Orange County Public Schools

Beta

2015-16 School Improvement Plan

Beta

4680 LAKE UNDERHILL RD, Orlando, FL 32807

www.ocps.net/lc/district/sae

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	
Grade	

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 with 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

BETA collects feedback through use of AdvancED surveys to learn about students' cultures, develop relationships between teachers and students, improve student and teacher data discussions, facilitate parent and student interviews, conduct team building activities, and celebrate cultural days while maintaining collaborative environment.

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

BETA creates a culture of safety and trust through positive teacher and student interaction where everyone has a voice. All students and staff view safety training videos and participate in social activities to better understand and respect each other. These bonds are reinforced throughout all facets of school life.

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

BETA uses strategies and clear class rules to set behavioral expectations, minimize distractions and keep students engaged. In addition, the OCPS Code of Student Conduct is reviewed quarterly, and the deans conduct training for teachers on the behavior management system.

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

BETA supports students in maintaining academic achievement as well as learning to be a parent. Academic counseling, IEPs, 504 plans, instruction on social and life skills are provided along with collaboration with the host agency for mental health support.

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

BETA monitors the following four indicators to provide early warning signs of student needs:
1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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
	7	8	9	10	11	12	
Attendance below 90 percent	1	3	9	18	22	6	59
One or more suspensions	0	1	4	4	3	0	12
Course failure in ELA or Math	0	0	2	2	1	0	5
Level 1 on statewide assessment	1	1	4	10	4	0	20
	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	7	8	9	10	11	
Students exhibiting two or more indicators	1	2	6	13	7	29

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

BETA's intervention strategies include after school tutoring, principal data meetings, child study team for attendance monitoring, MTSS, weekly data discussions with students, progress monitoring, use of the FCIM process, credit retrieval, and double block reading.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/205215.

Description

A PIP has been uploaded for this school or district - see the link above.

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

BETA builds partnerships through Partners in Education, the School Advisory Committee, the cooperative agreement with the host agency, direct community contact, guest speakers, Junior Achievement, Teach-In, education advocacy, home visits, Children's Cabinet, Expectation Graduation, mentorship programs, Job Connection, employment opportunities, and other vocational services.

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
Tovine, William	Principal
Toffoli, Dan	Assistant Principal
Middleton, Beverly	Assistant Principal
Lebron, Maribel	Assistant Principal
McCray, Ima	Assistant Principal
Williams, Deborah	Other

Duties

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

The leadership team meets weekly to share decision making for all school sites.
To track and guide student progress, the leadership team uses the CIM model to analyze data, determine needs, implement interventions and accelerations, and adjust instruction as necessary. The leadership team engages in a monthly data cycle including a monthly meeting of representatives of all sites with administrators and instructional coaches, MTSS meetings at each site, and weekly individual student data discussions.
Site representatives bring data on all student SIP goals to the principal's data meeting monthly. The team evaluates data on reading, math, science, and writing performance for each student, analyzing strengths and weaknesses. An intervention plan to target weaknesses is developed to include specific instructional methods and assessments. Individual leadership team members monitor the progress of students at their sites on a weekly basis, and the team as a whole reviews progress toward SIP goals monthly. If interventions are not effective, the team problem-solves and develops an amended intervention plan for the student.
Teacher capacity SIP goals are tracked through coaches' reflective logs, in which they record coaching and observation data by goal. Coaches also collect data on teacher capacity goals from lead teachers and bring the data to monthly coaches' meetings, where the CIM process is applied. Administrators then review the results of the coaches' meetings and apply the CIM process in an administrative meeting.

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

As associated with the district's mission, vision, and goals, BETA's school leadership ensures achievement of all students by setting clear goals and purposes, using evidence-based perspectives. These purposes help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Resources are aligned with priorities by clearly defining what BETA intends to accomplish, developing an instructional model appropriate to the school and district goal, establishing non-negotiable goals for achievement and instruction, and organizing resources in a way to support the instructional model and improve student learning.
BETA's school leadership coordinates supplemental services that support student achievement through collaboration with the district office. Entitlements from the No Child Left Behind Act (NCLB), such as Title I Part A and set-asides, allow school leadership to invest continuously in improving instructional effectiveness through hiring supplemental positions to support Title I Part D programs, before and after school tutoring, job training, materials and supplies. Title II, Part A funding helps with professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or at-risk/high needs classification such as homeless services (Title X), who qualify under the McKinney-Vento Act. These programs are primarily managed by an Assistant Principal through the Title I Part A Compliance and Data Managers, and are monitored internally on a weekly basis. Meetings occur twice monthly and inventory of materials are tracked through a monitored system.
BETA's school leadership promotes continuous use of multiple resources to increase ideas for problem-solving techniques. Examples are the development of character education embedded into the curriculum; project-based learning to pique students' interests; and maximizing academic time to support learning (i.e. remedial support) to improve overall academic performance in students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
William Tovine	Principal
Lamont Lofton	Business/Community
Bill Young	Business/Community
Larry Eason	Business/Community
Janis Joslin-Foskett	Business/Community
Todd Johnson	Business/Community
Ruiz Shivrattan	Business/Community
Steve Dalsemer	Business/Community
Deborah Johnson	Teacher
Tammye Young	Teacher
Elizabeth Morales-Carrero	Education Support Employee
Osvaldo Laracuente	Education Support Employee
Tawanda Smith	Education Support Employee
Holly Wilson	Education Support Employee
Belinda Shepherd	Parent
Charnetta Starr	Parent
Peggy Schwartz	Teacher
Dontavious Jenkins	Student
Mary Jo Schwartz	Education Support Employee
Carla Mercado	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members and stakeholders collaborate to review all data from the previous year's School Improvement Plan. A subcommittee then meets and brings suggestions to the table for the following year's plan to align with the SIP goals. The SAC committee as a whole participates in the development of the plan.

Development of this school improvement plan

The SAC committee input is an integral part of the development and approval of the SIP. SAC members are divided into subcommittees for data review and goal setting for the SIP.

Preparation of the school's annual budget and plan

The SAC committee meets with the principal to ensure proper spending of the school improvement funds and the general school budget.

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

Expenditures to support the goals of the SIP included:
Reading Budget: Substitutes for teachers to attend professional development - $2000.00

Mathematics Budget Substitutes for teachers to attend professional development - $1000.00
Science Budget: Substitutes for teachers to attend professional development and supplies - $3000.00
Writing Budget: Substitutes for teachers to attend professional development -$1000.00
Stem Budget; Substitutes for teachers to attend professional development - $1000.00
Mini Grants to support attainment of teacher highly qualified status and - $2000.00
Misc. $3000.00

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
Tovine, William	Principal
Wiedman, Janet	Instructional Coach
Hardman, Tiffany	Instructional Coach
Johnson, Deborah	Teacher, K-12
Starr, Charnetta	Instructional Coach
Schwartz, Peggy	Instructional Coach
Schwartz, Mary Jo	Instructional Coach
McCray, Ima	Assistant Principal
Middleton, Beverly	Assistant Principal
Lebron, Maribel	Assistant Principal
Williams, Deborah	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team convenes weekly to plan, monitor, adjust, evaluate, and address school-based issues and activities.
Instructional coaches promote literacy by spending a minimum of 50% of their time in classrooms during which they model instruction, observe instruction, and hold reflective conversations. They research and guide implementation of curriculum, assessment, and intervention approaches which are scientifically based. They help to interpret student data, support site meetings, and they assist teachers with implementation of differentiated instruction. They also maintain reflective logs, which record data on implementation of SIP teacher-capacity goals by instructional staff, meet monthly to analyze the data, and make staff development recommendations through the CIM process.
The assistant principal oversees the implementation of the principal's and district's vision and mission. He or she also ensures that effective school-based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Additionally, the assistant principal guides and supports the school-based leadership team to determine professional development needs. Finally,the administrator develops a partnership with all shareholders to communicate site-based plans and activities.

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

BETA encourages collaborative planning and instruction through Professional Learning Communities (PLCs), the use of Edmodo and Safari Montage to enable easy communication between teachers at separate sites. Curriculum rounds, in which the API, Curriculum Resource Teacher, and site coaches visit sites regularly to encourage and promote collaboration while providing instructional support.

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

BETA seeks to recruit, develop, and retain highly qualified, certified-in-field, effective teachers by:
1. Providing professional learning and coaching support on-site;
2. Providing resources to assist teachers in acquiring multiple certifications that are needed to be highly qualified at BETA;
3. Seeking teachers with multiple certifications;
4. Offering extensive professional learning which assists teachers to renew certifications;
5. Providing a mentor-mentee program for beginning teachers and as instructional support for out-of-field teachers;
6. Including active input from teachers in the school decision making process.

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

The following activities are implemented for teachers that require mentoring: observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data discussions, and differentiated instruction. Mentees are paired with mentors who are experienced and skillful classroom teachers. BETA teachers need a wide range of certifications. The instructional coach and site administrator provide certification study materials and monitor teachers' progress in passing certification exams.

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 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

BETA implements a comprehensive Florida Continuous Improvement Model data analysis cycle, including weekly monitoring of student achievement and of the efficacy of intervention strategies

followed by actions to improve instruction. Teachers conduct weekly data discussions with students. The principal conducts monthly data meetings to determine student progress and to act accordingly. Differentiation occurs through the use of a rotational model during class and by setting aside time for interventions outside of class.

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: Summer Program

Minutes added to school year: 9,000

Summer school provides opportunities to earn credits toward graduation.

Strategy Rationale

BETA students are traditionally below grade level and behind in credits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Toffoli, Dan, daniel.toffoli@ocps.net

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

Data collected includes student grades and credit retrieval completions to determine student progress toward graduation.

Strategy: After School Program

Minutes added to school year: 1,350

BETA provides tutoring aligned to the needs revealed by the data analysis cycle.

Strategy Rationale

Tutoring is designed to provide remedial support and increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Toffoli, Dan, daniel.toffoli@ocps.net

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

Data collected includes data resource forms, student grades, credit retrieval completions, and attendance. Data is analyzed through the CIM data cycle process.

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

Based on students' Pupil Progression Plan, counselors advise students on the academic courses relative to their specific grade level and cohort year. A course checklist designed to track course completion is completed during student enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with the Florida State Standards and assessments. When called for by IDEA standards, counselors identify differentiated delivery of services based on student need. Each student is given opportunities to discuss his or her academic plan, along with his or her future interests, in order for counselors to create an overall individual graduation plan.
Guidance counselors provide a framework as outlined in the Comprehensive Developmental Guidance Program which begins in 6th grade. This framework prepares students with career and academic planning goals, along with social and emotional connections. Parents/guardians contribute to the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.
By the time students are in 9th, 10th, and 11th grades, counselors provide guidelines and curricula that enable students to complete individual graduation plans. These plans are intended to successfully prepare them for a seamless transition to relevant employment, further training or post-secondary study by their senior year. The framework of the guidance program shows relevance to the students' goals by meeting the core and elective requirements for qualifications as defined by the Florida's Bright Future's Scholarship program.
School guidance counselors offer an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training and/or credit recovery as a result of their individual graduation/academic plan.

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

School counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School counselors meet with students both in small groups and individually to discuss future plans, investigate careers and post secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. To advance college and career awareness, a variety of topics are emphasized at each grade level to offer a more meaningful course of study to students.

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

At BETA, many students complete the Ready to Work Initiative.

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

Counselors help students develop an individual graduation plan that takes into account the students' interests as well as educational and career plans. During their enrollment, some students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the workforce. Applied and integrated courses give students the exposure to relevant relationships between academic and career/technical subjects that would link to their future endeavors. Students are presented with a variety of career clusters as aligned with the Career and Technical Education program and the Florida Department of Education. This helps students to discover their interests and

passion, and empowers them to make a good career choice. Some students are given an interest inventory to guide the provision of additional training, knowledge and skills. A partnership and relationship is built with community employers to support students seeking employment.

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

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

The following documents were submitted as evidence for this section:

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

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. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments)

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance- based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital)

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. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) 1a

G073786

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	21.0

Resources Available to Support the Goal 2

- Social worker
- Attendance reports from EDW
- Lead Teacher
- Guidance counselors
- Child study team
- IMS
- SMS

Targeted Barriers to Achieving the Goal 3

- Students have a history of poor attendance which affects their academic performance.

Plan to Monitor Progress Toward G1. 8

Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.

Person Responsible
William Tovine

Schedule
Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion
Student attendance data, formative and summative data

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance- based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital) 1a

G073787

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	21.0

Resources Available to Support the Goal 2

- Literacy Leadership Team
- Achieve 3000
- Algebra Nation
- IMS
- Math XL
- Instructional Coaches
- Instructional Framework
- PLC

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standards.

Plan to Monitor Progress Toward G2. 8

Regular lesson plan checks, instructional rounds and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

William Tovine

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation feedback, feedback from instructional rounds, feedback and minutes from professional development, and formative, summative, and program data will be reviewed.

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. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) 1

G073786

G1.B1 Students have a history of poor attendance which affects their academic performance. 2

B192678

G1.B1.S1 The leadership team will implement a tracking process in order to monitor student's attendance more closely. 4

S204165

Strategy Rationale

Developing and implementing a tracking system will allow school administrators to monitor student attendance.

Action Step 1 5

The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.

Person Responsible

Dan Toffoli

Schedule

Semiannually, from 10/19/2015 to 6/8/2016

Evidence of Completion

Attendance tracking procedures

Action Step 2 5

Attendance reports will be analyzed to identify students with seven (7) or more absences. Student attendance will be monitored daily through tracking process.

Person Responsible

Mary Jo Schwartz

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Attendance tracking data

Action Step 3 5

The leadership team will provide incentives for students who have good attendance records

Person Responsible

Mary Jo Schwartz

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

School attendance data

Action Step 4 5

The leadership team will develop interventions for poor attendance.

Person Responsible

Mary Jo Schwartz

Schedule

Monthly, from 9/24/2015 to 6/6/2016

Evidence of Completion

A list of interventions will be available

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

Through the attendance tracking process, data will be collected and reviewed through the leadership team's PLC's.

Person Responsible

Dan Toffoli

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Attendance tracking process, student attendance data and PLC meeting notes

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

Student's attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis.

Person Responsible

Beverly Middleton

Schedule

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

Evidence of Completion

Student attendance data and leadership team PLC meeting notes

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance- based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital) 1

G073787

G2.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standards. 2

B192682

G2.B2.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process. 4

S204168

Strategy Rationale

The need for teachers to become more familiar with the Florida standards.

Action Step 1 5

Teacher will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process

Person Responsible

Janet Wiedman

Schedule

Semiannually, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda, attendance roster and minutes

Action Step 2 5

The leadership team will conduct i-Observation and provide teachers feedback as it relates to learning goals and scales aligned to the standards.

Person Responsible

Dan Toffoli

Schedule

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

Evidence of Completion

Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes, and lesson plan reviews

Action Step 3 5

Struggling teacher will be provided follow-up support through modeling and peer to peer observations.

Person Responsible

Dan Toffoli

Schedule

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

Evidence of Completion

Coach's logs, i-Observations data/feedback and peer reflection log

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

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery. Lesson plans will be reviewed monthly. Observations will be conducted to ensure learning goals, targets and activities are aligned to standards.

Person Responsible

Dan Toffoli

Schedule

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

Evidence of Completion

i-Observation data and feedback to teachers, coaching logs, and lesson plan reviews will be monitored.

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

i-Observation data and feedback to teachers will be monitored throughout the year. An increase in the number of observations with standards based instruction (appropriate goals and activities) should increase.

Person Responsible

Dan Toffoli

Schedule

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

Evidence of Completion

iObservation data and feedback, and lesson plan reviews

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	The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.	Toffoli, Dan	10/19/2015	Attendance tracking procedures	6/8/2016 semiannually
G2.B2.S1.A1	Teacher will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process	Wiedman, Janet	8/24/2015	Agenda, attendance roster and minutes	6/8/2016 semiannually
G1.B1.S1.A2	Attendance reports will be analyzed to identify students with seven (7) or more absences. Student attendance will be monitored daily through tracking process.	Schwartz, Mary Jo	9/1/2015	Attendance tracking data	6/8/2016 monthly
G2.B2.S1.A2	The leadership team will conduct i-Observation and provide teachers feedback as it relates to learning goals and scales aligned to the standards.	Toffoli, Dan	8/24/2015	Coaching logs, lead teacher anecdotal records, administrative observations, curriculum round minutes, and lesson plan reviews	6/8/2016 weekly
G1.B1.S1.A3	The leadership team will provide incentives for students who have good attendance records	Schwartz, Mary Jo	8/24/2015	School attendance data	6/8/2016 monthly
G2.B2.S1.A3	Struggling teacher will be provided follow-up support through modeling and peer to peer observations.	Toffoli, Dan	8/24/2015	Coach's logs, i-Observations data/ feedback and peer reflection log	6/8/2016 weekly
G1.B1.S1.A4	The leadership team will develop interventions for poor attendance.	Schwartz, Mary Jo	9/24/2015	A list of interventions will be available	6/6/2016 monthly
G1.MA1	Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.	Tovine, William	9/1/2015	Student attendance data, formative and summative data	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Student's attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis.	Middleton, Beverly	8/24/2015	Student attendance data and leadership team PLC meeting notes	6/8/2016 weekly
G1.B1.S1.MA1	Through the attendance tracking process, data will be collected and reviewed through the leadership team's PLC's.	Toffoli, Dan	9/1/2015	Attendance tracking process, student attendance data and PLC meeting notes	6/8/2016 monthly
G2.MA1	Regular lesson plan checks, instructional rounds and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Tovine, William	9/21/2015	i-Observation feedback, feedback from instructional rounds, feedback and minutes from professional development, and formative, summative, and program data will be reviewed.	6/8/2016 weekly
G2.B2.S1.MA1	i-Observation data and feedback to teachers will be monitored throughout the year. An increase in the number of observations with standards based instruction (appropriate goals and activities) should increase.	Toffoli, Dan	8/24/2015	iObservation data and feedback, and lesson plan reviews	6/8/2016 weekly
G2.B2.S1.MA1	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery. Lesson plans will be reviewed monthly. Observations will be conducted to ensure learning goals, targets and activities are aligned to standards.	Toffoli, Dan	8/24/2015	i-Observation data and feedback to teachers, coaching logs, and lesson plan reviews will be monitored.	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Teachers will gain competence in rigorous, standard-based instruction within the Instructional Framework, using performance- based data across all content areas over a limited time period to ensure career and college readiness. (Division Priority: Invest in Human Capital)

G2.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standards.

G2.B2.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process.

PD Opportunity 1

Teacher will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process

Facilitator

Janet Weidman

Participants

All instructional staff

Schedule

Semiannually, from 8/24/2015 to 6/8/2016

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**	**The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.**				**$0.00**
2	**G1.B1.S1.A2**	**Attendance reports will be analyzed to identify students with seven (7) or more absences. Student attendance will be monitored daily through tracking process.**				**$0.00**
3	**G1.B1.S1.A3**	**The leadership team will provide incentives for students who have good attendance records**				**$0.00**
4	**G1.B1.S1.A4**	**The leadership team will develop interventions for poor attendance.**				**$0.00**
5	**G2.B2.S1.A1**	**Teacher will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0042 - Beta	Title I Part A		$5,000.00
			Notes: Purchase of subs to cover teachers in PLCs			
6	**G2.B2.S1.A2**	**The leadership team will conduct i-Observation and provide teachers feedback as it relates to learning goals and scales aligned to the standards.**				**$0.00**
7	**G2.B2.S1.A3**	**Struggling teacher will be provided follow-up support through modeling and peer to peer observations.**				**$0.00**
					Total:	**$5,000.00**