

Coconut Creek High School

1400 NW 44TH AVE, Coconut Creek, FL 33066

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

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

*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 Broward 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
Focus	5	Gayle Sitter
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 Coconut Creek High School is to educate students to be college and career ready in a safe, secure, and nurturing environment.

Provide the school's vision statement

Educating students for success today, tomorrow, and forever.

School Environment

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

Relationships are built through "connections". Our staff makes "connections" with our students in a variety of ways. We share information about ourselves with them. Teachers use classroom activities that give our students opportunities to share non-academic information about themselves. In grades 9 and 10, with our newest students, we employ the Personalization of Academic and Social-Emotional Learning (PASL) model. The purpose of the PASL model is to increase student and teacher connections and to increase skills for goal achievement. In order to increase student teacher connections a calculated effort is made by each teacher to talk to all their students. This is done using "rapid check-ins" and regular data chats. Rapid check-ins may include something as simple as noticing something new that the students has and acknowledging it. As for goal setting students are taught how set effective personal and academic goals. These goals are reviewed and monitored by the teachers frequently. Each counselor/administrator team also meets face to face with students at least twice a year.

Additionally, we have opportunities for students to express themselves and celebrate their cultures through the celebration of cultural heritage events throughout the year.

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

Our safe environment is created through constant visibility of staff (teachers, administrators, security). Staff is here 30-40 minutes before school starts, throughout the school day, and 30-40 minutes after school ends. In addition to visibility, students are welcomed and encouraged to communicate freely with staff and often do without fear of retribution.

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

Coconut Creek High School follows the Discipline Matrix published by Broward County Public Schools. Discipline is enforced swiftly, fairly and equitably throughout the school. Teachers are equipped with and constantly being provided with new strategies to redirect and re-engage students in class. These are delivered through our cadre meetings and our professional study days. The school has adopted a universal stance on items like dress code, disruption, tardies and skipping that is enforced school-wide.

Coconut Creek High School also practices positive behavior reinforcements for desired behaviors

through the use of our Hero System. The Hero system provides a way to systematically and proactively improve our school climate by allowing students to earn points and rewards for exhibiting desired behaviors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school employs 4 guidance counselors, 2 social workers, 1 family counselors, 1 psychologist, 1 ESE family counselor, 1 teen parent social worker, and others who work on a referral basis addressing the social emotional needs of our students. We employ the MTSS/Rtl model of problem solving with our students.

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school's utilizes its teachers, guidance counselors, social workers, and family counselor as primary communicators with families. Through regular communication via phone, and email families are kept abreast of their student' status. The school district uses the Pinnacle grade book system which is web-based and gives parents 24/7 access to their student's grade and attendance information. Parents can also set email alerts for grades and attendance. The school also hosts parent nights on topics such as college and financial aid and financial literacy to communicate and build relationships with parents. The school's mission and vision are communicated at all events.

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

Potential partners are identified throughout the community by school staff or self referral. Once identified the school makes contact via a staff member and arranges a meeting to discuss the possibility of a partnership that will be mutually beneficial. We strive to make sure we give as much as we get as a school. Once agreed upon activities are determined the partnership moves into the implementation phase.

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
Fiske, Scott	Principal
Cox, Chanelle	Assistant Principal
Broomfield, Alfred	Assistant Principal
Brown, Jamie	Instructional Coach
Carradine, Robert	Teacher, K-12
Davidson, Roger	Teacher, K-12
DeLaCruz, Ophelia	Teacher, ESE
Johnson, Marjorie	Teacher, K-12
Osorio, Genie	Guidance Counselor
Rowe, Shenee	Teacher, K-12
Ruiz, Michael	Teacher, K-12
Shavers, Kyesia	Teacher, K-12

Duties

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

The principal is the leader of the leadership team. He sets the tone, keeps the team focused and on-task, and leads the charge toward educational excellence. All members of the team, including the principal have the responsibility to function as educational leaders. This includes, but is not limited to, providing curricular expertise, coaching and mentoring others in instructional and behavior management strategies, expressing empathy, and identifying and procuring resources. Decisions are

made by the leadership team as an entity. As a group, we discuss all items, come to a conclusion and decide a course of action.

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

The school's leadership team meets as a whole and as subgroups to identify and allocate resources. However prior to doing so we conduct formal and informal needs assessments to determine what resources are needed. Personnel resource need and identification is primarily handled by the principal and assistant principals. Instructional and curricular resources are handled by our curriculum coaches and department heads. In these cases, the department or group of individuals identifies a need and a product or solution to fit that need. That is communicated to the department head or curriculum coach who in turn brings the proposal forward to the administration for consideration and funding if approved.

Coconut Creek High School is home to one "special program", the Teacher Incentive Fund, TIF. Our TIF program is run through our professional development committee as that is the focus of the grant. Each of our curricular departments has representation on the PD committee and serves as a liaison for the department. The committee is chaired by the assistant principal over professional development for the school. They meet at least monthly.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Scott Fiske	Principal
Shenee Rowe	Teacher
Gaelle Belmont	Student
Joyce Bryan	Business/Community
Ofelia De La Cruz	Teacher
Eric Douge	Teacher
Cleo Francis	Student
Marjorie Johnson	Teacher
Carol Johnson-Coote	Teacher
Sarah Kreuz	Teacher
Robert Martin	Business/Community
Stacey Metayer	Student
Antionece Meyer	Teacher
Alicia Olsen	Education Support Employee
Jill Ridinger	Teacher
Michael Ruiz	Teacher
Tiara Thompson	Student
Becky Tooley	Business/Community
Sandra Welch	Business/Community
Netanya Lareque	Student
Olmytha Cesar	Student
Elizabeth Shaw	Student
	Student

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 was responsible for evaluating the implementation of the SIP. Updates were given at each meeting with discussion and feedback.

Development of this school improvement plan

The draft SIP was presented to the SAC for consideration and feedback throughout the development process. The SAC chair and other members of the SAC were integral in writing the plan with input from stakeholders.

Preparation of the school's annual budget and plan

The school's budget is presented to SAC for information. The SAC contribute and approve the expenditure of all accountability funds.

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

School Improvement Funds were used to compensate teachers for participating in after school ELO opportunities in mathematics (\$3000) and ACT preparation (\$2000)

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
Fiske, Scott	Principal
Shavers, Kyesia	Teacher, K-12
Olsen, Alicia	Paraprofessional
Ruiz, Michael	Teacher, K-12
Carradine, Robert	Teacher, K-12
Johnson, Marjorie	Teacher, K-12
Davidson, Roger	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy throughout the school by ensuring that each curricular area addresses literacy within their specific content. The LLT members are our department heads and thus responsible for ensuring the integrity of the PLC in their respective areas. PLCs address CARE and as such will address the area of literacy.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers in each department have common planning. Teachers also meet weekly in academic PLCs. Teachers meet in bi-monthly cadre meeting where they have an opportunity to share personal information as they make "connections" with their colleagues. We also plan different activities like tailgate parties for home football games for staff to get together outside the classroom environment.

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

The school advertises on the district's website for all vacant positions. School staff attends all district hiring fairs. The district's site applitract.com is also reviewed for suitable applicants. Eligible transfers may qualify for a bonus through the TIF grant.

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

Coconut Creek High School mentoring program has several levels to promote growth and development for many teachers to improve student achievement. New teachers to Coconut Creek High but not to teaching are assigned to their department head to ensure that they are adjusting to their new school. These mentors introduce and orient the new teacher to CCHS and share content strategies. New teachers to teaching are partnered with a veteran teacher that have proven to have a strong knowledge base of content, as well as good classroom management skills. Mentors have a strong grasp of Marzano elements and can model instructional strategies effectively for their mentees. New teachers and their mentors meet once a month following the district's New Educator Support System (NESS) guidelines. Each meeting focuses on a component that is necessary based on data from classroom observations.

Also, we have 3 TIF coaches that will go through an interview selection process to provide professional growth to their assigned mentee. TIF mentors are critical supports to guide these veteran teachers with effective teaching practices. Instructional coaches and department heads serve as a trusted guide by creating a risk-free environment for teachers in the mentoring program to take risk and reflect on their daily practice. Administrators meet with teachers in the mentoring program on a regular basis to provide feedback from snapshots, informal as well formal observations. Mentors provide both in-classroom support as well as one-on-one conferences to ensure quality lesson design that impacts delivery of instruction, therefore having an impact on student achievement.

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

This is accomplished through the PLC process at the school. Our PLCs follow the CARE model. The C stands for curriculum, the A stands for assessment, the R stands for remediation and the E stands for enrichment. In a data cycle the plan of action is to administer a pretest, and teach lessons based on the results of the pretest. Students then take a post test on the same standards and teachers determine the effectiveness of the unit by collecting and analyzing the results using spreadsheets and graphs. Based on the results from the post-test the teacher will decide which students to enrich and which students to remediate. The results from the pre and post tests are posted on Google Docs. By posting the results teachers will be able to see which scores are higher and share best practices. It is also very important for an administrators to monitor Google Docs in order to ensure that the data is inputted in a timely manner. If the data is not inputted and analyzed in a timely manner, teachers will not be able to use it to drive instruction and the CARE model. Instructional coaches and administrators also attend PLCs to offer support and verify that the curriculum is aligned to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is critical to our PLC process. Teachers start the year with diagnostic assessments to determine student readiness. That data is then cycled and informs teacher warm-ups, lessons and strategies. As part of the CARE cycle teachers create remediation plans that will be implemented based on formative assessment data throughout the instructional cycle. Students who are deficient are identified and targeted for remediation individually, in small groups or larger groups as needed. The remediation may take place in class or via pull out.

Specific to state assessments, all 11th and 12th grade students who have not passed the FSA for

FCAT are enrolled in an intensive reading course that targets their individual deficiencies. Students who have yet to pass the Algebra EOC are also placed into a targeted math class to work on their individual deficiencies.

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

Strategy: Extended School Day

Minutes added to school year: 1,440

After school program targeting students who need to pass FSA, FCAT, or Algebra EOC. Students voluntarily participate in after school remediation with low student/teacher ratio to provide them additional resources and practice prior to sitting to the test.

Strategy Rationale

Students need additional time to focus on areas of deficiency and get additional strategies to support them in passing required assessments

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Broomfield, Alfred, alfred.broomfield@browardschools.com

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

Data is student attendance and success on assessment(s). Passing rate will assist in determining effectiveness of strategy.

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

Incoming

CCHS visits primary feeder schools to share school/course information with 8th grade students each spring. Curriculum information is given and student questions are answered. CCHS hosts a curriculum night for incoming freshman and their families each spring. Information is provided about academics, athletics and activities. Each incoming 8th grade student sits with a guidance counselor and makes course selections one-on-one. Approximately 2 weeks prior to the start of the school year CCHS hosts Cougar Invasion where all incoming 9th grade students are invited to come to the school for 6 hours. Students participate in a scavenger hunt to locate various parts of the school, have their ID picture taken, learn lessons from upper classmen, and receive their schedules and textbooks.

Outgoing

All seniors have access to and visit with their counselor and BRACE adviser. College presentations occur throughout the school year for students to attend. The school hosts a College Fair each year that includes 4-year schools, 2-year schools and technical colleges. Seniors also are encouraged as a group to complete the FAFSA. The school employs a full time BRACE Adviser to provide college and other post secondary counseling to students.

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

College and Career Awareness is advanced through the schools guidance department, specifically the counselors and BRACE Adviser. All students meet individually with their counselor twice a year where postsecondary options are discussed. CCHS host a college and career fair each year exposing hundreds of student to options. CCHS also partners with neighboring school Atlantic Technical College to provide access to several technical programs of study for students.

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

Automotive Service - ASE
Health Science - CMAA
Engineering - MasterCAM
Digital Design - Dreamweaver

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

CTE teachers participate in core subject area PLCs where appropriate to share ideas and activities. For example our auto mechanics teachers work with our physics teacher, our engineering teacher works with our math department.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Guidance staff is targeting all junior and senior students to take a college entry test ACT, SAT, PERT. Fee waivers will be used as applicable. This will be accomplished through one-on-one meetings with the students.

Counselors encourage students to participate in more upper level (honors/AP) classes to increase preparation for college level classes.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If effective evidence based instructional strategies are utilized throughout all content areas then student achievement will increase and positively impact the graduation rate.

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. If effective evidence based instructional strategies are utilized throughout all content areas then student achievement will increase and positively impact the graduation rate. 1a

G074660

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
Algebra I FSA EOC Pass Rate	65.0
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Teacher Incentive Fund Grant
- Professional Learning Communities
- Professional Study Days
- Common Planing Period
- Marzano Framework and CARE Cycle
- Mentors and Coaches
- District Support
- Student Data

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and preparation to implement effective evidence based instructional strategies.

Plan to Monitor Progress Toward G1. 8

Evaluation scores, formative and summative assessments scores and quarterly report cards will be analyzed throughout the school year in order to determine progress towards the goal and targets.

Person Responsible

Chanelle Cox

Schedule

On 5/6/2016

Evidence of Completion

Each teacher will have a data chat with their administrator quarterly, which will be documented.

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. If effective evidence based instructional strategies are utilized throughout all content areas then student achievement will increase and positively impact the graduation rate. **1**

 G074660

G1.B1 Lack of knowledge and preparation to implement effective evidence based instructional strategies.

2

 B194985

G1.B1.S1 Professional development trainings on evidence based instructional strategies. **4**

 S206578

Strategy Rationale

Professional development trainings will be provided in order to equip teachers with the knowledge of how to successfully implement evidence based instructional strategies. The primary focus of the professional development trainings will be the Marzano Framework and the CARE cycle. The Marzano framework teacher evaluation model was selected, because it identifies the direct cause-and-effect relationship between teaching practices and student achievement. The CARE cycle was selected, because it is a District initiative that provides a way for teachers to create assessments from the standards, monitor their students and enrich or remediate based their individual needs.

Action Step 1 **5**

A needs assessment survey will be completed by all teachers. The purpose of the needs assessment survey is to see which teachers need help with obtaining knowledge of the instructional strategies and which teachers need help with the implementation of the instructional strategies. The needs assessment survey will allow teachers to be placed in a professional development training based on their individual need.

Person Responsible

Alfred Broomfield

Schedule

On 9/11/2015

Evidence of Completion

The survey will be completed by all teachers on surveymonkey.com.

Action Step 2 5

A professional development plan will be created by the professional development team.

Person Responsible

Shenee Rowe

Schedule

On 5/6/2016

Evidence of Completion

The professional development team will analyze the results from the needs assessment in order to select meaningful, personalized professional development trainings for the teachers. The instructional strategies of focus will be the Marzano Evaluation Model and the CARE process. The professional development plan will include the time, location and date for each training. The trainings will be done multiple times throughout the school year with the opportunity for implementation and feedback.

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

In order to monitor and support the fidelity of the needs assessment, Mr. Broomfield will submit the analysis of the results to Mr. Fiske.

Person Responsible

Scott Fiske

Schedule

On 9/18/2015

Evidence of Completion

A list of all the teachers who complete the needs assessment will be collected.

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

In order to monitor and support the fidelity of the implementation, the professional development team will meet with Mr. Fiske to provide documentation of what was covered and a list of the teachers who attended each training.

Person Responsible

Scott Fiske

Schedule

Monthly, from 9/8/2015 to 5/6/2016

Evidence of Completion

The purpose of the training, the agenda and the sign in sheet will be collected to ensure that the action plan is being implemented with fidelity.

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

In order to monitor and support the effectiveness of the needs assessment Mr. Broomfield will meet with the department heads to ensure that all teachers take the survey.

Person Responsible

Alfred Broomfield

Schedule

On 9/11/2015

Evidence of Completion

A list indicating that all the teachers completed the survey.

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

In order to monitor for the effectiveness of the professional development trainings classroom observations will be conducted frequently with an opportunity for feedback. Administrators will ensure that all teachers have an effective instructional practice score on iobservation. If teachers don't have an effective score then additional support will be provided by mentors and coaches. Administrators and instructional coaches will also facilitate the PLCs to ensure that the CARE cycle is being implemented with fidelity. In the PLC meetings teachers will create common assessments from the standards, record the results from the assessments on Google Docs, analyze the results and create remediation and enrichment plans.

Person Responsible

Chanelle Cox


Schedule

Monthly, from 9/8/2015 to 5/6/2016

Evidence of Completion

Evaluation scores and coaching logs.

G1.B1.S2 Coaching and mentoring will be done by TIF mentors, NESS coaches and the literacy, math and science coaches. 4

 S206579

Strategy Rationale

Coaching and mentoring will be done in order to provide personalized support for teachers in order to help them improve and grow. The role of the coaches and mentors will be to provide instructional support by increasing the quality and effectiveness of classroom instruction. The coaches and mentors will also ensure that student achievement data is used to drive decisions that are made in the classroom.

Action Step 1 5

The mentors and coaches will do calibration walk-throughs with the administrators in order to identify areas that need improvement school-wide.

Person Responsible

Scott Fiske

Schedule

Monthly, from 9/1/2015 to 5/6/2016

Evidence of Completion

Observation scores.

Action Step 2 5

The coaches and mentors will be assigned to teachers based on evaluation scores and the results from the needs assessment of all teachers.

Person Responsible

Scott Fiske

Schedule

On 9/14/2015

Evidence of Completion

A list of all mentors and coaches and their assigned mentee/mentees.

Action Step 3 5

The coaches and mentors will keep a log of meetings and evidenced of support provided to their mentee/mentees.

Person Responsible

Scott Fiske

Schedule

On 5/6/2016

Evidence of Completion

Coaching logs.

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

Mr. Fiske will continuously meet with the coaches and mentors in order to clearly state goals, monitor their progress and provide feedback.

Person Responsible

Scott Fiske

Schedule

Monthly, from 9/14/2015 to 5/6/2016

Evidence of Completion

Coaching logs.

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

Classroom observations will be done to support and to monitor the effectiveness of the plan.

Person Responsible

Scott Fiske

Schedule

Monthly, from 9/8/2015 to 5/6/2016

Evidence of Completion

Evaluation scores and student data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	A needs assessment survey will be completed by all teachers. The purpose of the needs assessment survey is to see which teachers need help with obtaining knowledge of the instructional strategies and which teachers need help with the implementation of the instructional strategies. The needs assessment survey will allow teachers to be placed in a professional development training based on their individual need.	Broomfield, Alfred	9/11/2015	The survey will be completed by all teachers on surveymonkey.com.	9/11/2015 one-time
G1.B1.S2.A1	The mentors and coaches will do calibration walk-throughs with the administrators in order to identify areas that need improvement school-wide.	Fiske, Scott	9/1/2015	Observation scores.	5/6/2016 monthly
G1.B1.S1.A2	A professional development plan will be created by the professional development team.	Rowe, Shenee	9/3/2015	The professional development team will analyze the results from the needs assessment in order to select meaningful, personalized professional development trainings for the teachers. The instructional strategies of focus will be the Marzano Evaluation Model and the CARE process. The professional development plan will include the time, location and date for each training. The trainings will be done multiple times throughout the school year with the opportunity for implementation and feedback.	5/6/2016 one-time
G1.B1.S2.A2	The coaches and mentors will be assigned to teachers based on evaluation scores and the results from the needs assessment of all teachers.	Fiske, Scott	9/14/2015	A list of all mentors and coaches and their assigned mentee/mentees.	9/14/2015 one-time
G1.B1.S2.A3	The coaches and mentors will keep a log of meetings and evidenced of support provided to their mentee/mentees.	Fiske, Scott	9/14/2015	Coaching logs.	5/6/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Evaluation scores, formative and summative assessments scores and quarterly report cards will be analyzed throughout the school year in order to determine progress towards the goal and targets.	Cox, Chanelle	9/8/2015	Each teacher will have a data chat with their administrator quarterly, which will be documented.	5/6/2016 one-time
G1.B1.S1.MA1	In order to monitor and support the effectiveness of the needs assessment Mr. Broomfield will meet with the department heads to ensure that all teachers take the survey.	Broomfield, Alfred	9/11/2015	A list indicating that all the teachers completed the survey.	9/11/2015 one-time
G1.B1.S1.MA4	In order to monitor for the effectiveness of the professional development trainings classroom observations will be conducted frequently with an opportunity for feedback. Administrators will ensure that all teachers have an effective instructional practice score on iobservation. If teachers don't have an effective score then additional support will be provided by mentors and coaches. Administrators and instructional coaches will also facilitate the PLCs to ensure that the CARE cycle is being implemented with fidelity. In the PLC meetings teachers will create common assessments from the standards, record the results from the assessments on Google Docs, analyze the results and create remediation and enrichment plans.	Cox, Chanelle	9/8/2015	Evaluation scores and coaching logs.	5/6/2016 monthly
G1.B1.S1.MA1	In order to monitor and support the fidelity of the needs assessment, Mr. Broomfield will submit the analysis of the results to Mr. Fiske.	Fiske, Scott	9/18/2015	A list of all the teachers who complete the needs assessment will be collected.	9/18/2015 one-time
G1.B1.S1.MA3	In order to monitor and support the fidelity of the implementation, the professional development team will meet with Mr. Fiske to provide documentation of what was covered and a list of the teachers who attended each training.	Fiske, Scott	9/8/2015	The purpose of the training, the agenda and the sign in sheet will collected to ensure that the action plan is being implemented with fidelity.	5/6/2016 monthly
G1.B1.S2.MA1	Classroom observations will be done to support and to monitor the effectiveness of the plan.	Fiske, Scott	9/8/2015	Evaluation scores and student data.	5/6/2016 monthly
G1.B1.S2.MA1	Mr. Fiske will continuously meet with the coaches and mentors in order to clearly state goals, monitor their progress and provide feedback.	Fiske, Scott	9/14/2015	Coaching logs.	5/6/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If effective evidence based instructional strategies are utilized throughout all content areas then student achievement will increase and positively impact the graduation rate.

G1.B1 Lack of knowledge and preparation to implement effective evidence based instructional strategies.

G1.B1.S1 Professional development trainings on evidence based instructional strategies.

PD Opportunity 1

A professional development plan will be created by the professional development team.

Facilitator

Judith Segesta/ Professional Development Team

Participants

Shenee Rowe, Stephon Wilson, Suzanne Stradling, Joanne Braathen, Jamie Brown, Janet Brewer, Mark Armbrust

Schedule

On 5/6/2016

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	A needs assessment survey will be completed by all teachers. The purpose of the needs assessment survey is to see which teachers need help with obtaining knowledge of the instructional strategies and which teachers need help with the implementation of the instructional strategies. The needs assessment survey will allow teachers to be placed in a professional development training based on their individual need.				\$0.00
2	G1.B1.S1.A2	A professional development plan will be created by the professional development team.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000	300-Purchased Services	1681 - Coconut Creek High School	School Improvement Funds	70.0	\$5,000.00
3	G1.B1.S2.A1	The mentors and coaches will do calibration walk-throughs with the administrators in order to identify areas that need improvement school-wide.				\$0.00
4	G1.B1.S2.A2	The coaches and mentors will be assigned to teachers based on evaluation scores and the results from the needs assessment of all teachers.				\$0.00
5	G1.B1.S2.A3	The coaches and mentors will keep a log of meetings and evidenced of support provided to their mentee/mentees.				\$0.00
					Total:	\$5,000.00