

St. Lucie Public Schools

Treasure Coast High School



2015-16 School Improvement Plan

Treasure Coast High School

1000 SW DARWIN BLVD, Port St Lucie, FL 34953

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	65%

School Grades History

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

**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 St. Lucie County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	23
Technical Assistance Items	24
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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Treasure Coast High School is to ensure that all students are successful in high school and immersed in a caring, challenging, relevant learning environment.

Provide the school's vision statement

The vision of Treasure Coast is to continuously strive for excellence in teaching and student learning through ongoing professional development focused on student achievement. Our aim is to strive for, achieve and maintain an "A" Grade.

School Environment

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

- teaming as part of the master schedule (9-12) in core classes
- Grade assemblies - student and guest speakers
- Advisory
- Kids At Hope program
- Small Learning Community structure with distributive leadership
- student focus groups
- Freshman Seminar course for all 9th grade students

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

Before School:

- Teacher and Administrative presence prior to bell
- Visible SRO and SRD

During School:

- Clear and concise school wide expectations aligned to PBIS plan
- Classroom management training for teachers
- 3 Deans of discipline
- Quad expectations
- Structure of the school with automatic locking system
- 2 Gatekeepers
- School Social Worker and Guidance available to support students
- Student-student mentoring

After School:

- Teacher visible during required duty supervision
- Many clubs and teams that are supervised by faculty
- All administration on duty

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

There are protocols that are in place to limit classroom distractions. The front desk limits the use of public announcements during the school day and the transfer of outside calls to classrooms. All faculty review the Teacher Handbook to review the established protocols for disciplinary issues on campus. This is done during the first week of school and when new teachers/staff are hired during the school year. Assistant Principals and Deans work together to ensure that disciplinary incidents are handled fairly and consistently. A team approach is taken on major disciplinary incidents on campus. The school has a PBIS team that works to review the school expectations and PBIS plan. Posters are placed in all classes and public areas displaying expectations.

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 master schedule is created to formulate teams in grades 9 -12 into Small Learning Communities. This allows teachers to really know their students. In addition, each Small Learning Academy structure has an assigned counselor, Assistant Principal and Dean. Students that require more support to meet their social-emotional needs can seek the assistance of the school social worker. Students are assigned mentors as required and many outside agencies come to meet with students for scheduled appointments. Guidance and ESE frequently use the mental health collaborative process to meet the emotional needs of our students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The following data is reported to the MTSS Committee on at least a quarterly basis this year. The several sub committees or groups provide specific data analysis and interventions for attendance, in/out of school suspensions, core course failures, and non-proficiency scores on high stakes state exams.

The Attendance Committee reviews student attendance issues on a monthly basis for students that drop below the 90 % attendance rate. Phone calls home and student conferences are conducted by each SLC Office staff. The Deans provide data analysis for each grade level's discipline and they plan for the appropriate interventions that need to be implemented. The Deans facilitate follow up counseling for students that return to campus after suspensions and to monitor the behavioral status of students on their watch lists. The Deans have also conducted professional development training for teachers on how to create BIR documentation for in-class behavioral issues. Course failures data is collected every four and half weeks with immediate communication via school messenger and SLC phone calls/conferencing with parents. The PBIS team developed a plan for this year to promote positive behavior and create an environment of school pride and respect.

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	6	100	144	147	397
One or more suspensions	43	25	44	30	142
Course failure in ELA or Math	78	154	160	160	552
Level 1 on statewide assessment	58	2	0	0	60

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	70	116	150	161	497

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

RTI-A provides for interventions with Intensive Reading classes and credit retrieval for math and biology. At-Risk watch lists have been created by each SLC Office and phone calls, conferences, assemblies, and informational nights are planned for this year's students and parents. Guidance counselors have scheduled several classroom visitations to conduct thorough credit checks with each grade groups and meeting specifically with individual students to confirm that they are on track for graduation.

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

The school utilizes various forms of communication to inform parents and the community members of school events and announcements. Our school communicates messages through a TCHS endorsed Facebook page, a TCHS website, School Messenger, Marquee Board, and Remind texts to specific grade level groups. The Freshman SLC has an annual Freshman Open House to provide parents and students with a broad introduction to high school and specific introductions to their classroom teachers and a tour of the school. The 9th and 10th Grade SLC's have scheduled two Student-Led parent conferences this year for students to showcase their current progress towards their mastery of their assigned standards. Senior parent informational nights have been scheduled this year as well as a college-bound assembly for the Junior class.

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 ROTC students have an active involvement with the community through their constant volunteerism and contributions to numerous charities. The Reading Department presented to our SAC Committee for support this year for additional academic resources. The Band and Football Booster Clubs have and will continue to reach out to community members and businesses for support at our school events. The Band Booster Club recently received donations (Bounce houses, DJ, and concession items) from community businesses for our Meet the Titans Night.

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
Seal, Susan	Principal
Evans, Eric	Assistant Principal
Poole, Nikki	Assistant Principal
Kopani, Jennifer	Assistant Principal
Davenport, Lisa	Assistant Principal

Duties

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

As part of the distributive leadership model at TCHS, no one person is responsible for instruction. Each Assistant Principal (AP's) is responsible for the instruction within their assigned Small Learning Community (SLC). AP's meet with teachers to review instructional practices and alignment to state standards. Assessment data is also reviewed. SLC meetings also focus on improved instruction. Principal and AP's visit classrooms frequently to conduct formal and informal observations, providing teachers with feedback.

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

Not a Title I school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Susan Seal	Principal
Bernadette Bodnar	Business/Community
Chalonda Parham	Parent
Denise Hunt	Teacher
Diane White	Education Support Employee
Grace Pierre Louis	Teacher
Isabel Tapanes	Student
Lori Applebee	Teacher
Michael Bernard	Business/Community
April Sherwood	Teacher
Marie Spranza	Teacher
Jean Emerson	Teacher
Scott Nurse	Parent
Regina Tapanes	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

The SAC was updated regarding the results from the Progress Monitoring analysis. SAC members had the opportunity to provide input regarding courses of action/potential interventions that may impact delivery of instruction and student achievement, as well as any changes that may need to be made to the school's improvement plan based on data analysis. SAC members were also provided with the outcomes from the following SAC funded activities; College Tour, English Department essay scoring, and after-school tutoring.

Development of this school improvement plan

The SAC assists with the development of the school's SIP by providing input based on data analysis at the beginning of the school year and evaluation feedback during the development and implementation stages of the approved plan.

Preparation of the school's annual budget and plan

School does not receive a School Improvement budget.

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

School did not receive school improvement funds last year.

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
Seal, Susan	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is made up of those teachers who are in key positions (e. g. Department Chairs) and are vital to the implementation of the new Florida Standards in an effort to improve student achievement by enhancing the use of effective literacy strategies across the content areas.

The LLT will facilitate the enhancement of literacy strategies by doing the following:

- LLT will meet quarterly
- Capitalizing on the expertise of reading teachers during bi- monthly meetings and SLC meetings.
- Setting the expectation that all teachers will use reading strategies
- Assigned administrator will provide support to all teachers in implementation of strategies
- Obtain feedback on status of implementation and impact
- Analyze district assessments

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

As a leadership team, we have designed a schedule for teachers to meet once a week with colleagues to work on lessons aligned to standards. Professional develop opportunities and SLC meetings also focus on collaborative planning.

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

We focus on the recruitment, development and retention of highly qualified teachers. We have recruited teachers from many recruiting fairs in New York and Michigan. We have also use our district human resource system (FASTrack) to hire highly qualified applicants. www.teachers-teachers.com is a useful website to acquired highly qualified applicants. We focus our pre-planning schedule on the preparation of our new teachers to prepare them for the classroom. Teacher attend monthly meetings at the district and on our campus to learn about the art and science of teaching. New teachers are assigned a mentor on our campus to assist them in the transition into the classroom.

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

Each new teacher is assigned a mentor. Teacher content, expertise, personality and classroom proximity is looked at when creating a mentor-mentee pairing. Mentor's complete a log each year and this is submitted to the district for review.

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

The school utilizes the District provided scope and sequences to ensure that classes are aligned to Florida Standards. Administration confirms that individual teacher's lesson plans are aligned to the appropriate Florida Standards.

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

In order to successfully prepare students to transition to post high school, TCHS has created an atmosphere in which students work closely with their respective guidance counselors in order to create a well-planned graduation plan grades 9-12. In ninth grade, all students take a Freshmen Seminar Course that offers extensive career exploration, study skills, and learning pathway exploration to assist students in planning their high school classes and future college and career choices. Students conduct a student-led conference in the spring where they share their learning goals and achievements, and plans for the future with their teachers and parents. In 10th grade, students explore the career academy options and post-high school options available by taking a field trip through each career academy program at school. Sophomores also lead a spring student-led conference where they share their test scores, their work in school, their future goals and ambitions with their parents and teachers. Juniors start their portfolio for college, work or military. This portfolio is further developed in their senior year and shared with peers through a comprehensive presentation. Students must demonstrate how their project is connected to their post-high school plans.

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

Upon entering Treasure Coast High School students in the 9th grade year are placed into Freshman Seminar courses that provide an introduction to high school along with in depth career and college investigation activities. Some major career and college initiatives include the Florida CHOICES program which allow students to complete career inventories from which career plans are created. Students can also use Choices to research college offerings specific to their career interests and apply for some Florida colleges and Universities. Students also benefit from district career and college fairs, Great Explorations an event hosted by Indian River State College which allow students to tour the campus and participate in career and major area of interest activities.

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

Furthermore, TCHS is developing a strong recruitment program for students to complete testing for industry certifications. Each of our CTE teachers will be setting individual goals to improve the percentage of students sitting for each certification and the percentage passing the required tests.

CTE Industry Certification Exams

Medical - Certified Nursing Assistant (CNA), Certified Medical Administrative Assistant (CMAA),
Electrocardiography Aide (EKG)

International Business - Microsoft Office Systems (MOS) and QuickBooks

Digital / Multimedia - Adobe Photoshop & Dreamweaver

Culinary - Serve Safe
Engineering and Manufacturing - Manufacturing Skills Standard Council (MSSC)
Graphic Design - Adobe Photoshop
Biotechnology - Biotechnician Assistant Credentialing Exam (BACE)

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

Treasure Coast High School is grounded in the belief that students learn best while immersed in Small Learning Communities (SLC). These SLC's are enriched with Career and Technical Education (CTE) programs. Each CTE program is attached to an SLC and meet regularly in role alike meetings to plan and discuss student activities and lessons. Additionally, many of the CTE programs on campus offer industry certification exams and support school initiatives by promoting reading, writing and math across the curriculum. In fact one of the CTE department's goal for the 2015-2016 school year specific to reading and writing instruction is to "Strengthen the reading-writing connection to improve student opportunities to reflect and enhance background knowledge and vocabulary".

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

The school has also developed a recruiting plan to recruit more students into AICE and AP level courses, in order to better prepare them for college using PSAT results to target students. TCHS offers ACT and SAT preparation for juniors and seniors, both during school and after school. Colleges visit the school and provide student with related information and tours are offered to all students as well. TCHS also hosts a FAFSA Application night, to teach parents and families how to fill out financial aid forms, as well as a College Night, to help parents and families fill out college application forms. All seniors also receive one-on-one counseling to ensure they are on path to graduate and to review scholarship opportunities.

Qualified students will also take the Post-Education Readiness Test (PERT) to assess their college readiness level in both English and Math. Students testing "Not College Ready" will be placed in remediation classes (applicable college readiness courses).

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:

.

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.

N/A

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.

N/A

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.** For the 2015-2016 school year, teachers will continue to implement standards-based instruction to improve student achievement.

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. For the 2015-2016 school year, teachers will continue to implement standards-based instruction to improve student achievement. 1a

G071070

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0

Resources Available to Support the Goal 2

- Language
- Townsend Press
- Plugged into Non-Fiction
- St. Lucie Literacy Routines
- Literacy Based Questions (LBQ)
- Literacy Design Collaborative (LDC) - Physical Science
- Document Based Questions (DBQ's)
- Collection Textbook Series

Targeted Barriers to Achieving the Goal 3

- Depth of standards in ELA

Plan to Monitor Progress Toward G1. 8

Performance Matters data will be collected for the District Comprehensive subject assessments data analysis sheets/ review.

Person Responsible

Susan Seal

Schedule

Quarterly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Increased student achievement, evidenced by District Comprehensive and Classroom Common Assessments.

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. For the 2015-2016 school year, teachers will continue to implement standards-based instruction to improve student achievement. **1**

 G071070

G1.B5 Depth of standards in ELA **2**

 B185395

G1.B5.S1 Teachers will review the item specs associated with the new state assessments and align with instructional strategies. **4**

 S196803

Strategy Rationale

The teachers will have a better understanding of how the item specs align with best practice instructional strategies.

Action Step 1 **5**

Professional development will be given to all ELA (9th & 10th English) teachers on the alignment of the item specs and instructional strategies.

Person Responsible

Susan Seal

Schedule

Quarterly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Instructional focus calendars aligned to new standards

Action Step 2 5

English and Reading Department Collaboration

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will monitor the development of the instructional focus calendars and review monthly lesson plans.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Collection of Instructional focus calendars aligned to new standards and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administration will provide teachers with common planning time to develop lessons and instructional calendars.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Administration will monitor the effective use of the teachers' instructional focus calendars during regular classroom walk-throughs.

G1.B5.S2 Teachers will be given the opportunity to correlate item specs with the appropriate instructional strategy and align with classroom assessments. 4

S196804

Strategy Rationale

Understanding the depth of standards will increase.

Action Step 1 5

Teachers will work collaboratively during their monthly department and team meetings to correlate the item specs with the instructional strategies and classroom assessments.

Person Responsible

Susan Seal

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Monthly agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Through classroom walkthroughs, monthly lesson plan reviews, and common planning agendas, teachers will be monitored regarding their process and implementation of this goal.

Person Responsible

Susan Seal

Schedule

On 6/1/2016

Evidence of Completion

Monthly lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Person Responsible

Schedule

Evidence of Completion

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.B5.S1.A1	Professional development will be given to all ELA (9th & 10th English) teachers on the alignment of the item specs and instructional strategies.	Seal, Susan	9/14/2015	Instructional focus calendars aligned to new standards	6/1/2016 quarterly
G1.B5.S2.A1	Teachers will work collaboratively during their monthly department and team meetings to correlate the item specs with the instructional strategies and classroom assessments.	Seal, Susan	9/14/2015	Monthly agendas and meeting notes	6/1/2016 monthly
G1.B5.S1.A2	English and Reading Department Collaboration	Seal, Susan	9/14/2015	Lesson plans	6/1/2016 monthly
G1.MA1	Performance Matters data will be collected for the District Comprehensive subject assessments data analysis sheets/ review.	Seal, Susan	9/14/2015	Increased student achievement, evidenced by District Comprehensive and Classroom Common Assessments.	6/1/2016 quarterly
G1.B5.S1.MA1	Administration will provide teachers with common planning time to develop lessons and instructional calendars.	Seal, Susan	9/14/2015	Administration will monitor the effective use of the teachers' instructional focus calendars during regular classroom walk-throughs.	6/1/2016 monthly
G1.B5.S1.MA1	Administration will monitor the development of the instructional focus calendars and review monthly lesson plans.	Seal, Susan	9/14/2015	Collection of Instructional focus calendars aligned to new standards and lesson plans	6/1/2016 monthly
G1.B5.S2.MA1	[no content entered]			one-time	
G1.B5.S2.MA1	Through classroom walkthroughs, monthly lesson plan reviews, and common planning agendas, teachers will be monitored regarding their process and implementation of this goal.	Seal, Susan	9/14/2015	Monthly lesson plans	6/1/2016 one-time

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. For the 2015-2016 school year, teachers will continue to implement standards-based instruction to improve student achievement.

G1.B5 Depth of standards in ELA

G1.B5.S1 Teachers will review the item specs associated with the new state assessments and align with instructional strategies.

PD Opportunity 1

Professional development will be given to all ELA (9th & 10th English) teachers on the alignment of the item specs and instructional strategies.

Facilitator

Susan Seal

Participants

9th & 10th grade English Teachers

Schedule

Quarterly, from 9/14/2015 to 6/1/2016

PD Opportunity 2

English and Reading Department Collaboration

Facilitator

Kim Cooper and Sandy Southerly (with support from other District trained teachers)

Participants

English and Reading Department

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Technical Assistance Items

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