

Polk County Public Schools

Haines City Senior High School



2015-16 School Improvement Plan

Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

<http://www.hainescityhighschool.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	53%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

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

The Mission of Haines City High School is to effectively engage students in the process of learning in order to ensure the opportunity for ALL students to graduate and become productive citizens.

Provide the school's vision statement

Vision & Purpose

The purpose of Haines City High School is to facilitate a lifelong learning process focused on high expectations shared by students, teachers, administrators, parents and community members. Our vision at HCHS is to effectively engage our students in the process of learning and ensure that ALL students graduate and become productive citizens capable of competing in a global market.

Belief Statement

- Student learning is the chief priority of the school and students' needs should be the primary focus of all school based decisions.
- In a changing world, learning is a lifelong process shared by students, teachers, administrators, parents, and the community.
- Curriculum, instruction, and assessment should incorporate a variety of learning activities to meet the needs of different types of learners.
- Students need to demonstrate essential knowledge through application, problem solving, and production of quality work.
- The character of a community is defined by how it treats its most vulnerable members.

School Environment

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

Haines City High School's student body is comprised of many cultures. An atmosphere of respect and appreciation for diversity is cultivated on this campus in many ways. Training for teachers in building positive relationships with students is offered each year. A climate of collaboration and respect for different cultures is established through classroom activities in which students are encouraged to include specific elements from their culture. Another way relationships are built is through planned parental involvement activities such as Multi-Cultural Night and through student clubs and organizations. Haines City High School also utilizes district resources to provide training for teachers to increase effectiveness in reaching culturally diverse and/or students from impoverished households.

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

Haines City High School strives to create an environment where students feel safe and respected before, during, and after school. Safety procedures are in place that ensure a safe atmosphere for the students from the time they arrive on campus until they leave. Adult monitors are assigned locations throughout the campus to monitor before school, during lunch and transitional times, and after school each day. Students are encouraged to advocate for themselves and others through anti-bullying training. Whenever possible, the media center is open before and after school to provide students with the opportunity to check-out books and utilize technology resources. Many teachers use time

before and after school to mentor at-risk students. The school resource officer and discipline deans are highly visible and accessible to students at all times.

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

Haines City High School strives to help each student make positive behavioral choices. The Behavior Intervention Model is used in every classroom throughout the campus. The BIM allows teachers to act in a proactive manner to assist students and have a standardized protocol on the steps to follow when addressing behavioral issues. The NEST is a place to learn, and the school's goal is to help students learn to make positive choices. Through the NEST, issues such as tardiness, minor discipline issues, and dress-code compliance are addressed. Then a student is sent to the NEST as an intervention, the disciplinary team works with him/her to correct the situation. Training for school personnel does not end with new hires. All HCHS personnel receive yearly training on updated district discipline changes, discipline procedures, school safety, fire drills and evacuations, lockdown procedures, active shooter (provided by the on-site school resource officer, and positive classroom management styles).

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

Haines City High School strives to make sure the social-emotional needs of all students are being met. During the intake process, student records are analyzed to determine whether or not a student is currently receiving counseling services or the services of a local agency. This allows for continuity of services for the student. Counselors are available to all students to discuss issues and concerns. Based on needs, counselors may make referrals to our regularly scheduled visiting school psychologist and/or outside agencies to obtain services needed for a student. They also serve as a bridge between school, agencies, and parents in locating resources for students, whether it's mental health counseling or academic services such as those provided by the Learning Resource Center. Guidance Counselors work closely with the LEA to screen students who are experiencing learning difficulties or exhibit behavior problems that may require services through Exceptional Student Education. A school-wide mentoring program is in place for at-risk learners. Haines City High School has been selected to receive services from the Mindful Schools Project which will provide additional resources including a social worker to help meet student needs.

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/193424>.

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

Haines City High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Members of the SAC committee establish connections with various civic organizations and local businesses to provide resources to support and award student achievement. Furthermore, club sponsors at Haines City High School seek to partner with businesses and community organizations that can provide resources specific in nature to their particular club. Many faculty members of Haines City High School also utilize their own personal connections within the community to secure resources. The family involvement paraprofessional also utilizes knowledge gained from district professional development to establish partnerships with local businesses. Haines City High School maintains an active membership in the local Chamber of Commerce to establish connections between the school and businesses that serve the community. Haines City High School has been selected to be part of the Mindful Schools Grant that will provide further assistance in obtaining sustainable partnerships.

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
Lane, Adam	Principal
Ferguson, Deborah	Other
Gables, Melinda	Other
Green, Melissa	Other
Lawhorn, Heidi	Instructional Coach
McDaniel, Alfonso	Assistant Principal
McLendon, Elbony	Dean
Scheloske, Stephen	Assistant Principal
Shick, Jason	Assistant Principal
Young, Crystal	Dean
Herrington, Patrick	Dean
Kipp, Kenneth	Teacher, Career/Technical
Waters, Amanda	Assistant Principal
Mason, Haley	Instructional Coach

Duties

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

The school-based leadership team will provide a common vision for the use of data-based decision making and will assist all teachers in the implementation of the school's MTSS. The principal and assistant principals will supervise the development of a strong infrastructure for implementation and ensure that implementation is occurring. The principal and assistant principals will ensure teacher participation in professional learning communities and collaborative planning occurs to support data-

based decision making. The principal and assistant principals will also ensure that communication with parents regarding MTSS/RtI occurs to inform parents of the measures in place to support their student. The Academic Coach, Academic Dean and the Reading Interventionist will identify and analyze existing literature on best practices/intervention approaches and identify systematic patterns of student need at the school. The Academic Coach and Academic Dean will also work with district personnel to identify appropriate, evidence-based intervention strategies and assist with school wide screening programs. ESE and general education teachers will participate in student data collection, integrate core instructional activities/materials/instruction in tiered interventions and provide information about core instruction.

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

Through bi-monthly department meetings and weekly common planning sessions, teachers will have the opportunity to examine student data, including attendance and individual assignment grades as well as progress monitoring data to monitor the effectiveness of supports and instruction. Content-area teachers will have individual data chats with students periodically through the year during class time and mentoring sessions that will assist students with individualized plans addressing academic and/or attendance needs. The Math Academic Coach and Assistant Principals will provide mentoring and support for the classroom teachers and assist in monitoring data and the effectiveness of instruction through observations and walk-throughs. The Reading Interventionist will work closely with the academic coach and dean to provide remedial instruction for struggling learners based on data from formative and summative assessments.

Title I, Part A

Funds school-wide services to Haines City High School. Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C-Migrant

Migrant students enrolled in Haines City High School will be assisted by the school and by the District Migrant Education Program (MEP). Services to migrant students are prioritized based on individual needs and migrant status. MEP Teacher Advocates assigned to schools with high percentages of migrant students monitor the progress of these at-risk students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to individual students and their families by locating services necessary to ensure the academic success of these highly mobile students.

Title I, Part D

Provides Transition Facilitators to assist students with transition from the Department of Juvenile Justice (DJJ) facilities back into the school for which they are zoned. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and ensure appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. Additionally, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Haines City High School are used to purchase professional training materials.

Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X-Homeless

The Hearth program, which is funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Title IV

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of these programs include anti-bullying, gang awareness, gun awareness, etc.

SAI- These funds are available through an application process in which schools will describe additional activities/supports they will provide for struggling students in the area of Reading and Math based on the granting of funds requested in the application. Funds are granted annually and not included in the annual budget.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Adam Lane	Principal
Heidi Lawhorn	Teacher
Jason Shick	Principal
Elbony Mclendon	Teacher
Stephen Scheloske	Principal
Sharon Appling	Education Support Employee
Tom Broadway	Business/Community
Michael Hill	Parent
Fred Ryder	Business/Community
Crystal Young	Education Support Employee
Valarie Kowlessar	Parent
Leslie Paul	Parent
Donald Brown	Business/Community
Ersley Johnson	Business/Community
Melinda Gables	Education Support Employee
Norma Hernandez	Student
Jackie Shadrake	Parent
Leslie Howe	Parent
Amanda Robinson	Education Support Employee
Larissa Ensign	Education Support Employee
Walkiria DeJesus	Education Support Employee

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

Last year's school improvement plan will serve as the foundation for the 2015-2016 SIP. Our previous goals included increasing academic rigor and incorporating literacy strategies in all academic areas. As a result of the focus on student engagement and increased academic rigor, student gains were made in reading, math, and science.

Development of this school improvement plan

Responses from the 2014-15 Title I parent surveys were also used in developing strategies for improvement. Input from various SAC members and a needs assessment from the teacher leader cadre was utilized in the development of the SIP. While increased student engagement and the expectation that literacy skills be taught in all academic areas, the primary focus of this year's SIP is to increase teacher capacity through effective collaborative planning and effective coaching. More supports will be built in to provide teachers with effective professional development and mentoring to improve the quality of their instruction which will lead to greater student achievement and increased teacher retention. Conversations with partners from the Mindful Schools Grant/Partnership were also included in the development of this SIP.

Preparation of the school's annual budget and plan

Outside of regular annually budgeted funds, very little additional funds were available as lottery funding was not provided. We did make use of some Title I funding for additional extended learning opportunities for both students and teachers.

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

School improvement funds were used to provide extended learning opportunities for students in Reading and Math. These learning opportunities included both after school tutoring and Saturday Boost Camps. Funds were also allocated for professional development opportunities for teachers that focused on school and district initiatives. This included providing substitutes for teachers to participate in curriculum planning sessions at their school.

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
Hoffmann, Connie	Instructional Media
Green, Melissa	Other
	Dean
Emiba, Lacy	Teacher, K-12
Gables, Melinda	Other
Graffam, Ben	Teacher, K-12
Scott, Tanja	Teacher, K-12
Newbern, Ashley	Teacher, K-12
Waters, Amanda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted within Haines City High School in the following ways:

1. Parent Literacy Night focused on both student and parent literacy needs.
2. Encouragement of independent reading through a welcoming media center that includes a variety of lexile leveled books to address all reading levels..
3. Teacher led student "book talks."
4. Media Specialist training both students and faculty on the various technological aspects available on campus to support literacy for all.
5. Increase use of informational texts in both independent/instructional resources.
6. Enhance the literacy environment through the acquisition of a variety of lexiled leveled materials as determined through reading assessments.
7. Implementing a Literacy Ambassador Team that is composed of students and teachers, who promotes literacy on campus.

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

Collaborative planning occurs during common planning periods which vary by content area. Teachers who have a common planning period with their peers within the master schedule meet bi-weekly during that time.

English - weekly common planning sessions will take place on Tuesdays and Thursday during 6th period

Reading - weekly common planning sessions will take place on Tuesdays and Thursday during 3rd period

Math- weekly common planning sessions will take place on Tuesdays and Thursday during 5th period (majority)

Science - weekly common planning sessions will take place on Tuesdays and Thursday during 1st period (majority)

Electives - weekly common planning sessions will take place on Tuesdays and Thursday various periods
Common assessments are also used, which reinforces the importance of collaborative planning.

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

Haines City High School uses several strategies to seek, recruit and retain highly qualified/certified-in-field and effective teachers. Assistant Principal, Stephen Scheloske, attends a yearly out-of-state teacher recruitment event that has resulted in the hiring of several new teachers. The administration of Haines City High School also encourages its educators to seek additional certifications in order to meet the course requests/academic requirements of the student body. Furthermore, a climate of support has been established through the creation of the New Teacher Support Program that will provide coaching, professional development, structured peer observations, and mentoring to brand new teachers throughout the school year.

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

Rationale for pairing: Pairs are created based on the need and may include, but are not limited to:

Content-area expert for those with content needs

Pedagogical expert for non-education majors and/or those demonstrating need

Classroom management expert for those with identified needs

Planned Mentoring Activities:

Lesson planning assistance

Modeling teaching strategies

Model classroom visits (implementation of peer-to-peer observations)

Co-teaching

Monthly meetings with Instructional Coach and Academic Dean

Quarterly reviews with Academic Dean to verify certification compliance

We are also building capacity at our school by selecting teacher leaders to mentor new teachers and teachers with curriculum needs. These teachers are also participating in district lead initiatives, such as the Teacher Leader Cadre.

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

Haines City High School teachers follow district created learning maps/modules and use district appointed materials to ensure that all core instructional programs are aligned to Florida's standards. Administrators and members of the leadership team monitor the use of these materials through observations and planning sessions with teachers. Professional development is also conducted to allow teachers the opportunity to further work with the Florida standards and to examine different ways these standards can be implemented in their classes. Curriculum planning sessions are scheduled to help teachers become more familiar with the expectations of the standards and how they are aligned from grade level to grade level.

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

Prior year student data is used to place students in the appropriate initial academic courses. Intensive Reading and Intensified Algebra students are scheduled for remediation based on end of year progress monitoring and prior year standardized test results. Flexible grouping based on formative and summative assessments is utilized in all academic classrooms to allow for differentiated instruction and/or small group instruction. Our school has a Reading Interventionist who works with an identified group of students in need of additional support with reading skills as determined by lowest quartile ranking.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,000

After school math tutoring (TBD) and reading tutoring (TBD). School ACT Prep and English tutoring will also be established. Targeted students by the district attend a district level prep course for ACT.

Strategy Rationale

Additional instructional support in the areas of reading and math to address areas of need in both EOCs and the newly implemented FSLA assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robinson, Amanda, amanda.robinson@polk-fl.net

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

FAIR data, math progress monitoring data, and final assessment results will be used to monitor the progress made by students in addition to school generated common assessments. Students will also be surveyed to monitor the impact of these extended learning opportunities.

Strategy: Extended School Day

Minutes added to school year: 3,600

The media center will remain open for an extra hour two days per week after school to give students the opportunity to use the computers for research, receive assistance with literacy resources, and to provide an opportunity for the students to check out books.

Strategy Rationale

Many of our students do not have computer access at home. Since we have a large number of students who spend extra hours after school practicing for sports, music programs, theater, etc., we felt that it would be beneficial to offer extended media hours to all students for two days per week. Several students and parents requested that extra time be made available for the use of the media center.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Melissa, melissa.green@polk-fl.net

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

The media center will remain open for an extra hour two days per week after school to give students the opportunity to use the computers for research, receive assistance with literacy resources, and to provide an opportunity for the students to check out books.

Strategy: Weekend Program

Minutes added to school year: 1,380

Saturday "Boost" Camp Sessions are held to prepare students for upcoming tests such as ACT, SAT, FCAT Retake Exams, FSLA and EOCs.

Strategy Rationale

By providing students with motivational sessions that provide helpful strategies, tips, and reminders of key content information, students will perform better on standardized tests.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

SAT/ACT and EOC results. Students will also be surveyed to monitor the impact of these extended learning opportunities.

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

The Academic Dean visits each feeder middle school to discuss options, electives and general school information. We hold a Freshman Parent Night in January to give parents an opportunity to learn more about our school and our expectations. We also offer another Freshman Night in late May for incoming Freshman to tour our campus. Students/parents are provided a draft of the student's schedule, learn about clubs, sports and become familiar with the general campus layout. Counselors will visit middle schools to speak with students and enroll incoming freshmen

Grade level conferences are held by each counselor twice a year. Counselors meet with Seniors 3 to 4 times per year to ensure students are on track for graduation, as well as to monitor absences and GPA.

Our Attendance Facilitator tracks students who miss 10 percent or more of available instructional time and 9th grade students with 1 or more absence within the 1st 20 days. The Attendance Facilitator also sets up parent/student meetings and puts students at risk on an attendance contract.

Graduating students are targeted by programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military

and career representatives so students are exposed to a variety of post-graduation opportunities. In order to improve student readiness for the public postsecondary level, the following strategies are being implemented: increase in the number and availability of advanced courses for all students; more college visits and guest speakers that focus on post-graduation opportunities; workshops to improve writing for college applications, scholarship opportunities, and writing in college. Graduating students are targeted by Counselors and programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

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

Haines City High School offers students the opportunity to take courses in career academies that lead to industry certifications including those listed below. Students can also choose to take advanced courses that lead to college readiness and college credit such as Advanced Placement courses in English, Science, and Social Studies provided on campus and Dual Enrollment courses in English, Digital Design, and College Success are provided on campus as well as additional offerings at Polk State College.

Industry Certifications include:

AMP

Adobe Certified Associate Premiere CS6

Adobe Certified Associate Photoshop CS6

Adobe Certified Associate Dreamweaver CS6

Adobe Certified Associate Illustrator CS6

Adobe Certified Associate Photoshop CS6

EATS

Agricultural Biotechnology Test 2.0

ACES

Introduction Child Care Training FLDCF004 (must pass all exams)

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

Integration of career and technical education on campus is provided through the implementation of three (3) career academies:

1. Academy of Media Production (AMP)
2. Environmental Agricultural and Technology Academy (EATA)
3. Academy of Childrens Education Studies (ACES)

ALL academies incorporate the consistent use of informational texts, technical writing and career exploration in order to support student achievement.

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

In order to ensure student readiness for the public postsecondary level, Haines City High School ensures that all curriculum is aligned with the Florida Standards. A variety of Advanced Placement and Dual Enrollment courses are offered to all students. Students are encouraged to take higher level math and science courses prior to graduation. Students are also encouraged to take tests such as the PSAT, ACT, PERT, and SAT. ACT/SAT and EOC Boost Camps are offered throughout the year to provide additional tutoring to ensure students are prepared to not only take these necessary tests, but to also pass each assessment taken. Students are also exposed to colleges prior to graduating through college visits and guest speakers.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning.
- G2.** Develop a pervasive method of monitoring teachers both formally (walk-throughs, informals, formals) and informally (classroom visits) with feedback and conversation to improve teaching and learning.
- G3.** Organize clearly defined collaborative planning for all academics to ensure effective instruction based on data.

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. Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning. 1a

G074523

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Teacher mindset of Coaching

Plan to Monitor Progress Toward G1. 8

Coaches will complete the coaching cycle with teachers who have identified needs.

Person Responsible

Haley Mason

Schedule

Every 3 Weeks, from 8/24/2015 to 5/30/2016

Evidence of Completion

Coaches' logs, documentation of communication, pre and post conference notes

Plan to Monitor Progress Toward G1. 8

Coaches will complete the coaching cycle with teachers who have identified needs.

Person Responsible

Heidi Lawhorn

Schedule

Every 3 Weeks, from 8/24/2015 to 5/30/2016

Evidence of Completion

Coaches' logs, documentation of communication, pre and post conference notes

G2. Develop a pervasive method of monitoring teachers both formally (walk-throughs, informals, formals) and informally (classroom visits) with feedback and conversation to improve teaching and learning. 1a

G074524

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- The S.T.E.E.L (teacher/teacher monitoring)
- PD and documentation provided by the county
- Calendar created to monitor teachers, divided among the accountability areas of the administration

Targeted Barriers to Achieving the Goal 3

- Time and Structure

Plan to Monitor Progress Toward G2. 8

Teacher evaluation with pre and post conference data and with a plan for instructional improvement

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Documentation and selected PD in the Journeys system, as well as improvement in instruction in the classroom

G3. Organize clearly defined collaborative planning for all academics to ensure effective instruction based on data. 1a

G074525

Targets Supported 1b

Indicator	Annual Target
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Effective+ Administrators

Resources Available to Support the Goal 2

- District Support/Training
- Teacher Leaders
-

Targeted Barriers to Achieving the Goal 3

- Lack of clear expectations.

Plan to Monitor Progress Toward G3. 8

Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning

Person Responsible

Amanda Robinson

Schedule

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

Evidence of Completion

monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.

Plan to Monitor Progress Toward G3. 8

Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning

Person Responsible

Stephen Scheloske

Schedule

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

Evidence of Completion

monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.

Plan to Monitor Progress Toward G3. 8

Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning

Person Responsible

Alfonso McDaniel

Schedule

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

Evidence of Completion

monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.

Plan to Monitor Progress Toward G3. 8

Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning

Person Responsible

Jason Shick

Schedule

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

Evidence of Completion

monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.

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. Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning. **1**

 G074523

G1.B1 Teacher mindset of Coaching **2**

 B194635

G1.B1.S1 Implementation of New Teacher Support Program **4**

 S206189

Strategy Rationale

Support and coach new teachers to improve teacher retention rate and quality of instruction.

Action Step 1 **5**

New Teacher Support Program

Person Responsible

Amanda Robinson

Schedule

Every 3 Weeks, from 8/10/2015 to 6/3/2016

Evidence of Completion

New Teacher Support binder, observation schedules, coaching notes by coaches and teachers, other documentation, survey of needs, various assignments.

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

Follow-up with coaches and Rios, checks for coaching conferences

Person Responsible

Amanda Robinson

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Documentation of coaching conferences and assignments

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

Improvement of classroom management and instructional strategies

Person Responsible

Amanda Robinson

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Needs survey completed by teachers, teacher conferences, evaluations

G1.B1.S2 Implement Multi-Tiered System of Support for teachers who have been teaching 3 years or less based on needs. 4

S206190

Strategy Rationale

Research indicates that teachers who receive continuous coaching and mentoring within their first three years of teaching demonstrate the greatest rate of retention and rank higher in classroom performance.

Action Step 1 5

Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to schedule appointments with coaches on an as-needed basis. A meeting for those teachers will be held each semester.

Person Responsible

Haley Mason

Schedule

Semiannually, from 9/11/2015 to 5/23/2016

Evidence of Completion

Coach conferences, assignments given by coach, teacher reflection logs

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

Conferences with Coaches

Person Responsible

Amanda Robinson

Schedule

Quarterly, from 10/30/2015 to 5/16/2016

Evidence of Completion

Discussion notes/coaches' logs

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

Surveys and/or conferences with Tier 2 and Tier 3 teachers

Person Responsible

Amanda Robinson

Schedule

Semiannually, from 12/10/2015 to 5/16/2016


Evidence of Completion

Results of Surveys and/or conferences


G2. Develop a pervasive method of monitoring teachers both formally (walk-throughs, informals, formals) and informally (classroom visits) with feedback and conversation to improve teaching and learning. 1

 G074524

G2.B1 Time and Structure 2

 B194637

G2.B1.S1 Divide content areas teachers among administrators 4

 S206191

Strategy Rationale

The time and workload will be distributed among each administrator and they will be able to focus on their area of expertise.

Action Step 1 5

Division of faculty among the four Assistant Principals

Person Responsible

Adam Lane

Schedule

On 8/17/2015

Evidence of Completion

Documentation provided to staff of which AP to report to and which AP would be responsible for their evaluation.

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

Journey Evaluation Report

Person Responsible

Adam Lane

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Each teacher will have evaluation data reported by their assigned Assistant Principal in Journeys. Documentation of Feedback.

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

All evaluations scheduled and completed by district timelines

Person Responsible

Adam Lane

Schedule

On 6/3/2016

Evidence of Completion

Evaluations and conferences completed in Journeys in a timely manner, by District timelines.

G3. Organize clearly defined collaborative planning for all academics to ensure effective instruction based on data. 1

G074525

G3.B1 Lack of clear expectations. 2

B194639

G3.B1.S1 Utilizing curriculum and instructional resources during collaborative planning 4

S206193

Strategy Rationale

Resources are aligned with district learning schedules and pacing guides

Action Step 1 5

Clear expectations regarding collaborative planning were provided to all teachers.

Person Responsible

Amanda Robinson

Schedule

Weekly, from 8/31/2015 to 5/23/2016

Evidence of Completion

Collaborative meeting agendas/notes and administrative discussions regarding their content areas.

Action Step 2 5

Clear expectations regarding collaborative planning were provided to all teachers.

Person Responsible

Stephen Scheloske

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Collaborative meeting agendas/notes and administrative discussions regarding their content areas.

Action Step 3 5

Clear expectations regarding collaborative planning were provided to all teachers.

Person Responsible

Alfonso McDaniel

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Collaborative meeting agendas/notes and administrative discussions regarding their content areas.

Action Step 4 5

Clear expectations regarding collaborative planning were provided to all teachers.

Person Responsible

Jason Shick

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Collaborative meeting agendas/notes and administrative discussions regarding their content areas.

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

Attendance at weekly collaborative planning sessions

Person Responsible

Amanda Robinson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Calendar of scheduled visits, Agenda, and Meeting notes

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

Attendance at weekly collaborative planning sessions

Person Responsible

Stephen Scheloske

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Calendar of scheduled visits, Agenda, and Meeting notes

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

Attendance at weekly collaborative planning sessions

Person Responsible

Alfonso McDaniel

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Calendar of scheduled visits, Agenda, and Meeting notes

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

Attendance at weekly collaborative planning sessions

Person Responsible

Jason Shick

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Calendar of scheduled visits, Agenda, and Meeting notes

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

Effectiveness of collaborative planning

Person Responsible

Amanda Robinson

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence of common lesson plans, instructional delivery, and common assessments.

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

Effectiveness of collaborative planning

Person Responsible

Stephen Scheloske

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence of common lesson plans, instructional delivery, and common assessments.

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

Effectiveness of collaborative planning

Person Responsible

Alfonso McDaniel

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence of common lesson plans, instructional delivery, and common assessments.

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

Effectiveness of collaborative planning

Person Responsible

Jason Shick

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence of common lesson plans, instructional delivery, and common assessments.

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	New Teacher Support Program	Robinson, Amanda	8/10/2015	New Teacher Support binder, observation schedules, coaching notes by coaches and teachers, other documentation, survey of needs, various assignments.	6/3/2016 every-3-weeks
G1.B1.S2.A1	Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to schedule appointments with coaches on an as-needed basis. A meeting for those teachers will be held each semester.	Mason, Haley	9/11/2015	Coach conferences, assignments given by coach, teacher reflection logs	5/23/2016 semiannually
G2.B1.S1.A1	Division of faculty among the four Assistant Principals	Lane, Adam	8/17/2015	Documentation provided to staff of which AP to report to and which AP would be responsible for their evaluation.	8/17/2015 one-time
G3.B1.S1.A1	Clear expectations regarding collaborative planning were provided to all teachers.	Robinson, Amanda	8/31/2015	Collaborative meeting agendas/notes and administrative discussions regarding their content areas.	5/23/2016 weekly
G3.B1.S1.A2	Clear expectations regarding collaborative planning were provided to all teachers.	Scheloske, Stephen	8/31/2015	Collaborative meeting agendas/notes and administrative discussions regarding their content areas.	6/3/2016 weekly
G3.B1.S1.A3	Clear expectations regarding collaborative planning were provided to all teachers.	McDaniel, Alfonso	8/31/2015	Collaborative meeting agendas/notes and administrative discussions regarding their content areas.	6/3/2016 weekly
G3.B1.S1.A4	Clear expectations regarding collaborative planning were provided to all teachers.	Shick, Jason	8/31/2015	Collaborative meeting agendas/notes and administrative discussions regarding their content areas.	6/3/2016 weekly
G1.MA1	Coaches will complete the coaching cycle with teachers who have identified needs.	Mason, Haley	8/24/2015	Coaches' logs, documentation of communication, pre and post conference notes	5/30/2016 every-3-weeks
G1.MA2	Coaches will complete the coaching cycle with teachers who have identified needs.	Lawhorn, Heidi	8/24/2015	Coaches' logs, documentation of communication, pre and post conference notes	5/30/2016 every-3-weeks

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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	Improvement of classroom management and instructional strategies	Robinson, Amanda	8/17/2015	Needs survey completed by teachers, teacher conferences, evaluations	6/3/2016 quarterly
G1.B1.S1.MA1	Follow-up with coaches and Rios, checks for coaching conferences	Robinson, Amanda	8/24/2015	Documentation of coaching conferences and assignments	6/3/2016 every-3-weeks
G1.B1.S2.MA1	Surveys and/or conferences with Tier 2 and Tier 3 teachers	Robinson, Amanda	12/10/2015	Results of Surveys and/or conferences	5/16/2016 semiannually
G1.B1.S2.MA1	Conferences with Coaches	Robinson, Amanda	10/30/2015	Discussion notes/coaches' logs	5/16/2016 quarterly
G2.MA1	Teacher evaluation with pre and post conference data and with a plan for instructional improvement		8/24/2015	Documentation and selected PD in the Journeys system, as well as improvement in instruction in the classroom	6/3/2016 monthly
G2.B1.S1.MA1	All evaluations scheduled and completed by district timelines	Lane, Adam	8/24/2015	Evaluations and conferences completed in Journeys in a timely manner, by District timelines.	6/3/2016 one-time
G2.B1.S1.MA1	Journey Evaluation Report	Lane, Adam	8/24/2015	Each teacher will have evaluation data reported by their assigned Assistant Principal in Journeys. Documentation of Feedback.	6/3/2016 monthly
G3.MA1	Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning	Robinson, Amanda	9/7/2015	monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.	6/3/2016 monthly
G3.MA2	Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning	Scheloske, Stephen	9/7/2015	monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.	6/3/2016 monthly
G3.MA3	Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning	McDaniel, Alfonso	9/7/2015	monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.	6/3/2016 monthly
G3.MA4	Analyzing reading, writing, math and science data for evidence of growth (improvement) caused by effective collaborative planning	Shick, Jason	9/7/2015	monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.	6/3/2016 monthly
G3.B1.S1.MA1	Effectiveness of collaborative planning	Robinson, Amanda	8/31/2015	Evidence of common lesson plans, instructional delivery, and common assessments.	6/3/2016 monthly
G3.B1.S1.MA6	Effectiveness of collaborative planning	Scheloske, Stephen	8/31/2015	Evidence of common lesson plans, instructional delivery, and common assessments.	6/3/2016 monthly
G3.B1.S1.MA7	Effectiveness of collaborative planning	McDaniel, Alfonso	8/31/2015	Evidence of common lesson plans, instructional delivery, and common assessments.	6/3/2016 monthly
G3.B1.S1.MA8	Effectiveness of collaborative planning	Shick, Jason	8/31/2015	Evidence of common lesson plans, instructional delivery, and common assessments.	6/3/2016 monthly
G3.B1.S1.MA1	Attendance at weekly collaborative planning sessions	Robinson, Amanda	8/31/2015	Calendar of scheduled visits, Agenda, and Meeting notes	6/3/2016 weekly
G3.B1.S1.MA3	Attendance at weekly collaborative planning sessions	Scheloske, Stephen	8/31/2015	Calendar of scheduled visits, Agenda, and Meeting notes	6/3/2016 weekly
G3.B1.S1.MA4	Attendance at weekly collaborative planning sessions	McDaniel, Alfonso	8/31/2015	Calendar of scheduled visits, Agenda, and Meeting notes	6/3/2016 weekly
G3.B1.S1.MA5	Attendance at weekly collaborative planning sessions	Shick, Jason	8/31/2015	Calendar of scheduled visits, Agenda, and Meeting notes	6/3/2016 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. Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning.

G1.B1 Teacher mindset of Coaching

G1.B1.S1 Implementation of New Teacher Support Program

PD Opportunity 1

New Teacher Support Program

Facilitator

Various administrators and leaders in specialty areas

Participants

Brand new teachers

Schedule

Every 3 Weeks, from 8/10/2015 to 6/3/2016

G1.B1.S2 Implement Multi-Tiered System of Support for teachers who have been teaching 3 years or less based on needs.

PD Opportunity 1

Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to schedule appointments with coaches on an as-needed basis. A meeting for those teachers will be held each semester.

Facilitator

Haley Mason/Christina Rios

Participants

teachers targeted based on instructional needs

Schedule

Semiannually, from 9/11/2015 to 5/23/2016

G3. Organize clearly defined collaborative planning for all academics to ensure effective instruction based on data.

G3.B1 Lack of clear expectations.

G3.B1.S1 Utilizing curriculum and instructional resources during collaborative planning

PD Opportunity 1

Clear expectations regarding collaborative planning were provided to all teachers.

Facilitator

Amanda Robinson

Participants

English, Art, and Reading teachers

Schedule

Weekly, from 8/31/2015 to 5/23/2016

PD Opportunity 2

Clear expectations regarding collaborative planning were provided to all teachers.

Facilitator

Stephen Scheloske

Participants

Social Studies, IB, and Foreign Language teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

PD Opportunity 3

Clear expectations regarding collaborative planning were provided to all teachers.

Facilitator

Alfonso McDaniel

Participants

Science, ESE, and Business teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

PD Opportunity 4

Clear expectations regarding collaborative planning were provided to all teachers.

Facilitator

Jason Shick

Participants

Math, JROTC, PE, Agriculture teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

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	New Teacher Support Program	\$0.00
2	G1.B1.S2.A1	Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to schedule appointments with coaches on an as-needed basis. A meeting for those teachers will be held each semester.	\$0.00
3	G2.B1.S1.A1	Division of faculty among the four Assistant Principals	\$0.00
4	G3.B1.S1.A1	Clear expectations regarding collaborative planning were provided to all teachers.	\$0.00
5	G3.B1.S1.A2	Clear expectations regarding collaborative planning were provided to all teachers.	\$0.00
6	G3.B1.S1.A3	Clear expectations regarding collaborative planning were provided to all teachers.	\$0.00
7	G3.B1.S1.A4	Clear expectations regarding collaborative planning were provided to all teachers.	\$0.00
			Total: \$0.00