

Haines City Senior High School



2016-17 Schoolwide Improvement Plan

Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

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

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 PK, 9-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 Haines City Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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

b. Provide the school's vision statement.

Vision & Purpose

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

Belief Statement

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

2. School Environment

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

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

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

Haines City High School strives to create an environment where students feel safe and respected before, during, and after school. Safety procedures are in place that ensure a safe atmosphere for the students from the time they arrive on campus until they leave. Adult monitors are assigned locations throughout the campus to monitor before school, during lunch and transitional times, and after school each day. Students are encouraged to advocate for themselves and others through anti-bullying

training. Whenever possible, the media center is open before and after school to provide students with the opportunity to check-out books and utilize technology resources. Many teachers use time before and after school to mentor at-risk students. The school resource officer and discipline deans are highly visible and accessible to students at all times.

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.

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

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.

Haines City High School strives to make sure the social-emotional needs of all students are being met. During the intake process, student records are analyzed to determine whether or not a student is currently receiving counseling services or the services of a local agency. This allows for continuity of services for the student. Counselors are available to all students to discuss issues and concerns. Most days there is a Guidance counselor available in the main media center during lunches to address student needs on a 1:1 basis. Based on needs, counselors may make referrals to our regularly scheduled visiting school psychologist and/or outside agencies to obtain services needed for a student. They also serve as a bridge between school, agencies, and parents in locating resources for students, whether it's mental health counseling or academic services such as those provided by the Learning Resource Center. Guidance Counselors work closely with the LEA to screen students who are experiencing learning difficulties or exhibit behavior problems that may require services through Exceptional Student Education. A school-wide mentoring program is in place for at-risk learners. Haines City High School has been selected to receive services from the Mindful Schools Project which will provide additional resources including a social worker to help meet student needs. Media centers have current, relevant books available on mood/mental illnesses in both non-fiction and fiction for individual student check out. There are also book discussions offered on many topics in the mental health spectrum.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

NA

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	184	137	114	119	554
One or more suspensions	0	0	0	0	0	0	0	0	0	192	176	117	75	560
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	333	257	206	81	877

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	197	233	175	92	697

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

Intervention Strategies:

1. Assign mentors to those most critical based on immediate graduation needs.
2. Data Chats to keep students informed of both strengths and areas of need.
3. Target these students for Extended Learning Opportunities and/or provide additional support from Reading Interventionist and/or Exceptional Student Education teachers.
4. Grade level conferences are held by each counselor twice a year. Counselors meet with Seniors 3 to 4 times per year to ensure students are on track for graduation, as well as to monitor absences and g.p.a.
5. Our Attendance Facilitators tracks students who miss 10 percent or more of available instructional time and 9th grade students with 1 or more absence within the 1st 20 days. The Attendance Dean also sets up parent/student meetings and puts students on an attendance contract.
6. We are implementing a team approach that includes our Attendance Facilitators, School Social Workers and Teachers. Teachers will refer students who display poor attendance to a specific individual. She will make parental contact and discuss any issues or concerns. If the student is under age 16, the School Social Worker will meet/contact the parents and work with the family. Students who are over age 16 will be monitored by the attendance facilitators. If the poor attendance continues, student will be given the opportunity for an alternate educational experience to help be successful.
7. Our Discipline Deans monitor and put on contract those with repeated behavioral referrals.

B. Family and Community Engagement

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316238>.

2. Description

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

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Lane, Adam	Principal
Gables, Melinda	Other
Bozeman, Melissa	Other
McDaniel, Alfonso	Assistant Principal
McLendon, Elbony	Dean
Scheloske, Stephen	Assistant Principal
Shick, Jason	Assistant Principal
Young, Crystal	Dean
Herrington, Patrick	Dean
Kipp, Kenneth	Teacher, Career/Technical
Robinson, Amanda	Assistant Principal
Reyes, Igdelia	Other
Iatarola, Nicole	Instructional Coach
Rios, Christina	Assistant Principal

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 will provide a common vision for the use of data-based decision making and will assist all teachers in the implementation of the school's MTSS. The principal and assistant principals will supervise the development of a strong infrastructure for implementation and ensure that implementation is occurring. The principal and assistant principals will ensure teacher participation in professional learning communities and collaborative planning occurs to support data-based decision making. The principal and assistant principals will also ensure that communication with parents regarding MTSS/RtI occurs to inform parents of the measures in place to support their student. The Academic Coach, Assistant Principal II and the Math Interventionist will identify and analyze existing literature on best practices/intervention approaches and identify systematic patterns of student need at the school. The Academic Coach and Assistant Principal II will also work with district personnel to identify appropriate, evidence-based intervention strategies and assist with school wide screening programs. ESE and general education teachers will participate in student data collection, integrate core instructional activities/materials/instruction in tiered interventions and provide information about core instruction.

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.

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

Title I, Part A

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

Title I, Part C-Migrant

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

Title I, Part D

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

Title II

Professional development resources are available to Title I schools through Title II funds. Additionally,

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

Title III

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

Title X-Homeless

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

Title IV

Violence Prevention Programs

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

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

2. School Advisory Council (SAC)

a. Membership

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

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

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

The SIP End-of-Year Reflection has been shared with members of the committee. It was noted that two of the three 2015-16 goals have been met. A pervasive method of monitoring teachers, both formally and informally, has been successfully implemented at Haines City High School. Furthermore, clearly defined collaborative planning structures have been put into place to ensure consistency in planning for rigorous instruction as well as the development of common assessments.

b. Development of this school improvement plan

The development of this plan included input from various stakeholders. Responses from the 2015-16 Title I parent surveys were used in developing strategies for improvement. Input from SAC members and teachers was also included when developing this plan. Student data was analyzed to determine the focus for the 2016-17 plan. This data included state assessment data as well as data that serves as indicators of student success (i.e. behavior, attendance, graduation rate, etc.)

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

SAC members have been included in the development of the school's annual budget and plan. Adjustments have been made in some areas based on input from members. Title I funding will be used for additional extended learning opportunities for both students and teachers.

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

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
Hoffmann, Connie	Instructional Media
Bozeman, Melissa	Other
Emiba, Lacy	Teacher, K-12
Graffam, Ben	Teacher, K-12
Lane, Adam	Principal
Myers, Paul	Teacher, K-12
Iatarola, Nicole	Instructional Coach
Reyes, Igdelia	Other
Reyes, Lydia	Teacher, K-12

b. Duties

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

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

1. Parent Literacy Night focused on both student and parent literacy needs.
2. Encouragement of independent reading through our welcoming media centers, one located on the main campus and the other one at the Freshman Academy, that include a variety of lexile-leveled books to address all reading levels.
3. Teacher and student-led student weekly "book talks."
4. Media Specialist training both students and faculty on the various technological aspects available on campus to support literacy for all.
5. Increase use of informational texts in both independent/instructional resources.
6. Enhance the literacy environment through the acquisition of a variety of lexile-leveled materials as determined through reading assessments.
7. Literacy Ambassador Team that is composed of students and teachers, who promote literacy on campus. This includes the book discussion sessions, and coding club which meets daily to promote technology literacy.
8. Provides a makerspace available to students during both lunches. Among many other benefits, the makerspace allows students to interact and create both independently and with teams engaging in

activities such as chess, checkers, intricate coloring and designing as well as exploring the composition of disassembled electronics. The makerspace offers a sense of community and camaraderie leveling the field among all students.

9. Community outreach by representing our school annually in the Polk County All-County Reads, Power Up Polk! Initiative.

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

Social Studies - weekly common planning sessions will take place on Tuesdays and Thursday during 7th period

Electives - weekly common planning sessions will take place on Tuesdays and Thursday various periods

Common assessments are also used, which reinforces the importance of collaborative planning.

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

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

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

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

Content-area expert for those with content needs

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

Classroom management expert for those with identified needs

Planned Mentoring Activities:

Lesson planning assistance

Modeling teaching strategies

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

Co-teaching

Monthly meetings with Instructional Coach and Assistant Principal II
Quarterly reviews with Mentor and Assistant Principal II to verify certification compliance

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

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.

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

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.

Prior year student data is used to place students in the appropriate initial academic courses. Intensive Reading and Intensive Algebra students are scheduled for remediation based on end of year progress monitoring and prior year standardized test results. Flexible grouping based on formative and summative assessments is utilized in all academic classrooms to allow for differentiated instruction and/or small group instruction.

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: After School Program

Minutes added to school year: 6,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hoffmann, Connie, connie.hoffmann@polk-fl.net

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

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

Strategy: After School Program

Minutes added to school year: 3,000

Tutoring/Study Hall for Athletes

Strategy Rationale

Additional instructional support in all academic areas with emphasis on math and reading in order to ensure students maintain academic eligibility.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Iatarola, Nicole, nicole.iatarola1@polk-fl.net

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

Students will submit weekly grade reports to monitor academic progress and achievement. Students, coaches, and teachers will also be surveyed to monitor the impact of additional assistance and study time.

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

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

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

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

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.

Each student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military and career representatives so students are exposed to a variety of post-graduation opportunities.

In order to improve student readiness for the public postsecondary level, the following strategies are being implemented: increase in the number and availability of advanced courses for all students; more college visits and guest speakers that focus on post-graduation opportunities; workshops to improve writing for college applications, scholarship opportunities, and writing in college.

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

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

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

Industry Certifications include:

AMP

Adobe Certified Associate Premiere CC
Adobe Certified Associate InDesign CC
Adobe Certified Associate Dreamweaver CC
Adobe Certified Associate Illustrator CC
Microsoft Office Specialist 2016

EATS

Agricultural Mechanics
Agricultural Communications
Agritechnology
Animal Science
Agricultural Biotechnology
Aquaculture Science

ACES

Introductory Child Care Training Certificates - FLDCF004 (must pass all exams)
Staff Credentials - Florida Department of Children and Families, Child Care Services - FLDCF005
Child Development Associate (CDA) - CPREC001
Early Childhood Professional Certificate (ECPC) - FLDOE001

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

Integration of career and technical education on campus is provided through the implementation of six (6) career academies.

1. Academy of Media Production (AMP)

2. Environmental Agricultural and Technology Academy (EATA)
3. Academy of Children Education Studies (ACES)
4. Visual Arts Academy
5. Performing Arts Academy
6. JROTC

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

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.

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Haines City High School teachers will establish a positive culture of learning that reflects high expectations of all learners and will implement a system of positive behavior interventions/support which will result in increased student achievement.
- G2.** Haines City High School teachers will engage students in rigorous learning activities that are aligned with state standards and will result in demonstrated learning gains for all students.
- G3.** Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning.

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. Haines City High School teachers will establish a positive culture of learning that reflects high expectations of all learners and will implement a system of positive behavior interventions/support which will result in increased student achievement. 1a

G087133

Targets Supported 1b

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

Discipline incidents

Targeted Barriers to Achieving the Goal 3

- Number of discipline referrals especially among 9th graders; discipline data reflects that 50% of our discipline referrals are generated for 9th graders.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discipline Deans, Behavioral Interventionist, PBIS team

Plan to Monitor Progress Toward G1. 8

Behavioral interventionist will review data related to discipline to determine if progress is being made towards the goal. Administrators and club sponsors will monitor student attendance and grades to determine if club involvement is having a positive impact on students' achievement.

Person Responsible

Crystal Young

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Course grades, attendance rates, discipline referral data.

G2. Haines City High School teachers will engage students in rigorous learning activities that are aligned with state standards and will result in demonstrated learning gains for all students. 1a

G087134

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers are in need of ongoing support in providing differentiated instructional practices to meet the needs of all learners; including a large population of English Language Learners. Teachers are in need of support in order to increase student engagement and refine classroom management practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School and District PD
-

Plan to Monitor Progress Toward G2. 8

Administrators, instructional coaches, and teachers will analyze students' data to determine if the strategies from the PD are having a positive impact on student achievement.

Person Responsible

Nicole Iatarola

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Teacher evaluation ratings, assessments results (FSAs, ACT/SAT/PERT)

G3. Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning. 1a

G087135

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher mindset of Coaching

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Nicole Iatarola

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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. Haines City High School teachers will establish a positive culture of learning that reflects high expectations of all learners and will implement a system of positive behavior interventions/support which will result in increased student achievement. **1**

 **G087133**

G1.B1 Number of discipline referrals especially among 9th graders; discipline data reflects that 50% of our discipline referrals are generated for 9th graders. **2**

 **B231658**

G1.B1.S1 Implementation of a Leadership class for 9th graders. **4**

 **S244370**

Strategy Rationale

Action Step 1 **5**

Implementation of a Leadership class for 9th graders.

Person Responsible

Christina Rios

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline referrals data for 9th graders, course grades.

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

Teacher will deliver lessons to help 9th graders complete grade level promotion requirements, acquire skills that will assist them in staying on track for graduation, and maintain positive behavior in school.

Person Responsible

Christina Rios

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

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

Teacher will attend common planning sessions and review lesson plans to monitor the effectiveness of the class.

Person Responsible

Jason Shick


Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common Planning Notes form

G1.B1.S2 Provide a school culture that promotes involvement in extracurricular activities such as clubs and sports. 4

 S244371

Strategy Rationale

Action Step 1 5

Provide a school culture that promotes involvement in extracurricular activities such as clubs and sports.

Person Responsible

Melinda Gables

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of clubs and sports offered at school. List of clubs and sports participating in the Freshman Palooza

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

Administrators will meet regularly with club sponsors and coaches.

Person Responsible

Melinda Gables

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Clubs and Sports Rosters

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

Administrators will visit club meetings to monitor club membership and activity.

Person Responsible

Melinda Gables

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, meeting minutes/agendas

G1.B1.S3 Implementation of PBIS (Positive Behavior Interventions and Supports) 4

 S244372

Strategy Rationale

Action Step 1 5

Implementation of PBIS (Positive Behavior Interventions and Supports)

Person Responsible

Adam Lane

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Positive behaviors will be rewarded with a variety of methods, including Emerald Leader awards and Hornet Bucks. PBIS will be used to provide Social Emotional Learning Supports. Student participation will be monitored through teacher's surveys, reports, and activity at the Hornet School Store.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PRIDE posters will be placed in all areas of the campus to serve as visual reminders of school expectations. Staff will be reinforcing the lessons for expectations, and recognizing the behavior in all areas of the campus using Hornet Bucks.

Person Responsible

Adam Lane

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrators will meet regularly with the PBIS team.

Person Responsible

Adam Lane


Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, meeting minutes/agendas

G2. Haines City High School teachers will engage students in rigorous learning activities that are aligned with state standards and will result in demonstrated learning gains for all students. **1**

 G087134

G2.B1 Teachers are in need of ongoing support in providing differentiated instructional practices to meet the needs of all learners; including a large population of English Language Learners. Teachers are in need of support in order to increase student engagement and refine classroom management practices. **2**

 B231659

G2.B1.S1 Teacher will attend School and District PD **4**

 S244373

Strategy Rationale

Action Step 1 **5**

Plan and coordinate PD opportunities during common planning (PLC) for teachers to improve in the areas of student engagement, literacy instruction, and classroom management.

Person Responsible

Nicole Iatarola

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

Evidence of Completion

PD Agenda, PD sign in sheets, PD documents and PD follow up

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

Administrators will monitor attendance and participation in PD opportunities.

Person Responsible

Stephen Scheloske

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, follow up activities, PD evaluations, arrow forms, in-service records

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

Administrators and coaches will perform regular evaluations and classroom visits to determine if strategies from participation in professional development are being implemented in classroom instruction. Teachers will be provided with specific, actionable feedback based on instructional practices observed.

Person Responsible

Alfonso McDaniel

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Walkthroughs data, conversations

G3. Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning. 1

 G087135

G3.B1 Teacher mindset of Coaching 2

 B231660

G3.B1.S1 Implementation of New Teacher Support Program 4

 S244374

Strategy Rationale

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

Action Step 1 5

New Teacher Support Program

Person Responsible

Christina Rios

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Amanda Robinson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Documentation of coaching conferences and assignments

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

Improvement of classroom management and instructional strategies

Person Responsible

Amanda Robinson


Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Needs survey completed by teachers, teacher conferences, evaluations

G3.B1.S2 Implement Multi-Tiered System of Support for teachers who have been teaching 3 years or less based on needs. 4

 S244375

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Nicole Iatarola

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coach conferences, assignments given by coach, teacher reflection logs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Conferences with Coaches

Person Responsible

Amanda Robinson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discussion notes/coaches' logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

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

Person Responsible

Amanda Robinson

Schedule



Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Results of Surveys and/or conferences

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					
G2.MA1 M328440	Administrators, instructional coaches, and teachers will analyze students' data to determine if the...	Iatarola, Nicole	9/16/2016	Teacher evaluation ratings, assessments results (FSAs, ACT/SAT/ PERT)	5/26/2017 quarterly
G2.B1.S1.MA1 M328438	Administrators and coaches will perform regular evaluations and classroom visits to determine if...	McDaniel, Alfonso	9/16/2016	Walkthroughs data, conversations	5/26/2017 quarterly
G2.B1.S1.MA1 M328439	Administrators will monitor attendance and participation in PD opportunities.	Scheloske, Stephen	9/16/2016	Sign in sheets, follow up activities, PD evaluations, arrow forms, in-service records	5/26/2017 quarterly
G2.B1.S1.A1 A316436	Plan and coordinate PD opportunities during common planning (PLC) for teachers to improve in the...	Iatarola, Nicole	9/16/2016	PD Agenda, PD sign in sheets, PD documents and PD follow up	5/26/2017 quarterly
G1.MA1 M328437	Behavioral interventionist will review data related to discipline to determine if progress is being...	Young, Crystal	8/15/2016	Course grades, attendance rates, discipline referral data.	6/2/2017 monthly
G3.MA1 M328445	Coaches will complete the coaching cycle with teachers who have identified needs.	Iatarola, Nicole	8/15/2016	Coaches' logs, documentation of communication, pre and post conference notes	6/2/2017 monthly
G1.B1.S1.MA1 M328431	Teacher will attend common planning sessions and review lesson plans to monitor the effectiveness...	Shick, Jason	8/15/2016	Common Planning Notes form	6/2/2017 biweekly
G1.B1.S1.MA1 M328432	Teacher will deliver lessons to help 9th graders complete grade level promotion requirements,...	Rios, Christina	8/15/2016	Lesson Plans	6/2/2017 daily
G1.B1.S1.A1 A316433	Implementation of a Leadership class for 9th graders.	Rios, Christina	8/15/2016	Discipline referrals data for 9th graders, course grades.	6/2/2017 monthly
G3.B1.S1.MA1 M328441	Improvement of classroom management and instructional strategies	Robinson, Amanda	8/15/2016	Needs survey completed by teachers, teacher conferences, evaluations	6/2/2017 quarterly
G3.B1.S1.MA1 M328442	Follow-up with coaches and Rios, checks for coaching conferences	Robinson, Amanda	8/15/2016	Documentation of coaching conferences and assignments	6/2/2017 monthly
G3.B1.S1.A1 A316437	New Teacher Support Program	Rios, Christina	8/15/2016	New Teacher Support binder, observation schedules, coaching notes by coaches and teachers, other documentation, survey of needs, various assignments.	6/2/2017 monthly
G1.B1.S2.MA1 M328433	Administrators will visit club meetings to monitor club membership and activity.	Gables, Melinda	8/15/2016	Sign in sheets, meeting minutes/ agendas	6/2/2017 quarterly
G1.B1.S2.MA1 M328434	Administrators will meet regularly with club sponsors and coaches.	Gables, Melinda	8/15/2016	Clubs and Sports Rosters	6/2/2017 quarterly
G1.B1.S2.A1 A316434	Provide a school culture that promotes involvement in extracurricular activities such as clubs and...	Gables, Melinda	8/15/2016	List of clubs and sports offered at school. List of clubs and sports participating in the Freshman Palooza	6/2/2017 quarterly
G3.B1.S2.MA1 M328443	Surveys and/or conferences with Tier 2 and Tier 3 teachers	Robinson, Amanda	8/15/2016	Results of Surveys and/or conferences	6/2/2017 semiannually
G3.B1.S2.MA1 M328444	Conferences with Coaches	Robinson, Amanda	8/15/2016	Discussion notes/coaches' logs	6/2/2017 quarterly
G3.B1.S2.A1 A316438	Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to...	Iatarola, Nicole	8/15/2016	Coach conferences, assignments given by coach, teacher reflection logs	6/2/2017 semiannually
G1.B1.S3.MA1 M328435	Administrators will meet regularly with the PBIS team.	Lane, Adam	8/15/2016	Sign in sheets, meeting minutes/ agendas	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M328436	PRIDE posters will be placed in all areas of the campus to serve as visual reminders of school...	Lane, Adam	8/15/2016		6/2/2017 daily
G1.B1.S3.A1  A316435	Implementation of PBIS (Positive Behavior Interventions and Supports)	Lane, Adam	8/15/2016	Positive behaviors will be rewarded with a variety of methods, including Emerald Leader awards and Hornet Bucks. PBIS will be used to provide Social Emotional Learning Supports. Student participation will be monitored through teacher's surveys, reports, and activity at the Hornet School Store.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G3. Develop a pervasive coaching model, built upon a structured process, which is inclusive of both staff and administration with the goal of improving teaching and learning.

G3.B1 Teacher mindset of Coaching

G3.B1.S1 Implementation of New Teacher Support Program

PD Opportunity 1

New Teacher Support Program

Facilitator

Various administrators and leaders in specialty areas

Participants

Brand new teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G3.B1.S2 Implement Multi-Tiered System of Support for teachers who have been teaching 3 years or less based on needs.

PD Opportunity 1

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

Facilitator

Nicole Iatarola/Christina Rios

Participants

teachers targeted based on instructional needs

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

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 a Leadership class for 9th graders.	\$0.00
2	G1.B1.S2.A1	Provide a school culture that promotes involvement in extracurricular activities such as clubs and sports.	\$0.00
3	G1.B1.S3.A1	Implementation of PBIS (Positive Behavior Interventions and Supports)	\$0.00
4	G2.B1.S1.A1	Plan and coordinate PD opportunities during common planning (PLC) for teachers to improve in the areas of student engagement, literacy instruction, and classroom management.	\$0.00
5	G3.B1.S1.A1	New Teacher Support Program	\$0.00
6	G3.B1.S2.A1	Tier 2 and Tier 3 teachers (those in their 2nd and 3rd year teaching) will have the opportunity to schedule appointments with coaches on an as-needed basis. A meeting for those teachers will be held each semester.	\$0.00
Total:			\$0.00