Ridgeview High School

2015-16 School Improvement Plan

Ridgeview High School

466 MADISON AVE, Orange Park, FL 32065

http://rhs.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

School Grades History

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

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 Clay 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

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

INNOVATE ENGAGE EMPOWER

School Environment

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

RHS has various heritage clubs on campus that recruit and encourage students to participate. RHS also participates in a multicultural event that showcases and celebrates the vast array of cultures that make up our student and staff population. Our Media Center celebrates multiculturalism with displays monthly that showcase members of our staff and cultural information they share about their families and traditions.

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

RHS begins each school year with each grade level meeting with the Principal and administrative team to review the expectations of behavior required for every member of our family. Students understand respect is given and earned in our family. The school is firm, fair and consistent in our expectations of behavior while on our campus before, during, afterschool, and at all school functions. RHS has cameras located throughout the school, parking lot, and walkways. Every teacher is expected to be outside their classroom to help monitor students between classes. Teachers and students understand mutual respect breeds higher academic success. Our administration, guidance counselors, and staff have an "open door" policy in which students may report any incident or concern they may have with no fear of reprisal from other students as all information reported is confidential. RHS has a Youth Resource Officer on campus who is visible around the school. Our cafeteria and lunch program is monitored by administration, teachers. Staff, Athletic Director and Youth Resource officer every day. Our after school events are monitored by teachers, coaches, police officers, and parent volunteers.

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

RHS has established clear, precise and advertised protocols for disciplinary incidents, clear, precise and advertised behavioral expectations, and yearly training for school personnel to ensure the system

is fairly and consistently enforced. Teachers and administrators consistently communicate with parents which keeps instructional time and student engagement the top focus and priority of RHS.

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

RHS provides student counseling through a variety of means. Our Guidance department meets with our students on a one on one basis, in group settings, and in small group settings at various times throughout the year. Each counselor has an open door policy for their students to visit if needed. RHS provides students access to a behavioral counselor through the local mental health agency with parent consent needed after first visit. RHS provides students of military members another resource to connect with other students who understand the trials of being a military dependent through another licensed counselor. Along with all faculty members, mentoring is provided by National Honor Society and Beta Club members. Mentoring is also provided by Take Stock in Children for students identified in 8th grade as at risk for graduation/college attendance. Faculty are trained every year on Suicide Prevention and Indicators. RHS has various clubs, organizations, and events that students are encouraged to participate in to connect with peers. RHS has a zero tolerance policy on any type of bullying and advertises this policy to all stakeholders. Teachers, counselors, and administrators have an open door policy and are available to all students when needed.

Early Warning Systems

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

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

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Four hundred thirty-six (436) freshmen are enrolled at RHS for the 2015-16 school year. Freshmen parental involvement will improve over the previous year as measured by attendance at the freshmen orientation parent meeting and the parent/curriculum night sponsored by guidance.

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

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
Segreto, Deborah	Principal
Mckinney, Mark	Assistant Principal
Staefe, Kevin	Assistant Principal
Daly, Christopher	Assistant Principal

Duties

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

Principal Deborah Segreto serves as the facilitator of the School Based MTSS Leadership Team and provides a common vision for the use of data-based decision making, and ensures adequate professional development to support MTSS implementation.
Assistant Principals Kevin Staefe, Chris Daly, William McKinney will participate in data collection and analysis, deliver Tier 1 interventions, and help to ensure adequate professional development to support MTSS implementation.
IB Counselor/Director Jane Greenawalt: Provides information about core instruction, participates in data collection and analysis, delivers Tier 1 interventions, and collaborates with staff to implement Tier 2 interventions.
General Education Teachers Debbie Loudy, Trevor Clark, Joan Newton, Sarah Fortune, Martin Brown, Michael Ley, Scott Thomas, and Jody Kay: Provide information about core instruction, participate in data collection and analysis, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, deliver Tier 1 instruction/interventions, and collaborate with staff to implement Tier 2/3 interventions, and integrate core instructional activities/materials with Tier 2/3 activities.
Exceptional Student Education (ESE) Teacher Florence Lafontant and Matt Cox: Participates in data collection and analysis, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, delivers Tier 1, 2, and 3 instruction/interventions, collaborates with teachers and staff to implement interventions, and integrates core instructional activities/materials with Tier 2/3 activities.

Reading Coach Sharon Walsh: Serves as a liaison between the district and the schools, assists with the implementation of the MTSS process, works closely with the SBLT, and assists teachers in selecting and monitoring interventions with students.

Library Media Specialists Darlene Goodier and Julie Miller: Serve to provide knowledge of both educational principles and media technology resources used to enrich the instructional program and support the goals for MTSS.

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

The School Based MTSS Leadership Team will focus meetings on the essential question: How can we develop and maintain a cross-curricular problem solving system to bring about the best in all our stakeholders? The School Based MTSS Leadership Team will work with the SAC, and the RHS Leadership Team to organize/coordinate MTSS efforts.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Deborah Segreto	Principal
Teresa Dixon	Education Support Employee
Kimberly Lowe	Teacher
Lisa Dean	Parent
Lisa Chartier	Parent
Joe McCoy	Teacher
Rubie Olis	Parent
Kim Patrick	Parent
Christina Thomas	Business/Community
Adam Schellhorn	Teacher
Robin Williams	Parent
Aimee Oakes	Parent
Kathryn Dean	Student
Andrew Sadlo	Teacher
Ginger Burris	Education Support Employee
Austin Chartier	Student
Deborah Nichols	Teacher
Emily Horner	Student
Jacob Wallace	Student
Abby Bryan	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

Reviewed last years plan at SAC meeting.
Solicited requests for improvement from SAC committee members.
Reviewed school test data.

Development of this school improvement plan

The purpose of this Advisory Council will be to improve the quality of education for the students and promote communication, involvement and understanding among parents, faculty, students and community. The Advisory Council will have none of the power and duties now reserved for the Principal, the Superintendent, or the School Board.

Preparation of the school's annual budget and plan

The Advisory Council serves in the following ways when requested:
1. Provides assistance to the principal in the development of the school improvement plan required pursuant to Florida Statute 230.23(18);
2. Assist the principal in the development of the school budget annually;
3. Assist the principal in the development of the annual report to parents; and
4. provide whatever assistance is requested by principal.

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

Based on the needs of the school, SAC committee will vote on allocation of funds as needed.

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
Segreto, Deborah	Principal
Mckinney, Mark	Assistant Principal
Staefe, Kevin	Assistant Principal
Daly, Christopher	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The School Based LLT Leadership Team will focus meetings on the essential question: How can we develop and maintain a cross-curricular problem solving system to bring about the best in all our stakeholders? The School Based MTSS Leadership Team will work with the SAC, and the RHS Leadership Team to organize/coordinate MTSS efforts.

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

Ridgeview High School has implemented common planning, professional learning communities (PLC's) and academy teams to encourage collaborative instruction and planning.

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

Recruitment Fairs
Advertisement on Job Board and school district website
Retain teachers
Peer Mentoring
Peer Teacher program
Buddy Program
All of the above items are the responsibility of the school principal, Ms. Segreto

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

Our school uses Highly effective teachers to mentor our new teachers. In addition, many of our mentor teachers are National Board certified. Our core subjects have common planning which helps with mentoring activities.

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

Ridgeview High School uses curriculum maps, collaboration among teachers and routine meetings with curriculum specialists to ensure instructional programs are aligned to Florida astandards.

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

Ridgeview High School uses the 5 pieces of Instructional Framework to provide and differentiate 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: Extended School Day

Minutes added to school year: 5,400

Mentoring/Tutoring: - RHS offers Saturday tutoring twice monthly and peer tutoring during the week with National Honor Society students.

Service Learning: Opportunities for service learning are available through clubs and extracurricular activities. In addition, the guidance department posts information about service opportunities.

Alternative Schooling: Bannerman Learning Center offers teen parents the ability to recover credits if necessary.

After School Opportunities: CCSD provides Adult Education courses after school at Orange Park High School after school for credit recovery.

Early Interventions

Early Childhood Education: RHS offers Pre-K through the Little Paws program.

Early Literacy Development: RHS offers Pre-K through the Little Paws program.

Making the Most of Instruction.

Active Learning: Students at RHS have multiple opportunities for active learning. For example, lab experiments are incorporated to enhance learning.

Educational Technology: RHS is equipped with enhanced classrooms, classroom computers, computer labs, and smart boards in addition to other subject-specific technology resources.

Teachers at RHS are encouraged to maintain an instructional website.

Individualized Instruction: Individualized instruction plans are used for students with IEPs, 504s, and RtI documentation. RHS offers after school peer tutoring,Saturday School, and differentiated instruction to assist students individually.

Systemic Renewal: RHS performs systemic renewal through academy advisory boards, OJT, Better Business, and the Chamber of Commerce.

School-Community Collaboration: Students have opportunities to take field trips to local state colleges.

Career and Technical Education:

Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, RHS offers wal to wall academies for all its students.

Safe Schools: - RHS ensures safety through the use of the school resource officer, peer mediation, security cameras, tardy sweeps, and active supervision.

Strategy Rationale

These strategies have been put in place to enrich curriculum and increase quality of instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Segreto, Deborah, dsegreto@oneclay.net

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

Multiple Data Sources.

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

Ridgeview High school has adopted an academy approach to support incoming and outgoing cohorts.We currently have four academies for students to choose from. Students are supported by guidance counselors who are assigned to a particular academy. Students are also supported by teacher academy teams who meet regularly to discuss concerns of students in the academy.

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

All students meet with their school guidance counselor to discuss performance and course options.

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

All students meet with their school guidance counselor to discuss performance and course options. Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, ESE students participate in the Community Based Instruction program, where they work off campus to develop work skills.

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

Ridgeview High School offers Honors, AP, IB , Dual enrollment and College Readiness courses in order to ensure college readiness. Students are provided with college/career planning through the guidance department and with opportunities for course and credit recovery through the online compass learning program. College presentations take place throughout the school year--students attend college presentations with college representatives on campus (arranged by the Career Specialist). They are also encouraged to attend the college-wide college night. In addition, RHS hosts parent nights for seniors to discuss postsecondary transition as well as a financial aid night for seniors and their parents. Our Career Specialist arranges a college visit for our seniors to spend a morning with our local state college [SJRSC]. Students listen to college speakers regarding the different degree programs they offer as well as other advising information for our seniors. In addition, our counselors meet individually with students yearly to go over student's SAT/ACT results and discuss SAT/ACT and college GPA requirements for entrance into our state colleges.

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 student participation in AP courses.
Increase student success on ACT/SAT
SAT/ACT tutoring available on Saturday academic tutoring
Intensive reading classes teach ACT/SAT strategies
Increase student success on PERT.
Students placed in Math for college readiness and English for college readiness based on test scores.
Students take PERT in spring.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

The following documents were submitted as evidence for this section:

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase writing skills across all content areas.

G2.   Strengthen professional learning communities.

G3.   Increase student engagement in the learning process.

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 writing skills across all content areas. `1a`

🔍 G071304

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	78.0

Resources Available to Support the Goal `2`

- Teachers
- Common Planning
- PLC's based content area focusing on "writing strategies"

Targeted Barriers to Achieving the Goal `3`

- Teacher knowledge

Plan to Monitor Progress Toward G1. `8`

Student writing

Person Responsible
Deborah Segreto

Schedule
Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion
Clay Writes, ELA, DBQ's

G2. Strengthen professional learning communities. 1a

Targets Supported 1b

🔍 G071305

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0

Resources Available to Support the Goal 2

- Expertise of highly qualified staff.

- Monthly curriculum council meetings to discuss administrations expectations of teachers and goals relevant to PLC content areas.

Targeted Barriers to Achieving the Goal 3

- Organization of time.

- Lack of knowledge

Plan to Monitor Progress Toward G2. 8

Walk-through checklists, Comparing classroom observations, lesson plan checks and PLC logs of teachers and students over time.

Person Responsible

Deborah Segreto

Schedule

Annually, from 9/9/2015 to 2/25/2016

Evidence of Completion

Graduation rate.

G3. Increase student engagement in the learning process. `1a`

G071306

Targets Supported `1b`

Indicator	Annual Target
College Readiness Mathematics	78.0

Resources Available to Support the Goal `2`

- Professional development in small group instruction.

Targeted Barriers to Achieving the Goal `3`

- Lack of training in collaborative learning.

Plan to Monitor Progress Toward G3. `8`

Walk-throughs, classroom observations, lesson plan checks, and PLC logs

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/10/2015 to 5/25/2016

Evidence of Completion

PERT test scores, ACT/SAT results.

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 writing skills across all content areas. `1`

🔑 G071304

G1.B1 Teacher knowledge `2`

🔑 B185973

G1.B1.S1 Organize the faculty into collaborative teams to form a PLC for the school year. `4`

🔑 S197380

Strategy Rationale

Collaborative planning.

Action Step 1 `5`

Create collaborative teams to form a PLC focused on writing strategies.

Person Responsible

Deborah Segreto

Schedule

Biweekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

PLC logs

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

Meeting with sign in sheets and PLC logs.

Person Responsible

Deborah Segreto

Schedule

Biweekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Sign-in sheets

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

Classroom walk-throughs, lesson plan checks

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Lesson plans, Data from Florida writes and ELA.

G2. Strengthen professional learning communities. `1`

🔍 G071305

G2.B1 Organization of time. `2`

🔍 B185975

G2.B1.S1 Provide common planning periods `4`

🔍 S197381

Strategy Rationale

Collaborative planning

Action Step 1 `5`

Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Observations and walk-throughs.

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

Administrator reports of instructor performance

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Observation scores, Final learning Target Plan.

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

Walk-through checklists, Comparing performance of teachers and students over time.

Person Responsible

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Observations and Final Learning Target Plan.

G2.B2 Lack of knowledge `2`

🔍 B185976

G2.B2.S1 Provide proper training to teachers through Collaborative team meetings. `4`

🔍 S197382

Strategy Rationale

Produce collaborative lesson plans.

Action Step 1 `5`

Faculty will create more student-centered learning activities.

Person Responsible

Deborah Segreto

Schedule

Weekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Walk-throughs, observations, use of engagement strategies rubric.

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

Collaborative learning environments

Person Responsible

Deborah Segreto

Schedule

Weekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Walk-throughs, observations

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

Teachers will create more student-centered learning activities.

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Walk-throughs, observations

G3. Increase student engagement in the learning process. `1`

🔍 G071306

G3.B1 Lack of training in collaborative learning. `2`

🔍 B185977

G3.B1.S1 Increase lesson dynamics using multiple teaching resources (A\V, PC's, Labs, etc.) to establish best practices. `4`

🔍 S197383

Strategy Rationale

Increase student engagement.

Action Step 1 `5`

Assess implementation of strategies through walk-throughs.

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Lesson Plans, PD360 templates

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

Administrators are providing learning opportunities for teachers through PLC's, and webinars

Person Responsible

Deborah Segreto

Schedule

Weekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Evaluations, lesson plans, and walk-through data.

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

Administrators are providing learning opportunities for teachers through PLC's, and webinars

Person Responsible

Deborah Segreto

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Evaluations, lesson plans, and walk-through data.

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	Create collaborative teams to form a PLC focused on writing strategies.	Segreto, Deborah	9/9/2015	PLC logs	5/25/2016 biweekly
G2.B1.S1.A1	Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.	Segreto, Deborah	9/9/2015	Observations and walk-throughs.	5/25/2016 monthly
G2.B2.S1.A1	Faculty will create more student-centered learning activities.	Segreto, Deborah	9/9/2015	Walk-throughs, observations, use of engagement strategies rubric.	5/25/2016 weekly
G3.B1.S1.A1	Assess implementation of strategies through walk-throughs.	Segreto, Deborah	9/9/2015	Lesson Plans, PD360 templates	5/25/2016 monthly
G1.MA1	Student writing	Segreto, Deborah	9/9/2015	Clay Writes, ELA, DBQ's	5/25/2016 monthly
G1.B1.S1.MA1	Classroom walk-throughs, lesson plan checks	Segreto, Deborah	9/9/2015	Lesson plans, Data from Florida writes and ELA.	5/25/2016 monthly
G1.B1.S1.MA1	Meeting with sign in sheets and PLC logs.	Segreto, Deborah	9/9/2015	Sign-in sheets	5/25/2016 biweekly
G2.MA1	Walk-through checklists, Comparing classroom observations, lesson plan checks and PLC logs of teachers and students over time.	Segreto, Deborah	9/9/2015	Graduation rate.	2/25/2016 annually
G2.B1.S1.MA1	Walk-through checklists, Comparing performance of teachers and students over time.		9/9/2015	Observations and Final Learning Target Plan.	5/25/2016 monthly
G2.B1.S1.MA1	Administrator reports of instructor performance	Segreto, Deborah	9/9/2015	Observation scores, Final learning Target Plan.	5/25/2016 monthly
G2.B2.S1.MA1	Teachers will create more student-centered learning activities.	Segreto, Deborah	9/9/2015	Walk-throughs, observations	5/25/2016 monthly
G2.B2.S1.MA1	Collaborative learning environments	Segreto, Deborah	9/9/2015	Walk-throughs, observations	5/25/2016 weekly
G3.MA1	Walk-throughs, classroom observations, lesson plan checks, and PLC logs	Segreto, Deborah	9/10/2015	PERT test scores, ACT/SAT results.	5/25/2016 monthly
G3.B1.S1.MA1	Administrators are providing learning opportunities for teachers through PLC's, and webinars	Segreto, Deborah	9/9/2015	Evaluations, lesson plans, and walk-through data.	5/25/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Administrators are providing learning opportunities for teachers through PLC's, and webinars	Segreto, Deborah	9/9/2015	Evaluations, lesson plans, and walk-through data.	5/25/2016 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.

G1. Increase writing skills across all content areas.

G1.B1 Teacher knowledge

G1.B1.S1 Organize the faculty into collaborative teams to form a PLC for the school year.

PD Opportunity 1

Create collaborative teams to form a PLC focused on writing strategies.

Facilitator

Mark Mckinney

Participants

Collaborative teams

Schedule

Biweekly, from 9/9/2015 to 5/25/2016

G2. Strengthen professional learning communities.

G2.B1 Organization of time.

G2.B1.S1 Provide common planning periods

PD Opportunity 1

Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.

Facilitator

Department chairs

Participants

PLC members

Schedule

Monthly, from 9/9/2015 to 5/25/2016

G3. Increase student engagement in the learning process.

G3.B1 Lack of training in collaborative learning.

G3.B1.S1 Increase lesson dynamics using multiple teaching resources (A\V, PC's, Labs, etc.) to establish best practices.

PD Opportunity 1

Assess implementation of strategies through walk-throughs.

Facilitator

Administrators

Participants

Faculty

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Technical Assistance Items

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

Budget

		Budget Data	
1	G1.B1.S1.A1	Create collaborative teams to form a PLC focused on writing strategies.	$0.00
2	G2.B1.S1.A1	Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.	$0.00
3	G2.B2.S1.A1	Faculty will create more student-centered learning activities.	$0.00
4	G3.B1.S1.A1	Assess implementation of strategies through walk-throughs.	$0.00
		Total:	$0.00