

Orange County Public Schools

Edgewater High



2015-16 School Improvement Plan

Edgewater High

3100 EDGEWATER DR, Orlando, FL 32804

www.ocps.net/lc/north/hed

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	63%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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

To lead our students to success through the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Edgewater High School offers a range of clubs and groups based on students' interests to help build our school community. Additionally, teachers mentor students informally and formally through many coordinated programs. Teachers attend athletic and extra-curricular events throughout the year to support the growth of our students outside of the classroom and build relationships with students and families.

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

Edgewater High School ensures a safe, respectful environment by following a structured supervision plan. School administration, School Resource Officers, the SAFE coordinator, and even teacher leaders are all assigned duty posts throughout our campus. They greet students and parents as they arrive to school, supervise students as they move throughout the buildings during the day, and supervise them as they leave our campus at the conclusion of our day. Additionally, teachers are at their doors during transition changes, ensuring students are monitored as they move from class to class. Our counselors are also available during lunches in the cafeteria through our daily "Counselor Corner." Edgewater also uses an anonymous tip line for students who want to voice concerns and conceal their identity.

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

During pre-planning, all teachers received professional development on using positive behavior management in their classrooms. Deans and administrators do classroom walk-throughs, supporting teachers in managing their classes. We have a school-wide focus on Marzano Enacted on the Spot design questions and elements, which is supported through our tiered system of support coaching for our teachers. Behavior expectations are also covered through the review of OCPS's Student Code of Conduct each quarter, as well as posted on our website for community awareness, and communicated with teachers through targeted PD and faculty meetings. Deans also monitor our behavioral data, analyzing for strengths and weaknesses and implement interventions as needed. Edgewater High School is also in its second year of implementing Positive Behavior Support (PBS). Through this program, we have created a culture of rewarding and celebrating positive behaviors.

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

Edgewater High School utilizes the district's SAFE program, provides tutoring and mentoring through relationships with community groups, and has a school social worker and a psychologist. The administration, counselors, and teachers all help identify students who may have social and/or emotional needs and ensure those targeted students receive the appropriate levels of intervention in order to help students and parents both address any social/emotional needs.

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

Edgewater's interventions are tiered to support various levels of students' need. Early warning indicators include the following: attendance and behavior reports (suspensions); grade reports (students with declining or failing grades); teacher-made common assessments; previous state and district assessment scores; and classroom observations. Based on these early warning indicators, students are placed into tiers of support through the MTSS process. The MTSS team monitors these students and their associated data and responds with appropriate, targeted interventions and support.

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	78	62	65	48	253
One or more suspensions	63	38	34	13	148
Course failure in ELA or Math	76	56	48	18	198
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	57	27	30	11	125

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

Students receive intervention strategies based on their individual needs. If a student has a high absence rate, the school social worker, counselor, and administrator will meet with the parent and student to address the concerns and encourage a change in attendance. If a student exhibits warning signs based on academics or assessment scores, students receive intervention strategies in the classroom such as differentiated instruction, course placement, and supplemental instruction outside of the classroom. If a student exhibits warning signs based on behavior, the dean will work to create a positive behavior support plan, utilizing the counselors, SAFE coordinator, and administrative input and support as needed. The MTSS team helps support all of these interventions and tracks the data to monitors students' progress.

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

Edgewater updates its website regularly for the public. Additionally, our PTSA and SAC are strong pieces of our school's plan--encouraging parent and community involvement. Edgewater has a strong connection to the community through athletics and school partnerships. We utilize Progress Book for our students' academic progress and teachers are encouraged to make contact home. Guidance counselors monitor students' progress toward graduation requirements and communicates with parents via meetings, phone, and emails.

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

Edgewater has a strong, continuous relationship with our PTSA/SAC and other community members. These relationships help build a support system for our students on campus and promote positive experiences within the students' communities. We also have relationships with additional volunteer and mentoring groups such as the EKO Mentoring Team and Young Life.

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
Rogers, Theresa	Instructional Coach
Draus, Kristi	Assistant Principal
Hepburn, Howard	Principal
Chapdelaine, Kerry	Instructional Coach
Bing, Joshua	Dean
Bowles, kenneth	Assistant Principal
Granato, Michael	Dean
Parris, Justin	Instructional Coach
Tarantur, Benjamin	Dean
Vetter, Mary	Instructional Coach

Duties

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

Each Leadership Team member will be responsible for managing, supervising, and progress monitoring of specific curricular areas to determine specific student deficiencies. Coaches will report observations and coaching opportunities to the assessing administrator weekly and the assessing administrator will report to the principal bi-weekly. Following initial data analysis, Tier 2 interventions will be developed by the leadership team for implementation in the classroom. Progress monitoring will be continuous throughout the intervention window. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The assistant principals also serve as instructional leaders by coaching teachers through monitoring their lesson plans, offering actionable feedback through iObservation, and building teacher-leader capacity. Professional development and coaching partnerships will be created through the instructional coaching model.

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 Principal will provide needed support through professional development activities to improve staff knowledge and skills through continual coaching on student interventions. There will be an intense focus to also provide a common vision towards improving student achievement through the disaggregation of data compiled from several district data bases to include the Enterprise Database Warehouse, Student Management System, Performance Matters, and Instructional Management System. The leadership team will also assist in developing the School Improvement Plan (SIP) with an emphasis on participating in the student data collection process needed to guide instructional decisions that will support the implementation of appropriate interventions for students that are not adequately progressing. The school's curriculum leaders and instructional leader cohort will provide ongoing professional development with departments through PLC's to support the SIP. Team members will regularly collaborate, and share effective practices, and assess implementation of new processes and practices while problem solving. There will be ongoing progress monitoring of overall department data and assistance provided to specific teachers in data interpretation and implementation of Tier 2 interventions.

Instructional coaches will also assist in developing the SIP and an effective intervention plan with the help of district personnel. Instructional coaches will provide guidance on the K-12 reading plan and engage in analyzing school assessment data to build a core list of at-risk students. Continuous progress monitoring will be provided to measure effectiveness of interventions for each tier and all subgroups. They will also collaborate with administration to assess data and implementation of the SIP.

Guidance counselors will consult with parents and students about the SIP implementation. They will develop an academic plan with parents and students. Counselors will monitor students' progress in all classes and schedule conferences with parent, student, and teacher as needed. The Staffing Specialist and ESE counselor will ensure that IEP and 504 plans adhere to intervention plans. She will consult with the MTSS team about ESE students and assist in planning modifications to meet the required accommodations for ESE students. General and special education teachers will be responsible for implementing Tier 1 of the MTSS plan. They will analyze assessment for effectiveness of interventions and assist in prescribing additional interventions for specific student deficiencies. Supplemental Academic Instruction (SAI): Edgewater High School provides tutoring activities during and after school for students needing additional academic review and support. Tutors are funded through the Edgewater SAC and school site budget. SAI is also provided during the summer to provide students with assistance in multiple academic areas to include Math & Science. Additionally, AP teachers provide tutoring. Edgewater is starting an on-campus Academic Lab where students can

come for remediation, tutoring, and enrichment for all content areas. Students can visit by appointment or volunteer walk-in for additional academic help.

Career and Technical Education: Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater also offers engineering courses, architecture courses, web design, and computer science courses through the Engineering, Science, and Technology Magnet for students displaying an interest in exploring careers in the field of Engineering. Academic programs tailored for Edgewater High School also gives students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas. Students are also afforded the opportunity to take career courses through Orange County Public Schools technical and career centers while enrolled in core subject areas at Edgewater High School. Students are transported to several locations throughout the district that may include locations at Orlando Technical Center, Winter Park Technical Center, Mid-Florida Technical Center, and Westside Technical Center. Edgewater's CTE coordinator oversees our career and technical dual-enrollment program.

Job Training: Edgewater High School offers job training opportunities for the many students in the Exceptional Student Education program. Through career placement, students are transported to local destinations to include Florida Hospital each week for job related experiences.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Vetter	Teacher
Christina Parrish	Teacher
Jessica Mahoney	Teacher
Tedra Lyte	Parent
Carla Hardy	Business/Community
Trace Graham	Student
Linda Shields	Business/Community
Kellie Pinel	Business/Community
Bob Carr	Business/Community
Yolanda Bonilla	Parent
Karen Graham	Parent
Melissa Peoples	Parent
Amanda Singh	Parent
Kimberly Bispott	Teacher
Kourtney Parker	Teacher

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

SAC evaluated the goals and barriers to these goals and identified after school tutoring as a potential strategy to address the barrier of time and additional practice needed. Additionally, SAC evaluated the stakeholder survey results to identify future potential projects for implementation.

Development of this school improvement plan

The School Advisory Council chairperson attends the district SAC and School Improvement orientation meeting to glean pertinent information (district strategic plan, Sunshine Law and public records requirements, online SAC rosters, and school performance information) needed to assist in facilitating the school improvement process. The School Advisory Council meets monthly with the principal to develop a network of support to address various needs of the school based primarily upon student performance data. A myriad of available resources are identified and made available to the school in order to improve leadership capacity, teacher efficacy and student outcomes. Through a data-driven planning and problem-solving process, SAC collaborates with the school leadership to write, review and refine the school's improvement plan. The plan is monitored monthly and edited when necessary as performance information (AP scores, Graduation rates, End of Course Exam scores, etc...) becomes available.

Preparation of the school's annual budget and plan

SAC is provided with a copy of the school's annual budget and instructional needs are prioritized. Funds for the resources used annually are encumbered. SAC analyzes the distribution of funds and the needs identified in the school improvement plan.

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

After School Math Tutoring: 2 hours each week, total cost is no more than \$2,652 for 34 weeks.
After School Reading and Writing Tutoring: 2 hours each week, total cost is no more than \$2,652 for 34 weeks.

- Printing for honor roll: \$74.20
- Headphones for reading incentives: \$299.98
- Ice Cream for honors roll: \$89.50
- Ice Cream for honors roll: \$77.60
- Ice Cream for honors roll: \$100.76

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
Draus, Kristi	Assistant Principal
Chapdelaine, Kerry	Instructional Coach
Rogers, Theresa	Instructional Coach
Vetter, Mary	Instructional Coach
Hepburn, Howard	Principal

Duties

Describe how the LLT promotes literacy within the school

The primary function of the LLT is to promote the implementation of literacy skills across all content areas in an effort to prepare students for all of our common assessments and specifically the ELA

assessments. The LLT will coordinate professional development that creates a common vocabulary for our school regarding reading and writing and claim-based argumentation. Additionally, the LLT will work to create a literacy-focused environment by training teachers to assess students' mastery of content through writing. The LLT will also help the leadership team provide and plan academic interventions for students who struggle with literacy-based skills. Part of our literacy focus will also be instruction and support for our ELL students.

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

Edgewater utilizes Professional Learning Communities (PLC) based on content areas to encourage collaboration of planning, teaching strategies, progress monitoring of data, and reflection. Assessing administrators monitor the PLCs for accountability. Our Instructional Coaches, CTE Career Specialist, and CRT all work to support the PLCs in their collaboration efforts. Additionally, based on teacher needs, teachers will receive differentiated professional development to coach teachers toward collaborative instruction. Lastly, teachers will work within PLCs based on their Deliberate Practice elements; focusing on strategies to enhance instruction and encourage students' mastery of the content.

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

The Principal, Assistant Principals, and Curriculum Resource Teacher of Edgewater High School will continue to work closely with the school district's human resources and personnel department to recruit high quality and highly qualified teachers. The Edgewater High School New Teacher Mentor Program will pair new teachers with present highly qualified teachers for mentoring and coaching opportunities. Teacher achievements will be highlighted in Principal's weekly school and community updates. Teachers will have the opportunity to share their best practices through department meetings and Professional Learning Communities, as well as partake in ongoing professional development opportunities.

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

Upon hiring of new teachers, the Edgewater High School leadership team immediately initiates the process of matching new teachers with experienced teachers who provide instruction in the same content areas. Continuous administrative support is provided to mentors in reviewing available teacher resources and scheduling collaborative planning time. The Curriculum Resource Teacher also provides further support in this process through scheduled coaching opportunities for mentor and mentee. Bi-weekly meetings are scheduled with mentees to review instructional goals and provide needed support through scheduled professional development sessions that includes classroom management, delivery of instruction, lesson planning, test preparations, professional learning communities and review of the Instructional Teacher Evaluation process.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All courses at Edgewater High School are planned according to the Measurement Topic Plans (MTPs) and Scope and Sequences created by Orange County Public Schools. Additionally, teachers have received the Comprehensive Common Final Exam outlines for their courses as they are created to ensure students are prepared for the assessments correlated to our Florida Standards. Through our tiered system of support, administrators are monitoring teachers' lesson plans for connections to the MTPs, coaching as necessary, and providing support and feedback through classroom observations for the use of instruction based on Florida Standards.

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

Administration holds biweekly data meetings to analyze our overall school strengths and weaknesses and creating interventions as needed. Adjustments are made to support our teachers and students. Assessing administrators utilize a tiered support system of teachers to facilitate intervention. Teachers meet in weekly PLCs to disaggregate student achievement data and make adjustments to their future instruction and strategies. Professional development is created based on overall school needs, students' achievement data, and iObservation data as well. Also, the MTSS team monitors data for intervention needs and provides support as needed.

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: 5,640

Core area instructional teachers will conduct tutoring sessions for students needing additional assistance.

Strategy Rationale

Students who need additional support and time to master skills and standards will be provided that resource during the extended school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bowles, kenneth, 22470@ocps.net

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

Student work samples, teacher observations, student course grades

Strategy: Extended School Day

Minutes added to school year: 3,600

We have an academic lab during lunch periods for students.

Strategy Rationale

Students who need support or tutoring can use the academic lab during their lunch period.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Draus, Kristi, kristi.draus@ocps.net

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

Number of students visiting and GPAs

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

Edgewater offers a transition camp during the summer for incoming freshmen who are ESE to learn about expectations in high school. Additionally, all freshmen who are not taking AP Human Geography are a part of our SOAR (Striving for Opportunities of Achievement and Readiness) program. Edgewater's College and Career Resource Center is always available for our students as they move to post-secondary schools and careers. Some students are targeted based on historical and demographic needs to receive one-on-one support in making choices and getting support for their future through our CCRC.

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

Edgewater High School's guidance counselors schedule meetings with students and parents to develop academic plans which correlate with students' interests. Students are also provided the opportunity during the second semester to request courses for the following year that will support their academic plan and career interests. Edgewater also has a counselor whose primary responsibility is to manage college visits and our CRCC and ensure our students are informed and receiving any assistance necessary as they pursue college. Currently, Edgewater has a relationship with Embry-Riddle, Valencia, and the OCPS tech centers.

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

Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater offers engineering courses, web design, digital art, and computer science courses through the Engineering, Science, and Technology Magnet for

students displaying an interest in these fields. Edgewater is also piloting an education magnet this year by beginning the course offerings to become an academy. Students are also afforded the opportunity to take career courses through Orange County Public Schools technical and career centers while enrolled in core subject areas at Edgewater High School. Academic programs tailored for Edgewater High School also give students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas.

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

Edgewater offers an EST magnet program. In these courses, students marry the math, science, and literacy skills of core academic programs with technical fields in courses such as Engineering, Graphic Design, 3D Animation, Web Design, and Information Technology courses. Also, we are offering the first course to begin the process of creating an education academy with the goal of eventually being a magnet.

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

Edgewater will work to increase our students' enrollment in college-level courses such as Advanced Placement and dual-enrollment while providing supplemental support. All teachers receive coaching by the administration and leadership team to ensure rigor and complexity to support post-secondary student success. Our CCRC is available to students and parents in preparing for the challenges of college and understanding the criteria, requirements, and expectations of college admissions. Our guidance counselors regularly review academic plans to make sure students are on track for current and post-secondary success. Also, students will now be able to get support and help through our Academic Lab.

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.** Teachers will implement standards-based instruction with fidelity to improve students' academic achievement.

- G2.** Students will improve college and career readiness by increasing participation in AP courses and/or CTE Dual Enrollment courses

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. Teachers will implement standards-based instruction with fidelity to improve students' academic achievement. 1a

G073148

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	46.0
U.S. History EOC Pass	71.0
FSA English Language Arts - Achievement	52.0
Bio I EOC Pass	75.0
Algebra II EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- Instructional coaches
- Support facilitators
- Targeted professional development
- District support personnel

Targeted Barriers to Achieving the Goal 3

- Teachers do not consistently use assessment data to guide and differentiate instruction
- Teachers do not consistently utilize instructional strategies that progress to the intended level of complexity or rigor for the standard
- Teachers do not utilize PLC systems (collaboration and common assessments) with fidelity.
- Teachers are not planning lessons that address the content area's essential standards.

Plan to Monitor Progress Toward G1. 8

Students' achievement on common assessments will be monitored for progress toward our goal of mastering standards and improving students' academic achievement.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common Assessments; Student evidences

G2. Students will improve college and career readiness by increasing participation in AP courses and/or CTE Dual Enrollment courses 1a

G073149

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
4-Year Grad Rate (At-Risk)	61.0

Resources Available to Support the Goal 2

- CTE Career Specialist
- After school tutoring
- AP tutoring
- College and Career Resource Center (CCRC)
- Academic Lab

Targeted Barriers to Achieving the Goal 3

- Teachers do not vary or differentiate instructional strategies for AP students.
- We have limited career-based course offerings for our non-magnet students.
- The grades students are receiving in honors/regular pre-req classes do not reflect mastery of the subject area so students' have knowledge deficiencies.

Plan to Monitor Progress Toward G2. 8

Student data for AP, PERT, PSAT, SAT, and teacher common assessments will be monitored for students' post-secondary readiness.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teacher assessment data; various test scores

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. Teachers will implement standards-based instruction with fidelity to improve students' academic achievement. **1**

 G073148

G1.B1 Teachers do not consistently use assessment data to guide and differentiate instruction **2**

 B191082

G1.B1.S1 Create a process by which to monitor PLC's use of common assessment. **4**

 S202526

Strategy Rationale

This would create a sense of accountability for the PLC's and also give structure to the process of creating and using common assessment.

Action Step 1 **5**

Administration and coaches will create and monitor use of the PLC checklist.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC checklist and other evidence and artifacts from PLC meetings

Action Step 2 5

Administration and coaches will facilitate and review PLC evidences periodically.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessment data, PLC evidence and artifacts

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

The action plan must be monitored by the assessing administrative team. The assessing administrative team must monitor PLCs for backward planning and actual common assessment creation and use. Through PLC checklists and lesson plans, administrators will be able to monitor for fidelity.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans; collaboration forms; actual common assessments

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

All teachers will be using common assessments based on the focus calendar assessment dates.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

G1.B1.S2 All common assessments are listed and reported in terms of student mastery of the standard.

4

 S202527

Strategy Rationale

Teachers must not only take into account the standard when teaching and planning, but now must differentiate the assessment items by standard to isolate student needs.

Action Step 1 5

Administration reviews and posts common assessments to Performance Matters for data analysis.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

Action Step 2 5

Teachers within the PLC review common assessment data to revise instruction in order to meet all students' needs.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans, remediation activities, retake assessments

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

Administrators will be reviewing all common assessments for standards-based items.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Common assessments clustered by standard; data reported and recorded by standards

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

Teachers will show responses to unmastered standards in lesson plans and retake opportunities.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans, common retake assessments

G1.B2 Teachers do not consistently utilize instructional strategies that progress to the intended level of complexity or rigor for the standard **2**

 B191083

G1.B2.S1 Teachers will receive differentiated professional development for instructional strategies that will help them implement instruction that stretches students from acquisition of new knowledge to complex thinking. **4**

 S202528

Strategy Rationale

Teachers are not effectively using DQ 3 and 4 strategies and therefore stay at the surface-level of "new information" in DQ 2 regardless of the complexity of the standard.

Action Step 1 **5**

Administration will gather data from iObservation, lesson plans, and common assessment data to identify teacher needs.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

iObservation data, lesson plans, common assessment data

Action Step 2 **5**

Teachers will participate in differentiated PD.

Person Responsible

Howard Hepburn

Schedule

Every 6 Weeks, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans, observations

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

Assessing administrators will monitor through lesson plans and observations that teachers are utilizing instructional strategies that get to the complexity and rigor of the standards.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans; observation feedback

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

Students' achievement data through common assessments will be analyzed for growth as teachers implement instructional strategies that address the complexity and rigor of the standards.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessment data; PLC collaboration forms

G1.B2.S2 Teachers will use PLC Checklists to ensure all teachers are planning with standards-based evidences in mind; thus, creating lesson plans that correlate to the complexity of the standards. 4

 S202529

Strategy Rationale

A system is now in place to guide teachers through standards-based collaboration, planning, and assessment.

Action Step 1 5

Administration will monitor PLC evidences and attend PLC meetings

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC checklists, common assessment data, student evidences

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will monitor PLC evidences and artifacts.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC evidences/artifacts

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will monitor PLC evidence and lesson plans for implementation.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC evidences and lesson plans

G1.B2.S3 Administrators and coaches will review lesson plans specifically for rigor and complexity, providing actionable feedback. 4

 S202530

Strategy Rationale

Teachers will be able to revise their lessons prior to instruction.

Action Step 1 5

Administration will utilize systems of actionable feedback in reviewing lesson plans and coaching teacher.

Person Responsible

Howard Hepburn

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans

Action Step 2 5

Administration and instructional coaches will do classroom observations to see evidence of lessons progressing to evidence of the standard.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

iObservation feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administrators will review lesson plans weekly and provide feedback.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans with feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administration will see evidence of effectiveness in classroom observations.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

iObservation data

G1.B6 Teachers do not utilize PLC systems (collaboration and common assessments) with fidelity. 2

B191087

G1.B6.S1 Teachers will utilize PLC checklists to guide their collaboration and create lesson plans and assessments based on standards. 4

S202531

Strategy Rationale

There is now a system of accountability to monitor teacher planning, and collaboration that produce supportive evidence and student artifacts.

Action Step 1 5

Administration and instructional coaches will review PLC binders, lesson plans, and common assessments for fidelity of implementation of standard-based instruction.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans, common assessment data, observations

Action Step 2 5

Administration and instructional coaches will review PLC binders, lesson plans, and common assessments for fidelity of implementation of standard-based instruction.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans, common assessment data, observations

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administration will monitor PLC evidence and artifacts that correlate to standards-based assessments and lessons.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Evidence and artifacts that correlate to standards-based assessments and lessons

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

There will be evidence of collaboration between all classes within a PLC content area.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common lessons and assessments

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

There will be evidence of collaboration between all classes within a PLC content area.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common lessons and assessments

G1.B6.S2 All teachers are required to give the unit standards-based common assessment. 4

S202532

Strategy Rationale

Teachers are now accountable to their PLCs and for reporting their students' mastery by standard.

Action Step 1 5

PLCs will create focus calendars scheduling unit common assessments.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Focus calendars

Action Step 2 5

Administration reviews all common assessments.

Person Responsible

Howard Hepburn

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Administration will review common assessments for the standards that are required for the unit.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Administration will review common assessment data.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessment data on Performance Matters and Progressbook

G1.B7 Teachers are not planning lessons that address the content area's essential standards. 2

 B191088

G1.B7.S1 Teachers are planning common assessment in which test items are clustered by the standard to be taught. 4

 S202533

Strategy Rationale

Teachers are now accountable for creating instruction that addresses specific standards that are included in the common assessments. Common assessments are now aligned to the standards taught.

Action Step 1 5

Administration will review assessments for standards-based items.

Person Responsible

Howard Hepburn

Schedule

On 6/1/2016

Evidence of Completion

Common assessments

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Administrators will review common assessments for the clustered standards for the unit of instruction.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Administrators will review the common assessments.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

G2. Students will improve college and career readiness by increasing participation in AP courses and/or CTE Dual Enrollment courses **1**

 G073149

G2.B2 Teachers do not vary or differentiate instructional strategies for AP students. **2**

 B191092

G2.B2.S1 AP teachers are analyzing their common formative and summative assessment data in PLCs to plan strategies to address students' lack of mastery. **4**

 S202536

Strategy Rationale

AP teachers are accountable for the deficiencies in mastery.

Action Step 1 **5**

AP teachers will write and submit common assessment chunked by their AP standards.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessments

Action Step 2 **5**

AP teachers will review assessment data and implement intervention strategies to remediate student deficiencies.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessment data

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

Administration will do observations and review common assessments.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson Plans; iObservation

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

Administration will monitor student data for growth and progress.

Person Responsible

Howard Hepburn

Schedule

Biweekly, from 9/3/2015 to 9/3/2015

Evidence of Completion

Teacher assessment data; student grades

G2.B3 We have limited career-based course offerings for our non-magnet students. **2**

 B191093

G2.B3.S1 We are piloting a teacher academy and collaborative relationship with Career Technical Education department to offer students more career-based post-secondary choices. **4**

 S202538

Strategy Rationale

Students will have more options on campus and off our campus to prepare for their futures.

Action Step 1 **5**

Continue to recruit for our teacher academy courses and for CTE courses.

Person Responsible

Kristi Draus

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Enrollment

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administration will monitor enrollment and retainment in teacher academy and CTE courses

Person Responsible

Kristi Draus

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Enrollment numbers

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Enrollment number increase and attrition rates are low

Person Responsible

Kristi Draus

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Enrollment numbers

G2.B4 The grades students are receiving in honors/regular pre-req classes do not reflect mastery of the subject area so students' have knowledge deficiencies. 2

 B191094

G2.B4.S1 All students' grades will be made up of 25% practice and 75% common standards-based assessment, with assessments being reported by mastery of individual standards. 4

 S202539

Strategy Rationale

This will allow teachers to isolate individual students' needs by standard and provide detailed information so that teachers can remediate students' understanding and mastery.

Action Step 1 5

Administration will monitor common assessments and student grades.

Person Responsible

Howard Hepburn

Schedule

Daily, from 8/24/2015 to 9/3/2015

Evidence of Completion

Progressbook, common assessment data

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will review Progressbook and Performance Matters for student performance.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Common assessment data; student grades

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teachers' adherence to the grading policy with fidelity

Person Responsible

Howard Hepburn

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Progressbook and Performance Matters

G2.B4.S2 All teachers must create remediation activities for each tested standard and allow students to complete retake assessments to demonstrate mastery of the previously deficient standards. 4

 S202540

Strategy Rationale

This will encourage students and teachers to continue to work toward student mastery of standards rather than allowing students to continue with deficiencies.

Action Step 1 5

Administration will review remediation activities through lesson plans and observations and monitor assessment retake data.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans; retake assessment data

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administration will monitor retake assessment creation and retake assessment data.

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Retake assessment data

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Student mastery of standards will increase due to remediation and retake opportunities

Person Responsible

Howard Hepburn

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Retake assessment data; student grades

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	Administration and coaches will create and monitor use of the PLC checklist.	Hepburn, Howard	8/24/2015	PLC checklist and other evidence and artifacts from PLC meetings	6/1/2016 weekly
G1.B1.S2.A1	Administration reviews and posts common assessments to Performance Matters for data analysis.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 weekly
G1.B2.S1.A1	Administration will gather data from iObservation, lesson plans, and common assessment data to identify teacher needs.	Hepburn, Howard	8/24/2015	iObservation data, lesson plans, common assessment data	6/1/2016 biweekly
G1.B2.S2.A1	Administration will monitor PLC evidences and attend PLC meetings	Hepburn, Howard	8/24/2015	PLC checklists, common assessment data, student evidences	6/1/2016 biweekly
G1.B2.S3.A1	Administration will utilize systems of actionable feedback in reviewing lesson plans and coaching teacher.	Hepburn, Howard	8/24/2015	Lesson plans	6/1/2016 daily
G1.B6.S1.A1	Administration and instructional coaches will review PLC binders, lesson plans, and common assessments for fidelity of implementation of standard-based instruction.	Hepburn, Howard	8/24/2015	Lesson plans, common assessment data, observations	6/1/2016 weekly
G1.B6.S2.A1	PLCs will create focus calendars scheduling unit common assessments.	Hepburn, Howard	8/24/2015	Focus calendars	6/1/2016 weekly
G1.B7.S1.A1	Administration will review assessments for standards-based items.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 one-time
G2.B2.S1.A1	AP teachers will write and submit common assessment chunked by their AP standards.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 biweekly
G2.B3.S1.A1	Continue to recruit for our teacher academy courses and for CTE courses.	Draus, Kristi	8/24/2015	Enrollment	6/1/2016 weekly
G2.B4.S1.A1	Administration will monitor common assessments and student grades.	Hepburn, Howard	8/24/2015	Progressbook, common assessment data	9/3/2015 daily
G2.B4.S2.A1	Administration will review remediation activities through lesson plans and observations and monitor assessment retake data.	Hepburn, Howard	8/24/2015	Lesson plans; retake assessment data	6/1/2016 weekly

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Edgewater High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Administration and coaches will facilitate and review PLC evidences periodically.	Hepburn, Howard	8/24/2015	Common assessment data, PLC evidence and artifacts	6/1/2016 weekly
G1.B1.S2.A2	Teachers within the PLC review common assessment data to revise instruction in order to meet all students' needs.	Hepburn, Howard	8/24/2015	Lesson plans, remediation activities, retake assessments	6/1/2016 weekly
G1.B2.S1.A2	Teachers will participate in differentiated PD.	Hepburn, Howard	8/24/2015	Lesson plans, observations	6/1/2016 every-6-weeks
G1.B2.S3.A2	Administration and instructional coaches will do classroom observations to see evidence of lessons progressing to evidence of the standard.	Hepburn, Howard	8/24/2015	iObservation feedback	6/1/2016 weekly
G1.B6.S1.A2	Administration and instructional coaches will review PLC binders, lesson plans, and common assessments for fidelity of implementation of standard-based instruction.	Hepburn, Howard	8/24/2015	Lesson plans, common assessment data, observations	6/1/2016 weekly
G1.B6.S2.A2	Administration reviews all common assessments.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 daily
G2.B2.S1.A2	AP teachers will review assessment data and implement intervention strategies to remediate student deficiencies.	Hepburn, Howard	8/24/2015	Common assessment data	6/1/2016 biweekly
G1.MA1	Students' achievement on common assessments will be monitored for progress toward our goal of mastering standards and improving students' academic achievement.	Hepburn, Howard	8/24/2015	Common Assessments; Student evidences	6/1/2016 biweekly
G1.B1.S1.MA1	All teachers will be using common assessments based on the focus calendar assessment dates.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 biweekly
G1.B1.S1.MA1	The action plan must be monitored by the assessing administrative team. The assessing administrative team must monitor PLCs for backward planning and actual common assessment creation and use. Through PLC checklists and lesson plans, administrators will be able to monitor for fidelity.	Hepburn, Howard	8/24/2015	Lesson plans; collaboration forms; actual common assessments	6/1/2016 biweekly
G1.B2.S1.MA1	Students' achievement data through common assessments will be analyzed for growth as teachers implement instructional strategies that address the complexity and rigor of the standards.	Hepburn, Howard	8/24/2015	Common assessment data; PLC collaboration forms	6/1/2016 biweekly
G1.B2.S1.MA1	Assessing administrators will monitor through lesson plans and observations that teachers are utilizing instructional strategies that get to the complexity and rigor of the standards.	Hepburn, Howard	8/24/2015	Lesson plans; observation feedback	6/1/2016 biweekly
G1.B6.S1.MA1	There will be evidence of collaboration between all classes within a PLC content area.	Hepburn, Howard	8/24/2015	Common lessons and assessments	6/1/2016 weekly
G1.B6.S1.MA1	There will be evidence of collaboration between all classes within a PLC content area.	Hepburn, Howard	8/24/2015	Common lessons and assessments	6/1/2016 weekly
G1.B6.S1.MA1	Administration will monitor PLC evidence and artifacts that correlate to	Hepburn, Howard	8/24/2015	Evidence and artifacts that correlate to standards-based assessments and lessons	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	standards-based assessments and lessons.				
G1.B7.S1.MA1	Administrators will review the common assessments.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 weekly
G1.B7.S1.MA1	Administrators will review common assessments for the clustered standards for the unit of instruction.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 weekly
G1.B1.S2.MA1	Teachers will show responses to unmastered standards in lesson plans and retake opportunities.	Hepburn, Howard	8/24/2015	Lesson plans, common retake assessments	6/1/2016 biweekly
G1.B1.S2.MA1	Administrators will be reviewing all common assessments for standards-based items.	Hepburn, Howard	8/24/2015	Common assessments clustered by standard; data reported and recorded by standards	8/24/2015 weekly
G1.B2.S2.MA1	Administration will monitor PLC evidence and lesson plans for implementation.	Hepburn, Howard	8/24/2015	PLC evidences and lesson plans	6/1/2016 biweekly
G1.B2.S2.MA1	Administrators will monitor PLC evidences and artifacts.	Hepburn, Howard	8/24/2015	PLC evidences/artifacts	6/1/2016 weekly
G1.B6.S2.MA1	Administration will review common assessment data.	Hepburn, Howard	8/24/2015	Common assessment data on Performance Matters and Progressbook	6/1/2016 weekly
G1.B6.S2.MA1	Administration will review common assessments for the standards that are required for the unit.	Hepburn, Howard	8/24/2015	Common assessments	6/1/2016 weekly
G1.B2.S3.MA1	Administration will see evidence of effectiveness in classroom observations.	Hepburn, Howard	8/24/2015	iObservation data	6/1/2016 weekly
G1.B2.S3.MA1	Administrators will review lesson plans weekly and provide feedback.	Hepburn, Howard	8/24/2015	Lesson plans with feedback	6/1/2016 weekly
G2.MA1	Student data for AP, PERT, PSAT, SAT, and teacher common assessments will be monitored for students' post-secondary readiness.	Hepburn, Howard	8/24/2015	Teacher assessment data; various test scores	6/1/2016 biweekly
G2.B2.S1.MA1	Administration will monitor student data for growth and progress.	Hepburn, Howard	9/3/2015	Teacher assessment data; student grades	9/3/2015 biweekly
G2.B2.S1.MA1	Administration will do observations and review common assessments.	Hepburn, Howard	8/24/2015	Lesson Plans; iObservation	6/1/2016 biweekly
G2.B3.S1.MA1	Enrollment number increase and attrition rates are low	Draus, Kristi	8/24/2015	Enrollment numbers	6/1/2016 quarterly
G2.B3.S1.MA1	Administration will monitor enrollment and retainment in teacher academy and CTE courses	Draus, Kristi	8/24/2015	Enrollment numbers	6/1/2016 quarterly
G2.B4.S1.MA1	Teachers' adherence to the grading policy with fidelity	Hepburn, Howard	8/24/2015	Progressbook and Performance Matters	6/1/2016 daily
G2.B4.S1.MA1	Administration will review Progressbook and Performance Matters for student performance.	Hepburn, Howard	8/24/2015	Common assessment data; student grades	6/1/2016 weekly
G2.B4.S2.MA1	Student mastery of standards will increase due to remediation and retake opportunities	Hepburn, Howard	8/24/2015	Retake assessment data; student grades	6/1/2016 weekly
G2.B4.S2.MA1	Administration will monitor retake assessment creation and retake assessment data.	Hepburn, Howard	8/24/2015	Retake assessment data	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will implement standards-based instruction with fidelity to improve students' academic achievement.

G1.B2 Teachers do not consistently utilize instructional strategies that progress to the intended level of complexity or rigor for the standard

G1.B2.S1 Teachers will receive differentiated professional development for instructional strategies that will help them implement instruction that stretches students from acquisition of new knowledge to complex thinking.

PD Opportunity 1

Administration will gather data from iObservation, lesson plans, and common assessment data to identify teacher needs.

Facilitator

Administrative team; instructional coaches

Participants

All instructional personnel

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

PD Opportunity 2

Teachers will participate in differentiated PD.

Facilitator

Administrative team; Kerry Chapdelaine

Participants

Instructional faculty

Schedule

Every 6 Weeks, from 8/24/2015 to 6/1/2016

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	Administration and coaches will create and monitor use of the PLC checklist.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	110-Administrators	0121 - Edgewater High	General Fund		\$1,000.00
<i>Notes: Paper for PLC Checklist</i>						
2	G1.B1.S1.A2	Administration and coaches will facilitate and review PLC evidences periodically.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,000.00
<i>Notes: Admin & Coach budget for printing PLC evidence</i>						
3	G1.B1.S2.A1	Administration reviews and posts common assessments to Performance Matters for data analysis.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$0.00
<i>Notes: No budget necessary, district software Performance Matters</i>						
4	G1.B1.S2.A2	Teachers within the PLC review common assessment data to revise instruction in order to meet all students' needs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$0.00
<i>Notes: No budget necessary, district software Performance Matters</i>						
5	G1.B2.S1.A1	Administration will gather data from iObservation, lesson plans, and common assessment data to identify teacher needs.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,000.00
<i>Notes: Budget for paper- PLC evidences</i>						
6	G1.B2.S1.A2	Teachers will participate in differentiated PD.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,500.00

Budget Data

Budget Data						
						<i>Notes: Materials & Equipment for PD sessions</i>
7	G1.B2.S2.A1	Administration will monitor PLC evidences and attend PLC meetings				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,000.00
						<i>Notes: Printing PLC evidences</i>
8	G1.B2.S3.A1	Administration will utilize systems of actionable feedback in reviewing lesson plans and coaching teacher.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High			\$500.00
						<i>Notes: Budget for limited printing of lesson plans. Most feedback is done electronically.</i>
9	G1.B2.S3.A2	Administration and instructional coaches will do classroom observations to see evidence of lessons progressing to evidence of the standard.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,800.00
						<i>Notes: No budget necessary, district software iObservation teacher observation tool</i>
10	G1.B6.S1.A1	Administration and instructional coaches will review PLC binders, lesson plans, and common assessments for fidelity of implementation of standard-based instruction.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141		0121 - Edgewater High	General Fund		\$250.00
						<i>Notes: Binder and PLC binder resources</i>
11	G1.B6.S1.A2	Administration and instructional coaches will review PLC binders, lesson plans, and common assessments for fidelity of implementation of standard-based instruction.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High			\$500.00
						<i>Notes: Binders and PLC Binder Info</i>
12	G1.B6.S2.A1	PLCs will create focus calendars scheduling unit common assessments.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	0121 - Edgewater High			\$5,000.00
						<i>Notes: Summer Teacher work sessions day per subject area department</i>
	1141	100-Salaries	0121 - Edgewater High			\$5,000.00

Budget Data						
						<i>Notes: Summer Teacher work sessions day per subject area department</i>
13	G1.B6.S2.A2	Administration reviews all common assessments.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High			\$1,000.00
						<i>Notes: Printing of Common Assessments</i>
14	G1.B7.S1.A1	Administration will review assessments for standards-based items.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,000.00
						<i>Notes: No budget necessary, district software Performance Matters</i>
15	G2.B2.S1.A1	AP teachers will write and submit common assessment chunked by their AP standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High	General Fund		\$1,000.00
						<i>Notes: Paper for AP Common Assessments</i>
16	G2.B2.S1.A2	AP teachers will review assessment data and implement intervention strategies to remediate student deficiencies.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High			\$1,000.00
						<i>Notes: AP Teacher Tutoring</i>
17	G2.B3.S1.A1	Continue to recruit for our teacher academy courses and for CTE courses.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0121 - Edgewater High			\$1,000.00
						<i>Notes: Marketing material for Education/Teacher Academy</i>
18	G2.B4.S1.A1	Administration will monitor common assessments and student grades.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	234-Cafeteria Plan	0121 - Edgewater High			\$1,000.00
						<i>Notes: Printing common assessments</i>
19	G2.B4.S2.A1	Administration will review remediation activities through lesson plans and observations and monitor assessment retake data.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

	1141	239-Other	0121 - Edgewater High			\$0.00
			<i>Notes: Printing for retake assessments</i>			
Total:						\$24,550.00