Manatee County Public Schools

Southeast High School

2016-17 Schoolwide Improvement Plan

Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

https://www.manateeschools.net/southeast

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	A

*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 Manatee 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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Southeast High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Southeast's Mission is to educate a diverse student population and to empower them with the critical skills needed to attain their highest potential and to become productive members of society.

b. Provide the school's vision statement.

Southeast High is an acclaimed learning and nurturing institution with passion for intellectual curiosity, academic excellence, and technological expertise tailored to students competing in a global economy.

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2. School Environment

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

Collaborative planning within departments; Weekly School-Based Leadership Team meetings with families; Parent conferences; Collaborative planning with students' guidance counselor; Collaborating with the ESOL, Migrant, and ESE departments regarding students.

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

We conduct grade level assemblies during the 2nd and 3rd day of school to discuss our school-wide expectations, policies and procedures for conducting business at school and all relevant consequences; Additionally, we have a consistent and fair discipline plan in place school-wide and in the classroom; Our Discipline matrix is provided for every student to ensure their awareness of the infractions and consequences. Parents can also review the discipline matrix with the school website.

c. 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.

Students are provided a matrix that explains each infraction and the consequences associated with said infractions. The matrix is a leveling system that increases the severity of the discipline consequence depending on the nature and frequency of student behavior and at any time, a school administrator can adjust a consequence as approved by our District Code of Conduct. In addition to the matrix, we do offer incentives to keep students engaged and involved in doing the right thing. One said incentive is our Caught Being Good, Caught Being Smart system that allows teachers to submit students names for doing things above and beyond what students are required to do in a normal day. Moreover, through our Renaissance Program we award students each quarter for meeting certain GPA requirements and behavior requirements.

d. 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-Based Leadership Team and Guidance Counselors ensure students and parents are aware of the various resources available to address any emotional/social needs. Brochures and handouts of various agencies are provided in the guidance department for families in need. In addition, a mentoring program is provided for our students through the partnership of the Boys and Girls Club Monday – Thursday from 3 – 5 p.m.

3. 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).

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

Southeast utilizes its MTSS team to help analyze student performance and identify students not on-track for graduation and being unsuccessful in the classroom. The MTSS team meets three times a month from 8:00-10:00 am. The members act in the roles of facilitator, recorder, case manager, data manager, and content area consultants; they serve as a problem-solving team and as the first step for teacher support in conjunction with other organizations on our campus. Team members assist with researching strategies that address the need(s) of the student. The data are then given to departments of the school to implement interventions and monitor the progress of students with common behavioral needs at the Tier 2 and 3 levels.

Our Early Warning indicators fall within the basic categories of Attendance; Referrals & Suspensions; Course Failures; and Credits/GPA. As such, students who have missed 10% or more of instructional time (regardless of circumstance); 9th grade students with one or more absence within the first 20 days; students with two or more behavior referrals and/or one or more referrals with suspension defined in S. 1003.01 (5) FS; any 9th grade student with two or more failed courses in any subject and/or a 9th grader failing to progress on time to 10th grade; students having a grade point average less than 2.0 or has been retained are all identified and reviewed by our MTSS. These students are met with and an academic and/or behavioral contract is developed with the team to assist students in progressing within identified targeted goals.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	37	56	31	143
One or more suspensions	0	0	0	0	0	0	0	0	0	19	75	75	36	205
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	297	118	14	0	429
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	225	257	211	150	843
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	107	156	131	82	476

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

i. Under our behavior resource map, all students under Core receive the following interventions: School-wide expectations posted in classrooms, hallways, and the cafeteria; School-wide expectations consistently taught and reinforced in the instructional environment and through class assemblies with the Administrative team; Modified PBS Program; Office Discipline Referral (ODR); Renaissance (Behavior and Academic incentive Program); SBLT provides school wide discipline reports; and mentoring program through Big Brothers Big Sister, FAME, etc.

ii. Students identified at the Core (+More) or Tier 2 are provided the following intervention strategies as appropriate: Targeted small group or individual counseling; conferencing with students and relevant adults regarding targeted behaviors; Individualized behavior modification plan; Research-based interventions focusing on school-wide expectations; Department/Academy meeting to discuss effectiveness of interventions; Check In/Check Out sheets targeting school-wide expectations; Progress reports sent to parents weekly; Monday-Thursday tutoring and Study Hall; Peer Tutoring with the Honor Society students.

iii. Students identified at the Core (+More)2 additionally receive the following interventions as appropriate: Functional Behavior Assessments (FBA); Individualized behavior modification plans; Robust, research-based interventions targeted to student needs; Individualized instruction/counseling (groups no larger than 3); Conferencing with student and relevant adults regarding behavior contracts; and continued CICO sheets targeting one goal based on School Wide Expectations.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Southeast HS is always looking to get parents involved within the school via our SAC meetings, Athletic Booster Club meetings, Band Booster Meetings, and through our IB Parent Alliance. Our number one priority is to educate and graduate students. This experience is only successful with having insight into what we are doing well and where we can improve. Parents are important in this process, so we not only send home ConnectEd messages informing parents of things that are happening around campus, progress reports and report cards to inform them of their student's academic performance, we encourage teachers to make contact with parents often about students to tell them what students are doing well. We believe in getting parents involved early and often. Additionally, our parents' involvement in the aforementioned parent groups is the greatest support they can provide to the teachers and to the school programs we are involved in. Below is a list of various ways we get parents involved and build positive relationships with families: New Student Orientation; AVID, IB, & Open House Nights for families; School Newsletters; Parent Conferences; Weekly School Based Leadership meetings with parents as needed; parent involvement in the IEP process for students with disabilities; FOCUS Parent Portal; CHOICE Open House Night and SLC Showcase Night.

2. 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.

As an institution driven to nurture our students and expose them to various avenues of learning, we have created a school where our students are the greatest voice for building partnerships with local, state, and national business and organizations. These partnerships are forged around education and promoting student success and this can be seen the clearest through our Small Learning Communities (SLC).

Our students share information about our school programs and activities to student families in greater Manatee County what we have to offer different from other schools. The focus of conversation is geared towards program of study options for high school underclassmen, middle and elementary school students in preparation for selecting SEHS. Their successful competition in FBLA, TSA, F1, SkillsUSA, FFA, etc. is the evidence to parents and partners everywhere that students at Southeast HS are receiving a quality education aligned to our Mission and Vision and the standards set by the District and State.

In addition to our student and club efforts, we have representatives attend local community business meetings and apply for business grants and philanthropic support. We consistently invite local businesses and community members to school events to participate and build lasting partnerships. Furthermore, through our annual College Fair, national colleges and universities along with technical business come to promote, encourage, and accept our students in their programs and/or companies.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
	Principal
Faison, Rosa	Assistant Principal
Butler, Wendell	Assistant Principal
Schrier, George	Assistant Principal
DeCesare, Shelly	Dean
Rumph, Greg	Dean
Hess, Julie	Instructional Coach

b. Duties

1. 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 (SBLT) consists of Jim Pauley, Principal; Rosa Daughtry, Assistant Principal; Wendell Butler Jr., Assistant Principal; George Schrier, Assistant Principal; Shelly DeCesare, Dean of Girls; Greg Rumph, Dean of Boys, Daniel Bradshaw, Athletic Director, Robin Laber, IB Coordinator; Jodi Rivera, AVID Coordinator; and Lauren Hays, Testing Coordinator. In addition, member of our Data Team (Dana Van Bussum, Jenifer Catlin, Rebecca Rouse, Becky Satterly) and our Instructional Leadership Team (Janice Jones, Jenny Yonahara, Mike Brooks, Patti

Haeussler; Barbara Tapley-Kenney, and Cindy Rees) play a vital role in assisting with decisions and implementing strategies and interventions.

2. 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.

We meet quarterly as an instructional leadership team to discuss data points as a result of our progress monitoring efforts. We talk about what is working, what needs to be adjusted, bring up departmental concerns with programs being used to enrich instruction, as well as material needs (i.e. textbooks, technology) the combination of these discussions provide the leadership team with information needed to make decisions that impact teaching and learning in a positive manner.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Allen Converse	Parent
Jim Pauley	Principal
Wendell Butler	Principal
Rosa Daughtry	Principal
Lorene Kwapong	Parent
Renata Strazalkowski	Parent
Robin Laber	Teacher
Joyce Galla	Education Support Employee
Rebecca Schrier	Business/Community
Marcol Gonzales	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Complete school data has not been released to evaluate the plan completely. However, based on the scores provided we were consistent in performance in some areas and have to reevaluate what approaches we have taken in other areas.

b. Development of this school improvement plan

SAC reviews and approves the SIP annually at the first official meeting of the school year.

c. Preparation of the school's annual budget and plan

Meetings with the Principal and Bookkeeper to fine tune the budget.

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

School Improvement funds helped to fund marketing needs for the school, support academic programs and events and remedial instruction via Saturday school and after-school.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The Principal, SAC Chair, and members continue to work to attract and recruit additional participants to SAC via ConnectEd's Phone messages, postings on the school website and during school Open House and Student Orientation nights.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
DeCesare, Shelly	Dean
Catlin, Jenifer	Teacher, K-12
Rouse, Rebecca	Teacher, ESE
Munson, Dana	Teacher, K-12
Faison, Rosa	Assistant Principal
Hess, Julie	Instructional Coach
	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Team will meet on a Quarterly basis to discuss projected data collected through District Benchmark Assessments. Each member of the team brings content area expertise that will allow the group to develop targeted activities focused on building reading knowledge across curriculum. Additionally, this team will aid the administration in developing a sound reading plan that address our current school needs and prepare our school for the implementation of ELA Standards as they pertain to writing and reading across the spectrum.
All members will actively analyze data; collaboratively develop an action plan(s); implement the plan(s); evaluate the plans efficacy and reflect on the process using the Florida Continuous Improvement Model and other best practices.

D. 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).

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

Southeast creates effective team building within departments and collaboration among teachers to share ideas and instruction strategies through our monthly department meetings, Small Learning Community meetings, Faculty meetings and Nole Gatherings; as well as, through our monthly Instructional Leadership Meetings, Data Team Meetings, and Professional Development Meetings. During these

meetings faculty and staff are encouraged to share, problem solve, and assist each other in our ultimate goal of increasing student performance and graduating students.

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

Southeast High School is always looking for highly effective, highly qualified, and highly trained individuals to continue moving students to a higher level. Recruitment is ongoing based on needs and is conducted by the administrative team and department heads. Through our evaluation system teachers are mentored, trained, and developed in best practices to help them be effective teachers.

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

The mentor's overall role is to foster the growth and development of the teachers new to our school/ district to improve student learning. Mentors are essential in guiding new teachers and provide support that will enhance their planning, instruction, and content knowledge. Mentors help orient teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career.

Mentors are to meet with their assigned mentee weekly to address any issues and concerns. Pairings were made to connect teachers with mentors that had experience and knowledge within the content area and are experienced in classroom management.

Planned activities:
· New teacher introduction to school functions (first week back for teachers)
· Quarterly meetings with new teachers
· Mentor/mentee meetings weekly or as needed

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Southeast HS through the review of teacher lesson plans, walkthroughs and formal observations ensure that our students are being instructed with the most current Florida Standards and/or Next Generation Sunshine State Standards accordingly. Through close work between curriculum specialist at the district office and lead teachers at every school, our teachers are provided quality instructional Road Maps that outline prescribed methods for instruction of units and standards by quarter. Teachers have access to the state C-Palms online warehouse for each course offered. This online warehouse provides not only the standards but a plethora of resources teachers can access and prepared lesson plans shared by other state teachers for the courses that align to the standards. In addition, our district ensures fidelity to teaching through the use of District Benchmark Assessments. These assessments provide our teachers with a snapshot into student performance at designated times throughout the year to which they can turn around and create lessons to remediate. The data also provides our teachers with opportunities to plan collaboratively via subject specific classes and departments.

b. Instructional Strategies

1. 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.

Departmental collaboration, course specific planning, Instructional Leadership Team meetings with the School Based Leadership Team, monthly department meetings and faculty meetings that allow teachers to share best practices, common assessments and the use of mini lessons to remediate are all examples of ways in which our school and teachers create opportunities to discuss and share data and use instructional strategies and activities to reach students. We provide a survey to the staff each year to determine what AVID and Kagan strategies we want to use for the school year and provide additional PD from experienced teachers who use these strategies daily. In addition we identify below performing students and provide them with an opportunity to get afterschool tutoring Monday through Thursday by certified teacher through the use of Remediation money and a partnership with the Boy's and Girl's Club of Manatee County.

2. 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: 0

Achieve 3000

Strategy Rationale

Use of this Online Program has replaced the Read 180 program so we can better address student needs in the areas of Reading and Writing at grade level.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Faison, Rosa, faisonr@manateeschools.net

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

Reading teachers can collect and analyze data on a daily basis for remediation purposes. The Data Team will look at the data twice monthly to provide additional instruction suggestions to the ILT members for review, modification, and implementation within the classroom.

Strategy: Extended School Day
Minutes added to school year: 0

Study Island

Strategy Rationale

Use of this Online program will serve as a pre and post assessment tool in preparation for each quarterly benchmark assessments. Teachers will use the data to make data driven decisions for lesson planning and instruction. Our target area is Biology I.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Catlin, Jenifer, catlinj@manateeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Data team will review data from the targeted teachers during our bimonthly meetings or as necessary and provide information and suggest strategies to them and the ILT to help drive instruction.

Strategy: Extended School Day
Minutes added to school year: 0

Success Maker

Strategy Rationale

Research supports that student exposure to this program to help supplement instruction for at least 28 minutes a day will increase the probability of students passing their ECA at a level 3.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hess, Julie, hessj@manateeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Math teachers can collect and analyze data on a daily basis for remediation purposes. The Data Team will look at the data twice monthly to provide additional instruction suggestions to the ILT members for review, modification, and implementation within the classroom.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The promotion of Southeast is coordinated by our School Based Leadership team through a series of events and marketing campaigns used to attract potential students and business partners. With the assistance of our Student Government Association we provide consistent representation of students who are IB, AVID, and traditional tracked students to convey a message of excellence to all stakeholders and potential stakeholders.

Additionally, all clubs, sports, and extracurricular activities are provided an opportunity to participate and promote their respective programs at all events held at SEHS and off campus at various venues. Below is a sample of various events that we use to promote our school with a variety of student representation. Specifically for our students transitioning into Southeast HS, we utilize the New Student Orientation to meet students enrolling as general education students and new students accepted into our AVID or Small Learning Community programs. It is often held on campus during the summer and provides campus tours for students and parents to walk the campus, meet students, gather information about possible clubs and sports they can get involved in and allows them an opportunity to meet teachers and administrators.

Students transitioning to vocational and post-secondary programs, meet with their guidance counselors twice during the year to check grades and graduation requirements, discuss plans, and gain advice on things they need to complete prior to the end of the school year. Our prospective graduating class also has an opportunity to meet with the College and Career Advisor to participate in a number of functions that are planned for them specific to graduation including, the College Fair, College and Career Night, Big Bank Theory Financial Planning Seminar, college tours, among other opportunities.

b. College and Career Readiness

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

One strategy we have used is to have our College and Career Advisor go into classes to present the various types of vocational courses and industry certifications we offer at SEHS prior to the upcoming enrolling year, along with various post-secondary options available to students. Additionally, Guidance Counselors meet individually with students to discuss student interests and plans for after high school. They are then able to assist students in creating a targeted course of study in preparation for their plans after high school.

Furthermore, the College and Career Advisor will meet with students in small groups and individually to discuss future plans, to investigate careers and post-secondary requirements through FACTS.ORG and the Office of Post-Secondary Education as well as individual college sites, and to seek financial assistance. The information they gain from students allows them to arrange career trips in small groups and/or career shadow opportunities for students with our business partners via EPIE.

Likewise, the Career Advisor works closely with students to help them identify post-Secondary educational options, eligibility requirements, and fill out exam registrations to the SAT/ACT/PERT/ TABE/ASVAB, advise them on FASFA requirements and point them in the right direction for financial aid & scholarships, letters of recommendations, and completing college applications for timely consideration.

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

Electronics Communication Center Academy: 3-D Animation Technology and Digital Video Production: FLASH; Photoshop; Dreamweaver; Premiere Pro; Applied Engineering I, II, III: SolidWorks Associate and SolidWorks Professional: TV Production: Premiere Pro, Photoshop, FLASH

Visual and Performing Arts Academy: Digital Art Imaging and Creative Photography: FLASH; Photoshop

Center for Leadership Academy: Business Management and Analysis

Agriscience, Business & Consumer Science Academy: Web Design; Digital Design and Accounting Operations: FLASH, Photoshop, Dreamweaver: Culinary Arts: ServSafe; ProStart; Certified Food Manager

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

Southeast High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
• incorporating the Academy and Small Learning Community (SLC) Model
• selection of academy by students in grade 9
• incorporating more academic content in vocational courses
• vocational and core teachers plan together through their SLCs once a month on Wednesdays to enhance academic competencies in vocational programs
• incorporating the AVID Model
• students are interviewed and selected during grade 9 from a list identified in the "Academic Middle"
• use of academic strategies class and advance level classes help to challenge students and prepare them for college
• goal setting and career tracking provide students with a vision of where they desire to be after secondary school

4. 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.

At Southeast High School, our MTSS Team, Guidance Counselors and College and Career Advisor identify at-risk and college ready students as early as the first three weeks of the school year. These students are provided an opportunity to complete the ACT/PSAT/SAT, PERT and TABE tests to gain entrance in to college or university. Additionally, the score results provide students with an idea of their strengths and weaknesses and are a baseline for the school to analyze and identify areas of need and provide individualized strategies and information that will help them in the post-secondary life.
Freshmen are given an AVID Binder and are introduced to the AVID expectations and are encouraged to dream of college as the next logical step. The Freshmen work towards gaining organizational and study skills, along with goal setting and academic planning for a post-secondary experience.
Moreover, students are encouraged to take college tours to many of the state colleges and universities. Southeast High also hosts and annual college fair where representatives from colleges nationwide host a table and provide students with literature and answer questions concerning admissions into their specific school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A (Data is not current to include 2015 data)

B. 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"Â? 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.

N/A (Data is not current to include 2015 data)

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal　　　**B =** Barrier　　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 5% for the 2016-17 school year: (A total of 48% or 220 students).

G2. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA ELA Exam.

G3. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA ELA Exam.

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 7% for the 2016-17 school year: (A total of 40% or 114 students).

G5. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA Algebra 1, Geometry, and/or Algebra 2.

G6. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry.

G7. Increase the number of students scoring at proficiency or higher in Biology 1 by 3% for the 2016-17 school year: (A total of 60% or 101 students).

G8. Increase the number of students scoring at proficiency or higher on the US History EOC by 3% for the 2016-17 school year: (A total of 70% or 211 students).

G9. Increase the number of students graduating by 3% for the 2016-17 school year: (A total of 90% or 285 students).

Strategic Goals Detail

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

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 5% for the 2016-17 school year: (A total of 48% or 220 students). `1a`

🔍 G085914

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal `3`

- Students struggle with higher order thinking questions

- Students struggle with analyzing informational text

- The amount of Informational Text Available for instruction and the relevance of material to task

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Print Rich Reading Material

Plan to Monitor Progress Toward G1. `8`

District Bench Mark Data, Weekly and Monthly Achieve Reports will be used to determine student progress. In addition, formal and informal walkthroughs and observations will give us a snapshot of student performance on a daily basis.

Person Responsible
Shelly DeCesare

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class. Quarterly Benchmark Data from the district along with lesson plan review will provide the Leadership team with a strong monitoring tool to determine effectiveness.

G2. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA ELA Exam. 1a

🔍 G085915

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement in the Classroom

- Low Vocabulary skills among 9th and 10th Grade Students

- Literary Analysis skills are poor among 9th and 10th Grade Students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan & AVID WICOR Strategies

- Achieve 3000 (District provided instructional program)

- Study Island (District provided instructional program)

Plan to Monitor Progress Toward G2. 8

Lesson Plans, Benchmark and Achieve 3000 Data

Person Responsible
Shelly DeCesare

Schedule
Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.

G3. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA ELA Exam. 1a

🔑 G085916

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement in the Classroom

- Low Vocabulary skills among 9th and 10th Grade Students

- Literary Analysis skills are poor among 9th and 10th Grade Students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan & AVID WICOR Strategies

- Achieve 3000 (District provided instructional program)

- Study Island (District provided instructional program)

Plan to Monitor Progress Toward G3. 8

Lesson Plans, Benchmark and Achieve 3000 Data

Person Responsible
Shelly DeCesare

Schedule
Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 7% for the 2016-17 school year: (A total of 40% or 114 students). 1a

🔍 G085917

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	40.0

Targeted Barriers to Achieving the Goal 3

- 9th Grade students enter Algebra I with low Math Skills needed to understand and be successful in Algebra I.

- Student ability to retain information and math skill over the duration of time needed to perform well on the exam.

- Attendance of low performing students.

- Teacher and student success with use of Success Maker

Resources Available to Help Reduce or Eliminate the Barriers 2

- Algebra Nation

- SuccessMaker (District provided instructional program)

- Khan Academy

- Attendance Logs

Plan to Monitor Progress Toward G4. 8

District benchmark data, teacher generated exams, reports from SuccessMaker, and other online programs will provide teachers with the information needed to determine whether the students are responding to the interventions and help determine what instructional shifts are necessary to meet the student's needs.

Person Responsible
Wendell Butler

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs

G5. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA Algebra 1, Geometry, and/or Algebra 2. `1a`

🔍 G085918

Targets Supported `1b`

Indicator	Annual Target
Math Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Students enter Algebra I, Geometry and Algebra II with low Math Skills needed to understand and be successful with the curriculum.

- Student ability to retain information and math skill over the duration of time needed to perform well on the exam.

- Student attendance.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Utilization of SuccessMaker to assist in remediation of low performing students.

- Monthly meetings with District Math Specialist

- Data Chats between testing area teachers and administration

- Effective use of Algebra Nation, Khan Academy, and other resources to supplement instruction

- School-wide initiative focusing on attendance and keeping students connected to learning

- School-wide initiative focusing on specific math standards common among the levels.

Plan to Monitor Progress Toward G5. `8`

District benchmark data, teacher generated exams, reports from SuccessMaker, and other online programs will provide teachers with the information needed to determine whether the students are responding to the interventions and help determine what instructional shifts are necessary to meet the student's needs.

Person Responsible
Wendell Butler

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs

G6. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry. 1a

🔍 G085919

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Students enter Algebra 1 and Geometry with low math skills needed to understand and be successful with the curriculum
- Student ability to retain information and math skills over the duration of time needed to perform well on the exam
- Attendance of low performing students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilization of SuccessMaker to assist in remediation of low performing students.
- Monthly meetings with district math specialist
- Data chats between testing area teachers and administration
- Effective use of Algebra Nation, Khan Academy, and other resources to supplement instruction
- School-wide initiative focusing on attendance and keeping students connected to learning
- School-wide initiative focusing on specific math standards common among the math concepts.

Plan to Monitor Progress Toward G6. 8

District benchmark data, teacher generated exams, reports from SuccessMaker, and other online programs will provide teachers with the information needed to determine whether the students are responding to the interventions and help determine what instructional shifts are necessary to meet the student's needs.

Person Responsible
Wendell Butler

Schedule
Monthly, from 8/10/2016 to 6/2/2017

Evidence of Completion
Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs

G7. Increase the number of students scoring at proficiency or higher in Biology 1 by 3% for the 2016-17 school year: (A total of 60% or 101 students). `1a`

🔍 G085920

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	60.0

Targeted Barriers to Achieving the Goal `3`

- Attendance for lower performing students

- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Kagan & AVID WICOR Strategies

- Attendance data

Plan to Monitor Progress Toward G7. `8`

Lesson Plans, Benchmark, MTSS and ILT agendas, and attendance records

Person Responsible

George Schrier

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Review of lesson plans each Monday morning via Edline. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. The Data team will review student benchmark data quarterly to monitor student growth. Moreover, the MTSS and ILT committees will review and implement practices regarding student attendance/performance/discipline.

G8. Increase the number of students scoring at proficiency or higher on the US History EOC by 3% for the 2016-17 school year: (A total of 70% or 211 students). 1a

🔍 G085921

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Student engagement in the classroom

- Students struggle with higher order thinking questions

- Students struggle with analyzing informational text

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan & AVID WICOR Strategies

- Print-rich reading environment

Plan to Monitor Progress Toward G8. 8

Lesson Plans, Benchmark Data

Person Responsible
George Schrier

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Edline Lesson Plan system each Monday morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark quarterly to monitor student growth.

G9. Increase the number of students graduating by 3% for the 2016-17 school year: (A total of 90% or 285 students). `1a`

🔍 G085922

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- The number of students in grade 12 with excessive absences in school.

- Students who have not met graduation requirements in either FSA Algebra 1 or FSA ELA

- Students lacking sufficient credits or GPA to graduate with a standard diploma

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Utilize District approved resources that support the 12 graduation options available to our high schools.

- Utilization of Smart Horizons a district resource for graduation

- Recommendation that students complete credits through alternative programming (i.e. LIFE program) a district resource for graduation.

- Summer School for credit recovery/acceleration

- GED option through MTC a district resource for alternative graduation.

- After-school Credit Recovery in partnership with our site based local Boy's and Girl's Club.

Plan to Monitor Progress Toward G9. `8`

Student attendance summary, along with grades at Progress Reports (4.5 weeks) and Report Cards (9 weeks) will be collected and reviewed. Additionally, student progress via Smart Horizons

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence will show in the overall percentage of 12th grade students daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans. Also, students enrolled in Smart Horizons will show acceptable progress within the program towards completing all requirements for graduation.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 5% for the 2016-17 school year: (A total of 48% or 220 students). 1

🔑 G085914

G1.B1 Students struggle with higher order thinking questions 2

🔑 B228296

G1.B1.S1 Achieve 3000 4

🔑 S240862

Strategy Rationale

Use as a supplement to instruction in our Intensive Language Arts Classes

Action Step 1 5

Implementation of Achieve 3000

Person Responsible

Rebecca Rouse

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly report logs demonstrating student use.

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

Monitor teacher and student use of Achieve 3000 programing

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class.

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

Data Analysis

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Upon analysis of the reports, the Instructional Leadership Team will determine if the current process is beneficial and determine if any adjustments must be made in rotation time in order to best service our students.

G1.B1.S2 Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis. 4

🔑 S240863

Strategy Rationale

Provide students with more opportunities to be exposed to and respond to higher order questions.

Action Step 1 5

Increase the frequency of higher order questions used daily during instruction

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly review of lesson plans and daily administrative classroom walks will provide a picture of how questions are being developed and used to enrich instruction.

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

Weekly Lesson Plan Review

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

The evidence collected will be from a sample of lesson plans reviewed weekly by the administrative team demonstrating effective teacher development and use of essential question to engage students in higher ordered thinking.

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

Classroom Walks, Informal and Formal Observations

Person Responsible

Shelly DeCesare

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

The administrative team will conduct classroom walks, perform both formal and informal observations and conversations with teachers to discuss instructional approaches to learning, specifically dealing with higher ordered thinking and classroom engagement.

G1.B2 Students struggle with analyzing informational text `2`

🔍 B228297

G1.B2.S1 Use Close Reading method `4`

🔍 S240864

Strategy Rationale

Method will allow the teacher to model and teach students how to read text carefully and purposefully in order to improve their ability to analyze information within text.

Action Step 1 `5`

Lesson Development that implements the use of the Close Reading strategy into English and Reading Courses

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly lesson plans submitted by teachers to administration

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

Weekly lesson plan review by school administrative team

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations

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

Weekly lesson plan review by school administrative team

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations

G1.B5 The amount of Informational Text Available for instruction and the relevance of material to task [2]

🔑 B228300

G1.B5.S1 Improve teacher collaboration and backwards planning during department meetings and Teacher Collaborative Team meetings. [4]

🔑 S240865

Strategy Rationale

Teacher often share best practices when give time commonly to discuss what is working in their classroom. The more teachers discuss and encourage the use of various text, the more exposure our student will have.

Action Step 1 [5]

Provide Common Planning Opportunities

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)

Plan to Monitor Fidelity of Implementation of G1.B5.S1 [6]

Administrative attendance during department meetings to collaborate with core areas

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Administrative attendance to departmental planning meetings

> ### Person Responsible
>
> Rosa Faison
>
> ### Schedule
>
> Monthly, from 8/10/2016 to 5/31/2017
>
> ### *Evidence of Completion*
>
> Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)

G1.B5.S2 Increase the use of informational text students read. `4`

🔑 S240866

> ### Strategy Rationale
>
> Increasing the use of informational text will make student more familiar with the types of material they will be asked to analyze and respond to on the new ELA FSA.

Action Step 1 `5`

Increase the amount of Print Rich Material available to teachers and students

> ### Person Responsible
>
> George Schrier
>
> ### Schedule
>
> Annually, from 8/10/2016 to 5/31/2017
>
> ### *Evidence of Completion*
>
> Show an increase in physical and digital material teachers and students can use to enrich instruction daily.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Classroom Walks and Lesson Plan Review

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walks, informal and formal observations, conferencing, etc.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Classroom walks, informal and formal observations, conferencing, etc.

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walkthrough Data and Lesson Plans

G2. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA ELA Exam. 1

🔑 G085915

G2.B1 Student Engagement in the Classroom 2

🔑 B228301

G2.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). 4

🔑 S240867

Strategy Rationale

The argument goes back to providing various opportunities for students to learn and get engaged in the learning process through differentiation.

Action Step 1 5

Promote the use of AVID and Kagan strategies schoolwide through professional development

Person Responsible

Rebecca Rouse

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

N/A

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

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

George Schrier

Schedule

On 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

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

Lesson Plan Review and Instructional Walks

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 & Study Island.

G2.B2 Low Vocabulary skills among 9th and 10th Grade Students `2`

🔑 B228302

G2.B2.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary `4`

🔑 S240868

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis

Action Step 1 `5`

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Focus Calendar, word walls, lesson plans

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

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

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

Teacher Conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G2.B3 Literary Analysis skills are poor among 9th and 10th Grade Students [2]

🔑 B228303

G2.B3.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary [4]

🔑 S240869

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis

Action Step 1 [5]

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

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

Teacher conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G3. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA ELA Exam. 1

🔑 G085916

G3.B1 Student Engagement in the Classroom 2

🔑 B228304

G3.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). 4

🔑 S240870

Strategy Rationale

The argument goes back to providing various opportunities for students to learn and get engaged in the learning process through differentiation.

Action Step 1 5

Promote the use of AVID and Kagan strategies schoolwide through professional development.

Person Responsible

Rebecca Rouse

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

N/A

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

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

George Schrier

Schedule

On 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

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

Lesson Plan Review and Instructional Walks

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 & Study Island.

G3.B2 Low Vocabulary skills among 9th and 10th Grade Students `2`

🔑 B228305

G3.B2.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary `4`

🔑 S240871

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis

Action Step 1 `5`

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Teacher Conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G3.B3 Literary Analysis skills are poor among 9th and 10th Grade Students 2

🔑 B228306

G3.B3.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary 4

🔑 S240872

Strategy Rationale

Provides teachers with opportunities to individualize instruction and set pacing guides to meet the needs of our students concerning vocabulary and literary analysis

Action Step 1 5

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Focus Calendar, word walls, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Teacher conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of the calendar and any adjustments necessary.

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 7% for the 2016-17 school year: (A total of 40% or 114 students). [1]

🔍 G085917

G4.B1 9th Grade students enter Algebra I with low Math Skills needed to understand and be successful in Algebra I. [2]

🔍 B228307

G4.B1.S1 Use Algebra 1A & 1B courses over 2 years and Intensive Math, to help support students identified as low performing (level 1 & 2) entering the 9th grade. [4]

🔍 S240873

Strategy Rationale

By providing students identified as low performing with an extended amount of time to cover Algebra 1 content during the school day, teachers will be able to provide target specific instruction through small groups and one-on-one teaching.

Action Step 1 [5]

Identify students who are a Level 1 in Math to enroll in Algebra 1A and Intensive Math

Person Responsible

Wendell Butler

Schedule

On 8/31/2016

Evidence of Completion

Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A and Intensive Math.

Action Step 2 [5]

Identify students who are a Level 2 in Math to enroll in Algebra 1A.

Person Responsible

Wendell Butler

Schedule

On 8/31/2016

Evidence of Completion

Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Counselors will monitor student test history and class schedules to ensure appropriate placement of students.

Person Responsible

Wendell Butler

Schedule

Quarterly, from 8/10/2016 to 1/5/2017

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administration through ILT will montior student success in classes and identify students needing additional interventions. Teachers of Algebra 1A and/or Intensive Math will monitor student success and make adjustments to help students respond to appropriate interventions.

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

D/F List from progress reports and report cards, student performance data from SuccessMaker

G4.B2 Student ability to retain information and math skill over the duration of time needed to perform well on the exam. 2

🔑 B228308

G4.B2.S1 Target our Level 2 math students within Algebra 1 and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning. 4

🔑 S240874

Strategy Rationale

Small group instruction will give our bubble students more opportunities to learn and provide teachers with the ability to give immediate feedback that is relevant. Furthermore, supplemental programs to extend classroom learning will prove to be a great avenue for remediation.

Action Step 1 5

Continue to utilize the SuccessMaker instructional Program and Algebra Nation to enrich and extent classroom learning.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Data reports show the total amount of time students have spent on the program will be analyzed

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

SuccessMaker reports that will be shared at our monthly ILT meetings.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Teachers will run data weekly to determine student growth and areas of concern. They will then create mini lessons to reinforce the identified area.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G4.B3 Attendance of low performing students. `2`

🔑 B228309

G4.B3.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 2 days. `4`

🔑 S240875

Strategy Rationale

Student performance in the classroom and on state mandated assessments directly correlates to their attendance.

Action Step 1 `5`

Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G4.B4 Teacher and student success with use of Success Maker [2]

🔑 B228310

G4.B4.S1 Provide additional training for SuccessMaker with the district instructional specialist. [4]

🔑 S240876

Strategy Rationale

This is an instructional tool used to enhance instruction and provide data of student performance based upon the state prescribed standards.

Action Step 1 [5]

SuccessMaker is utilized as an extension to classroom instruction and can be used as a remediation tool.

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

SuccessMaker data

Plan to Monitor Fidelity of Implementation of G4.B4.S1 [6]

Check lesson plans and perform class room walks; review SuccessMaker data

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks; SuccessMaker data

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Teacher Conferencing with Admin and collaborative planning during department meetings will allow teachers an opportunity to discuss the implementation of SuccessMaker and any adjustments necessary.

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.

G5. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA Algebra 1, Geometry, and/or Algebra 2. 1

🔍 G085918

G5.B1 Students enter Algebra I, Geometry and Algebra II with low Math Skills needed to understand and be successful with the curriculum. 2

🔍 B228311

G5.B1.S1 Use Algebra 1A /1B courses, taught over 2 years, to help support students identified as low performing (level 1 and level 2). Implement the use of Intensive Math as and additional remediation tool. Use Liberal Arts Math & College Readiness to support students prior to taking Geometry/Algebra 2. 4

🔍 S240877

Strategy Rationale

By providing students identified as low performing with twice the amount of time to cover Algebra 1 content during the school day, teachers will be able to provide target specific instruction through small groups and one-on-one teaching.

Action Step 1 5

Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/10/2016 to 8/31/2016

Evidence of Completion

Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Counselors will monitor student test history and class schedules to ensure appropriate placement of students.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/10/2016 to 8/31/2016

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Administration through ILT will montior student success in class and identify students needing additional interventions. Teachers of Algebra 1A/1B, Liberal Arts and Intensive Math will all monitor student success and make adjustments to help students respond to appropriate interventions.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/10/2016 to 5/31/2017

Evidence of Completion

D/F List from report cards, student performance data from state assessments.

G5.B2 Student ability to retain information and math skill over the duration of time needed to perform well on the exam. `2`

🔑 B228312

G5.B2.S1 Identify our level 2 math students within Liberal Arts and Level 1 students in Intensive Math and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning. `4`

🔑 S240878

Strategy Rationale

Small group instruction will give our bubble students more opportunities to learn and provide teachers with the ability to give immediate feedback that is relevant. Furthermore, supplemental programs to extend classroom learning will prove to be a great avenue for remediation.

Action Step 1 `5`

Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.

Person Responsible

Wendell Butler

Schedule

Biweekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Data reports show the total amount of time students have spent on the program will be analyzed

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 6/2/2017

Evidence of Completion

SuccessMaker reports that will be shared at our monthly ILT meetings.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Teachers will run data weekly to determine student growth and areas of concern. They will then create mini lessons to reinforce the identified area.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G5.B3 Student attendance. 2

🔑 B228313

G5.B3.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 2 days. 4

🔑 S240879

Strategy Rationale

Student performance in the classroom and on state mandated assessments directly correlates to their attendance.

Action Step 1 5

Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Attendance records; SBLT and ILT meeting minutes

G6. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry. 1

🔑 G085919

G6.B1 Students enter Algebra 1 and Geometry with low math skills needed to understand and be successful with the curriculum 2

🔑 B228315

G6.B1.S1 Use Algebra 1A /1B courses, taught over 2 years, to help support students identified as low performing (level 1 and level 2). Implement the use of Intensive Math as and additional remediation tool. Use Liberal Arts Math & College Readiness to support students prior to taking Geometry/Algebra 2. [copy] 4

🔑 S240880

Strategy Rationale

By providing students identified as low performing with twice the amount of time to cover Algebra 1 content during the school day, teachers will be able to provide target specific instruction through small groups and one-on-one teaching.

Action Step 1 5

Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/10/2016 to 8/24/2016

Evidence of Completion

Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Counselors will monitor student test history and class schedules to ensure appropriate placement of students.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/10/2016 to 8/31/2016

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administration through SBLT will montior student success in class and identify students needing additional interventions. Teachers of Algebra 1A/1B, Liberal Arts and Intensive Math will all monitor student success and make adjustments to help students respond to appropriate interventions.

Person Responsible

Wendell Butler

Schedule

Weekly, from 6/10/2016 to 8/31/2016

Evidence of Completion

D/F List from report cards, student performance data from state assessments.

G6.B2 Student ability to retain information and math skills over the duration of time needed to perform well on the exam 2

🔍 B228316

G6.B2.S1 Identify our level 2 math students within Liberal Arts and Level 1 students in Intensive Math and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning. [copy] 4

🔍 S240881

Strategy Rationale

Small group instruction will give our bubble students more opportunities to learn and provide teachers with the ability to give immediate feedback that is relevant. Furthermore, supplemental programs to extend classroom learning will prove to be a great avenue for remediation.

Action Step 1 5

Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.

Person Responsible

Wendell Butler

Schedule

Biweekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Data reports show the total amount of time students have spent on the program will be analyzed

Person Responsible

Wendell Butler

Schedule

Monthly, from 8/10/2016 to 6/2/2017

Evidence of Completion

SuccessMaker reports that will be shared at our monthly ILT meetings.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Teachers will run data weekly to determine student growth and areas of concern. They will then create mini lessons to reinforce the identified area.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G6.B3 Attendance of low performing students `2`

🔑 B228317

G6.B3.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 2 days. [copy] `4`

🔑 S240882

Strategy Rationale

Student performance in the classroom and on state mandated assessments directly correlates to their attendance.

Action Step 1 `5`

Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

Plan to Monitor Fidelity of Implementation of G6.B3.S1 `6`

Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Attendance records; SBLT and ILT meeting minutes

G7. Increase the number of students scoring at proficiency or higher in Biology 1 by 3% for the 2016-17 school year: (A total of 60% or 101 students). 1

🔑 G085920

G7.B2 Attendance for lower performing students 2

🔑 B228320

G7.B2.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 2 days. 4

🔑 S240884

Strategy Rationale

Student performance in the classroom and on state mandated assessments directly correlates to their attendance.

Action Step 1 5

Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G7.B3 Student engagement `2`

🔑 B228321

G7.B3.S1 Encourage teacher collaboration during department meetings to help teachers plan lessons and assessments that are meaningful and application based. `4`

🔑 S240885

Strategy Rationale

Providing educators with opportunities to collaborate enriches lessons through the sharing of individual expertise and resources

Action Step 1 `5`

Provide teachers the opportunity to plan as a department to share their expertise, resources, and their
support for the students.

Person Responsible

George Schrier

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

George Schrier

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Lesson Plan Review and Instructional Walks

Person Responsible

George Schrier

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests and teacher generated tests or through other online resources.

G7.B3.S2 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). 4

🔑 S240886

Strategy Rationale

The argument goes back to providing various opportunities for students to learn and get engaged in the learning process through differentiation.

Action Step 1 5

Promote the use of AVID and Kagan strategies schoolwide through professional development

Person Responsible

Rebecca Rouse

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

N/A

Plan to Monitor Fidelity of Implementation of G7.B3.S2 6

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

Plan to Monitor Effectiveness of Implementation of G7.B3.S2 `7`

Lesson Plan Review and Instructional Walks

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 and other online resources.

G8. Increase the number of students scoring at proficiency or higher on the US History EOC by 3% for the 2016-17 school year: (A total of 70% or 211 students). `1`

🔑 G085921

G8.B1 Student engagement in the classroom `2`

🔑 B228322

G8.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). `4`

🔑 S240887

Strategy Rationale

The argument goes back to providing various opportunities for students to learn and get engaged in the learning process through differentiation.

Action Step 1 `5`

Promote the use of AVID and Kagan strategies schoolwide through professional development

Person Responsible

Rebecca Rouse

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

N/A

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Lead teachers will provide instructional support departmentally to help implement the agreed upon strategies.

Person Responsible

George Schrier

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Lesson Plan Review and Instructional Walks

Person Responsible

George Schrier

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests and teacher generated tests.

G8.B2 Students struggle with higher order thinking questions 2

🔑 B228323

G8.B2.S1 Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis. 4

🔑 S240888

Strategy Rationale

Provide students with more opportunities to be exposed to and respond to higher order questions.

Action Step 1 5

Increase the frequency of higher order questions used daily during instruction

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly review of lesson plans and daily administrative classroom walks will provide a picture of how questions are being developed and used to enrich instruction.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Weekly Lesson Plan Review

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

The evidence collected will be from a sample of lesson plans reviewed weekly by the administrative team demonstrating effective teacher development and use of essential question to engage students in higher ordered thinking.

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 `7`

Classroom Walks, Informal and Formal Observations

Person Responsible

George Schrier

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

The administrative team will conduct classroom walks, perform both formal and informal observations and conversations with teachers to discuss instructional approaches to learning, specifically dealing with higher ordered thinking and classroom engagement.

G8.B3 Students struggle with analyzing informational text `2`
🔑 B228324

G8.B3.S1 Use Close Reading method `4`
🔑 S240889

Strategy Rationale

Method will allow the teacher to model and teach students how to read text carefully and purposefully in order to improve their ability to analyze information within text.

Action Step 1 `5`

Lesson Development that implements the use of the Close Reading strategy into US History courses

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly lesson plans submitted by teachers to administration

Plan to Monitor Fidelity of Implementation of G8.B3.S1 `6`

Weekly lesson plan review by school administrative team

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 `7`

Weekly lesson plan review by school administrative team

Person Responsible

George Schrier

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations

G9. Increase the number of students graduating by 3% for the 2016-17 school year: (A total of 90% or 285 students). 1

🔑 G085922

G9.B1 The number of students in grade 12 with excessive absences in school. 2

🔑 B228326

G9.B1.S1 Monitor student attendance through MTSS and the Data Team Reports on students missing more than 5 days. 4

🔑 S240891

Strategy Rationale

Student performance in the classroom, on state assessments, and desire to stay in school directly correlates to their attendance.

Action Step 1 5

Identify students with 5 or more absences utilizing attendance and teacher records as well as input from Administrative team meetings.

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly MTSS meetings; Weekly Admin team meeting; Reports provided by Attendance Clerk and Registrar

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Share weekly MTSS agendas with admin team; Share weekly Admin team information with counselors and discipline.

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS agendas; Admin agendas

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Weekly updates with admin team; Monthly meetings with attendance personnel to check for improvement/data

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G9.B2 Students who have not met graduation requirements in either FSA Algebra 1 or FSA ELA `2`
🔑 B228327

G9.B2.S1 Offer students alternative assessments in SAT/ACT and or PERT to obtain concordant score for proficiency. `4`
🔑 S240892

Strategy Rationale

Students have had success with the SAT/ACT concordant scores when faced with try to pass the state mandated exam. Offering various testing options give them every opportunity to pass prior to May.

Action Step 1 `5`

Implement after-school tutoring opportunities for seniors in jeopardy of graduating on time to focus on ACT/SAT and Pert materials for concordant scores.

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Seniors attending the after-school tutoring session and current student test history.

Plan to Monitor Fidelity of Implementation of G9.B2.S1 `6`

Weekly attendance reports from the after-school program will be provided to the administrative team, MTSS and Guidance Counselors.

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 `7`

MTSS will take recommendations from after-school instructors on student performance in addition to teachers during class and create academic improvement plans for seniors to keep them goal focused and on track.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Academic Improvement Plans; MTSS Agendas/Minutes

G9.B2.S2 Utilize Smart Horizons to assist students with graduation. 4

S240893

Strategy Rationale

Students unable to meet state requirements for standardized testing are given the ability to access an online school which will allow them to continue their education and receive a high school diploma via an accredited institution.

Action Step 1 5

Identify those students who would benefit from completing their graduation requirements through Smart Horizons and assist them with coursework on campus during the school day and afterschool.

Person Responsible

Rosa Faison

Schedule

Monthly, from 1/9/2017 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G9.B2.S2 6

Administrative team, College and Career Adviser and Guidance Counselors will meet and track student progress on a weekly basis to ensure they are staying committed to the program.

Person Responsible

Rosa Faison

Schedule

On 5/31/2017

Evidence of Completion

Reports generated from the Smart Horizons Platform on student progress.

Plan to Monitor Fidelity of Implementation of G9.B2.S2 `6`

Administrative team, College and Career Adviser and Guidance Counselors will meet and track student progress on a weekly basis to ensure they are staying committed to the program.

Person Responsible

Rosa Faison

Schedule

On 5/31/2017

Evidence of Completion

Reports generated from the Smart Horizons Platform on student progress.

Plan to Monitor Effectiveness of Implementation of G9.B2.S2 `7`

Weekly progress reports and attendance reports for students enrolled in the Smart Horizons option.

Person Responsible

Rosa Faison

Schedule

Weekly, from 1/9/2017 to 5/31/2017

Evidence of Completion

Report logs shared with Administrative team and MTSS team to discuss effectiveness of student use and additional interventions needed to maximize success.

G9.B3 Students lacking sufficient credits or GPA to graduate with a standard diploma [2]

🔑 B228328

G9.B3.S1 Meet with students to ensure they are taking the appropriate courses. When applicable, place students in courses for credit recovery or grade forgiveness through Odysseyware, Etech, or FLVS. [4]

🔑 S240894

Strategy Rationale

Providing students opportunities during the school day and after-school to recover credit on campus ensures that we can monitor progress and offer the necessary assistance.

Action Step 1 [5]

Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student schedules showing placement in online courses during the school day; Seniors attending the after-school credit recovery sessions through the Boy's and Girl's Club and Saturday School.

Action Step 2 [5]

Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation

Person Responsible

Shelly DeCesare

Schedule

Quarterly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.

Plan to Monitor Fidelity of Implementation of G9.B3.S1 `6`

Weekly attendance reports from the after-school program will be provided to the administrative team, MTSS and Guidance Counselors; Student academic performance will be monitored at the progress report and report card time periods.

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 `7`

MTSS will take recommendations from after-school instructors on student performance in addition to teachers during class and create academic improvement plans for seniors to keep them goal focused and on track.

Person Responsible

Wendell Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Academic Improvement Plans; MTSS Agendas/Minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G6.B1.S1.A1 🔑 A311824	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts,...	Butler, Wendell	6/10/2016	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.	8/24/2016 weekly
G4.B1.S1.A1 🔑 A311816	Identify students who are a Level 1 in Math to enroll in Algebra 1A and Intensive Math	Butler, Wendell	8/10/2016	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A and Intensive Math.	8/31/2016 one-time
G4.B1.S1.A2 🔑 A311817	Identify students who are a Level 2 in Math to enroll in Algebra 1A.	Butler, Wendell	8/10/2016	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A.	8/31/2016 one-time
G5.B1.S1.MA1 🔑 M320654	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	Butler, Wendell	6/10/2016	Student data, student schedules, guidance department meeting minutes.	8/31/2016 weekly
G5.B1.S1.A1 🔑 A311821	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts,...	Butler, Wendell	6/10/2016	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.	8/31/2016 weekly
G6.B1.S1.MA1 🔑 M320660	Administration through SBLT will montior student success in class and identify students needing...	Butler, Wendell	6/10/2016	D/F List from report cards, student performance data from state assessments.	8/31/2016 weekly
G6.B1.S1.MA1 🔑 M320661	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	Butler, Wendell	6/10/2016	Student data, student schedules, guidance department meeting minutes.	8/31/2016 weekly
G4.B1.S1.MA1 🔑 M320645	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	Butler, Wendell	8/10/2016	Student data, student schedules, guidance department meeting minutes.	1/5/2017 quarterly
G1.MA1 🔑 M320629	District Bench Mark Data, Weekly and Monthly Achieve Reports will be used to determine student...	DeCesare, Shelly	8/10/2016	Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class. Quarterly Benchmark Data from the district along with lesson plan review will provide the Leadership team with a strong monitoring tool to determine effectiveness.	5/31/2017 monthly
G2.MA1 🔑 M320636	Lesson Plans, Benchmark and Achieve 3000 Data	DeCesare, Shelly	8/10/2016	Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.	5/31/2017 weekly
G3.MA1 🔑 M320643	Lesson Plans, Benchmark and Achieve 3000 Data	DeCesare, Shelly	8/10/2016	Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and achieve data quarterly to monitor student growth.	
G4.MA1 🔑 M320652	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Butler, Wendell	8/10/2016	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs	5/31/2017 monthly
G5.MA1 🔑 M320659	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Butler, Wendell	8/10/2016	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs	5/31/2017 monthly
G7.MA1 🔑 M320675	Lesson Plans, Benchmark, MTSS and ILT agendas, and attendance records	Schrier, George	8/10/2016	Review of lesson plans each Monday morning via Edline. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. The Data team will review student benchmark data quarterly to monitor student growth. Moreover, the MTSS and ILT committees will review and implement practices regarding student attendance/ performance/discipline.	5/31/2017 monthly
G8.MA1 🔑 M320684	Lesson Plans, Benchmark Data	Schrier, George	8/10/2016	Review of lesson plans and the expectation to implement Kagan and AVID strategies into said lesson will be documented via our Edline Lesson Plan system each Monday morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark quarterly to monitor student growth.	5/31/2017 monthly
G9.MA1 🔑 M320694	Student attendance summary, along with grades at Progress Reports (4.5 weeks) and Report Cards (9...	Faison, Rosa	8/10/2016	Evidence will show in the overall percentage of 12th grade students daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans. Also, students enrolled in Smart Horizons will show acceptable progress within the program towards completing all requirements for graduation.	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M320619	Data Analysis	DeCesare, Shelly	8/10/2016	Upon analysis of the reports, the Instructional Leadership Team will determine if the current process is beneficial and determine if any adjustments must be made in rotation time in order to best service our students.	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M320620	Monitor teacher and student use of Achieve 3000 programing	DeCesare, Shelly	8/10/2016	Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class.	5/31/2017 monthly
G1.B1.S1.A1 🔑 A311805	Implementation of Achieve 3000	Rouse, Rebecca	8/10/2016	Weekly report logs demonstrating student use.	5/31/2017 weekly
G1.B2.S1.MA1 🔑 M320623	Weekly lesson plan review by school administrative team	Butler, Wendell	8/10/2016	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M320624	Weekly lesson plan review by school administrative team	Butler, Wendell	8/10/2016	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2017 weekly
G1.B2.S1.A1 A311807	Lesson Development that implements the use of the Close Reading strategy into English and Reading...	DeCesare, Shelly	8/10/2016	Weekly lesson plans submitted by teachers to administration	5/31/2017 weekly
G1.B5.S1.MA1 M320625	Administrative attendance to departmental planning meetings	Faison, Rosa	8/10/2016	Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)	5/31/2017 monthly
G1.B5.S1.MA1 M320626	Administrative attendance during department meetings to collaborate with core areas	Faison, Rosa	8/10/2016	Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)	5/31/2017 monthly
G1.B5.S1.A1 A311808	Provide Common Planning Opportunities	Butler, Wendell	8/10/2016	Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)	5/31/2017 monthly
G2.B1.S1.MA1 M320630	Lesson Plan Review and Instructional Walks	Faison, Rosa	8/10/2016	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 & Study Island.	5/31/2017 monthly
G2.B1.S1.MA1 M320631	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Schrier, George	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2017 one-time
G2.B1.S1.A1 A311810	Promote the use of AVID and Kagan strategies schoolwide through professional development	Rouse, Rebecca	8/10/2016	N/A	5/31/2017 quarterly
G2.B2.S1.MA1 M320632	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2017 monthly
G2.B2.S1.MA1 M320633	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2016	Lesson review via Oncourse; Administrative classroom walks	5/31/2017 monthly
G2.B2.S1.A1 A311811	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2016	Focus Calendar, word walls, lesson plans	5/31/2017 monthly
G2.B3.S1.MA1 M320634	Teacher conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	
G2.B3.S1.MA1 M320635	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2016	Lesson review via Oncourse; Administrative classroom walks	5/31/2017 monthly
G2.B3.S1.A1 A311812	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2016	Focus Calendar, word walls, lesson plans	5/31/2017 monthly
G3.B1.S1.MA1 M320637	Lesson Plan Review and Instructional Walks	Faison, Rosa	8/10/2016	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 & Study Island.	5/31/2017 monthly
G3.B1.S1.MA1 M320638	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Schrier, George	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2017 one-time
G3.B1.S1.A1 A311813	Promote the use of AVID and Kagan strategies schoolwide through professional development.	Rouse, Rebecca	8/10/2016	N/A	5/31/2017 quarterly
G3.B2.S1.MA1 M320639	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2017 monthly
G3.B2.S1.MA1 M320640	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2016	Lesson review via Oncourse; Administrative classroom walks	5/31/2017 monthly
G3.B2.S1.A1 A311814	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2016	Focus Calendar, word walls, lesson plans	5/31/2017 monthly
G3.B3.S1.MA1 M320641	Teacher conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2017 monthly
G3.B3.S1.MA1 M320642	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2016	Lesson review via Oncourse; Administrative classroom walks	5/31/2017 monthly
G3.B3.S1.A1 A311815	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2016	Focus Calendar, word walls, lesson plans	5/31/2017 monthly
G4.B1.S1.MA1 M320644	Administration through ILT will montior student success in classes and identify students needing...	Butler, Wendell	8/10/2016	D/F List from progress reports and report cards, student performance data from SuccessMaker	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.MA1 M320646	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Butler, Wendell	8/10/2016	Lesson plans, SuccessMaker reports, classroom walks	5/31/2017 weekly
G4.B2.S1.MA1 M320647	Data reports show the total amount of time students have spent on the program will be analyzed	Butler, Wendell	8/10/2016	SuccessMaker reports that will be shared at our monthly ILT meetings.	5/31/2017 monthly
G4.B2.S1.A1 A311818	Continue to utilize the SuccessMaker instructional Program and Algebra Nation to enrich and extent...	Butler, Wendell	8/10/2016	Data Logs from SuccessMaker and Lesson Plans	5/31/2017 weekly
G4.B3.S1.MA1 M320648	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Faison, Rosa	8/10/2016	Attendance records; MTSS and ILT meeting minutes	5/31/2017 weekly
G4.B3.S1.MA1 M320649	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Butler, Wendell	8/10/2016	MTSS agendas; ILT agendas	5/31/2017 weekly
G4.B3.S1.A1 A311819	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	Butler, Wendell	8/10/2016	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/31/2017 weekly
G4.B4.S1.MA1 M320650	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	Butler, Wendell	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2017 monthly
G4.B4.S1.MA1 M320651	Check lesson plans and perform class room walks; review SuccessMaker data	Butler, Wendell	8/10/2016	Lesson review via Oncourse; Administrative classroom walks; SuccessMaker data	5/31/2017 weekly
G4.B4.S1.A1 A311820	SuccessMaker is utilized as an extension to classroom instruction and can be used as a remediation...	Butler, Wendell	8/10/2016	SuccessMaker data	5/31/2017 monthly
G5.B1.S1.MA1 M320653	Administration through ILT will montior student success in class and identify students needing...	Butler, Wendell	6/10/2016	D/F List from report cards, student performance data from state assessments.	5/31/2017 weekly
G7.B2.S1.MA1 M320669	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Faison, Rosa	8/10/2016	Attendance records; MTSS and ILT meeting minutes	5/31/2017 weekly
G7.B2.S1.MA1 M320670	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Butler, Wendell	8/10/2016	MTSS agendas; ILT agendas	5/31/2017 weekly
G7.B2.S1.A1 A311828	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	Schrier, George	8/10/2016	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/31/2017 weekly
G7.B3.S1.MA1 M320671	Lesson Plan Review and Instructional Walks	Schrier, George	8/10/2016	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests and teacher generated tests or through other online resources.	5/31/2017 monthly
G7.B3.S1.MA1 M320672	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Schrier, George	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B3.S1.A1 🔑 A311829	Provide teachers the opportunity to plan as a department to share their expertise, resources, and...	Schrier, George	8/10/2016		5/31/2017 monthly
G8.B1.S1.MA1 🔑 M320676	Lesson Plan Review and Instructional Walks	Schrier, George	8/10/2016	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests and teacher generated tests.	5/31/2017 monthly
G8.B1.S1.MA1 🔑 M320677	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Schrier, George	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2017 monthly
G8.B1.S1.A1 🔑 A311831	Promote the use of AVID and Kagan strategies schoolwide through professional development	Rouse, Rebecca	8/10/2016	N/A	5/31/2017 quarterly
G8.B2.S1.MA1 🔑 M320678	Classroom Walks, Informal and Formal Observations	Schrier, George	8/10/2016	The administrative team will conduct classroom walks, perform both formal and informal observations and conversations with teachers to discuss instructional approaches to learning, specifically dealing with higher ordered thinking and classroom engagement.	5/31/2017 daily
G8.B2.S1.MA1 🔑 M320679	Weekly Lesson Plan Review	Schrier, George	8/10/2016	The evidence collected will be from a sample of lesson plans reviewed weekly by the administrative team demonstrating effective teacher development and use of essential question to engage students in higher ordered thinking.	5/31/2017 weekly
G8.B2.S1.A1 🔑 A311832	Increase the frequency of higher order questions used daily during instruction	Schrier, George	8/10/2016	Weekly review of lesson plans and daily administrative classroom walks will provide a picture of how questions are being developed and used to enrich instruction.	5/31/2017 weekly
G8.B3.S1.MA1 🔑 M320680	Weekly lesson plan review by school administrative team	Schrier, George	8/10/2016	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2017 weekly
G8.B3.S1.MA1 🔑 M320681	Weekly lesson plan review by school administrative team	Schrier, George	8/10/2016	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2017 weekly
G8.B3.S1.A1 🔑 A311833	Lesson Development that implements the use of the Close Reading strategy into US History courses	Schrier, George	8/10/2016	Weekly lesson plans submitted by teachers to administration	5/31/2017 weekly
G9.B1.S1.MA1 🔑 M320685	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Faison, Rosa	8/10/2016	Attendance records; MTSS and ILT meeting minutes	5/31/2017 weekly
G9.B1.S1.MA1 🔑 M320686	Share weekly MTSS agendas with admin team; Share weekly Admin team information with counselors and...	Faison, Rosa	8/10/2016	MTSS agendas; Admin agendas	5/31/2017 weekly
G9.B1.S1.A1 🔑 A311835	Identify students with 5 or more absences utilizing attendance and teacher records as well as input...	Faison, Rosa	8/10/2016	Weekly MTSS meetings; Weekly Admin team meeting; Reports provided by Attendance Clerk and Registrar	5/31/2017 weekly
G9.B2.S1.MA1 🔑 M320687	MTSS will take recommendations from after-school instructors on student performance in addition to...	Butler, Wendell	8/10/2016	Academic Improvement Plans; MTSS Agendas/Minutes	5/31/2017 weekly
G9.B2.S1.MA1 🔑 M320688	Weekly attendance reports from the after-school program will be provided to the administrative...	Faison, Rosa	8/10/2016	Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B2.S1.A1 A311836	Implement after-school tutoring opportunities for seniors in jeopardy of graduating on time to...	Faison, Rosa	8/10/2016	Seniors attending the after-school tutoring session and current student test history.	5/31/2017 weekly
G9.B3.S1.MA1 M320692	MTSS will take recommendations from after-school instructors on student performance in addition to...	Butler, Wendell	8/10/2016	Academic Improvement Plans; MTSS Agendas/Minutes	5/31/2017 weekly
G9.B3.S1.MA1 M320693	Weekly attendance reports from the after-school program will be provided to the administrative...	Faison, Rosa	8/10/2016	Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.	5/31/2017 weekly
G9.B3.S1.A1 A311838	Implement credit recovery virtual classes during school and provide after-school credit recovery...	Faison, Rosa	8/10/2016	Student schedules showing placement in online courses during the school day; Seniors attending the after-school credit recovery sessions through the Boy's and Girl's Club and Saturday School.	5/31/2017 weekly
G1.B1.S2.MA1 M320621	Classroom Walks, Informal and Formal Observations	DeCesare, Shelly	8/10/2016	The administrative team will conduct classroom walks, perform both formal and informal observations and conversations with teachers to discuss instructional approaches to learning, specifically dealing with higher ordered thinking and classroom engagement.	5/31/2017 daily
G1.B1.S2.MA1 M320622	Weekly Lesson Plan Review	DeCesare, Shelly	8/10/2016	The evidence collected will be from a sample of lesson plans reviewed weekly by the administrative team demonstrating effective teacher development and use of essential question to engage students in higher ordered thinking.	5/31/2017 weekly
G1.B1.S2.A1 A311806	Increase the frequency of higher order questions used daily during instruction		8/10/2016	Weekly review of lesson plans and daily administrative classroom walks will provide a picture of how questions are being developed and used to enrich instruction.	5/31/2017 weekly
G1.B5.S2.MA1 M320627	Classroom walks, informal and formal observations, conferencing, etc.	DeCesare, Shelly	8/10/2016	Walkthrough Data and Lesson Plans	5/31/2017 weekly
G1.B5.S2.MA1 M320628	Classroom Walks and Lesson Plan Review	DeCesare, Shelly	8/10/2016	Classroom walks, informal and formal observations, conferencing, etc.	5/31/2017 weekly
G1.B5.S2.A1 A311809	Increase the amount of Print Rich Material available to teachers and students	Schrier, George	8/10/2016	Show an increase in physical and digital material teachers and students can use to enrich instruction daily.	5/31/2017 annually
G7.B3.S2.MA1 M320673	Lesson Plan Review and Instructional Walks	Faison, Rosa	8/10/2016	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 and other online resources.	5/31/2017 monthly
G7.B3.S2.MA1 M320674	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Schrier, George	8/10/2016	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2017 weekly
G7.B3.S2.A1 A311830	Promote the use of AVID and Kagan strategies schoolwide through professional development	Rouse, Rebecca	8/10/2016	N/A	5/31/2017 quarterly
G9.B2.S2.MA1 M320689	Weekly progress reports and attendance reports for students enrolled in the Smart Horizons option.	Faison, Rosa	1/9/2017	Report logs shared with Administrative team and MTSS team to discuss effectiveness of student use and	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				additional interventions needed to maximize success.	
G9.B2.S2.MA1 M320690	Administrative team, College and Career Adviser and Guidance Counselors will meet and track student...	Faison, Rosa	1/9/2017	Reports generated from the Smart Horizons Platform on student progress.	5/31/2017 one-time
G9.B2.S2.MA1 M320691	Administrative team, College and Career Adviser and Guidance Counselors will meet and track student...	Faison, Rosa	1/9/2017	Reports generated from the Smart Horizons Platform on student progress.	5/31/2017 one-time
G9.B2.S2.A1 A311837	Identify those students who would benefit from completing their graduation requirements through...	Faison, Rosa	1/9/2017		5/31/2017 monthly
G6.MA1 M320666	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Butler, Wendell	8/10/2016	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs	6/2/2017 monthly
G5.B2.S1.MA1 M320655	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Butler, Wendell	8/10/2016	Lesson plans, SuccessMaker reports, classroom walks	6/2/2017 weekly
G5.B2.S1.MA1 M320656	Data reports show the total amount of time students have spent on the program will be analyzed	Butler, Wendell	8/10/2016	SuccessMaker reports that will be shared at our monthly ILT meetings.	6/2/2017 monthly
G5.B2.S1.A1 A311822	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math...	Butler, Wendell	8/10/2016	Data Logs from SuccessMaker and Lesson Plans	6/2/2017 biweekly
G5.B3.S1.MA1 M320657	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	DeCesare, Shelly	8/10/2016	Attendance records; SBLT and ILT meeting minutes	6/2/2017 weekly
G5.B3.S1.MA1 M320658	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Butler, Wendell	8/10/2016	MTSS agendas; ILT agendas	6/2/2017 weekly
G5.B3.S1.A1 A311823	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	DeCesare, Shelly	8/10/2016	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	6/2/2017 weekly
G6.B2.S1.MA1 M320662	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Butler, Wendell	8/10/2016	Lesson plans, SuccessMaker reports, classroom walks	6/2/2017 weekly
G6.B2.S1.MA1 M320663	Data reports show the total amount of time students have spent on the program will be analyzed	Butler, Wendell	8/10/2016	SuccessMaker reports that will be shared at our monthly ILT meetings.	6/2/2017 monthly
G6.B2.S1.A1 A311825	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math...	Butler, Wendell	8/10/2016	Data Logs from SuccessMaker and Lesson Plans	6/2/2017 biweekly
G6.B3.S1.MA1 M320664	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	DeCesare, Shelly	8/10/2016	Attendance records; SBLT and ILT meeting minutes	6/2/2017 weekly
G6.B3.S1.MA1 M320665	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Butler, Wendell	8/10/2016	MTSS agendas; ILT agendas	6/2/2017 weekly
G6.B3.S1.A1 A311826	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	DeCesare, Shelly	8/10/2016	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	6/2/2017 weekly
G9.B3.S1.A2 A311839	Utilize Life program and or Summer School to assist students needing extended or alternative...	DeCesare, Shelly	8/10/2016	Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.	6/30/2017 quarterly

V. Professional Development Opportunities

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

G2. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA ELA Exam.

G2.B1 Student Engagement in the Classroom

G2.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).

PD Opportunity 1

Promote the use of AVID and Kagan strategies schoolwide through professional development

Facilitator

Rebecca Rouse

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

G2.B2 Low Vocabulary skills among 9th and 10th Grade Students

G2.B2.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary

PD Opportunity 1

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Facilitator

Shelly Decesare & Emilee Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G2.B3 Literary Analysis skills are poor among 9th and 10th Grade Students

G2.B3.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary

PD Opportunity 1

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Facilitator

Shelly Decesare & Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G3. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA ELA Exam.

G3.B1 Student Engagement in the Classroom

G3.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).

PD Opportunity 1

Promote the use of AVID and Kagan strategies schoolwide through professional development.

Facilitator

Rebecca Rouse

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

G3.B2 Low Vocabulary skills among 9th and 10th Grade Students

G3.B2.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary

PD Opportunity 1

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Facilitator

Shelly Decesare & Emilee Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G3.B3 Literary Analysis skills are poor among 9th and 10th Grade Students

G3.B3.S1 Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary

PD Opportunity 1

Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.

Facilitator

Shelly Decesare & Emilee Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 7% for the 2016-17 school year: (A total of 40% or 114 students).

G4.B2 Student ability to retain information and math skill over the duration of time needed to perform well on the exam.

G4.B2.S1 Target our Level 2 math students within Algebra 1 and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning.

PD Opportunity 1

Continue to utilize the SuccessMaker instructional Program and Algebra Nation to enrich and extent classroom learning.

Facilitator

Julie Hess

Participants

Algebra 1 teachers

Schedule

Weekly, from 8/10/2016 to 5/31/2017

G4.B4 Teacher and student success with use of Success Maker

G4.B4.S1 Provide additional training for SuccessMaker with the district instructional specialist.

PD Opportunity 1

SuccessMaker is utilized as an extension to classroom instruction and can be used as a remediation tool.

Facilitator

Julie Hess

Participants

Algebra 1 Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G5. By the end of the 2016-17 school year, 50% of our students will show learning gains on the FSA Algebra 1, Geometry, and/or Algebra 2.

G5.B2 Student ability to retain information and math skill over the duration of time needed to perform well on the exam.

G5.B2.S1 Identify our level 2 math students within Liberal Arts and Level 1 students in Intensive Math and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning.

PD Opportunity 1

Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.

Facilitator

Julie Hess

Participants

Algebra 1, Liberal Arts, and Intensive Math teachers

Schedule

Biweekly, from 8/10/2016 to 6/2/2017

G6. By the end of the 2016-17 school year, 50% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry.

G6.B2 Student ability to retain information and math skills over the duration of time needed to perform well on the exam

G6.B2.S1 Identify our level 2 math students within Liberal Arts and Level 1 students in Intensive Math and provide reinforcements and remediation via small group instruction and use supplemental computer resources to enrich learning. [copy]

PD Opportunity 1

Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.

Facilitator

Julie Hess

Participants

Algebra 1, Liberal Arts, and Intensive Math teachers

Schedule

Biweekly, from 8/10/2016 to 6/2/2017

G7. Increase the number of students scoring at proficiency or higher in Biology 1 by 3% for the 2016-17 school year: (A total of 60% or 101 students).

G7.B3 Student engagement

G7.B3.S2 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).

PD Opportunity 1

Promote the use of AVID and Kagan strategies schoolwide through professional development

Facilitator

Rebecca Rouse

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

G8. Increase the number of students scoring at proficiency or higher on the US History EOC by 3% for the 2016-17 school year: (A total of 70% or 211 students).

G8.B1 Student engagement in the classroom

G8.B1.S1 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).

PD Opportunity 1

Promote the use of AVID and Kagan strategies schoolwide through professional development

Facilitator

Rebecca Rouse

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implementation of Achieve 3000	$0.00
2	G1.B1.S2.A1	Increase the frequency of higher order questions used daily during instruction	$0.00
3	G1.B2.S1.A1	Lesson Development that implements the use of the Close Reading strategy into English and Reading Courses	$0.00
4	G1.B5.S1.A1	Provide Common Planning Opportunities	$0.00
5	G1.B5.S2.A1	Increase the amount of Print Rich Material available to teachers and students	$0.00
6	G2.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development	$0.00
7	G2.B2.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
8	G2.B3.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
9	G3.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development.	$0.00
10	G3.B2.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
11	G3.B3.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
12	G4.B1.S1.A1	Identify students who are a Level 1 in Math to enroll in Algebra 1A and Intensive Math	$0.00
13	G4.B1.S1.A2	Identify students who are a Level 2 in Math to enroll in Algebra 1A.	$0.00
14	G4.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation to enrich and extent classroom learning.	$0.00
15	G4.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
16	G4.B4.S1.A1	SuccessMaker is utilized as an extension to classroom instruction and can be used as a remediation tool.	$0.00
17	G5.B1.S1.A1	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.	$0.00

18	G5.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.	$0.00
19	G5.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
20	G6.B1.S1.A1	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.	$0.00
21	G6.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.	$0.00
22	G6.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
23	G7.B2.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
24	G7.B3.S1.A1	Provide teachers the opportunity to plan as a department to share their expertise, resources, and their support for the students.	$0.00
25	G7.B3.S2.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development	$0.00
26	G8.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development	$0.00
27	G8.B2.S1.A1	Increase the frequency of higher order questions used daily during instruction	$0.00
28	G8.B3.S1.A1	Lesson Development that implements the use of the Close Reading strategy into US History courses	$0.00
29	G9.B1.S1.A1	Identify students with 5 or more absences utilizing attendance and teacher records as well as input from Administrative team meetings.	$0.00
30	G9.B2.S1.A1	Implement after-school tutoring opportunities for seniors in jeopardy of graduating on time to focus on ACT/SAT and Pert materials for concordant scores.	$0.00
31	G9.B2.S2.A1	Identify those students who would benefit from completing their graduation requirements through Smart Horizons and assist them with coursework on campus during the school day and afterschool.	$0.00
32	G9.B3.S1.A1	Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.	$0.00
33	G9.B3.S1.A2	Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation	$0.00
		Total:	$0.00