily
G2.B1.S2.A1	Teacher will display exemplars which show students expected levels of rigor as defined by the standards	Williams, Sabrina	8/31/2015	Walkthrough data	4/1/2016 weekly
G2.B1.S3.A1	Design and use formative assessments that require students to show evidence of standards.	Williams, Sabrina	8/31/2015	Minutes from CLT and data chat meetings	4/1/2016 weekly
G2.B1.S4.A1	Teachers will design and use performance tasks to require students to demonstrate knowledge of standards.	Williams, Sabrina	8/31/2015	Samples of student performance tasks	4/1/2016 monthly
G2.B1.S5.A1	Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration	Williams, Sabrina	8/31/2015	Informal/formal observation data	4/1/2016 daily
G3.B1.S1.A1	Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, and Achieve 3000 short and extended response activities.	Jahna, Kimberly	8/31/2015	Walkthrough observations	4/1/2016 monthly
G3.B1.S2.A1	Teachers will present exemplars that show students expected levels of rigor as defined by standards.	Jahna, Kimberly	8/31/2015	Informal/formal observation data	4/1/2016 monthly

Highlands - 0231 - Avon Park High School - 2015-16 SIP
Avon Park High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A1	Coach and content area specialist will collaborate with teachers to design/ use formative/summative assessments that show evidence of standards.	Jahna, Kimberly	8/31/2015	meeting/PLC minutes and samples of assessments.	4/1/2016 monthly
G3.B1.S4.A1	Design and use performance tasks to require students to demonstrate knowledge of standards.	Williams, Tealy	8/31/2015	minutes of data chat meetings where student performance results are discussed.	4/1/2016 weekly
G3.B1.S5.A1	Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration.	Brown, Andrea	8/31/2015	Walkthrough observation data	4/1/2016 daily
G3.B2.S1.A1	Teachers will instruct students on how to organize binders, complete daily agendas, and how to develop inquiry skills via collaborative study groups.	Henderson, Dawn	8/31/2015		4/1/2016 weekly
G3.B2.S2.A1	Leadership will instruct students to developed inquiry skills using collaborative study groups and tutorials.	Henderson, Dawn	8/31/2015	Minutes from CLT and coaching meetings	4/1/2016 weekly
G4.B1.S1.A1	Monthly departmental professional development offerings that focus on unwrapping the standards and sequencing/pacing instruction.	Jahna, Penny	8/31/2015	meeting minutes and macro plan	4/1/2016 monthly
G4.B1.S2.A1	Teachers will present/use of exemplars show students expected levels of rigor as defined by the standards	Jahna, Penny	8/31/2015	PLC minutes, handouts, observation results.	4/1/2016 monthly
G4.B1.S3.A1	Coach and content area specialist will collaborate with teachers to design/ use formative/summative assessments that show evidence of standards.	Jahna, Penny	8/31/2015	Meeting minutes and copies of selected assessments.	4/1/2016 monthly
G4.B1.S4.A1	Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.	Jahna, Penny	8/31/2015	department, district, and school based PLC meeting minutes.	4/1/2016 weekly
G4.B1.S5.A1	Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.	Jahna, Penny	8/31/2015		4/1/2016 weekly
G5.B1.S1.A1	Draft revision to code of conduct to reflect community perspective of student personal device usage.	Williams, Tealy	8/7/2015		6/3/2016 annually
G6.B1.S1.A1	Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.	Scott, Jill	8/31/2015	department and SCC meeting minutes.	4/1/2016 biweekly
G6.B1.S2.A1	Teacher will display exemplars which show expected levels of rigor as defined by the standards.	Scott, Jill	8/31/2015	Walkthrough data	4/1/2016 monthly
G6.B1.S3.A1	Design and use formative/summative assessments that require students to show evidence of standards.	Scott, Jill	8/31/2015	Minutes form data chat and CLT meetings.	4/1/2016 monthly
G6.B1.S4.A1	Teacher will design and use performance tasks that require students to demonstrate knowledge of the standards.	Scott, Jill	8/31/2015	Samples of student performance tasks	4/1/2016 quarterly

Highlands - 0231 - Avon Park High School - 2015-16 SIP
Avon Park High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S5.A1	Teachers will sequence instruction in a logical manner using macro plans and will reference standards using common board configuration.	Scott, Jill	8/31/2015	Informal/formal observation data.	4/1/2016 weekly
G2.B1.S1.MA1	Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies.	Williams, Tealy	8/31/2015	Minutes from CLT and coaches meetings	4/1/2016 weekly
G2.B1.S2.MA1	Instructional coaches, content leader, and administration will conduct informal and formal observations	Williams, Tealy	8/31/2015	Observation data results	4/1/2016 weekly
G2.B1.S3.MA1	Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.	Williams, Tealy	8/31/2015	Minutes from CLT/coaching/Data chat meeting minutes.	4/1/2016 weekly
G2.B1.S4.MA1	Administration and instructional coaches will conduct weekly walkthroughs and periodic data chats to review samples of student work.	Williams, Tealy	8/31/2015	Minutes of CLT/Coaching/Data Chat meetings.	4/1/2016 monthly
G2.B1.S5.MA1	Administration and instructional coaches will conduct walkthrough observations.	Williams, Tealy	8/31/2015	Minutes from CLT/Instructional Coaches meetings.	4/1/2016 weekly
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies.	Williams, Tealy	8/31/2015	Walkthrough observation notes and minutes from CLT and coaching meetings.	4/1/2016 weekly
G3.B2.S1.MA1	AVID coordinator and administration will conduct walkthrough observations.	Williams, Tealy	8/31/2015	CLT and coaching meeting minutes	4/1/2016 weekly
G3.B1.S2.MA1	[no content entered]			one-time	
G3.B1.S2.MA1	Instructional coaches, content leader, and administration will conduct informal and formal observations	Williams, Tealy	8/31/2015	informal and formal walkthrough data and SBLT meeting minutes.	4/1/2016 weekly
G3.B1.S3.MA1	[no content entered]			one-time	
G3.B1.S3.MA1	Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.	Williams, Tealy	8/31/2015	Data analysis meeting minutes and progress monitoring data	4/1/2016 monthly
G3.B1.S4.MA1	Administration and instructional coaches will conduct weekly walkthroughs	Williams, Tealy	8/31/2015	Walkthrough results and SBLT meeting minutes.	4/1/2016 weekly
G3.B1.S5.MA1	[no content entered]			one-time	
G3.B1.S5.MA1	Instructional coaches, content leaders, and administration will conduct periodic walkthrough to ensure instructional sequencing is done to fidelity.	Williams, Tealy	8/31/2015	CLT, coaching and data chat meeting minutes	4/1/2016 weekly
G4.MA1	Evaluate student learning via baseline assessments and common summative assessments		Performance matters reports and summative assessment results.	once	
G4.B1.S1.MA1	[no content entered]			one-time	

Highlands - 0231 - Avon Park High School - 2015-16 SIP

Avon Park High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies	Williams, Tealy	8/31/2015	Minutes from CLT/Coaching meetings.	4/1/2016 weekly
G4.B1.S2.MA1	[no content entered]			one-time	
G4.B1.S2.MA1	Instructional coaches, content leader, and administration will conduct informal and formal observations	Williams, Tealy	8/31/2015	Meeting minutes and results from formal/informal walkthrough data.	4/1/2016 monthly
G4.B1.S3.MA1	Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.	Williams, Tealy	8/31/2015	Assessment results/analysis	4/1/2016 monthly
G4.B1.S4.MA1	Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.	Williams, Tealy	8/31/2015	Minutes from CLT/Coaches/Data chat meetings	4/1/2016 monthly
G4.B1.S5.MA1	[no content entered]			one-time	
G4.B1.S5.MA1	Administration, instructional coaches, and district specialist will conduct periodic observations to insure teachers are sequencing instruction in a logical manner and are making references to standards using common board configuration.	Williams, Tealy	8/31/2015	Observation data and coaching/CLT meeting minutes.	4/1/2016 weekly
G5.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	Conduct monthly data reviews to track impact of personal device policies on reducing referrals	Erwin, Danielle	8/31/2015	Student discipline reports	6/1/2016 quarterly
G6.MA1	Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met. Increase extended learning opportunities to provide students with access to online resources		Meeting minutes Attendance logs	once	
G6.B1.S1.MA1	Monitor science baseline results, student grades, and survey results.		test results, walkthroughs, and survey results.	once	
G6.B1.S1.MA1	Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and to identify instructional inconsistencies.	Williams, Tealy	8/31/2015	formal and informal observation forms and coaching/leadership team meeting mints	4/1/2016 weekly
G6.B1.S2.MA1	Instructional coaches and administration will conduct informal and formal observations.	Williams, Tealy	8/31/2015	Observation data results	4/1/2016 monthly
G6.B1.S3.MA1	Instructional coaches, content area leaders, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.	Williams, Tealy	8/31/2015	Minutes from CLT and data chat meetings.	4/1/2016 every-2-months
G6.B1.S4.MA1	Instructional coaches and administration will conduct weekly walkthroughs and periodic data chats to review samples of student work.	Williams, Tealy	8/31/2015	Minutes of CLT, data chat, and coaching meetings	4/1/2016 weekly

Highlands - 0231 - Avon Park High School - 2015-16 SIP
Avon Park High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S5.MA1	Instructional coaches and administration will conduct walkthrough observations to monitor fidelity.	Williams, Tealy	8/31/2015	Minutes from CLT and instructional coaches meetings.	4/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase number of students scoring proficient on US History EOC by 8%

G2.B1 Teacher qualifications/certifications

G2.B1.S1 Teacher will use a variety of instructional strategies to make standards accessible to all students e.g. Cornell Notes

PD Opportunity 1

Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes

Facilitator

Sabrina Williams/instructional coaches

Participants

Assigned members of social studies team.

Schedule

Daily, from 8/31/2015 to 4/1/2016

G2.B1.S2 Teacher will display/use exemplar which show students expected levels of rigor as defined by the standards.

PD Opportunity 1

Teacher will display exemplars which show students expected levels of rigor as defined by the standards

Facilitator

Sabrina Williams/instructional coaches

Participants

Assigned faculty from social studies team.

Schedule

Weekly, from 8/31/2015 to 4/1/2016

G2.B1.S3 Design and use of formative and summative assessments that require students to show evidence of standards e.g. exit tickets, unit tests, and 321s

PD Opportunity 1

Design and use formative assessments that require students to show evidence of standards.

Facilitator

Sabrina/instructional coaches

Participants

Assigned faculty from social studies team.

Schedule

Weekly, from 8/31/2015 to 4/1/2016

G2.B1.S4 Design and use performance tasks to require student to show evidence of the standards.

PD Opportunity 1

Teachers will design and use performance tasks to require students to demonstrate knowledge of standards.

Facilitator

Sabrina Williams/instructional coaches

Participants

Assigned faculty of social studies team.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G2.B1.S5 Sequence instruction in logical manner and reference standards during lesson using common board configuration and macro-plans

PD Opportunity 1

Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration

Facilitator

Sabrina Williams/Instructional Coaches

Participants

Assigned faculty of social studies team

Schedule

Daily, from 8/31/2015 to 4/1/2016

G3. Increase the number of students scoring proficient on FSA and Reading EOC by 5% (39% to 44%)

G3.B1 Qualifications/certification of core content teachers resulting in instructional inconsistencies.

G3.B1.S1 Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, and Achieve 300 short and extended response activities.

PD Opportunity 1

Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, and Achieve 3000 short and extended response activities.

Facilitator

Kim Jahna and Andrea Brown

Participants

Assigned faculty from literacy and language arts departments.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G3.B1.S2 Teacher will display exemplars which show students expected levels of rigor as defined by the standards e.g. use of extended response rubrics and state writing rubric.

PD Opportunity 1

Teachers will present exemplars that show students expected levels of rigor as defined by standards.

Facilitator

Andrea Brown and Kim Jahna

Participants

Assigned faculty from literacy and language arts departments.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G3.B1.S3 Design and use formative assessments that require students to show evidence of standards e.g. Achieve 300 and FAIR assessments; administer 3 FSA-aligned writing prompts.

PD Opportunity 1

Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards.

Facilitator

Andrea Brown and Kim Jahna

Participants

Assigned instructional staff from literacy and language arts department.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G3.B1.S4 Design and use performance tasks to require students to show knowledge of standards e.g. HRW generated writing tasks.

PD Opportunity 1

Design and use performance tasks to require students to demonstrate knowledge of standards.

Facilitator

Kim Jahna and Andrea Brown

Participants

Assigned faculty from language arts and literacy teams.

Schedule

Weekly, from 8/31/2015 to 4/1/2016

G3.B1.S5 Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.

PD Opportunity 1

Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration.

Facilitator

Andrea Brown and Kim Jahna (unwrapping standards/pacing of instruction)

Participants

Assigned members of language arts and literacy teams.

Schedule

Daily, from 8/31/2015 to 4/1/2016

G3.B2 Changing demographics i.e. increase number of economically disadvantage students

G3.B2.S1 All freshmen will either be in Leadership course or AVID (with the exception of a few in ROTC) in which their binder, daily agenda, and inquiry skills will be utilized daily.

PD Opportunity 1

Teachers will instruct students on how to organize binders, complete daily agendas, and how to develop inquiry skills via collaborative study groups.

Facilitator

Dawn Henderson

Participants

Leadership teachers and select 9th and 10th grade teachers

Schedule

Weekly, from 8/31/2015 to 4/1/2016

G4. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

G4.B1 Qualifications/certification of core content teachers resulted in instructional inconsistencies.

G4.B1.S1 Use of a variety of instructional strategies to make standards accessible to all students by connecting (WICOR) strategies to each activity e.g. Cornell Notes, collaborative activities connected to strategies, strategies that require students to justify their responses.

PD Opportunity 1

Monthly departmental professional development offerings that focus on unwrapping the standards and sequencing/pacing instruction.

Facilitator

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Participants

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G4.B1.S2 Display exemplars that include use of rubrics which show expected levels of rigor as defined by the standards.

PD Opportunity 1

Teachers will present/use of exemplars show students expected levels of rigor as defined by the standards

Facilitator

Penny Jahna and district resource specialist.

Participants

Assigned faculty from math department.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G4.B1.S3 Use of formative and summative assessments to plan for instruction tailored to student readiness levels e.g. common chapter assessments.

PD Opportunity 1

Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards.

Facilitator

Penny Jahna and district content specialist.

Participants

Assigned faculty from math department.

Schedule

Monthly, from 8/31/2015 to 4/1/2016

G4.B1.S4 Design and use performance tasks that require students to show evidence of the standards

PD Opportunity 1

Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.

Facilitator

Penny Jahna and district resource specialists.

Participants

Assigned math department faculty

Schedule

Weekly, from 8/31/2015 to 4/1/2016

G4.B1.S5 Sequence instruction in logical manner and reference standards during lesson (Common Board Configuration/Observations/Maps).

PD Opportunity 1

Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.

Facilitator

Penny Jahna and district resource specialist

Participants

Assigned faculty from math department

Schedule

Weekly, from 8/31/2015 to 4/1/2016

G6. Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

G6.B1 Qualifications of core content teachers resulted in instructional inconsistencies.

G6.B1.S1 Teacher use of a variety of (WICOR) instructional strategies to make standards accessible to all students.

PD Opportunity 1

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Facilitator

Science coach and District Science Resource Teacher

Participants

Science teachers and instructional coaches.

Schedule

Biweekly, from 8/31/2015 to 4/1/2016

Budget

Budget Data

1	G1.B1.S1.A1	Check and connect mentors will monitor student attendance and academic progress of at-risk students. Meet regularly with students and make frequent parent (family) contact.	\$0.00
2	G1.B1.S2.A1	Part-time graduation coach will monitor attendance and academic progress of select at-risk students.	\$0.00
3	G2.B1.S1.A1	Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes	\$0.00
4	G2.B1.S2.A1	Teacher will display exemplars which show students expected levels of rigor as defined by the standards	\$0.00
5	G2.B1.S3.A1	Design and use formative assessments that require students to show evidence of standards.	\$0.00
6	G2.B1.S4.A1	Teachers will design and use performance tasks to require students to demonstrate knowledge of standards.	\$0.00
7	G2.B1.S5.A1	Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration	\$0.00
8	G3.B1.S1.A1	Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, and Achieve 3000 short and extended response activities.	\$0.00

Budget Data						
9	G3.B1.S2.A1	Teachers will present exemplars that show students expected levels of rigor as defined by standards.				\$0.00
10	G3.B1.S3.A1	Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards.				\$0.00
11	G3.B1.S4.A1	Design and use performance tasks to require students to demonstrate knowledge of standards.				\$0.00
12	G3.B1.S5.A1	Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration.				\$0.00
13	G3.B2.S1.A1	Teachers will instruct students on how to organize binders, complete daily agendas, and how to develop inquiry skills via collaborative study groups.				\$0.00
14	G3.B2.S2.A1	Leadership will instruct students to developed inquiry skills using collaborative study groups and tutorials.				\$0.00
15	G4.B1.S1.A1	Monthly departmental professional development offerings that focus on unwrapping the standards and sequencing/pacing instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$4,000.00
			Notes: Notes Intensive math Supplemental Instruction (Pullouts) Utilize retired highly qualified math teachers to provide supplemental instruction for lowest 25%. District and Migrant			
16	G4.B1.S2.A1	Teachers will present/use of exemplars show students expected levels of rigor as defined by the standards				\$0.00
17	G4.B1.S3.A1	Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards.				\$0.00
18	G4.B1.S4.A1	Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.				\$0.00
19	G4.B1.S5.A1	Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.				\$0.00
20	G5.B1.S1.A1	Draft revision to code of conduct to reflect community perspective of student personal device usage.				\$0.00
21	G6.B1.S1.A1	Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.				\$0.00
22	G6.B1.S2.A1	Teacher will display exemplars which show expected levels of rigor as defined by the standards.				\$0.00
23	G6.B1.S3.A1	Design and use formative/summative assessments that require students to show evidence of standards.				\$0.00
24	G6.B1.S4.A1	Teacher will design and use performance tasks that require students to demonstrate knowledge of the standards.				\$0.00

Budget Data

25	G6.B1.S5.A1	Teachers will sequence instruction in a logical manner using macro plans and will reference standards using common board configuration.	\$0.00
Total:			\$4,000.00