

Orange County Public Schools

Apopka High



2017-18 Schoolwide Improvement Plan

Apopka High

555 W MARTIN ST, Apopka, FL 32712

<https://apopkahs.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	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 Orange County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Apopka High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and communities.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

Apopka High is a community based school with a direct feeder pattern from two middle schools. This vertical alignment allows for increased communication regarding our students' cultures and the diversity of the community as a means to strengthen the relationships between teachers and students. The teachers at Apopka are encouraged to learn the strengths and weaknesses of their students and to "treat the students as if they were their own". This is evident beyond the classroom as teachers attend multiple extra-curricular activities to encourage and support students. In the classroom, teachers are challenged to build on their students strengths while nurturing their disparities through instructional support, tutoring, and mentoring. Throughout the school day relationships between our teachers and students are strengthened through our academic programs and curriculum offerings. In addition, Apopka teachers and students celebrate the cultural diversity of our campus community through an educational focus such as Hispanic Awareness month and Black History month.

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

Apopka High School creates an environment where students feel safe and respected before, during, and after school by ensuring that every student is connected to an adult on campus. Teachers and coaches serve as mentors to many of our students. Our SAFE Coordinator and Guidance Counselors add another layer of support for the social, personal and academic needs our students. There is also high visibility of teachers, faculty, staff, and administrators before, during, and after school in all places where students are present, and where visitors enter the campus.

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.

Our Positive Behavior Support (PBS) Team provides professional development to emphasize high expectations for behavior. Each teacher is trained on interventions to be implemented within the classroom to ensure students remain engaged during instructional time. These interventions are documented by the teachers in their classroom management plan. There is a clear protocol with progressive disciplinary actions to address student behavior that violates the OCPS Code of Student Conduct.

Teachers are encouraged to reach out to parents early in the school year to establish a partnership to

help their students to stay focused on the purpose of school. The school also encourages parents to partner with us to ensure their student receives maximal instructional time in the classroom. When it becomes necessary to implement discipline procedures beyond the classroom level, parents/guardians are notified.

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.

Social-emotional needs of all students are being met through the following interventions and services:

SAFE Coordinator - Social-personal support is provided and available to students when needed.
Guidance Counselors - Academic support is provided and available to students and their families.
Darter Success Classes - Extended layer of academic support for 9th graders, and struggling 10th, 11th, and 12th graders.
Resource Services are provided by numerous site-based and district personnel to include but not limited to school psychologists, social workers, guidance counselors, etc...
Staffing Specialists - IEPs and 504s are monitored and updated by the Staffing Specialists.
Support Facilitators - ESE students are supported within general education classroom instruction by Instructional Support Facilitators working collaboratively with the regular education classroom teacher.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Apopka High School uses multiple modalities to address the attendance, suspensions, failing grades in English Language Arts and/or Mathematics, and students scoring Level 1 on statewide, standard assessments in English Language Arts and/or Mathematics. The school's early warning system and early warning indicators are as follows:

Attendance below 90% - Teachers take attendance during each class period of the day using ProgressBook. Daily percentage attendance is monitored weekly using SMS and EDW by the attendance dean and the Attendance Department. When observing attendance disparities the following are considered: number of school and district moves in the prior school year, days removed for out of school suspension or expulsion in the prior school year, and course performance, specifically in Reading and Mathematics, in the prior school year(s). Students with attendance below 90% are counseled by the Attendance Dean and Student Services Guidance Counselors. Phone calls are then made home to the parents of the students below a 90% attendance rate to inform them of their student's absences. If absences continue to occur, this could result in the student being labeled truant. Student Services Counselors make contact with the student(s) and/or parent(s) and note the following: contact date, reason for absence(s), and next steps. When applicable, Apopka High School follows the District's policy by sending out 5 Day Truancy and 10 Day Attendance Letters to the home, in addition to involving the school social worker and school psychologist.

In cases of one or more suspensions, whether in school or out of school, teachers use multiple interventions prior to writing referrals. Contact is made with the parent and/or guardian of students exhibiting inappropriate behavior by the Teacher or Administrator dependent upon the infraction. Restorative justice, lunch detentions, after school teacher detentions, Wednesday school, and PASS (in-school suspension) are interventions used prior to assigning out of school suspension to students.

Course failure in English Language Arts and/or Mathematics are observed each quarter using

Progress Reports and Report Card data. When report cards are issued, failing students are counseled by Student Service Counselors. Daily after-school tutoring is provided by all teachers, the Mathematical Club Mu Alpha Theta, and Darter Success Tutors. In-class remediation, re-teaching, and re-assessing is facilitated by the teacher to support student learning. Alternate methods to take these courses are available to the students (i.e. online or Night School).

Students scoring Level 1 score on the statewide, standardized assessments in English Language Arts and/or Mathematics are identified through the FSA ELA and the Algebra I EOC exam results. Prior year assessment data is observed through data management systems EDW and SMS. Using the data, all students scoring a Level 1 on the FSA ELA are placed with highly qualified teachers in a Reading class that focuses on increasing reading proficiency in preparation for both FSA ELA retake and SAT/ACT standardized assessments. Students are also scheduled in Liberal Arts 1 classes that focus on remediation and strengthening Algebra I skills as a means to prepare them for upcoming Algebra I EOC retake assessments and SAT/ACT standardize assessments. Daily after-school tutoring is provided by all teachers, the Mathematical Club Mu Alpha Theta, and Darter Success tutors. In-class remediation, re-teaching, and re-assessing is facilitated by the teacher to support student learning.

Early warning indicators used to track the academics success of students at Apopka High School are attendance percentages, number of suspensions, year over-age in a given grade, failure rates of students in core classes, on track percentages for on-time graduation, and reading and math assessment scores. These indicators are tracked using the following data resources: ProgressBook, Performance Matters(Unify), IMS, SMS, and EDW.

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	200	192	209	162	763
One or more suspensions	0	0	0	0	0	0	0	0	0	141	101	68	26	336
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	389	393	359	245	1386
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	235	213	0	0	448

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	285	282	166	95	828

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

Interventions used at Apopka High School to improve the academic performance of students identified by the early warning system are: weekly monitoring of daily percentage attendance, parent phone calls, 5 day truancy and 10 day attendance letters, involving the school social worker and school psychologist, restorative justice, lunch detentions, after-school teacher detentions, Wednesday school, PASS (in-school suspension), and out of school suspension. Failing students are counseled by Student Service counselors. Daily after-school tutoring, the Mathematical Club Mu Alpha Theta tutoring, Darter Success tutoring, in-class remediation, re-teaching, and re-assessing is facilitated by

the teacher, and alternate methods to take courses are available to the students (i.e. online with Orange County Virtual School or Florida Virtual School).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We invite parents and families to take an active role in their student's educational experience. We communicate through various means (Connect Orange voice mails, emails, text messaging, and various social media outlets) to ensure our parents are informed about about school initiatives and events. Parents and families are invited to visit the school during open house, Darter Opening, and various academic and extra-curricular events held on campus. Parents are provided with student grade updates at regular intervals via progress reports and report cards. Parents also have access to their students grades through the parental ProgressBook access website.

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.

Apopka 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. School liaisons communicate with members of the community to inform them of the positive opportunities for students at Apopka High School in an effort to gain and/or sustain their support.

Collaboration efforts are created by the school for the community to participate in (i.e. PTSA and SAC meetings, College/Career Readiness Partnerships, Weekly College Visits, Mentorship Programs, Academic Consortium of Scholars, Special Olympics, and the Darter Food Pantry).

Apopka High School celebrates the work of its Partners in Education in the school newspaper - News from the Nest, on the school website, and in the local newspaper - the Apopka Chief.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Arnold, Matthew	Principal
Young, Rhonda	Assistant Principal
Smith, Iris	Instructional Coach
Burkhart, Sally	Other
Coffie, Edward	Dean
Herskovitz, Janet	Other
Jenkins, Eddie	Dean
Munyon, Lisa	School Counselor
Shaw, Beverly	Instructional Technology
Ramirez, Ashlynn	Assistant Principal
Hammons, Glenda	Assistant Principal
Myers, Richard	Assistant Principal
Martin, Bradley	Assistant Principal
Fowler, Cecilio	Attendance/Social Work
Willard, April	Instructional Media
Wilson, Leon	Dean
Anderson, Kimberly	Instructional Coach
Conyers, Rochelle	Dean
Wood, Caroline	Other
Richard, Demetria	Teacher, K-12

b. Duties

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

Our administrative branch of the leadership team is comprised of the principal and the five assistant principals. Each assistant principal actively monitors the Professional Learning Communities (PLCs) within the departments they supervise. The assigned administrator supports the efforts of PLCs by attending weekly meetings to observe the work of the PLC and contribute to conversations as the group engages in an ongoing process of collaborating and reflecting on their instructional practices to positively impact student achievement and meet school improvement goals.

Our instructional branch of the leadership team is comprised of our curriculum resource teacher, reading coach, math coach, science coach, lead guidance counselor, and testing coordinator. These teacher leaders work to support the implementation of our SIP goals by participating in PLC groups. They meet with different PLCs throughout each week to monitor their work and determine what assistance they can provide each group. The instructional coaches provide targeted professional development (PD) focused on areas of need based upon their observations and conversations from their PLC visits and are aligned with the SIP goals

In addition, the administrative and instructional leaders support and answer questions of the PLC members, assist with the creation of unit lesson plans, guide data discussions of common classroom assessments along with state and county benchmark assessments, and support the analysis of data to direct instruction so PLCs can reach the goals set forth in the School Improvement Plan. We foster

discussions in the PLC groups, as needed, to ensure that re-teaching, re-mediation, and tutoring interventions are utilized to support struggling students in achieving at the highest level possible.

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.

Our multi-level student support system is as follows:

Tier One--All students will be taught core curriculum within the school day. The teachers will teach the content as specified by the Florida Standards and Next Generation standards to all students using a variety of high yield strategies to meet all learning styles and ensuring that all students will learn by including accommodations when needed (as specified by IEP plans) or as indicated by need in the classroom. To assist students through the learning process, after school tutoring will be offered regularly by teachers within their subject areas, daily tutoring for all subject areas will be available in the Darter Success classrooms, and Khan Academy will be utilized weekly to support student learning in ELA and Math.

Tier Two--Identified students with areas of need will be scheduled into specialized classes to develop skills or further content acquisition that will lead those students to success. Certain groups of students, based on state standardized FSA, PERT, diagnostic and common assessment results, will be scheduled into Intensive Reading and/or Liberal Arts Math classes to further develop reading comprehension and mathematics skills that they have yet to demonstrate to mastery on those tests. Based on PERT data, seniors will be placed in English for College Readiness and/or Math for College Readiness classes to acquire reading and math skills they lack. Learning strategies classes will be scheduled for all ESE students who will be in our mainstreamed curriculum to assist them with strategies to master the content of those classes. In addition, Apopka High School will be working with students who need additional help on content acquisition based on state and local test data, and the needs indicated by that data and/or based on teacher recognition of need. Students will be supported through winter, spring, and summer study camps in Reading, Algebra 1, Geometry, Biology, and US History for several weeks prior to standardized test administrations.

Tier Three--Based on FSA ELA data, students are scheduled into Intensive Reading classes on the 9th and 10th grade level to focus on fluency and reading remediation. Identified students receive education through a support facilitation class we have on campus as those students need a more restricted daily environment than the regular school day provides, allowing them to focus on course content with minimal distractions. Our CAP program is an alternate classroom in which students will complete courses via an E2020 platform to earn the credits they need to graduate. The Guidance Counselors monitor students throughout the year and, with the student, adjusts the individual learning plan as needed to reach the goal of graduation. A Tier III team consisting of the Principal, Assistant Principal, Graduation Coach, ESE Placement Specialist, SAFE Coordinator, Reading Coach, LRS, and identified teachers discuss education and behavior modification plans for individual students as the need arises.

The online resources Reading Plus, Systems 44, Khan Academy, Common Lit, and NewsELA are used in Reading, DLA/DLAR, and Darter Success classes so that students can practice reading and responding to informational text, and answering text based questions in preparation for FSA ELA. These program are ones that assess the level of reading comprehension, provide lessons through tutorials based on the identified needs, and monitor progress on the identified need for each individual student. The programs are designed to give students immediate feedback on their work and specific instruction at their level of need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Matthew Arnold	Principal
Sally Burkhart	Education Support Employee
Rochelle Conyers	Parent
Karen Saint Cyr	Parent
Rudy Saint Cyr	Parent
Rhonda Young	Education Support Employee
Pilor Alvarado	Parent
Kim Anderson	Teacher
Heather Baker	Business/Community
Kathleen Bean	Parent
Frances Castillo	Parent
Apryl Cooke	Parent
Monica Gibbs-Godfrey	Parent
Tammy Gilliard	Parent
Glenda Hammons	Education Support Employee
Maureen Lewis	Parent
Bradley Martin	Education Support Employee
Richard Myers	Education Support Employee
Jill Ormachea	Parent
Valerie Radcliffe	Parent
Ashlynn Ramirez	Education Support Employee
Leah Rubiano	Parent
Susan Steiner	Parent
Mike Strecker	Parent
Lisa Turner	Parent
Jennifer Metts	Education Support Employee
Frances Venezuela	Parent
Bruce Hicks	Student
Sue Cevallos	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school shares the SIP with the School Advisory Council at the beginning of the year and revisits the goals mid-year. During these meetings, the school provides SAC with an overview of the school improvement plan goals and the efforts put forth by the school to achieve these goals.

b. Development of this school improvement plan

The SAC committee reviews, offers suggestions, and approves the activities proposed by the school that are to be used during the 2017-2018 school year. Areas of focus discussed include: reading, math, science, and social studies classrooms. Activities and programs were approved during the April and May SAC meetings at the end of the 2016-17 school year. These activities and attached resources foster student growth that will lead to mastery of standards in each content area.

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

The School Advisory Council approved the school budget supporting the activities and resources to be used for the 2017-2018 school year at Apopka High School during the April and May 2016 SAC meetings. The activities and resources approved will foster student growth leading to mastery of standards in each content area.

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

Funds were utilized to support professional development throughout the school year. In addition, teachers attended summer professional development for the Advanced Placement program, the Advancement Via Individual Determination program, Project Lead the Way, and the Professional Learning Communities at Work conference.

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
Arnold, Matthew	Principal
Smith, Iris	Instructional Coach
Hammons, Glenda	Assistant Principal
Martin, Bradley	Assistant Principal
Myers, Richard	Assistant Principal
Ramirez, Ashlynn	Assistant Principal
Young, Rhonda	Assistant Principal
Anderson, Kimberly	Instructional Coach
Wood, Caroline	Other
Conyers, Rochelle	Dean
Russell, Jerry	Teacher, K-12
Durham, Jamie	Teacher, K-12
Houvouras, Erika	Teacher, K-12
Springer, Heather	Teacher, K-12
Meadows, Enid	Teacher, K-12
Nguyen, Le	Teacher, K-12
Wesignan, Kayla	Teacher, K-12
Hobbins, Caitlyn	Teacher, K-12
Rotenberg, Robert	Teacher, K-12
Meyer, Jennifer	Teacher, K-12
Richard, Demetria	Teacher, K-12
Shafer, Sandra	Teacher, K-12

b. Duties

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

Integration of reading and writing ELA standards within all content area classrooms will occur this year. Major components of these standards will be included in instruction as teachers complete close reads with their students and writing to demonstrate understanding.

Chunking of new information, repeated practices, and activities resulting in the deepening of knowledge of new information coupled with processing time through the use of routine writing will help to facilitate student learning. These strategies will be used in all classrooms.

Essay writing will occur monthly. Students will demonstrate their learning through the essay writing process. Students will be provided texts to read and will use the information from those texts to take a position and defend the position with plausible examples from the text as support (evidence-based writing).

Students will collaborate with their classmates on a regular basis face-to-face and digitally when working with new concepts presented in the classroom, discuss the new concepts, and address misconceptions they might have, then gain clarification from each other and their teacher. Students will engage in student-centered learning and present information discovered to their classmates.

All students, in grades 9 through 12, will hone their reading comprehension skills as they participate in required non-fiction reading in all classes, and will often participate in close readings to analyze texts and find evidence to support positions taken after reading the text. Teachers will focus on vocabulary acquisition and text features as an aid in modeling reading of their content textbooks and/or supplementary articles supporting content material. Reading Plus, Khan Academy, and NewsELA will be utilized to assist students in this process.

The Literacy Leadership Team has set forth the above expectations for every classroom and will continue to provide professional development and monitoring of these processes through observation of unit plans, informal observations, and analysis of assessment data (progress monitoring activity assessments and common assessments).

The Literacy Leadership Team's focus has expanded to include digital literacy, shifting from traditional textbooks to electronic textbooks.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Apopka High School encourages positive working relationships between teachers using multiple modalities (phone calls, emails, Google,Canvas, and PLC meetings). Faculty members are organized into professional learning communities (PLCs). Collaborative and collegial conversations are encouraged as teachers evaluate their instructional practices and reflect on their effectiveness relative to student learning. Technology resources (such as Google Drive, Canvas, and One Note) and peer observations through iObservation promote positive interaction among teachers. Staff development is used to foster teacher growth and a collegial culture. Common planning, scope and sequence for units of study, and common assessments are designed and created in the aforementioned positive collaborative structures.

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

Apopka High School uses the following strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers: advertise and interview diverse candidates for multiple subject area positions; prepare and deliver new teacher orientation for all teachers new to our campus; provide all teachers new to the profession mentoring over their first three years of employment; facilitate meaningful and relevant professional development supported by research based instructional practices, provide side-by-side in classroom coaching; structure collaborative weekly meetings with teachers in the same content-specific areas that are led by a trained facilitator and observed by an administrator and/or instructional coach; support the organization and regular meetings of the Faculty Advisory Committee, and administer school climate surveys annually to faculty and staff so they have an opportunity to provide constructive feedback to school leaders.

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

Teachers new to Apopka High School are paired with a veteran teacher mentor who teaches the same subject. The veteran mentor teacher assist the teacher new to Apopka High School in acclimating to the school campus and works with the new teacher to set up their classroom. The mentor teachers visit the new teachers' classrooms regularly on their planning period. During the class visit the mentor teacher may make suggestions, offers reassurance, provide assistance and builds an effective working relationship with the new teacher.

The CRT/LRS holds new teacher orientation during pre-planning. At this 5.5 hour session, new teachers are introduced to our school culture, review a day in the life of an AHS teacher, complete a scavenger hunt to learn how to navigate the campus, learn about the work that will occur in professional learning communities, review the teacher survival guide, discuss the teacher evaluation system, stress the importance of establishing and cultivating student relationships in the classroom, and meet/greet their mentor. Professionalism and ethics are also addressed.

Additional staff development sessions include: taking attendance, entering grades, using Performance Matters, creating/accessing tests on the Unify platform, the Marzano Instructional Framework, close reading strategies, text dependent questions, and evidence based writing within their content curriculum are provided to new teachers during the school year.

In addition, the new teachers join their subject area PLCs each week to collaborate with their colleagues, write unit lesson plans, discuss strategies, examine data gathered in their classrooms from common assessments to drive instruction as they determine when re-teaching and new teaching methods and strategies are needed.

New teachers benefit from the expertise of our veteran teachers. They use suggested strategies shared by the veteran teachers that have been used successfully in their classrooms, activities that have been used to present new concepts or deepen students' understanding of concepts to the depth of understanding required by the standards, and common assessments written to gauge students' mastery of the standards. The new teachers are not isolated in instruction, but instead are fully supported by our combination of active PLC members in their content area and instructional resource support on our campus.

Thus, through much dialogue with Instructional Coaches and through regular meetings with the new teacher cohort group, our new teachers acclimate to the Apopka High School community and are supported as they either begin their teaching careers or adjust to teaching at a new school. Together, we all positively contribute to the success of our students.

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.

Apopka High School ensures that the core instructional programs and resources are aligned to the Florida standards and the CRMs (Content Resource Materials) written for each course by our School District. Each course follows the Scope and Sequence and Common Unit Plans as a means to ensure that resources are common and consistent. Administration, Instructional Coaches, and PLC Facilitators monitor the core instructional programs taught to ensure the materials based upon state standards are implemented with fidelity through Canvas, Google, and classroom observations.

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.

Apopka High School uses data to provide and differentiate instruction to meet the diverse needs of students by analyzing data through the use of programs available through Performance Matters and Unify on common assessment data (standard based). Instruction is modified based upon the aforementioned data analysis tools. Data chats occur regularly within the PLCs. This data is used to identify intervention needs (Darter Success, Support Facilitation, Tutoring), enrichment needs, and thus drive and differentiate instruction in the classroom.

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: 12,000

Teachers in the main content areas and school based tutors from the Darter Success and AVID classrooms will be available to provide tutoring and assistance for students after school each day beginning the second week of the school year and continuing each week until the end of school.

Strategy Rationale

Some students may need additional time with instructional personnel to solidify the understanding of content presented in the classroom that will continue on as homework or additional practice. This is done so that students can avoid repeated mistakes and ensures that the practice being completed reinforces the correct learning. Darter Success and AVID students are also able to access teachers (content experts) and tutors (support personnel) during the school day prior to going home to work on their own. Darter Success serves as an extension of support for student learning. It is an elective class that all freshman students take as transitional support from middle school to high school.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Arnold, Matthew, matthew.arnold@ocps.net

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

Data from standardized assessments and common classroom assessments together will be analyzed to see if our programs are effective. We will look at the relationship between grades and students that attend after school assistance and students that did not attend after school assistance.

Strategy: Extended School Day

Minutes added to school year: 1,240

In the spring as the EOC exams in Algebra 1, Geometry, Biology, and US History approach, students will be invited to attend after school review sessions with their content area teachers. The concept focus will be the concepts within the major strands which are likely to be included on the state standardized EOC exams.

Weekly sessions will be held for Algebra 1. Students will be able to attend any or all sessions as their time allows. The focus in Algebra 1 will be on functions, a concept that has been the topic on over 50% of the questions on the Algebra 1 exam. Geometry after school sessions will also be offered. Weekly Biology sessions will be facilitated. The major focus will be on standards upon which the majority of the questions have appeared on previous Biology EOC exams. The students again will choose any session to attend. Biology teachers will repeat their assigned session over a period of time so that students will be able to attend multiple times on a given topic or will be able to participate in an individual session.

Strategy Rationale

Reinforcement of major concepts by the certified subject area teachers assist the students in final preparation for the EOCs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Arnold, Matthew, matthew.arnold@ocps.net

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

The data used to determine the effectiveness of the after school reviews prior to the EOCs will be the student scores from the individual EOC exams.

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in our migrant program will have the opportunity to attend after school tutoring sessions in reading and math on a weekly basis. Students will be provided transportation home after these sessions. English and math teachers will lead the students in mini-lessons on topics students struggled with based upon the previous year's standardized test data and progress monitoring/ common assessments of the current year.

Strategy Rationale

Most migrant students are students who were raised speaking another language and thus are faced with the issue of learning 9-12 grade level content while continuing their acquisition of the English language. Additional time is given with English and Math teachers to assist them in preparation for the standardized tests they will take for graduation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Arnold, Matthew, matthew.arnold@ocps.net

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

Data from report cards, on standardized state tests, and common assessment data using Performance Matters and Unify will be collected and analyzed to determine the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 1,920

Summer camps in preparation for the summer administration of the FSA EOCs (and PERT, if applicable) will be held. It is anticipated that as many as 250 students will receive instruction in those standards assessed on the EOC exams. In addition to instruction, students will have time to work in computer programs that identify the students' specific areas of need and provide tutorials and practice in that area of need.

Strategy Rationale

Students participating in the summer camps have previously taken the EOCs but did not pass. The summer camp gives students another opportunity to reinforce the primary content within tested standards. Certified teachers re-teach the content using a variety of strategies preparing students for the summer administration of the EOCs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Arnold, Matthew, matthew.arnold@ocps.net

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

The summer state EOC (and PERT, if applicable) test results data will be analyzed to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Apopka High School employs various support programs to assist in the transition of its students. Darter Success, Middle School Transition Camp, middle school visits by student services, class specific orientations, magnet night, athletic night, military and college visits, college and career center, Academic Consortium of Scholars (ACS), Advanced Placement (AP), Advancement Via Individual Determination (AVID), Dual Enrollment (Tech School/College and Career), and industry certifications are the programs that assist students in transitioning from one school level to another through vertical and horizontal collaborations.

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.

Beginning in their 9th grade year, all students will have a four-year high school success plan focusing on required courses and electives in their areas of interest. Throughout the four years, Student Services counselors will work with all students multiple times to monitor the success of the plan that was created. Adjustments will be made as needed.

In addition, students have the opportunity throughout the four years to visit the College and Career room to research scholarship opportunities, speak to college and military recruiters during planned campus visits, and participate in magnet programs on campus.

Through the ACS, Academic Consortium of Scholars, students participate in college week activities in the spring and share their college acceptance letters with their fellow classmates in featured displays.

The AVID program is a college preparatory program for students that are potentially the first in their family to attend college. Students in this program prepare to take Advanced Placement courses in high school with the ultimate goal of apply and being accepted to a post-secondary school in their senior year. This group also visits various college and university campuses throughout the four year program.

Our AP program has expanded its course offerings and number of students taking courses. Apopka High School now offers 32 AP courses in a variety of content area for students to participate in. We are launching a campaign to educate all stakeholders on the benefits of taking an AP college course while in high school. We want students to take the most rigorous coursework possible to expose them to the type of work they will experience should they choose to attend college after high school.

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

Students can earn industry certifications by taking a variety of specialized courses on our campus including Early Childhood Development, Robotics, Drafting, Agriculture, Digital Information Technology, and Engineering and Medical Magnet, and Project Lead the Way. Students will also have an opportunity to earn industry certifications through yearbook, journalism, TV production, and photography classes. These certificates will enable our students to earn a higher rate of pay immediately when entering the workforce in a related field of work.

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

Apopka High School continues to integrate career and technical education with academic courses to support student achievement. Through Project Lead the Way (PLTW) Principles of Biomedical Science has been added as a program option for students interested in Forensic Science. This is a 4 year progression of courses where students earn industry certifications and college credits in Forensics.

Rising seniors who scored below mastery on the PERT test will be placed into College and Career Readiness English and/or Math their senior year. These courses will follow the curriculum written by the county for reading comprehension and math skill acquisition. Teachers are well versed in the curriculum and utilize research-based instructional strategies that ensure growth in these areas.

Through Dual Enrollment classes at local colleges, students will be able to earn college credit simultaneously with high school credit. Students can begin and complete various tech programs by attending technical classes at the OCPS Orange Technical College during their junior and senior years as their elective class components in conjunction with the required core academic classes they will take on our campus.

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.

Apopka High School uses multiple strategies to improve student readiness for post-secondary education. College and career readiness goals for a targeted population of students are developed

and monitored throughout the school year. Test prep courses, SAT test prep camp, summer camps for AP courses (CLEP), college readiness courses with a focus on the PERT, and magnet internships (Clinicals and Northrup Grumman) are offered during the school day.

Resources that support student preparation for post-secondary education are the administrative staff, the Student Services Department (Guidance Counselors, College and Career Readiness Center with parent volunteers), and College and Career Counselor. Administration and Guidance monitor student data, and program offerings that lead to industry certifications.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will utilize common planning collaboration to increase the effectiveness of standards-based instruction to positively impact student achievement in English Language Arts and Mathematics. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments).
- G2.** Teachers will improve the proficiency of student reading through the use of close reading strategies with complex texts via participation in district and school level professional learning communities. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments).

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. Teachers will utilize common planning collaboration to increase the effectiveness of standards-based instruction to positively impact student achievement in English Language Arts and Mathematics. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments). 1a

G095264

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	41.0
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- There are 52 teachers new to Apopka High School that may be novice teachers and not have experience collaborating with other educators.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expert Resource Staff
- Common PLC Meeting Times
- Performance Matters Dashboards
- Khan Academy
- Test Items Specifications
- Common Resource Materials (CRMs)

Plan to Monitor Progress Toward G1. 8

Data from the district's Progress Monitoring Tool (PMT), Khan Academy, Reading Plus, and FSA ELA and EOC assessments will be collected and reviewed.

Person Responsible

Glenda Hammons

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PMT assessment reports, Khan Academy usage reports, Reading Plus level up reports, Algebra I and FSA-ELA Assessment student data reports

G2. Teachers will improve the proficiency of student reading through the use of close reading strategies with complex texts via participation in district and school level professional learning communities. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments). 1a

G095265

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with close reading strategies and how to implement them in their specific content area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expert Resource Staff
- The school's DPLC teacher representatives that attend the close reading training

Plan to Monitor Progress Toward G2. 8

Data will be collected through the district's progress monitoring tool (PMT) assessment, progress in Khan Academy, level ups in Reading Plus, and FSA ELA assessment scores

Person Responsible

Glenda Hammons

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

PMT Assessment Data reports, Khan Academy usage reports, Reading Plus reports, FSA ELA score reports

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. Teachers will utilize common planning collaboration to increase the effectiveness of standards-based instruction to positively impact student achievement in English Language Arts and Mathematics. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments). **1**

 G095264

G1.B1 There are 52 teachers new to Apopka High School that may be novice teachers and not have experience collaborating with other educators. **2**

 B256424

G1.B1.S1 Provide teachers with weekly common planning PLC time during the school day (if all teachers in the group have the period off) or after school. **4**

 S271176

Strategy Rationale

Teachers that have structured common planning time are more likely to meet with others that teach the same content.

Action Step 1 **5**

Teachers will receive professional development related to the purpose of a collaborative team, expectations for the type of work that is to occur, and how the work should occur within a PLC.

Person Responsible

Matthew Arnold

Schedule

Monthly, from 8/8/2017 to 5/30/2018

Evidence of Completion

PD Sign In Sheet, PD PowerPoint

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

Administrative Team members will support the Common Planning PLC structures by attending and providing support to the PLC teams.

Person Responsible

Matthew Arnold

Schedule

Weekly, from 8/8/2017 to 5/30/2018

Evidence of Completion

PLC Agendas, PLC Minutes, Performance Matters/Unify data on common assessments, FSA Algebra I EOC results, FSA ELA results

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

Administrative Team will review data from common assessment for each marking period.

Person Responsible

Matthew Arnold

Schedule

Quarterly, from 10/17/2017 to 5/30/2018

Evidence of Completion

Common assessment results from each marking period.

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

Administrators and instructional support leaders will attend PLC meetings and conduct data chats.

Person Responsible

Matthew Arnold

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC notes, data analyses

G2. Teachers will improve the proficiency of student reading through the use of close reading strategies with complex texts via participation in district and school level professional learning communities. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments). 1

G095265

G2.B1 Teachers are unfamiliar with close reading strategies and how to implement them in their specific content area. 2

B256426

G2.B1.S1 The Reading/ELA coach will provide professional development related to identifying and utilizing close reading strategies in multiple content areas. 4

S271177

Strategy Rationale

The Reading/ELA coach is considered the content expert in reading. She has the knowledge and skills necessary to educate our teachers on this specific strategy as well as provide specific examples for all content areas.

Action Step 1 5

The Reading/ELA coach will conduct professional development on close reading strategies.

Person Responsible

Glenda Hammons

Schedule

Monthly, from 8/8/2017 to 5/30/2018

Evidence of Completion

PD sign in sheets, PowerPoint presentation, sample texts used to demonstrate close reading

Action Step 2 5

Colleagues will observe one another implementing close reading strategies and provide constructive feedback.

Person Responsible

Glenda Hammons

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Observation and feedback forms completed by teachers

Action Step 3 5

Administrators will observe teachers implementing close reading strategies and provide constructive feedback.

Person Responsible

Matthew Arnold

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Coaching feedback in iObservation

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

Administrators and instructional support personnel will attend PD sessions, observe the use of close reading in the classroom setting, and provide constructive feedback for continuous improvement.

Person Responsible

Matthew Arnold

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD sign in sheet, PD presentation, coaching observations in iObservation

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

Administrative Team will meet to discuss the progress of students in English Language Arts and Mathematics.

Person Responsible

Matthew Arnold

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data from the district's Progress Monitoring Tools assessment, content area common assessment data, Khan Academy usage, Reading Plus level up data, FSA ELA and Algebra 1 EOC data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M388486	Data from the district's Progress Monitoring Tool (PMT), Khan Academy, Reading Plus, and FSA ELA...	Hammons, Glenda	8/14/2017	PMT assessment reports, Khan Academy usage reports, Reading Plus level up reports, Algebra I and FSA-ELA Assessment student data reports	5/30/2018 biweekly
G2.MA1 M388489	Data will be collected through the district's progress monitoring tool (PMT) assessment, progress...	Hammons, Glenda	8/14/2017	PMT Assessment Data reports, Khan Academy usage reports, Reading Plus reports, FSA ELA score reports	5/30/2018 every-3-weeks
G1.B1.S1.MA1 M388483	Administrators and instructional support leaders will attend PLC meetings and conduct data chats.	Arnold, Matthew	8/14/2017	PLC notes, data analyses	5/30/2018 weekly
G1.B1.S1.MA1 M388484	Administrative Team members will support the Common Planning PLC structures by attending and...	Arnold, Matthew	8/8/2017	PLC Agendas, PLC Minutes, Performance Matters/Unify data on common assessments, FSA Algebra I EOC results, FSA ELA results	5/30/2018 weekly
G1.B1.S1.MA3 M388485	Administrative Team will review data from common assessment for each marking period.	Arnold, Matthew	10/17/2017	Common assessment results from each marking period.	5/30/2018 quarterly
G1.B1.S1.A1 A363456	Teachers will receive professional development related to the purpose of a collaborative team,...	Arnold, Matthew	8/8/2017	PD Sign In Sheet, PD PowerPoint	5/30/2018 monthly
G2.B1.S1.MA1 M388487	Administrative Team will meet to discuss the progress of students in English Language Arts and...	Arnold, Matthew	8/14/2017	Data from the district's Progress Monitoring Tools assessment, content area common assessment data, Khan Academy usage, Reading Plus level up data, FSA ELA and Algebra 1 EOC data	5/30/2018 weekly
G2.B1.S1.MA1 M388488	Administrators and instructional support personnel will attend PD sessions, observe the use of...	Arnold, Matthew	8/14/2017	PD sign in sheet, PD presentation, coaching observations in iObservation	5/30/2018 monthly
G2.B1.S1.A1 A363457	The Reading/ELA coach will conduct professional development on close reading strategies.	Hammons, Glenda	8/8/2017	PD sign in sheets, PowerPoint presentation, sample texts used to demonstrate close reading	5/30/2018 monthly
G2.B1.S1.A2 A363458	Colleagues will observe one another implementing close reading strategies and provide constructive...	Hammons, Glenda	10/2/2017	Observation and feedback forms completed by teachers	5/30/2018 monthly
G2.B1.S1.A3 A363459	Administrators will observe teachers implementing close reading strategies and provide constructive...	Arnold, Matthew	10/2/2017	Coaching feedback in iObservation	5/30/2018 monthly

V. Professional Development Opportunities

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

G1. Teachers will utilize common planning collaboration to increase the effectiveness of standards-based instruction to positively impact student achievement in English Language Arts and Mathematics. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments).

G1.B1 There are 52 teachers new to Apopka High School that may be novice teachers and not have experience collaborating with other educators.

G1.B1.S1 Provide teachers with weekly common planning PLC time during the school day (if all teachers in the group have the period off) or after school.

PD Opportunity 1

Teachers will receive professional development related to the purpose of a collaborative team, expectations for the type of work that is to occur, and how the work should occur within a PLC.

Facilitator

Glenda Hammons

Participants

PLC group members

Schedule

Monthly, from 8/8/2017 to 5/30/2018

G2. Teachers will improve the proficiency of student reading through the use of close reading strategies with complex texts via participation in district and school level professional learning communities. (Division Priorities: Accelerate Student Performance & Provide Empowering Environments).

G2.B1 Teachers are unfamiliar with close reading strategies and how to implement them in their specific content area.

G2.B1.S1 The Reading/ELA coach will provide professional development related to identifying and utilizing close reading strategies in multiple content areas.

PD Opportunity 1

The Reading/ELA coach will conduct professional development on close reading strategies.

Facilitator

Kimberly Anderson

Participants

All classroom teachers

Schedule

Monthly, from 8/8/2017 to 5/30/2018

PD Opportunity 2

Colleagues will observe one another implementing close reading strategies and provide constructive feedback.

Facilitator

Kimberly Anderson, Iris Smith

Participants

All classroom teachers

Schedule

Monthly, from 10/2/2017 to 5/30/2018

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	Teachers will receive professional development related to the purpose of a collaborative team, expectations for the type of work that is to occur, and how the work should occur within a PLC.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		130-Other Certified Instructional Personnel	1521 - Apopka High	School Improvement Funds		\$150.00
<i>Notes: Cost incurred is printed materials for the PD Training.</i>						
2	G2.B1.S1.A1	The Reading/ELA coach will conduct professional development on close reading strategies.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		130-Other Certified Instructional Personnel	1521 - Apopka High	School Improvement Funds		\$150.00
<i>Notes: Cost incurred is printed materials for the PD Training.</i>						
3	G2.B1.S1.A2	Colleagues will observe one another implementing close reading strategies and provide constructive feedback.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1521 - Apopka High	School Improvement Funds		\$750.00
<i>Notes: Teachers who teach 7 periods per day will need a substitute teacher to lead their classes when they are observing other teachers.</i>						
4	G2.B1.S1.A3	Administrators will observe teachers implementing close reading strategies and provide constructive feedback.				\$0.00
					Total:	\$1,050.00