

Orange County Public Schools

East River High



2015-16 School Improvement Plan

East River High

650 EAST RIVER FALCONS WAY, Orlando, FL 32833

www.ocps.net/lc/east/her

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	58%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

Mission - To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

Vision - To be the top producer of successful students in the nation

Our Goals:

- Intense Focus on Student Achievement
- High-Performing and Dedicated Team
- Safe Learning and Working Environment
- Efficient Operations
- Sustained Community Engagement

School Environment

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

The school exposes staff and students to a variety of cultures through a multitude of clubs and organizations related to community based interests. School staff members maintain positive relations with students by participating and supporting school events. East River High School events include Multicultural Night, Ag Day, Falcon Idol, and Prism. Teachers understand students' interests and backgrounds and provide a variety of opportunities for them to express and discover the array of cultures at East River.

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

East River High School provides a warm and inviting educational environment through esthetic pride and cleanliness. Students are met daily with a friendly and charismatic faculty and staff. East River students enter a safe and orderly climate accomplished through well thought-out safety procedures. The supervision plan provides for both the administrative team and teachers to monitor students to create and maintain a safe learning environment. One method to improve the safety and security of our school environment is through students utilizing the Speak Out Hotline: an anonymous tip hotline.

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

East River High School has implemented a progressive disciplinary system in concurrence with Orange County School Board policy. The progressive disciplinary system is inclusionary by providing parents, students, and community members the ability to voice their input. All faculty and staff members utilize best practices when adhering to school rules and procedures, and apply consequences in a fair and consistent manner. With systems in place, students feel respected and safe and are able to maintain a clear focus on learning.

* Classroom Management Training is provided to teachers for best practices regarding classroom

rules, procedures and consequences.

* Positive Behavior Support works through positive reinforcement to improve behavior.

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

East River High School provides the utmost support ensuring student social-emotional needs. For example, we offer New Horizons. New Horizons is a school-based counseling program that provides individual, group, and family counseling to students struggling with substance abuse, anger management issues, depression, school behavior problems, family conflicts and bullying. Additionally, our SAFE Coordinator provides students with resources appropriate to their distresses. The SAFE Coordinator works closely with the school social-worker to meet the needs of our students. Our ESE Staffing Specialist facilitates the appropriate implementation of the IEP and facilitates scheduling in courses directly linked for our students with exceptionalities.

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 early warning system at East River High School consists of the Attendance Clerk and Administrative Deans. The Attendance Clerk monitors student attendance and notifies parents of excessive school absences. The Administrative Deans assist by monitoring, counseling and providing interventions for students based on their individual needs.

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	104	117	101	197	519
One or more suspensions	56	58	26	27	167
Course failure in ELA or Math	45	47	42	9	143
Level 1 on statewide assessment	0	0	0	0	

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	45	47	42	9	143

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

East River High School has employed the following strategies to improve the academic performance of students identified by the early warning system: SAFE- this program assists students who may be facing difficult issues in school and/or at home (i.e. homelessness, lack of school supplies, bullying, lack of food/clothing) and offers many other resources for students and families; tutoring is offered during lunch and after school for students who are in need of extra support in the areas of math,

science, reading history and Advanced Placement courses; MTSS provides students with high quality instruction and intervention based on student needs; Child Study Team identifies and monitors students who have repeated absences and creates a plan to keep the students in school; an academic referral is a way for teachers to submit the names of students who are falling behind academically to be monitored by an administrative dean to ensure he/she is utilizing all school resources and strategies available in order to be successful and improve grades.

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

ERHS holds various events to increase parental involvement while sharing vital information with parents about educational opportunities. For our freshmen parents, ERHS conducts an orientation meeting prior to the school year and a freshman camp to ease the transition to high school. In addition, we host several events that target all parents which include Open House, College and Career night and Advanced Placement night. Furthermore, ERHS encourages parents to participate in ADDitions, PTSA, SAC, and PLC. Meetings for all parent organizations are announced using the Connect Orange phone system and through the use of Social Media (Facebook or Twitter). Finally, each athletic team and group in the performing arts will conduct parent meetings in order to share important information about each 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

East River High School actively recruits for Partners in Education (PIE). This includes word-of-mouth among the community, parent and student referrals, door to door at local business, calling prior business partnerships, solicitation at school events, and PTSA recruitment. Businesses are able to sign up on the district website. The partnership activities must fulfill a need of a school, as determined by the principal and the school's Partners in Education Coordinator. PIE members are recognized throughout the year as well as with an end-of-the-year breakfast to thank them for their support of the school.

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
Hilton, Heather	Principal
Smart, Donald	Assistant Principal
Vacchio, Erin	Assistant Principal
Abalo, Dan	Dean
Conti, Stephen	Dean
Fate, Kelly	Dean
Stroughter, Keatrun	Assistant Principal
Kusner, Esther	Dean

Duties

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

The school-based Leadership Team meets weekly to review school-wide data, analyze trends, and determine actions which need to be taken. This team works closely with PLCs to ensure that core instruction and interventions are being monitored, data is being collected and analyzed and appropriate instructional decisions are made. This team plans and implements a school-wide system of supports and incentives for students.

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

East River High School uses student choice sheets to ensure that student desired elective, co-curricular, and post-secondary coursework is available on campus. East River uses the state mandated class size amendment to ensure that the appropriate number of core course teachers are hired and available for students. The administrative team, school budget committee and SAC work jointly to determine staff positions and needs for the school year. As the school year progresses, department chairs and the administrative team determine areas of need for resources and additional support based on student achievement and progress on common assessments. These items are prioritized based on student need, student number and financial obligation.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Russ Wise	Parent
Stephen Nichols	Parent
Crispina Nichols	Parent
Toni Ruiz	Parent
Jose Ruiz	Parent
Gwen Ferguson	Parent
Vickie Patterson	Parent
Joshua Nichols	Student
Nicholas Ruiz	Student
Megan Wise	Student
Roxie Webster	Business/Community
Kelly Chase	Teacher
Esther Kusner	Teacher
Heather Hilton	Principal

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

This year it was difficult to review all components of the School Improvement Plan due to the lack of student achievement data. The group was able to discuss performance on the US History EOC, Biology EOC, Algebra I pass rates and 10th grade ELA results. When reviewing the improvement plan, the school's new one to one digital implementation was also taken into account. Based on the results and the new technology implementation, two new school goals were developed.

Development of this school improvement plan

The SAC provides input each spring/summer for the upcoming school year. A draft version is shared with the SAC for editing and review. Updates are provided each meeting and changes may be suggested at that time.

Preparation of the school's annual budget and plan

The SAC reviews the draft budget for the school (spring) and provides suggestions regarding the school budget. These suggestions are shared with the budget committee for East River HS.

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

The SAC has committed to supporting interventions and tutoring for students. Proposals will be made to the SAC, as needed, for approval.

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
Hilton, Heather	Principal
Williams, Karen	Instructional Coach
Walker, Deana	Instructional Coach
Stroughter, Keatrun	Assistant Principal
Snow, Katherine	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to infuse literacy within all content areas through:

- Using Marzano's High Yield Strategies,
- Applying reading skills within content area classes,
- Incorporating higher order thinking and questioning using Webb's Depth of Knowledge,
- Implementing ELA Florida standards,
- Increasing student success and learning gains on the FSA and EOCs.

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

Teachers work with each other through Professional Learning Communities (PLC). PLC members meet weekly to develop lesson plans, common assessments and review data to drive instructional decisions. Collaborative planning is built into the school's master schedule. Workshops and training are offered on how to have an effective PLC. They also participate in Edmodo discussions.

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

The following steps/strategies are used to retain highly qualified teachers:

1. Rigorous screening for new hires including sharing school expectations during screening process
2. Positive campus climate that includes experienced teachers in the interviewing process
3. Positive detailed feedback through iObservation evaluations
4. Input from teachers on ways to improve ERHS (i.e. Coffee talks)
5. Leadership opportunities
6. Listening to and acting upon highly effective teachers' ideas, needs and concerns about how they can be even more effective in the classroom
7. Instructional Coaches will model best practices in reading and content area classrooms as well as provide inservice and/or newsletters for reading across the content areas, small group instruction, and differentiated instruction in all areas.
8. Assign mentors to beginning teachers, new to OCPS teachers, new to ERHS teachers and 2nd year teachers.
9. Create a Professional Learning environment

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

All new teachers to East River High School are assigned a mentor in order to provide additional support for each teacher. Each mentor was selected based on his/her experience and expertise in the classroom.

For first year teachers (activities include):

New Teacher Orientation mentor/mentee pairings with a focus on weekly meetings as well as follow-up conferences to bi-weekly professional development for new teachers on relevant topics such as classroom management, Marzano and teaching strategies will occur. Tracking of participation in the OCPS mandated Great Beginnings program and federally mandated Beginning Teacher Portfolio on-line classes will be monitored by an instructional coach and professional development in the area of PLCs and iObservation will be given along with heightened support from the instructional coach and department head.

For second year teachers (activities):

Monthly mentor/mentee professional development of relevant topics such as classroom management, diffusing power struggles, task and stress management along with diversified instruction will be given. Tracking of participation in federally mandated Beginning Teacher Portfolio Year 2 on-line classes will be monitored by an instructional coach and professional development in the areas of PLCs and iObservation will be given along with heightened support from an instructional coach and department head.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Teachers meet within their PLCs to review the data from the previous assessments. They look at each student to determine what is needed to help him/her reach proficiency. Instruction is then modified using manipulatives, Tabor Rotations (math), rotations for reading, independent reading, teacher led discussions, interactive notebooks, and projects.

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: 5,400

East River HS will offer after school tutoring to all students in the Media Center on Tuesdays and Thursdays (2:30-4pm). Students can get homework assistance, make-up missing assignments, or engage in enrichment activities (SAT/ACT Prep, Literacy Support, etc.). In the spring, Advanced Placement tutoring will be offered in order to prepare students for AP exams.

Strategy Rationale

Based on Progress Reports and Report Card information, courses were selected as the most needed for additional support during our after school tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kusner, Esther, esther.kusner@ocps.net

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

We will look at the results of Common Assessments, AP testing, and SAT/ACT to determine the effectiveness of this intervention.

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

At East River High School we offer Freshman Orientation and APEX (Advanced Placement Experience) Shadow Day for our incoming cohorts of students in transition from middle school to high school. Freshman Orientation is held two weeks prior to the beginning of school. This orientation introduces students to the ERHS campus and our expectations. It allows students to tour the campus and meet/interact with peers prior to school beginning. APEX Shadow Day is held at the end of the students' eighth grade school year. This is a day when upcoming APEX students come to ERHS to shadow current APEX students to see the school and experience the day as an APEX student at ERHS.

At East River High School we offer a wide range of strategies for our outgoing cohorts of students in transition from high school to post-secondary learning or career preparation. Some of the strategies and programs include: Tech programs, an Agricultural program, AVID college visits, Dual Enrollment, Advanced Placement courses, college representatives on campus, CTE courses, a Career Specialist on campus, High School High Tech and JROTC.

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 who meets with him/her individually beginning in the spring of the eighth grade year prior to attending East River High School. The counselor remains the same throughout the student's high school career in order to promote a strong relationship in which

the counselor learns the academic strengths and needs of the student and guides his/her course selection to ensure that the student is challenged, yet successful. During classroom and individual counseling sessions, the guidance counselors discuss post-secondary endeavors and guide the student's high school course selection in order to promote successful admission to technical centers, community colleges, universities and the military.

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

East River High School has five career and technical education programs on our campus. These programs have been carefully selected to meet the needs and requests of students in this community. One program at East River High school is the agricultural program. In this program, students learn about agricultural history, the global impact of agriculture, scientific research, and environmental principles. Many of the standards that are addressed in this course are similar in nature to the biology standards. As part of integrating career and technical education programs into the academic courses, the agriculture classes have participated in a shared project with the biology classes called "How to Get Pregnant on Campus." During this project, students in biology classes studied genetics, cell division and reproduction. Likewise, the students in the agriculture course studied reproduction, mating and breeding of animals. At the conclusion of the project, students were able to observe the insemination of a cow at school.

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

East River High School incorporates courses such as Critical Thinking, and Ethics in the 21st Century to assist students in finding the relationships between subjects and goal setting. In these courses, teachers prepare students for success by teaching study skills, organization, reading and writing strategies. Courses such as Introduction to Engineering and Mass Media enable students to gain employable skills and industry certification in basic business systems for use in colleges and careers. Animal biotechnology has paired with biology to integrate lessons in order to teach students practical applications for both subjects. Courses such as AP English Language and AP US History plan units together to integrate content for the students to connect across classes.

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

Guidance Counselors work to ensure that students meet all graduation requirements including obtaining a passing score on the FCAT, Florida State Assessment and End-of Course exams. They meet with each grade level in classroom guidance sessions to explain the qualifications for earning the Bright Futures scholarships. They also explain dual enrollment and Advanced Placement courses, encourage students to take these courses, and then register students for them. Additionally, guidance counselors encourage students to take the ACT and SAT, hold ACT signup workshops, and walk students through the registration process for ACT. They show students their personal academic achievements and assist them in setting goals for attaining their post-secondary transition.

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 student achievement through standards based instruction and collaborative planning. (Division Priority: Invest in Human Capital)

- G2.** Increase the implementation of rigorous instructional strategies and the Technology Integration Matrix (TIM) which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement through standards based instruction and collaborative planning. (Division Priority: Invest in Human Capital) 1a

G072682

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	43.0
FSA English Language Arts - Achievement	50.0
Algebra I EOC Pass Rate	43.0
Geometry EOC Pass Rate	47.0
Bio I EOC Pass	62.0
U.S. History EOC Pass	68.0

Resources Available to Support the Goal 2

- Embedding Formative Assessment books for department chairs and administrative team
- Formative Assessment Training with Cassie Erkins
- Provide Staff Development for teachers Performance Matters
- Provide Professional Development for teachers on formative assessments
- i-Observation results for teachers
- PLC meeting time on Wednesdays

Targeted Barriers to Achieving the Goal 3

- There is lack of continued training and support in the deconstruction of standards and development of common assessments.

Plan to Monitor Progress Toward G1. 8

Each PLC will review common assessment data and participate in a data discussion with the assessing administrator.

Person Responsible

Heather Hilton

Schedule

Every 3 Weeks, from 9/9/2015 to 4/6/2016

Evidence of Completion

Common Assessment results, Common Assessments

Plan to Monitor Progress Toward G1. 8

Lesson Plans will be reviewed.

Person Responsible

Heather Hilton

Schedule

Monthly, from 9/8/2015 to 5/25/2016

Evidence of Completion

Lesson plan feedback forms

Plan to Monitor Progress Toward G1. 8

iObservation data from classroom visits will be reviewed to determine trends in instruction and their relation to student performance.

Person Responsible

Heather Hilton

Schedule

Weekly, from 9/14/2015 to 5/25/2016

Evidence of Completion

iObservation reports

Plan to Monitor Progress Toward G1. 8

Staff Development training school wide and in PLC time

Person Responsible

Heather Hilton

Schedule

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

Evidence of Completion

training sign in sheets, PLC minutes, staff development presentations

G2. Increase the implementation of rigorous instructional strategies and the Technology Integration Matrix (TIM) which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness) 1a

G072683

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	43.0
Geometry EOC Pass Rate	47.0
Algebra II EOC Pass Rate	43.0
FSA English Language Arts - Achievement	50.0
Bio I EOC Pass	62.0
U.S. History EOC Pass	68.0

Resources Available to Support the Goal 2

- Rigorous instruction book series by Marzano
- Checklist on monthly technology expectations
- Staff development sessions on implementing rigorous instructional strategies
- Technology Integration Matrix (TIM)
- Staff development session on integrating technology into content areas

Targeted Barriers to Achieving the Goal 3

- Limited experience selecting specific technology and instructional strategies to ensure rigorous classroom instruction.

Plan to Monitor Progress Toward G2. 8

Review lesson plans for evidence of strategies and technology

Person Responsible

Heather Hilton

Schedule

Monthly, from 9/8/2015 to 5/25/2016

Evidence of Completion

Lesson plans, lesson plan review forms

Plan to Monitor Progress Toward G2. 8

Review observation data to determine trends in the use of technology and strategies

Person Responsible

Heather Hilton

Schedule

Weekly, from 9/8/2015 to 5/25/2016

Evidence of Completion

iObservation reports, administrative team minutes, TIM observation forms

Plan to Monitor Progress Toward G2. 8

Staff development offerings and attendance

Person Responsible

Karen Williams

Schedule

Monthly, from 8/31/2015 to 5/25/2016

Evidence of Completion

Staff development sign in sheets, agendas, and presentations

Plan to Monitor Progress Toward G2. 8

Focused discussions in PLC meetings on technology and instructional strategies

Person Responsible

Heather Hilton

Schedule

On 6/1/2016

Evidence of Completion

PLC meeting notes, PLC lesson plans

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 student achievement through standards based instruction and collaborative planning. (Division Priority: Invest in Human Capital) **1**

 G072682

G1.B2 There is lack of continued training and support in the deconstruction of standards and development of common assessments. **2**

 B189648

G1.B2.S1 Coaching within the PLC time frame to address deconstruction of standards, lesson planning, development of common assessments, and review of student data **4**

 S200997

Strategy Rationale

Teacher PLC groups need differentiated support in the work of deconstructing standards and planning for instruction and assessment.

Action Step 1 **5**

Design the master schedule to provide common planning time when possible.

Person Responsible

Erin Vacchio

Schedule

On 8/28/2015

Evidence of Completion

final master schedule

Action Step 2 5

The administrative and coaching team will review lesson plans to ensure alignment with standards and provide feedback to teachers to strengthen plans.

Person Responsible

Heather Hilton

Schedule

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

Evidence of Completion

Lesson Plan review forms

Action Step 3 5

There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common formative assessment writing.

Person Responsible

Heather Hilton

Schedule

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

Evidence of Completion

lesson plans, PLC minutes, i-Observation feedback data

Action Step 4 5

Review student performance on common assessments as well as the level of rigor developed within the common assessment.

Person Responsible

Heather Hilton

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

Common Assessments, data collection sheets

Action Step 5 5

Provide training for the administrative team and department chairs regarding formative assessment

Person Responsible

Heather Hilton

Schedule

Monthly, from 9/3/2015 to 5/25/2016

Evidence of Completion

agendas, minutes, book study notes

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

Differentiated professional development during PLC time

Person Responsible

Heather Hilton

Schedule

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

Evidence of Completion

PLC Agendas and minutes, coach notes

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

To ensure the deconstruction of standards and lesson planning is implemented effectively, the administrative and coaching teams will review the develop of and student progress on common assessments. Lesson plans will be reviewed to identify the the use of instructional strategies. Classroom observations will confirm the effectiveness of the instructional planning.

Person Responsible

Heather Hilton

Schedule

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

Evidence of Completion

Common assessments and their results, lesson plans, staff development agendas/ attendance, and i-observation data

G2. Increase the implementation of rigorous instructional strategies and the Technology Integration Matrix (TIM) which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness) **1**

 G072683

G2.B2 Limited experience selecting specific technology and instructional strategies to ensure rigorous classroom instruction. **2**

 B189650

G2.B2.S1 Providing professional development in both the Marzano Framework and the Technology Integration Matrix **4**

 S201002

Strategy Rationale

Additional professional development will support teachers in their understanding and implementation of the Marzano Framework and TIM

Action Step 1 **5**

Staff Development on implementing technology in content specific classes

Person Responsible

Karen Williams

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

training agendas, sign in sheets, teacher lesson plans, i-observation data

Action Step 2 **5**

Staff development on implementing rigorous instructional strategies into content specific classes

Person Responsible

Karen Williams

Schedule

Monthly, from 9/21/2015 to 5/25/2016

Evidence of Completion

lesson plans, training agendas and sign in sheets, teacher lesson plans, i-observation data

Action Step 3 5

Peer observation of classroom technology and instructional strategies

Person Responsible

Karen Williams

Schedule

Monthly, from 9/28/2015 to 5/31/2016

Evidence of Completion

classroom visit logs, model classroom logs, teacher reflections

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

To ensure that professional development is implemented with fidelity, the professional development calendar and coaching schedule will be developed and reviewed monthly. Changes will be made as needed.

Person Responsible

Heather Hilton

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Staff Development calendars, rosters, and trainings

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

Classroom observations will show the implementation of instructional and technology strategies demonstrated in staff development sessions. Lesson Plans indicate the use of the strategies across all content areas.

Person Responsible

Heather Hilton

Schedule

Every 3 Weeks, from 9/7/2015 to 6/3/2016

Evidence of Completion

The data from these observations will be reviewed in i-Observation and recorded on the Technology Integration Matrix (TIM).

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.B2.S1.A1	Design the master schedule to provide common planning time when possible.	Vacchio, Erin	8/10/2015	final master schedule	8/28/2015 one-time
G2.B2.S1.A1	Staff Development on implementing technology in content specific classes	Williams, Karen	9/16/2015	training agendas, sign in sheets, teacher lesson plans, i-observation data	5/25/2016 monthly
G1.B2.S1.A2	The administrative and coaching team will review lesson plans to ensure alignment with standards and provide feedback to teachers to strengthen plans.	Hilton, Heather	9/9/2015	Lesson Plan review forms	5/25/2016 monthly
G2.B2.S1.A2	Staff development on implementing rigorous instructional strategies into content specific classes	Williams, Karen	9/21/2015	lesson plans, training agendas and sign in sheets, teacher lesson plans, i-observation data	5/25/2016 monthly
G1.B2.S1.A3	There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common formative assessment writing.	Hilton, Heather	9/9/2015	lesson plans, PLC minutes, i-Observation feedback data	5/25/2016 monthly
G2.B2.S1.A3	Peer observation of classroom technology and instructional strategies	Williams, Karen	9/28/2015	classroom visit logs, model classroom logs, teacher reflections	5/31/2016 monthly
G1.B2.S1.A4	Review student performance on common assessments as well as the level of rigor developed within the common assessment.	Hilton, Heather	9/16/2015	Common Assessments, data collection sheets	5/25/2016 monthly
G1.B2.S1.A5	Provide training for the administrative team and department chairs regarding formative assessment	Hilton, Heather	9/3/2015	agendas, minutes, book study notes	5/25/2016 monthly
G1.MA1	Each PLC will review common assessment data and participate in a data discussion with the assessing administrator.	Hilton, Heather	9/9/2015	Common Assessment results, Common Assessments	4/6/2016 every-3-weeks
G1.MA2	Lesson Plans will be reviewed.	Hilton, Heather	9/8/2015	Lesson plan feedback forms	5/25/2016 monthly
G1.MA3	iObservation data from classroom visits will be reviewed to determine trends in instruction and their relation to student performance.	Hilton, Heather	9/14/2015	iObservation reports	5/25/2016 weekly
G1.MA4	Staff Development training school wide and in PLC time	Hilton, Heather	9/9/2015	training sign in sheets, PLC minutes, staff development presentations	5/25/2016 monthly
G1.B2.S1.MA1	To ensure the deconstruction of standards and lesson planning is implemented effectively, the administrative and coaching teams will review the develop of and student progress on common assessments. Lesson plans will be reviewed to identify the the use of instructional strategies. Classroom observations will confirm the effectiveness of the instructional planning.	Hilton, Heather	9/9/2015	Common assessments and their results, lesson plans, staff development agendas/attendance, and i-observation data	5/25/2016 monthly
G1.B2.S1.MA1	Differentiated professional development during PLC time	Hilton, Heather	9/9/2015	PLC Agendas and minutes, coach notes	5/25/2016 monthly
G2.MA1	Review lesson plans for evidence of strategies and technology	Hilton, Heather	9/8/2015	Lesson plans, lesson plan review forms	5/25/2016 monthly
G2.MA2	Review observation data to determine trends in the use of technology and strategies	Hilton, Heather	9/8/2015	iObservation reports, administrative team minutes, TIM observation forms	5/25/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA3	Staff development offerings and attendance	Williams, Karen	8/31/2015	Staff development sign in sheets, agendas, and presentations	5/25/2016 monthly
G2.MA4	Focused discussions in PLC meetings on technology and instructional strategies	Hilton, Heather	8/31/2015	PLC meeting notes, PLC lesson plans	6/1/2016 one-time
G2.B2.S1.MA1	Classroom observations will show the implementation of instructional and technology strategies demonstrated in staff development sessions. Lesson Plans indicate the use of the strategies across all content areas.	Hilton, Heather	9/7/2015	The data from these observations will be reviewed in i-Observation and recorded on the Technology Integration Matrix (TIM).	6/3/2016 every-3-weeks
G2.B2.S1.MA1	To ensure that professional development is implemented with fidelity, the professional development calendar and coaching schedule will be developed and reviewed monthly. Changes will be made as needed.	Hilton, Heather	9/7/2015	Staff Development calendars, rosters, and trainings	6/3/2016 monthly

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 student achievement through standards based instruction and collaborative planning. (Division Priority: Invest in Human Capital)

G1.B2 There is lack of continued training and support in the deconstruction of standards and development of common assessments.

G1.B2.S1 Coaching within the PLC time frame to address deconstruction of standards, lesson planning, development of common assessments, and review of student data

PD Opportunity 1

There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common formative assessment writing.

Facilitator

Administrative team, Karen Williams

Participants

All instructional staff

Schedule

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

PD Opportunity 2

Provide training for the administrative team and department chairs regarding formative assessment

Facilitator

Cassie Erkins, Heather Hilton

Participants

Administrative Team, Department Chairs

Schedule

Monthly, from 9/3/2015 to 5/25/2016

G2. Increase the implementation of rigorous instructional strategies and the Technology Integration Matrix (TIM) which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness)

G2.B2 Limited experience selecting specific technology and instructional strategies to ensure rigorous classroom instruction.

G2.B2.S1 Providing professional development in both the Marzano Framework and the Technology Integration Matrix

PD Opportunity 1

Staff Development on implementing technology in content specific classes

Facilitator

Karen Williams and DTL team

Participants

all instructional staff

Schedule

Monthly, from 9/16/2015 to 5/25/2016

PD Opportunity 2

Staff development on implementing rigorous instructional strategies into content specific classes

Facilitator

Karen Williams and administrative team

Participants

all instructional staff

Schedule

Monthly, from 9/21/2015 to 5/25/2016

PD Opportunity 3

Peer observation of classroom technology and instructional strategies

Facilitator

Karen Williams and the administrative team

Participants

all instructional staff

Schedule

Monthly, from 9/28/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Design the master schedule to provide common planning time when possible.				\$0.00
2	G1.B2.S1.A2	The administrative and coaching team will review lesson plans to ensure alignment with standards and provide feedback to teachers to strengthen plans.				\$0.00
3	G1.B2.S1.A3	There will be focused professional development and coaching with teachers in the deconstruction of standards, lesson planning, and common formative assessment writing.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	120-Classroom Teachers	1801 - East River High	General Fund		\$200.00
4	G1.B2.S1.A4	Review student performance on common assessments as well as the level of rigor developed within the common assessment.				\$0.00
5	G1.B2.S1.A5	Provide training for the administrative team and department chairs regarding formative assessment				\$440.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	500-Materials and Supplies	1801 - East River High	General Fund		\$440.00
6	G2.B2.S1.A1	Staff Development on implementing technology in content specific classes				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	120-Classroom Teachers	1801 - East River High	General Fund		\$2,000.00
7	G2.B2.S1.A2	Staff development on implementing rigorous instructional strategies into content specific classes				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	132804-TRAINING	1801 - East River High	General Fund		\$2,000.00
8	G2.B2.S1.A3	Peer observation of classroom technology and instructional strategies				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	140-Substitute Teachers	1801 - East River High	General Fund		\$4,500.00
			<i>Notes: substitutes for model classroom visits</i>			
					Total:	\$9,140.00