

Orange County Public Schools

William R Boone High

8-Step problem solving step zero school improvement needs assessment resources effective leadership strategies ambitious supportive environment instructional family and community involvement public and mission vision teaching collaborative increased achievement relationships building planning career college and strategic goals students



2017-18 Schoolwide Improvement Plan

William R Boone High

1000 E KALEY ST, Orlando, FL 32806

<https://boonehs.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	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	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>.

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	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 William R Boone 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.

OCPS Mission - To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

OCPS Vision - 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.

The school conducts "Braves are Back" to acquaint students and parents with their school. This event is for all students, new and returning to acquire their digital devices, schedules, lockers and textbooks. During the first week of school, students attend a grade-level assembly to learn about the school and celebrate the successes of their classmates. School counselors meet with students to develop their college/career plan to ensure that coursework aligns with post-graduation goals. School activities are inclusive with teachers and staff attending and participating. These events include Homecoming week and spirit days. The school offers almost 50 student clubs/organizations sponsored by teachers which encourage students to get involved and be connected to the school. We also offer a full complement of boys and girls athletics with Freshmen, Junior Varsity, and Varsity teams. In addition to extra-curricular organizations, we also offer co-curricular organizations including Spanish Club, Debate Team, Flag Corps, Web/Tech Club, Orchestra, Band, Chorus, Theatre Arts, etc.

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

Teachers and staff welcome students into their classrooms each day. Teachers plan, deliver, and reflect upon engaging classroom instruction and are part of a PLC that constantly focuses on student success. All students are welcome and encouraged to participate in all classes as well as extra-curricular activities. Staff members actively supervise students whenever they are on campus and during all school sponsored activities. In addition to instructional personnel, administrators, deans, and school counselors; we also have two security officers, two School Resource Officers, a registered nurse, and a SAFE coordinator on staff to provide security and support for our students. Students and their parents are encouraged to attend school events. Our College and Career Room provides academic and career counseling to students to assist them in planning for and achieving their post-graduation goals.

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.

The school discipline team follows the OCPS Student Code of Conduct and the procedures provided by the school district. Within the student discipline office, the deans work together with an assistant principal to provide consistent and uniform responses to student misconduct. Counseling with a

review of grades and attendance is part of any disciplinary response. Teachers are trained each year in the appropriate responses to inappropriate student behavior, and an MTSS process is used to identify those students that need additional behavioral and academic support in the classroom.

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.

Students are served by seven school counselors, a college and career counselor and a SAFE coordinator. Students who need additional academic support are provided a mentor, credit recovery options, and tutoring. Our school offers free gently worn clothing to students in need, and students in need have access to a food pantry. During dance seasons we receive a large donation of formal and semi-formal clothing for students, for our pregnant students we have dressy clothes donated, and we use the food pantry to ensure that students have food over long breaks like Thanksgiving and Spring Break. Student progress is monitored throughout the year, and students have access to free support/tutoring in math, writing, and reading. Each grade-level dean works with a group of mentees who are at-risk due to attendance, academic, or behavioral issues, and each mentee is provided the opportunity to set goals, explore options, and review requirements for success in school or alternative programs. Student clubs and athletics, as well as visual and performing arts, are celebrated during the daily announcements to affirm that all students are included and welcome.

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)(ii)(III).

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

Students who are identified by one or more early warning indicators become part of our Brave Watch program. These students are tracked for grades, attendance, behavior, etc. and assigned appropriate interventions as necessary. Students with excessive absences from school are tracked and monitored by the child study team, which works with the student, parent, and social worker as necessary. Students with repeated disciplinary infractions will become part of the dean's mentee group for monitoring. Identified students who have more than one early warning sign will become part of Brave Watch which provides a mentor to the students. As a school students with discipline infractions will use Restorative Justice as a consequence. Students who fail core academic courses repeat the course online or in our Edgenuity lab to recover the credit. Students who perform below the proficiency level in ELA or math are placed in remedial/ support classes for the next school year to ensure mastery of content standards.

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	176	183	201	168	728
One or more suspensions	0	0	0	0	0	0	0	0	0	101	63	42	33	239
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	235	264	236	197	932
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	144	113	0	0	257

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	180	181	132	96	589

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

In addition to remedial/supporting courses to ensure academic success, students also participate in review and tutoring sessions. The Reading Lab, the Writing Center, and the Math Center are open every day during lunch. Math tutoring is provided two mornings and two afternoons per week. A certified reading resource teacher provides reading support for students in need of one-on-one attention, but all students in reading courses have access to the Reading Lab. In addition to the mentoring provided in groups by the deans, many students are also mentored by staff. These interventions are available to all students on our campus, but especially students who have been identified in Brave Watch.

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

Parents in our school are actively involved in a number of organizations such as the School Advisory Council, the Parent Teacher Student Association, the Boone High School Athletic Association, the Parent Leadership Council, the Boone Foundation, and specific arts/sports booster organizations. We consistently earn the Florida Department of Education's "Golden Award" for the number of volunteer hours given in support of our school each year. Last year we earned the Five Star School Award. Additionally, parents and community members subscribe to the principal's weekly electronic newsletter, "like us" on Facebook, and follow us on Twitter. Parents volunteer to support our College & Career room, help issue lockers, sell dance tickets, help chaperone dances, attend our senior blood drives, and organize and maintain our Kemosabe Closet and Braves' Bounty food pantry. Through back-to-school activities, PTSAC/ Foundation/BHSAA/PLC meetings and social events, our college nights, AP Showcase, student performances, and open house nights, parents are involved, included, and welcomed on our campus.

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.

Boone participates in the Partners in Education (PIE) program which matches local businesses with academic and/or career/technical programs on our campus. Faculty and community member partnerships are developed through the Boone Foundation. These partnerships are recognized in school

and community publications as well as in our social media posts. Our partners support our school with goods/services and the gift of time as mentors and/or classroom speakers.

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
Hedke, Christina	Instructional Coach
Johns, Dusty	Principal
Turley, Kimberly	Instructional Media
Gordon, Melissa	Assistant Principal
Serrano, Hector	Assistant Principal
King, Teresa	Dean
Chappetta, Bethany	Dean
Guastella, Lenore	Assistant Principal
Williams, Jerry	Dean
Langston, Sherry	School Counselor
Poffenberger, Rebecca	Attendance/Social Work
Rivera, Juliza	
Burke, Renee	Instructional Coach

b. Duties

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

Administration: Provide effective leadership for all staff and students, help analyze data, coach and conducts classroom walk-throughs to maintain effective classroom instruction, ensure a positive commitment to all students and staff, provide feedback and suggestions for intervention ideas and be an active member of the MTSS leadership team.

Reading Coach: monitors student progress in reading and reports data for school, district and Department of Education website. The reading coach identifies patterns of student need and appropriate evidence-based intervention strategies. The reading coach also provides professional development to all teachers to support reading across the content areas.

Curriculum Resource Teacher (CRT): provides professional development in the use of Performance Matters, data gathering systems, data analysis, and interventions based on student results. The CRT also coaches teachers in best practices, development of lesson plans, and deliberate practice.

MTSS Support: works toward increasing student academic success and graduation rate for students identified with academic deficiencies and/or disabilities. The MTSS support also provides coaching interventions and professional development in accommodations and inclusionary practices for teachers.

Testing Coordinator: works with students to prepare them for state mandated testing. Testing

Coordinator also provides instructional support to classroom teachers as it relates to state testing and formative assessment creation, implementation, and analysis.

Curriculum Compliance Teacher (CCT): Member of MTSS leadership team, help cross reference students needing the MTSS process and/or ESOL strategies depending on the Limited English Proficiency (LEP) status of the student, provide feedback and suggestions for intervention strategies, provides strategies for teachers to implement in the classroom, conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction, facilitate PLC Common Planning and lead grade levels in the common planning process.

Deans: Behavioral dean for grade students. Monitors behavior to increase student achievement and decrease academic and disciplinary disruptions. Mentor to student population. Deans are members of the MTSS leadership team.

Media Specialist: Member of the MTSS leadership team, supports the testing coordinator with testing and works on the digital curriculum team. Leads Digital Curriculum professional development.

Advanced Studies Coordinator: Member of the MTSS leadership team, oversees the advanced studies classes and supports AP testing.

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.

As part of the MTSS three-tiered model of support, teachers will meet in Professional Learning Community (PLC) teams on a monthly basis to review and monitor student academic growth. Based on historical data from the End-of-Course Exams, Florida Standards Assessment (FSA) results, and teacher-created formative assessments, the PLC teams will engage in collaborative discussions highlighting the utilization of successful strategies that have led to student mastery of content. The PLCs will identify student needs based on these assessments and work toward implementing research-based strategies/interventions in their classrooms. The MTSS team will also provide curriculum leaders with agenda items to address during PLC meetings. Members of the MTSS Leadership Team will attend PLC team meetings in an effort to provide support in monitoring student growth during the school year. Budget funds are used to hire staff, improve the facility, and provide resources to support student learning. Title III funds are used to provide tutoring for second language learners and additional resources for these students to support their learning. Supplemental Academic Intervention (SAI) funds are used to maintain and grow classroom libraries in reading classrooms and provide tutoring for students needing additional support. The budgetary decisions are made by the principal in collaboration with the Faculty Advisory Committee (FAC), the MTSS PLC, and the leadership team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Education Support Employee
Debra Wiley	Education Support Employee
Dusty Johns	Principal
Jessica Reyes	Education Support Employee
Stephanie Kasper	Parent
Julie Mitchell	Business/Community
Diane Lorber	Parent
Kim Gilbert	Parent
Juliza Rivera	Teacher
Suhaelly Arroyo	Parent
Maria Cubero	Teacher
Eliana Melendez	Education Support Employee
Michelle Perez	Teacher
Angela Melvin	Parent
Shellie Gaither	Parent
Holly Strawn	Parent
Ashlee Prior	Parent
Utria Gomez	Parent
Aoife Tobin	Student
Savion Jean-Pierre	Student

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

Members of SAC reviewed last year's School Improvement Plan with special focus on results with available student performance data.

b. Development of this school improvement plan

The SAC involvement of this plan has been advisory in nature. Comments, questions, concerns, and suggestions will be given careful consideration. The SAC membership shares the same vision of student success as the school leadership team. The completed draft of the plan will be reviewed by SAC during the October meeting and after finalized, will be voted on and approved by SAC.

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

The school's budget is developed each spring after student course selection is completed. These course requests provide the foundation for the master schedule, which informs the need for teachers in each subject area. The majority of budget dollars is allocated to staff salaries and benefits. Money for departmental supplies, textbooks, professional development, copy paper, custodial supplies, and technology is allocated with remaining dollars. When balanced, the proposed budget is reviewed by the FAC budget committee including SAC members and submitted to the district for final approval.

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

The SAC voted to use the school improvement dollars last spring to help with the Media Center refurbishment and re-design since it would affect all students. These funds were used to purchase furniture to bring the Media Center up-to-date with the school's new digital curriculum. These funds were also used to pay for the Braves are Back events.

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
Turley, Kimberly	Instructional Media
Brillante, Robin	Teacher, K-12
Hines, Jennifer	Teacher, K-12
Montgomery, Annette	Teacher, K-12
Watts, Keri	Teacher, K-12
Johns, Dusty	Principal
Chappetta, Bethany	Instructional Media
Gonzalez, Kyle	Instructional Coach
Burke, Renee	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) undertakes a number of initiatives during the school year including reading support for students in the Reading Lab, pull-out support for students in intensive reading classes, and reading support via home accessible programs associated with ELA classes. The LLT also promotes Celebrate Literacy Week and creates book trailers for the morning announcements. The team also works to promote literacy throughout the community by holding book drives and donating them to shelters, the Ronald McDonald House, and to Great Oaks Village.

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.

Teachers work collaboratively in PLCs for common planning, common syllabus development, data review, and assessment construction. Teachers are encouraged to observe each other's teaching (lesson study) and participate in instructional rounds.

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

Boone High School follows all state and district hiring practices. Through our teacher mentoring program, strong PLC groups, and a faculty that is collegial, instructional vacancies for reasons other than retirement or re-location are minimal. Coaches work with teachers to ensure that they participate in professional development and earn sufficient points to recertify. Coaches work with teachers to ensure that teachers have current certification, take appropriate tests, and are in-field.

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

All beginning and new-to-Boone teachers are assigned a mentor or buddy teacher. They are matched with experienced teachers who teach the same subject, are in their PLC, and have classrooms in close proximity. Mentoring activities include ongoing meetings between mentor and teacher, trainings with coaches, group mentor/mentee sharing sessions, and assistance with navigating the requirements for beginning teachers to obtain a professional certificate. Mentors and teachers also observe each other's (and peers') classrooms.

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.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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.

Students are identified as needing additional courses and/or interventions based on several data points including state assessments, course grades, and progress monitoring data. Based on reading scores, struggling students are placed in a reading class with access to individual tutoring. Based on math scores, struggling students are placed in a Liberal Arts math course to strengthen their skills prior to encountering a graduation requirement class with support from the Math Center and the Math Lab. Tutoring is offered in reading, writing, math, science, social studies, and world languages by both instructional personnel and student volunteers (National Honor Society, Mu Alpha Theta, Spanish Honor Society, French Honor Society, etc.).

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: 3,000

Writing Center/Math Center - Students attend voluntarily or by referral for additional practice or remediation on specific skills. Services are available during lunch, and reading support is available as a pull-out.

Strategy Rationale

Students in need of remediation or support are identified and appropriate interventions are provided during the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johns, Dusty, dusty.johns@ocps.net

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

Teachers evaluate the effectiveness of intervention programs by utilizing formative and standardized test results to determine student proficiency.

Strategy: After School Program

Minutes added to school year: 2,400

Advanced Placement (AP) teachers provide tutoring throughout the school year. Scheduled times vary including after school, during lunch, evenings, and weekend.

Strategy Rationale

Rather than provide last minute review for Advanced Placement exams in May, teachers identify areas in which students are under-performing early and provide additional support and practice.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Johns, Dusty, dusty.johns@ocps.net

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

Data collected includes teacher grades, formative assessments, and scores on practice exams/mock exams prior to the AP exams in May.

Strategy: Extended School Day

Minutes added to school year: 2,880

Boone High School offers Scholastic Aptitude Test (SAT)/American College Test (ACT) preparation courses free of charge to all students after school. Teachers have also been trained in "Max the Test" program to assist with SAT/ACT preparation.

Strategy Rationale

Students participate in either ACT or SAT preparation and practice in the six weeks prior to each exam.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Johns, Dusty, dusty.johns@ocps.net

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

Teachers of the ACT/SAT prep course track student participation number and test preparation baseline/end of course scores.

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.

All students are invited to Braves are Back in which they are provided schedules to walk, lockers and digital devices prior to the start of the school year. This year, members of the senior class facilitated a "Tour of the Totem" (a guided tour) to incoming freshmen to help them make a connection with an upperclassmen and get a feel for the campus. A special welcome assembly for the freshmen is held the first week of school. The school works with PTSA to celebrate special events for incoming students. Additionally, seniors have special events scheduled throughout the year to keep them focused on graduation and on track with their goals/plans for after graduation.

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.

Boone High School's Student Services department promotes academic and career planning in a variety of ways. School counselors also meet one on one in course selection meetings with all students in all grade levels and are able to provide both academic and career counseling. A career counselor and a transition counselor assist students in the identification and documentation of post-graduation goals. Counselors meet with each senior to develop a post-secondary plan at the start of each school year. All students have access to our College and Career room.

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

Boone High School has a three-pronged approach to incorporate applied and integrated courses: Career Pathways, Technical Dual Enrollment, and a Career and Professional Education Academy (CAPE): Academy of Health Science. Career Pathways through Valencia College and University of Central Florida offers students the opportunity to earn college credit through Career and Technical Education (CTE) courses. Students are given the opportunity to follow a career program of study that can lead to scholarship opportunities as well as employment. Articulation agreements permit students to earn post-secondary credit while still enrolled in high school. A strong relationship exists between the school and the technical centers in Orange County Public Schools. Annual recruitment is accomplished through a Tech Seminar, which introduces approximately 800 students to a variety of career choices. Students are evaluated and interviewed regarding their interests. All academic levels are included in recruitment from Advanced Placement (AP), ESOL, and regular students. In our Health Sciences CAPE Academy, technical and academic teachers plan integrated lessons. Through a partnership with Orlando Health, students spend time rotating through different hospital departments and gaining exposure to real-world careers and experiences. Students also practice clinicals at an assisted living facility. Students in the Health Science Academy sit for the Certified Medical Administrative industry certification exam which qualifies them for employment.

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

Boone High School evaluates the High School Feedback Report for information on college readiness based on SAT/ACT/PSAT/PERT/AP. Our goal is to prepare students for college and career while fostering a culture of high achievement. Students who are in danger of graduating are enrolled in Math for College Readiness, English for College Readiness, free onsite SAT/ACT test preparation, and are provided tutoring opportunities.

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.

Students are encouraged to seek the most rigorous coursework they can manage to prepare them for college and/or career work. Based on data that suggests that students who experience rigorous coursework in high school are better equipped for success in college, Boone continues to grow its Advanced Placement program by adding additional courses in Environmental Science, Macro Economics, Art History, Biology, Calculus BC, AP Literature, Physics C, Spanish Literature, Drawing Portfolio, US Gov & Politics, and World History. We also added Computer Science Principles last year.

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.** Boone High School will consistently use standards-based instruction to increase the percentage of students achieving learning gains in both ELA and Math. (Accelerate student performance and narrow achievement gaps.)
- G2.** Boone High School will effectively collaborate and utilize strategies from within their PLC's and the DPLC to implement data-driven instruction that will positively impact student achievement (accelerate student performance and narrow achievement gaps).

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. Boone High School will consistently use standards-based instruction to increase the percentage of students achieving learning gains in both ELA and Math. (Accelerate student performance and narrow achievement gaps.) 1a



Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
ELA/Reading Gains District Assessment	68.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle to understand the depth of the standard and how to match assignments with the rigor of the standard.
- Teachers don't have time to meet and collaborate with their PLC's.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, CRM's, Unify, Common Planning

Plan to Monitor Progress Toward G1. 8

Administration will review iObservation data throughout the year to determine how the standards are being taught to ensure that the activities match the rigor of the standard with fidelity. Administration will also conduct weekly reviews of lesson plans to monitor for rigor and relevance of classroom tasks.

Person Responsible

Dusty Johns

Schedule

Quarterly, from 9/5/2017 to 5/14/2018

Evidence of Completion

By utilizing standards-based instruction with fidelity, we should see an increase in our proficiency on assessments and increase our learning gains. Additionally, evidence of standards-based instruction should be visible during classroom visits in students' discourse and work production.

G2. Boone High School will effectively collaborate and utilize strategies from within their PLC's and the DPLC to implement data-driven instruction that will positively impact student achievement (accelerate student performance and narrow achievement gaps). 1a



Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	68.0
Algebra I EOC Pass Rate	45.0
U.S. History EOC Pass	83.0
Bio I EOC Pass	82.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of how to align high yield strategies with standards.
- Teachers are unclear of how to interpret data and adjust their instructional strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduled time for teachers to collaborate in Professional Learning Communities.
- Common Formative Assessment training to provide teachers with tools to make data-driven decisions.

Plan to Monitor Progress Toward G2. 8

Administration and support facilitators will actively participate in Professional Learning Communities to help guide the data analysis discussion. Additionally, formative assessment data will be reviewed as well as instructional adjustments made based on the data.

Person Responsible

Melissa Gordon

Schedule

On 5/17/2018

Evidence of Completion

Administration will collect and disaggregate formative assessment data. Teachers will use the data to re-teach and focus on specific standards throughout the school year. This will be documented in lesson plans and Instructional Focus Calendars, as well as PLC meeting 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. Boone High School will consistently use standards-based instruction to increase the percentage of students achieving learning gains in both ELA and Math. (Accelerate student performance and narrow achievement gaps.) **1**

 G095490

G1.B1 Teachers struggle to understand the depth of the standard and how to match assignments with the rigor of the standard. **2**

 B257092

G1.B1.S1 Teachers will use standards-based instruction with fidelity. **4**

 S272017

Strategy Rationale

By deconstructing the standards, teachers will have a better idea of what their students need to know or be able to do. Teachers can utilize research-based strategies within the instructional framework to effectively deliver rigorous lessons.

Action Step 1 **5**

An administrator or coach will provide professional development on deconstructing and creating lessons using the deconstructed standards. The professional development will focus on using the CRM's to guide instruction.

Person Responsible

Renee Burke

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

The leadership team will collect and monitor professional development agendas, lesson plans, and classroom visit trends. Data from the PMA will be used to assess comprehension.

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

Administrators will examine students' work for standards-alignment and will listen to students' collaborative discussions to determine comprehension of standards.

Person Responsible

Dusty Johns

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

The leadership team will meet weekly to discuss observed lessons during classroom walks.

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

Administrators will work with Professional Learning Communities to help facilitate the planning and reflecting process of the lesson, as well as provide feedback during the delivery portion.

Person Responsible

Dusty Johns

Schedule

Weekly, from 8/14/2017 to 5/7/2018

Evidence of Completion

Administration will review PLC notes and iObservation data.

G1.B1.S2 The leadership team will meet regularly with PLC's to support teachers and provide professional development as needed in lesson design, assessment creation, and lesson targets. 4

 S272018

Strategy Rationale

Teachers need to collaborate in PLCs to create lessons, design assessments, and compare data. The leadership team will be there to support them as needed.

Action Step 1 5

The leadership team will meet regularly with the PLC's to assist with aligning the standards to the assignments and assessments.

Person Responsible

Bethany Chappetta

Schedule

Monthly, from 8/14/2017 to 4/27/2018

Evidence of Completion

Administration will review professional development sign-in sheets to determine teacher attendance.

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

Administrators will work with the CRT to develop meaningful professional development based on teacher strengths and areas for growth. Leadership team members will review lesson plans and conduct informal and formal observations.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 8/14/2017 to 5/1/2018

Evidence of Completion

The leadership team will monitor attendance of teacher-completed professional development, as well as iObservation data, to analyze if certain strategies are being more frequently utilized.

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

Administrators will monitor attendance of professional developments, as well as strategy usage in the classroom.

Person Responsible

Melissa Gordon

Schedule

Weekly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Administration will collect sign-in sheets from each professional development, as well as iObservation data, to track trends in specific element usage.

G1.B2 Teachers don't have time to meet and collaborate with their PLC's. 2

 B257093

G1.B2.S1 PLC meeting time has been built into the master calendar and the professional development calendar for Wednesday afternoons. 4

 S272019

Strategy Rationale

The teacher shift to standards-based instruction means that teachers need time to meet and so we have adjusted the master calendar and the professional development calendar to meet those needs.

Action Step 1 5

All leadership team members will meet with PLC groups during common planning and on Wednesday afternoons.

Person Responsible

Dusty Johns

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

The leadership team will conduct data chats and we should see improved assessment scores

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

During PLC meetings a leadership team member will be on hand to support the teachers as needed.

Person Responsible

Dusty Johns

Schedule

Monthly, from 9/5/2017 to 5/10/2018

Evidence of Completion

Data chat forms, observations, and assessment scores

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

Team consensus on additional classroom visits based on the variance among individual administrators' ratings and observations.

Person Responsible

Dusty Johns

Schedule

Monthly, from 9/5/2017 to 5/15/2018

Evidence of Completion

Data chat forms, iObservation data, assessment scores

G2. Boone High School will effectively collaborate and utilize strategies from within their PLC's and the DPLC to implement data-driven instruction that will positively impact student achievement (accelerate student performance and narrow achievement gaps). 1

 G095491

G2.B1 Teachers lack an understanding of how to align high yield strategies with standards. 2

 B257094

G2.B1.S1 Teachers ability to create valid and reliable formative assessments will yield results to drive instruction. 4

 S272020

Strategy Rationale

The process of creating, administering, and analyzing formative assessments provides teachers with critical information to adjust instruction based on data.

Action Step 1 5

Administration will provide professional development on the CRM's and Culminating Tasks to assist teachers with the deepened understanding of creation of formative assessments.

Person Responsible

Kimberly Turley

Schedule

On 5/11/2018

Evidence of Completion

Completed formative assessments that individual PLCs have created and professional development sign in sheets.

Action Step 2 5

Administrative team will be assigned to school grade course PLCs to lead the discussion and keep common planning focused on data from common assessments and Progress Monitoring Assessment.

Person Responsible

Kimberly Turley

Schedule

On 5/10/2018

Evidence of Completion

PLC minutes, formative assessment data, PLC sign in sheets

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

Administrators will monitor instructional focus calendars, vet formative assessments created and review formative assessment data.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Administration will compile and review quarterly instructional focus calendars as well as completed formative assessments.

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

Administrators will review all formative assessments before delivery to determine if question types are appropriate and meet the rigor of the standards. Administrators and support facilitators will also actively participate in assigned PLCs to help guide the data analysis discussion and offer suggestions of best teaching practices.

Person Responsible

Melissa Gordon

Schedule

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

Evidence of Completion

Teachers will become familiar with the data analysis process and will alter their instructional focus calendars and lesson plans based on data trends discovered from formative assessments. In addition to work done during PLCs, instruction based on data analysis should also be evident during classroom visits.

G2.B2 Teachers are unclear of how to interpret data and adjust their instructional strategies. 2

 B257095

G2.B2.S1 Teachers will make appropriate instructional adjustments based on the results from formative assessments. 4

 S272021

Strategy Rationale

Teachers will review students' data, determine students' needs, and adjust instruction to achieve a positive outcome.

Action Step 1 5

The CRT, Media Specialist, and Reading Coach will provide teachers with professional development on how to utilize the data to effectively group students for intervention and differentiated instruction.

Person Responsible

Kimberly Turley

Schedule

Monthly, from 8/14/2017 to 5/1/2018

Evidence of Completion

Administration will collect formative assessment data at the conclusion of each assessment as well as updated instructional focus calendars and lesson plans.

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

Administration will monitor instructional focus calendars implementation dates, data collection systems, and lesson plans for differentiated instruction based on test data

Person Responsible

Melissa Gordon

Schedule

Monthly, from 6/19/2017 to 5/1/2018

Evidence of Completion

Administration will review formative assessment data, as well as modified instructional focus calendars and lesson plans following the data analysis phase.

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

Administrators will actively participate in PLCs to guide the data analysis process and review instructional adjustments based on data.

Person Responsible

Melissa Gordon

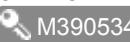
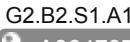
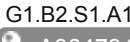
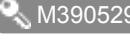
Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Teachers will use formative assessment data to understand student trends and inform instruction.

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					
G2.B1.S1.MA1  M390531	Administrators will review all formative assessments before delivery to determine if question types...	Gordon, Melissa	9/5/2017	Teachers will become familiar with the data analysis process and will alter their instructional focus calendars and lesson plans based on data trends discovered from formative assessments. In addition to work done during PLCs, instruction based on data analysis should also be evident during classroom visits.	9/5/2017 monthly
G1.B1.S2.A1  A364793	The leadership team will meet regularly with the PLC's to assist with aligning the standards to the...	Chappetta, Bethany	8/14/2017	Administration will review professional development sign-in sheets to determine teacher attendance.	4/27/2018 monthly
G2.B2.S1.MA1  M390534	Administration will monitor instructional focus calendars implementation dates, data collection...	Gordon, Melissa	6/19/2017	Administration will review formative assessment data, as well as modified instructional focus calendars and lesson plans following the data analysis phase.	5/1/2018 monthly
G2.B2.S1.A1  A364797	The CRT, Media Specialist, and Reading Coach will provide teachers with professional development on...	Turley, Kimberly	8/14/2017	Administration will collect formative assessment data at the conclusion of each assessment as well as updated instructional focus calendars and lesson plans.	5/1/2018 monthly
G1.B1.S2.MA1  M390526	Administrators will monitor attendance of professional developments, as well as strategy usage in...	Gordon, Melissa	9/5/2017	Administration will collect sign-in sheets from each professional development, as well as iObservation data, to track trends in specific element usage.	5/1/2018 weekly
G1.B1.S2.MA1  M390527	Administrators will work with the CRT to develop meaningful professional development based on...	Gordon, Melissa	8/14/2017	The leadership team will monitor attendance of teacher-completed professional development, as well as iObservation data, to analyze if certain strategies are being more frequently utilized.	5/1/2018 weekly
G1.B2.S1.A1  A364794	All leadership team members will meet with PLC groups during common planning and on Wednesday...	Johns, Dusty	9/5/2017	The leadership team will conduct data chats and we should see improved assessment scores	5/4/2018 monthly
G1.B1.S1.MA1  M390524	Administrators will work with Professional Learning Communities to help facilitate the planning and...	Johns, Dusty	8/14/2017	Administration will review PLC notes and iObservation data.	5/7/2018 weekly
G1.B2.S1.MA1  M390529	During PLC meetings a leadership team member will be on hand to support the teachers as needed.	Johns, Dusty	9/5/2017	Data chat forms, observations, and assessment scores	5/10/2018 monthly
G2.B1.S1.A2  A364796	Administrative team will be assigned to school grade course PLCs to lead the discussion and keep...	Turley, Kimberly	9/5/2017	PLC minutes, formative assessment data, PLC sign in sheets	5/10/2018 one-time
G2.B1.S1.A1  A364795	Administration will provide professional development on the CRM's and Culminating Tasks to assist...	Turley, Kimberly	9/5/2017	Completed formative assessments that individual PLCs have created and professional development sign in sheets.	5/11/2018 one-time
G1.MA1  M390530	Administration will review iObservation data throughout the year to determine how the standards are...	Johns, Dusty	9/5/2017	By utilizing standards-based instruction with fidelity, we should see an increase in our proficiency on assessments and increase our learning gains. Additionally, evidence of standards-based instruction should be visible during classroom visits in students' discourse and work production.	5/14/2018 quarterly
G1.B2.S1.MA1  M390528	Team consensus on additional classroom visits based on the variance among individual...	Johns, Dusty	9/5/2017	Data chat forms, iObservation data, assessment scores	5/15/2018 monthly

Orange - 0111 - Boone High - 2017-18 SIP
William R Boone High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1  M390535	Administration and support facilitators will actively participate in Professional Learning...	Gordon, Melissa	9/5/2017	Administration will collect and disaggregate formative assessment data. Teachers will use the data to re-teach and focus on specific standards throughout the school year. This will be documented in lesson plans and Instructional Focus Calendars, as well as PLC meeting notes.	5/17/2018 one-time
G1.B1.S1.A1  A364792	An administrator or coach will provide professional development on deconstructing and creating...	Burke, Renee	8/14/2017	The leadership team will collect and monitor professional development agendas, lesson plans, and classroom visit trends. Data from the PMA will be used to assess comprehension.	5/18/2018 weekly
G2.B2.S1.MA1  M390533	Administrators will actively participate in PLCs to guide the data analysis process and review...	Gordon, Melissa	9/5/2017	Teachers will use formative assessment data to understand student trends and inform instruction.	5/24/2018 monthly
G1.B1.S1.MA1  M390525	Administrators will examine students' work for standards-alignment and will listen to students'...	Johns, Dusty	8/14/2017	The leadership team will meet weekly to discuss observed lessons during classroom walks.	5/31/2018 weekly
G2.B1.S1.MA1  M390532	Administrators will monitor instructional focus calendars, vet formative assessments created and...	Smith, Elizabeth	9/5/2017	Administration will compile and review quarterly instructional focus calendars as well as completed formative assessments.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. Boone High School will consistently use standards-based instruction to increase the percentage of students achieving learning gains in both ELA and Math. (Accelerate student performance and narrow achievement gaps.)

G1.B1 Teachers struggle to understand the depth of the standard and how to match assignments with the rigor of the standard.

G1.B1.S1 Teachers will use standards-based instruction with fidelity.

PD Opportunity 1

An administrator or coach will provide professional development on deconstructing and creating lessons using the deconstructed standards. The professional development will focus on using the CRM's to guide instruction.

Facilitator

Renee Burke

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 5/18/2018

G1.B1.S2 The leadership team will meet regularly with PLC's to support teachers and provide professional development as needed in lesson design, assessment creation, and lesson targets.

PD Opportunity 1

The leadership team will meet regularly with the PLC's to assist with aligning the standards to the assignments and assessments.

Facilitator

Bethany Chappetta, Kim Turley, Renee Burke, and the leadership team

Participants

All teachers will receive leadership team support

Schedule

Monthly, from 8/14/2017 to 4/27/2018

G2. Boone High School will effectively collaborate and utilize strategies from within their PLC's and the DPLC to implement data-driven instruction that will positively impact student achievement (accelerate student performance and narrow achievement gaps).

G2.B1 Teachers lack an understanding of how to align high yield strategies with standards.

G2.B1.S1 Teachers ability to create valid and reliable formative assessments will yield results to drive instruction.

PD Opportunity 1

Administration will provide professional development on the CRM's and Culminating Tasks to assist teachers with the deepened understanding of creation of formative assessments.

Facilitator

Renee Burke

Participants

All classroom based teachers

Schedule

On 5/11/2018

G2.B2 Teachers are unclear of how to interpret data and adjust their instructional strategies.

G2.B2.S1 Teachers will make appropriate instructional adjustments based on the results from formative assessments.

PD Opportunity 1

The CRT, Media Specialist, and Reading Coach will provide teachers with professional development on how to utilize the data to effectively group students for intervention and differentiated instruction.

Facilitator

Kim Turley, Renee Burke, and Kyle Gonzalez

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 5/1/2018

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	An administrator or coach will provide professional development on deconstructing and creating lessons using the deconstructed standards. The professional development will focus on using the CRM's to guide instruction.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	0111 - Boone High	General Fund		\$300.00
		<i>Notes: materials for professional development including handouts</i>				
2	G1.B1.S2.A1	The leadership team will meet regularly with the PLC's to assist with aligning the standards to the assignments and assessments.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	0111 - Boone High	Other		\$900.00
		<i>Notes: GRIT Book</i>				
3	G1.B2.S1.A1	All leadership team members will meet with PLC groups during common planning and on Wednesday afternoons.				\$0.00
4	G2.B1.S1.A1	Administration will provide professional development on the CRM's and Culminating Tasks to assist teachers with the deepened understanding of creation of formative assessments.				\$175.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	0111 - Boone High	General Fund		\$175.00
		<i>Notes: materials including handouts for professional developments</i>				
5	G2.B1.S1.A2	Administrative team will be assigned to school grade course PLCs to lead the discussion and keep common planning focused on data from common assessments and Progress Monitoring Assessment.				\$0.00
6	G2.B2.S1.A1	The CRT, Media Specialist, and Reading Coach will provide teachers with professional development on how to utilize the data to effectively group students for intervention and differentiated instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	590-Other Materials and Supplies	0111 - Boone High	General Fund		\$200.00
		<i>Notes: materials for professional development</i>				
Total:						\$1,575.00