Manatee County Public Schools

Southeast High School

2017-18 Schoolwide Improvement Plan

Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

https://www.manateeschools.net/southeast

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	77%

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

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 Southeast High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

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2. School Environment

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

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

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

We conduct grade level assemblies during the 2nd and 3rd day of school to discuss our school-wide expectations, policies and procedures for conducting business at school and all relevant consequences; Additionally, we have a consistent and fair discipline plan in place school-wide and in the classroom; Our Discipline matrix is provided for every student to ensure their awareness of the infractions and consequences. Parents can also review the discipline matrix via the school website and the printed copy sent home by the student. Selected staff and administration are assigned duty stations during the AM, between class changes, during the lunch periods and at dismissal. Teachers are required to stand at their door during transition with assisting the monitoring of the hallways. A paraprofessional is designated as a campus aide. Their job is to survey the buildings and campus during class sessions to ensure all students are where they need to be and unwanted guest are not on 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.

Students are provided a matrix that explains each infraction and the consequences associated with said infractions. The matrix is a leveling system that increases the severity of the discipline consequence depending on the nature and frequency of student behavior and at any time, a school administrator can adjust a consequence as approved by our District Code of Conduct. This school year, to ensure students are given as much time possible in the classroom, we have revamped the consequences for minor infractions. Primarily students will serve lunch detention in a designated

classroom for the more frequent minor infractions. In addition to the matrix, we do offer incentives to keep students engaged and involved in doing the right thing. One said incentive is our Caught Being Good, Caught Being Smart system that allows teachers to submit students names for doing things above and beyond what students are required to do in a normal day. In addition, we will have full implementation of PBIS this school year. Moreover, through our Renaissance Program we award students each quarter for meeting certain GPA requirements and behavior requirements.

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

The School-Based Leadership Team and Guidance Counselors ensure students and parents are aware of the various resources available to address any emotional/social needs. Brochures and handouts of various agencies are provided in the guidance department for families in need. In addition, via the MTSS weekly process, intervention are put into place for students of these needs. Our School Social Worker and Psychologist are intricate members in providing services for our students in need of such support. Moreover, a mentoring program is provided for our students through the partnership of the Boys and Girls Club and the BIB Brother ?Sister Programs.

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.

Southeast utilizes its MTSS team to help analyze student performance and identify students not on-track for graduation and being unsuccessful in the classroom. The MTSS team meets three times a month from 8:00-10:00 am. The members act in the roles of facilitator, recorder, case manager, data manager, and content area consultants; they serve as a problem-solving team and as the first step for teacher support in conjunction with other organizations on our campus. Team members assist with utilizing School City and Bright Bytes to identify the students whom are in need of intensive support. The team researches strategies that address the need(s) of the student. The data are then given to departments of the school to implement interventions and monitor the progress of students with common behavioral needs at the Tier 2 and 3 levels.
Our Early Warning indicators fall within the basic categories of Attendance; Referrals & Suspensions; Course Failures; and Credits/GPA. As such, students who have missed 10% or more of instructional time (regardless of circumstance);students with one or more absence within the first 20 days; students with two or more behavior referrals and/or one or more referrals with suspension defined in S. 1003.01 (5) FS; student with two or more failed courses in any subject and/or students in the HOPE program (overage 8th graders who are recovering their middle school credits on-line while taking 9th courses in the same school year); students having a grade point average less than 2.0 or has been retained are all identified and reviewed by our MTSS. These students are met with and an academic and/or behavioral contract is developed with the team to assist students in progressing within identified targeted goals.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	37	56	31	135
One or more suspensions	0	0	0	0	0	0	0	0	0	19	75	75	36	205
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	297	118	14	0	429
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	171	164	330	150	815
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	106	114	115	70	405

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

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

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

iii. Students identified at the Core (+More)2 additionally receive the following interventions as appropriate: Functional Behavior Assessments (FBA); Individualized behavior modification plans; Robust, research-based interventions targeted to individual student needs; Individualized instruction/counseling (groups no larger than 3); Conferencing with student and relevant adults regarding behavior contracts; and continued CICO sheets targeting one goal based on School Wide Expectations. Social / Interpersonal Skills taught in a small group (no more than 7) by the Administrative Deans and Academic Strategies taught in small group by our district Instructional Specialist.

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

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

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

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

Moreover, Southeast have established a partnership with two local churches. Both entities provide tutoring services, back packs, camps, and financial sponsorship to ensure our students are afforded the opportunities and tools in preparation of becoming college and career ready.

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
Faison, Rosa	Principal
DeCesare, Shelly	Assistant Principal
Clarke, Ryan	Assistant Principal

b. Duties

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

The School Based Leadership Team (SBLT) consists of Rosa Faison, Principal; Ryan Clarke, Assistant Principal; George Schrier, Assistant Principal; Shelly DeCesare, Assistant Principal; Jennifer Hale, Dean; Terrance Marshall, Dean; Minetha Brown, Dean; Joe Collis, Athletic Director, Robin Laber, IB Coordinator; Dwight Gilmer, College/Career Advisor, Jodi Rivera, AVID Coordinator; Jillian Bieber, District Instructional Specialist, and Kathleen Grim, Testing Coordinator. In addition, members of our Data Team (Jenifer Catlin and Rebecca Rouse,) and our Instructional Leadership Team (Linda Bogue, Jenny Yonahara, Mike Brooks, Patti Haeussler; Barbara Tapley-Kenney, and Cindy Rees) play a vital role in assisting with decisions and implementing strategies and interventions.

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

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

In addition, we have quarterly grade level assemblies to share the quarterly data based on academic, attendance and behavioral performance with the students. Also, we plug in the benchmark assessment results into the school grade formula to share with the student body how close or far off we are of meeting our school year goal.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rosa Faison	Principal
Mark Corbett	Parent
Ryan Clarke	Education Support Employee
Audrey Dombroski	Teacher
Kier Johnson	Parent
John Kramer	Parent
Terri Woods	Parent
Germaine Green	Parent
Angel Windley	Parent
Sonia Rodriguez	Parent
Sekeatha Kendrick	Parent
Maria Schoeppler	Parent
Ivelisse Sanchez	Parent
Charlyn Gauthier	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Southeast High School was able to exceed three of the ten strategic goals set under the 2016-17 SIP. The school was within 3 percentage points of achieving two more of it's 2016-17 goals. Southeast fell short of it's strategic goals in five categories leaving room for focus and improvement.

b. Development of this school improvement plan

The Administrative team and Instructional Leaders develops the school improvement plan. Then a presentation is prepared for the SAC members review to approve and/or make suggestions for changes to the SIP annually at the first official meeting of the school year.

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

Meetings with the Principal and Bookkeeper are conducted at the start of the school year to discuss how the budget will be utilized for the school year.

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

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

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

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
DeCesare, Shelly	Assistant Principal
Catlin, Jenifer	Teacher, K-12
Rouse, Rebecca	Teacher, ESE
Faison, Rosa	Principal
	Principal

b. Duties

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

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

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

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

Southeast creates effective team building within departments and collaboration among teachers to share ideas and instruction strategies through our monthly department meetings, Small Learning Community meetings, Faculty meetings and Nole Gatherings; as well as, through our monthly Instructional Leadership Meetings, Data Team Meetings, and Professional Development Meetings. During these meetings faculty and staff are encouraged to share, problem solve, and assist each other in our ultimate goal of increasing student performance and graduating students.

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

Southeast High School is always looking for highly effective, highly qualified, and highly trained individuals to continue moving students to a higher level. Recruitment is ongoing based on needs and is

conducted by the administrative team and department heads. Through our evaluation system teachers are mentored, trained, and developed in best practices to help them be effective teachers.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Departmental collaboration, course specific planning, Instructional Leadership Team meetings with the School Based Leadership Team, monthly department meetings and faculty meetings that allow

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

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

Strategy: Extended School Day

Minutes added to school year: 0

Reading Plus

Strategy Rationale

Use of this Online Program has replaced the Achieve 3000 program so we can better address student needs in the areas of Reading and Writing at grade level.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
DeCesare, Shelly, decesares@manateeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 0

Success Maker

Strategy Rationale

Use of this Online Program to enhance the skill set of the students deficient in math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Clarke, Ryan, clarker@manateeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 0

Tutoring through the Boys and Girls Club and through the Math department

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Clarke, Ryan, clarker@manateeschools.net

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

FOCUS grade book, testing data

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, §
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.

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

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

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

b. College and Career Readiness

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

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

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

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

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

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

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

Center for Leadership Academy: Business Management and Analysis

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

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

N/A

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

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 7% for the 2017-18 school year: (A total of 48% or 200 students).

G2. By the end of the 2017-18 school year, 51% of our students will show learning gains on the FSA ELA Exam.

G3. By the end of the 2017-18 school year, 40% of our L25 students will show learning gains on the FSA ELA Exam.

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 3% for the 2017-18 school year: (A total of 53% or 190 students).

G5. By the end of the 2017-18 school year, 54% of our 767 students will show learning gains on the FSA Algebra 1 and Geometry.

G6. By the end of the 2017-18 school year, 46% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry.

G7. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in Biology 1 will be 60% or a total of 176 students.

G8. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in US History will increase by 17% (65% or a total of 206 students)

G9. Increase the number of students graduating by 8% for the 2017-18 school year. (a total of 90% or 311 students).

G10. Increase the number of students by 7% in accelerated programs(IB,AP,DE, and CTE) for 2017-18 school year (A total of 65% or 225 students)

Strategic Goals Detail

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

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 7% for the 2017-18 school year: (A total of 48% or 200 students). 1a

🔑 G097604

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with higher order thinking questions

- Students struggle with analyzing informational text

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Print Rich Reading Material

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

G2. By the end of the 2017-18 school year, 51% of our students will show learning gains on the FSA ELA Exam. `1a`

🔑 G097605

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	51.0

Targeted Barriers to Achieving the Goal `3`

- Student Engagement in the Classroom
- Low Vocabulary skills among 9th and 10th Grade Students
- Literary Analysis skills are poor among 9th and 10th Grade Students

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

- Kagan & AVID WICOR Strategies
- Reading Plus (District provided instructional program)

Plan to Monitor Progress Toward G2. `8`

Lesson Plans, Benchmark and Reading Plus Data

Person Responsible
Shelly DeCesare

Schedule
Weekly, from 8/10/2017 to 5/29/2018

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

G3. By the end of the 2017-18 school year, 40% of our L25 students will show learning gains on the FSA ELA Exam. `1a`

🔍 G097606

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal `3`

- Student Engagement in the Classroom

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

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

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

- Kagan & AVID WICOR Strategies

- Reading Plus (District provided instructional program)

- Write learn strategies and text structure strategies

Plan to Monitor Progress Toward G3. `8`

Lesson Plans, Benchmark and Reading Plus Data

Person Responsible
Shelly DeCesare

Schedule
Weekly, from 8/10/2017 to 5/29/2018

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

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 3% for the 2017-18 school year: (A total of 53% or 190 students). `1a`

🔍 G097607

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	53.0

Targeted Barriers to Achieving the Goal `3`

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

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

- Attendance of low performing students.

- Teacher and student success with use of Success Maker

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

- Algebra Nation

- SuccessMaker (District provided instructional program)

- Khan Academy

- Attendance Logs

- Boys and Girls Club

Plan to Monitor Progress Toward G4. `8`

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

Person Responsible
Ryan Clarke

Schedule
Monthly, from 8/10/2017 to 5/29/2018

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

G5. By the end of the 2017-18 school year, 54% of our 767 students will show learning gains on the FSA Algebra 1 and Geometry. `1a`

🔍 G097608

Targets Supported `1b`

Indicator	Annual Target
Math Gains	54.0

Targeted Barriers to Achieving the Goal `3`

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

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

- Student attendance.

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

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

- Monthly meetings with District Math Specialist

- Data Chats between testing area teachers and administration

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

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

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

Plan to Monitor Progress Toward G5. `8`

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

Person Responsible
Ryan Clarke

Schedule
Monthly, from 8/10/2017 to 5/29/2018

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

G6. By the end of the 2017-18 school year, 46% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry. `1a`

🔍 G097609

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal `3`

- Students enter Algebra 1 and Geometry with low math skills needed to understand and be successful with the curriculum

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

- Attendance of low performing students

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

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

- Monthly meetings with district math specialist

- Data chats between testing area teachers and administration

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

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

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

Plan to Monitor Progress Toward G6. `8`

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

Person Responsible
Ryan Clarke

Schedule
Monthly, from 8/10/2017 to 5/29/2018

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

G7. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in Biology 1 will be 60% or a total of 176 students. `1a`

🔑 G097610

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	60.0

Targeted Barriers to Achieving the Goal `3`

- Attendance for lower performing students

- Student engagement

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

- Kagan & AVID WICOR Strategies

- Attendance data

Plan to Monitor Progress Toward G7. `8`

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

Person Responsible
Ryan Clarke

Schedule
Monthly, from 8/10/2017 to 5/29/2018

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

G8. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in US History will increase by 17% (65% or a total of 206 students) `1a`

🔍 G097611

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	65.0

Targeted Barriers to Achieving the Goal `3`

- Student engagement in the classroom

- Students struggle with higher order thinking questions

- Students struggle with analyzing informational text

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

- Kagan, write to learn strategies, text structure strategies & AVID WICOR Strategies

- Print-rich reading environment

Plan to Monitor Progress Toward G8. `8`

Lesson Plans, Benchmark Data, FOCUS data

Person Responsible
Ryan Clarke

Schedule
Monthly, from 8/10/2017 to 5/29/2018

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

G9. Increase the number of students graduating by 8% for the 2017-18 school year. (a total of 90% or 311 students). 1a

🔍 G097612

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

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

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

- Utilization of Smart Horizons a district resource for graduation

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

- Summer School for credit recovery/acceleration

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

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

Plan to Monitor Progress Toward G9. 8

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

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

G10. Increase the number of students by 7% in accelerated programs(IB,AP,DE, and CTE) for 2017-18 school year (A total of 65% or 225 students) 1a

🔍 G097613

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	65.0

Targeted Barriers to Achieving the Goal 3

- Number of students with excessive absences, students who have not met graduation requirements, students lacking prerequisites, GPA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive behavior support, partnership with Boys and girls club for after school tutoring, after school credit recovery

Plan to Monitor Progress Toward G10. 8

The percentage of students participating in accelerated programs

Person Responsible

Ryan Clarke

Schedule

Semiannually, from 8/10/2017 to 5/29/2018

Evidence of Completion

7% increase from the year prior

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 7% for the 2017-18 school year: (A total of 48% or 200 students). 1

🔑 G097604

G1.B1 Students struggle with higher order thinking questions 2

🔑 B262354

G1.B1.S1 Reading Plus 4

🔑 S277874

Strategy Rationale

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

Action Step 1 5

Implementation of Reading Plus

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly report logs demonstrating student use.

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

Monitor teacher and student use of Reading Plus

> **Person Responsible**
>
> Shelly DeCesare
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/31/2018
>
> *Evidence of Completion*
>
> Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class.

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

Data Analysis

> **Person Responsible**
>
> Shelly DeCesare
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/31/2018
>
> *Evidence of Completion*
>
> Upon analysis of the reports, the Instructional Leadership Team will determine if the current process is beneficial and determine if any adjustments must be made in rotation time in order to best service our students.

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

🔑 S277875

Strategy Rationale

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

Action Step 1 5

Increase write to learn strategies and text structure strategies in the classroom on a daily basis during instruction

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

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

Weekly Lesson Plan Review

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Classroom Walks, Informal and Formal Observations

Person Responsible

Shelly DeCesare

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

🔍 B262355

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

🔍 S277876

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly lesson plans submitted by teachers to administration

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

Weekly lesson plan review by school administrative team

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Weekly lesson plan review by school administrative team

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

🔑 B262358

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

🔑 S277877

Strategy Rationale

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

Action Step 1 `5`

Provide Common Planning Opportunities

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Administrative attendance during department meetings to collaborate with core areas

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Administrative attendance to departmental planning meetings

> **Person Responsible**
>
> Rosa Faison
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/31/2018
>
> ***Evidence of Completion***
>
> Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)

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

🔧 S277878

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

Action Step 1 `5`

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

> **Person Responsible**
>
> Shelly DeCesare
>
> **Schedule**
>
> Annually, from 8/10/2017 to 5/29/2018
>
> ***Evidence of Completion***
>
> Show an increase in physical and digital material teachers and students can use to enrich instruction daily.

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

Classroom Walks and Lesson Plan Review

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walkthrough Data and Lesson Plans

G2. By the end of the 2017-18 school year, 51% of our students will show learning gains on the FSA ELA Exam. [1]

🔑 G097605

G2.B1 Student Engagement in the Classroom [2]

🔑 B262359

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

🔑 S277879

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Shelly DeCesare

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Formal and informal walk throughs

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

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

Person Responsible

Rosa Faison

Schedule

On 5/31/2018

Evidence of Completion

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

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

Lesson Plan Review and Instructional Walks

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

🔑 B262360

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

🔑 S277880

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

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

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

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

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G2.B2.S2 Implement district learning initiatives: Accountable Talks, Approaches to teaching and learning, write to learn, and a focus on text structure 4

🔑 S277881

Strategy Rationale

These are research based strategies that improve student learning

Action Step 1 5

School will utilize district initiatives: Accountable Talks, Approaches to teaching and learning, write to learn strategies, and text structure strategies.

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Lesson plans, formal and informal walk throughs

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

🔑 B262361

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

🔑 S277882

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

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

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

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

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G3. By the end of the 2017-18 school year, 40% of our L25 students will show learning gains on the FSA ELA Exam. [1]

🔑 G097606

G3.B1 Student Engagement in the Classroom [2]

🔑 B262362

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

🔑 S277883

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Shelly DeCesare

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

N/A

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Lesson Plan Review and Instructional Walks

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G3.B1.S2 Utilize District instructional initiatives: Accountable talks, Approaches to teaching and learning, write to learn strategies, and text structure strategies. `4`

🔧 S277884

Strategy Rationale

These strategies are researched based strategies to improve student engagement.

Action Step 1 `5`

Administration will hold accountable talks with teachers to ensure write to learn and text structure strategies are utilized in the classroom.

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

lesson plans, observation of Implementation in the classroom

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

🔑 B262363

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

🔑 S277885

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

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

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

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

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

🔑 B262364

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

🔑 S277886

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Focus Calendar, word walls, lesson plans

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

Check lesson plans and perform class room walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks

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

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 3% for the 2017-18 school year: (A total of 53% or 190 students). `1`

🔑 G097607

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

🔑 B262365

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

🔑 S277887

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Ryan Clarke

Schedule

On 8/29/2018

Evidence of Completion

Student data showing performance levels and student schedules for 2017-18 showing students properly placed in Algebra 1A and Intensive Math.

Action Step 2 `5`

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

Person Responsible

Ryan Clarke

Schedule

On 8/29/2018

Evidence of Completion

Student data showing performance levels and student schedules for 2017-18 showing students properly placed in Algebra 1A.

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

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

Person Responsible

Ryan Clarke

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

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

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

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

🔑 B262366

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

🔑 S277888

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

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

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

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

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

🔑 B262367

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

🔑 S277889

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

MTSS agendas; ILT agendas

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G4.B3.S2 Utilize Positive Behavior Intervention Strategies to promote attendance. 4

S277890

Strategy Rationale

PBIS are researched based strategies that improve student academics, behavior, and attendance.

Action Step 1 5

Implement PBIS strategies schoolwide to improve student academics, attendance, and behavior.

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Monthly PBIS meetings, admin walks and observations

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Increase in attendance

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Admin walks and observations

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teachers utilizing PBIS strategies in the classroom

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

🔍 B262368

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

🔍 S277891

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

SuccessMaker data

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

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson review via Oncourse; Administrative classroom walks; SuccessMaker data

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

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

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G5. By the end of the 2017-18 school year, 54% of our 767 students will show learning gains on the FSA Algebra 1 and Geometry. 1

🔍 G097608

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

🔍 B262369

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

🔍 S277892

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 6/10/2017 to 8/31/2017

Evidence of Completion

Student data showing performance levels and student schedules for 2017-18 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 6/10/2017 to 8/31/2017

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 6/10/2017 to 5/29/2018

Evidence of Completion

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

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

🔑 B262370

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

🔑 S277893

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Ryan Clarke

Schedule

Biweekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

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

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

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 6/2/2018

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G5.B3 Student attendance. [2]

🔑 B262371

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

🔑 S277894

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 6/2/2018

Evidence of Completion

MTSS agendas; ILT agendas

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 6/2/2018

Evidence of Completion

Attendance records; SBLT and ILT meeting minutes

G6. By the end of the 2017-18 school year, 46% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry. [1]

🔑 G097609

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

🔑 B262373

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

🔑 S277896

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 6/10/2017 to 8/24/2017

Evidence of Completion

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

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 6/10/2017 to 8/31/2017

Evidence of Completion

Student data, student schedules, guidance department meeting minutes.

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

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

Person Responsible

Shelly DeCesare

Schedule

Quarterly, from 6/10/2017 to 6/10/2017

Evidence of Completion

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

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

🔑 B262374

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

🔑 S277897

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Schedule

Biweekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Data Logs from SuccessMaker and Lesson Plans

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

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

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 6/2/2018

Evidence of Completion

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

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

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, SuccessMaker reports, classroom walks

G6.B3 Attendance of low performing students `2`

🔑 B262375

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

🔑 S277898

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

MTSS agendas; ILT agendas

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

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance records; SBLT and ILT meeting minutes

G7. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in Biology 1 will be 60% or a total of 176 students. [1]

🔑 G097610

G7.B1 Attendance for lower performing students [2]

🔑 B262377

G7.B1.S1 Monitor student attendance through PBIS, MTSS and the Data Team Reports on students missing more than 2 days. [4]

🔑 S277900

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly SBLT meetings; Monthly Instructional Leadership Meetings, monthly PBIS meetings

Plan to Monitor Fidelity of Implementation of G7.B1.S1 [6]

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

MTSS agendas; ILT agendas

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G7.B2 Student engagement `2`

🔑 B262378

G7.B2.S1 Encourage teacher collaboration during department meetings to help teachers plan lessons and assessments that are meaningful and application based. `4`

🔑 S277901

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Lesson Plan Review and Instructional Walks

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G7.B2.S2 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading). 4

🔍 S277902

Strategy Rationale

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

Action Step 1 5

Promote the use of AVID, write to learn strategies, text structure strategies, and Kagan strategies schoolwide through professional development

Person Responsible

Ryan Clarke

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

N/A

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 `7`

Lesson Plan Review and Instructional Walks

Person Responsible

Rosa Faison

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G7.B2.S3 Implement positive behavior intervention strategies to improve student academics, behavior and attendance. `4`

🔑 S277903

Strategy Rationale

PBIS strategies are researched based strategies for improving student engagement

Action Step 1 `5`

Utilize PBIS strategies school wide to improve student performance.

Person Responsible

Ryan Clarke

Schedule

Daily, from 8/10/2017 to 5/29/2018

Evidence of Completion

FOCUS gradebook data, teacher anecdotals, PBIS student incentive list, student participation grades

Plan to Monitor Fidelity of Implementation of G7.B2.S3 `6`

Monthly PBIS meetings, admin walks and observations

> **Person Responsible**
>
> Ryan Clarke
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/31/2018
>
> ***Evidence of Completion***
>
> Attnedance reports

Plan to Monitor Effectiveness of Implementation of G7.B2.S3 `7`

Admin walks and observations

> **Person Responsible**
>
> Ryan Clarke
>
> **Schedule**
>
> Weekly, from 8/10/2017 to 5/31/2018
>
> ***Evidence of Completion***
>
> Implementation of PBIS strategies in the classroom and PBIS strategies added to lesson plans.

G8. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in US History will increase by 17% (65% or a total of 206 students) 1

🔑 G097611

G8.B1 Student engagement in the classroom 2

🔑 B262379

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

🔑 S277904

Strategy Rationale

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

Action Step 1 5

Promote the use of write to learn strategies, text structure strategies, AVID and Kagan strategies schoolwide through professional development

Person Responsible

Rebecca Rouse

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

N/A

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

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

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Lesson Plan Review and Instructional Walks

Person Responsible

Shelly DeCesare

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G8.B1.S2 Positive behavior intervention support strategies `4`

🔑 S277905

Strategy Rationale

PBIS strategies are researched based strategies the improve student engagement.

Action Step 1 `5`

Utilize PBIS strategies daily in the classroom

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

lesson plans, formal/informal walk through showing strategies in use. PBIS student incentive lists

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

PBIS meetings

    Person Responsible

    Ryan Clarke

    Schedule

    Monthly, from 8/10/2017 to 5/31/2018

    Evidence of Completion

    FOCUS attendance reports

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Admin walks and observations

    Person Responsible

    Ryan Clarke

    Schedule

    Monthly, from 8/10/2017 to 5/31/2018

    Evidence of Completion

    PBIS strategies listed in lesson plans, walks, and observations in the classroom

G8.B2 Students struggle with higher order thinking questions 2

🔑 B262380

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

🔑 S277906

Strategy Rationale

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

Action Step 1 5

Increase the frequency of higher order questions used daily during instruction

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

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

Weekly Lesson Plan Review

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Classroom Walks, Informal and Formal Observations

Person Responsible

Ryan Clarke

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

🔑 B262381

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

🔑 S277907

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Weekly lesson plans submitted by teachers to administration

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

Weekly lesson plan review by school administrative team

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

Weekly lesson plan review by school administrative team

Person Responsible

Shelly DeCesare

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G8.B3.S2 Use write to learn strategies and text structure strategies 4

🔑 S277908

Strategy Rationale

The strategies are researched based strategies that improve analysis of text structure utilized by the district.

Action Step 1 5

US history teachers will utilize write to learn and text structure strategies on a daily basis

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Lesson plans, informal/formal walk throughs

Plan to Monitor Fidelity of Implementation of G8.B3.S2 6

Classroom observations, Lesson plans will be checked

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Informal and formal observations in the classroom, weekly checks of the lesson plans to ensure the strategies are included.

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 `7`

FOCUS Data, Benchmark data, EOC data

Person Responsible

Shelly DeCesare

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Strategies utilized in the classroom and written in to plans

G9. Increase the number of students graduating by 8% for the 2017-18 school year. (a total of 90% or 311 students). `1`

🔑 G097612

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

🔑 B262383

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

🔑 S277910

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Ryan Clarke

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

MTSS agendas; Admin agendas

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance records; MTSS and ILT meeting minutes

G9.B2 Students who have not met graduation requirements in either FSA Algebra 1 or FSA ELA [2]

🔑 B262384

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

🔑 S277911

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G9.B2.S1 [6]

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Academic Improvement Plans; MTSS Agendas/Minutes

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

🔧 S277912

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Rosa Faison

Schedule

Monthly, from 1/9/2018 to 5/31/2018

Evidence of Completion

Student academic record

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

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

Person Responsible

Rosa Faison

Schedule

On 5/31/2018

Evidence of Completion

Reports generated from the Smart Horizons Platform on student progress.

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

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

Person Responsible

Rosa Faison

Schedule

On 5/31/2018

Evidence of Completion

Reports generated from the Smart Horizons Platform on student progress.

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 1/9/2018 to 5/31/2018

Evidence of Completion

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

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

🔑 B262385

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

🔑 S277913

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Shelly DeCesare

Schedule

Quarterly, from 8/10/2017 to 6/30/2018

Evidence of Completion

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

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Rosa Faison

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Academic Improvement Plans; MTSS Agendas/Minutes

G10. Increase the number of students by 7% in accelerated programs(IB,AP,DE, and CTE) for 2017-18 school year (A total of 65% or 225 students) 1

🔑 G097613

G10.B1 Number of students with excessive absences, students who have not met graduation requirements, students lacking prerequisites, GPA. 2

🔑 B262386

G10.B1.S1 PBIS strategies to promote attendance, school appropriate behaviors, and academics. 4

🔑 S277914

Strategy Rationale

PBIS is a researched based program to improve student academic motivation.

Action Step 1 5

The school will need professional development and technical support provided to teachers to increase the number of AP, IB, and CTE courses offered.

Person Responsible

Ryan Clarke

Schedule

Semiannually, from 8/10/2017 to 5/29/2018

Evidence of Completion

An increase in students taking AP and IB course work along with an influx of industry certifications.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Monthly PBIS meetings

Person Responsible

Ryan Clarke

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance data

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

observations and walk throughs

Person Responsible

Rosa Faison

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Formal and informal Observations in the classroom and school wide, lesson plans

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					
G3.B1.S2.MA1 M403876	[no content entered]		No Start Date		No End Date one-time
G3.B1.S2.MA1 M403877	[no content entered]		No Start Date		No End Date one-time
G6.B1.S1.MA1 M403901	Administration through SBLT will montior student success in class and identify students needing...	DeCesare, Shelly	6/10/2017	D/F List from report cards, student performance data from state assessments.	6/10/2017 quarterly
G6.B1.S1.A1 A374393	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts,...	DeCesare, Shelly	6/10/2017	Student data showing performance levels and student schedules for 2016-17 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.	8/24/2017 weekly
G5.B1.S1.MA1 M403895	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	DeCesare, Shelly	6/10/2017	Student data, student schedules, guidance department meeting minutes.	8/31/2017 weekly
G5.B1.S1.A1 A374390	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts,...	DeCesare, Shelly	6/10/2017	Student data showing performance levels and student schedules for 2017-18 showing students properly placed in Algebra 1A/1B, Liberal Arts and Intensive Math.	8/31/2017 weekly
G6.B1.S1.MA1 M403902	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	DeCesare, Shelly	6/10/2017	Student data, student schedules, guidance department meeting minutes.	8/31/2017 weekly
G1.MA1 M403866	District Bench Mark Data, Weekly and Monthly Reading plus Reports will be used to determine student...	DeCesare, Shelly	8/10/2017	Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class. Quarterly Benchmark Data from the district along with lesson plan review will provide the Leadership team with a strong monitoring tool to determine effectiveness.	5/29/2018 monthly
G2.MA1 M403873	Lesson Plans, Benchmark and Reading Plus Data	DeCesare, Shelly	8/10/2017	Review of lesson plans and the expectation to implement write to learn, text structure, Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and Reading plus data weekly to monitor student growth.	5/29/2018 weekly
G3.MA1 M403882	Lesson Plans, Benchmark and Reading Plus Data	DeCesare, Shelly	8/10/2017	Review of lesson plans and the expectation to implement write to learn, text structure, Kagan and AVID strategies into said lesson will be documented via our Oncourse Lesson Plan system each Monday Morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark and Reading	5/29/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Plus data quarterly to monitor student growth.	
G4.MA1 🔑 M403893	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Clarke, Ryan	8/10/2017	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs	5/29/2018 monthly
G5.MA1 🔑 M403900	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Clarke, Ryan	8/10/2017	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs, successmaker data	5/29/2018 monthly
G6.MA1 🔑 M403907	District benchmark data, teacher generated exams, reports from SuccessMaker, and other online...	Clarke, Ryan	8/10/2017	Results on EOC; District Benchmark Assessments; Classroom Walkthrough Data/Logs	5/29/2018 monthly
G7.MA1 🔑 M403916	Lesson Plans, Benchmark, MTSS and ILT agendas, and attendance records	Clarke, Ryan	8/10/2017	Review of lesson plans each Monday morning via on course lesson plan service. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. The Data team will review student benchmark data quarterly to monitor student growth. Moreover, the MTSS and ILT committees will review and implement practices regarding student attendance/ performance/discipline.	5/29/2018 monthly
G8.MA1 🔑 M403929	Lesson Plans, Benchmark Data, FOCUS data	Clarke, Ryan	8/10/2017	Review of lesson plans and the expectation to implement write to learn, text structure, Kagan and AVID strategies into said lesson will be documented via our On course lesson Plan system each Monday morning. The accumulation of these lessons will be rated based on the Danielson Frame work for Domain 1 in our evaluation system. Moreover, the Data team will review student benchmark quarterly to monitor student growth.	5/29/2018 monthly
G9.MA1 🔑 M403939	Student attendance summary, along with grades at Progress Reports (4.5 weeks) and Report Cards (9...	Faison, Rosa	8/10/2017	Evidence will show in the overall percentage of 12th grade students daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans. Also, students enrolled in Smart Horizons will show acceptable progress within the program towards completing all requirements for graduation.	5/29/2018 monthly
G10.MA1 🔑 M403942	The percentage of students participating in accelerated programs	Clarke, Ryan	8/10/2017	7% increase from the year prior	5/29/2018 semiannually
G1.B1.S1.A1 🔑 A374371	Implementation of Reading Plus	DeCesare, Shelly	8/10/2017	Weekly report logs demonstrating student use.	5/29/2018 weekly
G1.B2.S1.A1 🔑 A374373	Lesson Development that implements the use of the Close Reading strategy into English and Reading...	DeCesare, Shelly	8/10/2017	Weekly lesson plans submitted by teachers to administration	5/29/2018 weekly
G1.B5.S1.A1 🔑 A374374	Provide Common Planning Opportunities		8/10/2017	Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)	5/29/2018 monthly
G2.B1.S1.A1 🔑 A374376	Promote the use of AVID and Kagan strategies schoolwide through professional development	DeCesare, Shelly	8/10/2017	Formal and informal walk throughs	5/29/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1 A374377	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2017	Focus Calendar, word walls, lesson plans	5/29/2018 monthly
G2.B3.S1.A1 A374379	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2017	Focus Calendar, word walls, lesson plans	5/29/2018 monthly
G3.B1.S1.A1 A374380	Promote the use of AVID and Kagan strategies schoolwide through professional development.	DeCesare, Shelly	8/10/2017	N/A	5/29/2018 quarterly
G3.B2.S1.A1 A374382	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2017	Focus Calendar, word walls, lesson plans	5/29/2018 monthly
G3.B3.S1.A1 A374383	Based on the data, we will create a monthly instructional focus across content areas to help...	DeCesare, Shelly	8/10/2017	Focus Calendar, word walls, lesson plans	5/29/2018 monthly
G4.B2.S1.A1 A374386	Continue to utilize the SuccessMaker instructional Program and Algebra Nation to enrich and extent...	Clarke, Ryan	8/10/2017	Data Logs from SuccessMaker and Lesson Plans	5/29/2018 weekly
G4.B3.S1.A1 A374387	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	Faison, Rosa	8/10/2017	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/29/2018 weekly
G4.B4.S1.A1 A374389	SuccessMaker is utilized as an extension to classroom instruction and can be used as a remediation...	Clarke, Ryan	8/10/2017	SuccessMaker data	5/29/2018 monthly
G5.B1.S1.MA1 M403894	Administration through ILT will montior student success in class and identify students needing...	DeCesare, Shelly	6/10/2017	D/F List from report cards, student performance data from state assessments.	5/29/2018 weekly
G5.B2.S1.A1 A374391	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math...	Clarke, Ryan	8/10/2017	Data Logs from SuccessMaker and Lesson Plans	5/29/2018 biweekly
G5.B3.S1.A1 A374392	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	DeCesare, Shelly	8/10/2017	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/29/2018 weekly
G6.B2.S1.A1 A374394	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math...		8/10/2017	Data Logs from SuccessMaker and Lesson Plans	5/29/2018 biweekly
G6.B3.S1.A1 A374395	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	DeCesare, Shelly	8/10/2017	Weekly SBLT meetings; Monthly Instructional Leadership Meetings	5/29/2018 weekly
G7.B1.S1.A1 A374396	Identify students with 2 or more absences utilizing attendance and teacher records as well as input...	DeCesare, Shelly	8/10/2017	Weekly SBLT meetings; Monthly Instructional Leadership Meetings, monthly PBIS meetings	5/29/2018 weekly
G7.B2.S1.A1 A374397	Provide teachers the opportunity to plan as a department to share their expertise, resources, and...	Clarke, Ryan	8/10/2017		5/29/2018 monthly
G8.B1.S1.A1 A374400	Promote the use of write to learn strategies, text structure strategies, AVID and Kagan strategies...	Rouse, Rebecca	8/10/2017	N/A	5/29/2018 quarterly
G8.B2.S1.A1 A374402	Increase the frequency of higher order questions used daily during instruction	Clarke, Ryan	8/10/2017	Weekly review of lesson plans and daily administrative classroom walks will provide a picture of how questions are being developed and used to enrich instruction.	5/29/2018 weekly
G8.B3.S1.A1 A374403	Lesson Development that implements the use of the Close Reading strategy into US History courses	DeCesare, Shelly	8/10/2017	Weekly lesson plans submitted by teachers to administration	5/29/2018 weekly
G9.B1.S1.A1 A374406	Identify students with 5 or more absences utilizing attendance and teacher records as well as input...	Clarke, Ryan	8/10/2017	Weekly MTSS meetings; Weekly Admin team meeting; Monthly PBIS meetings, Reports provided by Attendance Clerk and Registrar	5/29/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B2.S1.A1 A374407	Implement after-school tutoring opportunities for seniors in jeopardy of graduating on time to...	Faison, Rosa	8/10/2017	Seniors attending the after-school tutoring session and current student test history.	5/29/2018 weekly
G9.B3.S1.A1 A374409	Implement credit recovery virtual classes during school and provide after-school credit recovery...	Faison, Rosa	8/10/2017	Student schedules showing placement in online courses during the school day; Seniors attending the after-school credit recovery sessions through the Boy's and Girl's Club and Saturday School.	5/29/2018 weekly
G10.B1.S1.A1 A374411	The school will need professional development and technical support provided to teachers to...	Clarke, Ryan	8/10/2017	An increase in students taking AP and IB course work along with an influx of industry certifications.	5/29/2018 semiannually
G1.B1.S2.A1 A374372	Increase write to learn strategies and text structure strategies in the classroom on a daily basis...	DeCesare, Shelly	8/10/2017	Weekly review of lesson plans and daily administrative classroom walks will provide a picture of how questions are being developed and used to enrich instruction.	5/29/2018 weekly
G1.B5.S2.MA1 M403865	Classroom Walks and Lesson Plan Review	DeCesare, Shelly	8/10/2017	Classroom walks, informal and formal observations, conferencing, etc.	5/29/2018 weekly
G1.B5.S2.A1 A374375	Increase the amount of Print Rich Material available to teachers and students	DeCesare, Shelly	8/10/2017	Show an increase in physical and digital material teachers and students can use to enrich instruction daily.	5/29/2018 annually
G2.B2.S2.A1 A374378	School will utilize district initiatives: Accountable Talks, Approaches to teaching and learning,...	DeCesare, Shelly	8/10/2017	Lesson plans, formal and informal walk throughs	5/29/2018 weekly
G3.B1.S2.A1 A374381	Administration will hold accountable talks with teachers to ensure write to learn and text...	DeCesare, Shelly	8/10/2017	lesson plans, observation of Implementation in the classroom	5/29/2018 weekly
G4.B3.S2.A1 A374388	Implement PBIS strategies schoolwide to improve student academics, attendance, and behavior.	Clarke, Ryan	8/10/2017		5/29/2018 monthly
G7.B2.S2.A1 A374398	Promote the use of AVID, write to learn strategies, text structure strategies, and Kagan strategies...	Clarke, Ryan	8/10/2017	N/A	5/29/2018 quarterly
G8.B1.S2.A1 A374401	Utilize PBIS strategies daily in the classroom	Clarke, Ryan	8/10/2017	lesson plans, formal/informal walk through showing strategies in use. PBIS student incentive lists	5/29/2018 weekly
G8.B3.S2.A1 A374404	US history teachers will utilize write to learn and text structure strategies on a daily basis	Clarke, Ryan	8/10/2017	Lesson plans, informal/formal walk throughs	5/29/2018 weekly
G7.B2.S3.A1 A374399	Utilize PBIS strategies school wide to improve student performance.	Clarke, Ryan	8/10/2017	FOCUS gradebook data, teacher anecdotals, PBIS student incentive list, student participation grades	5/29/2018 daily
G1.B1.S1.MA1 M403856	Data Analysis	DeCesare, Shelly	8/10/2017	Upon analysis of the reports, the Instructional Leadership Team will determine if the current process is beneficial and determine if any adjustments must be made in rotation time in order to best service our students.	5/31/2018 monthly
G1.B1.S1.MA1 M403857	Monitor teacher and student use of Reading Plus	DeCesare, Shelly	8/10/2017	Reports will be ran monthly in order to determine how much time students are spending in rotation on the program and to analyze the type and amount of growth that is taking place in the class.	5/31/2018 monthly
G1.B2.S1.MA1 M403860	Weekly lesson plan review by school administrative team		8/10/2017	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2018 weekly
G1.B2.S1.MA1 M403861	Weekly lesson plan review by school administrative team		8/10/2017	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1 M403862	Administrative attendance to departmental planning meetings	Faison, Rosa	8/10/2017	Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)	5/31/2018 monthly
G1.B5.S1.MA1 M403863	Administrative attendance during department meetings to collaborate with core areas	Faison, Rosa	8/10/2017	Departmental minutes will be collected by the administrative team addressing the planning needs and concerns of teachers within departments and subject specific content areas (i.e. Algebra 1, Biology, etc.)	5/31/2018 monthly
G2.B1.S1.MA1 M403867	Lesson Plan Review and Instructional Walks	Faison, Rosa	8/10/2017	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 & Study Island.	5/31/2018 weekly
G2.B1.S1.MA1 M403868	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Faison, Rosa	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2018 one-time
G2.B2.S1.MA1 M403869	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2018 monthly
G2.B2.S1.MA1 M403870	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2017	Lesson review via Oncourse; Administrative classroom walks	5/31/2018 monthly
G2.B3.S1.MA1 M403871	Teacher conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2018 monthly
G2.B3.S1.MA1 M403872	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2017	Lesson review via Oncourse; Administrative classroom walks	5/31/2018 monthly
G3.B1.S1.MA1 M403874	Lesson Plan Review and Instructional Walks	Faison, Rosa	8/10/2017	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000.	5/31/2018 weekly
G3.B1.S1.MA1 M403875	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Faison, Rosa	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				observations will provide snapshots into the implementation process.	
G3.B2.S1.MA1 M403878	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2018 monthly
G3.B2.S1.MA1 M403879	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2017	Lesson review via Oncourse; Administrative classroom walks	5/31/2018 monthly
G3.B3.S1.MA1 M403880	Teacher conferencing with Admin and collaborative planning during department meetings will allow...	DeCesare, Shelly	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2018 monthly
G3.B3.S1.MA1 M403881	Check lesson plans and perform class room walks	DeCesare, Shelly	8/10/2017	Lesson review via Oncourse; Administrative classroom walks	5/31/2018 monthly
G4.B1.S1.MA1 M403883	Administration through ILT will montior student success in classes and identify students needing...	Faison, Rosa	8/10/2017	D/F List from progress reports and report cards, student performance data from SuccessMaker	5/31/2018 monthly
G4.B1.S1.MA1 M403884	Counselors will monitor student test history and class schedules to ensure appropriate placement of...	Clarke, Ryan	8/10/2017	Student data, student schedules, guidance department meeting minutes.	5/31/2018 quarterly
G4.B2.S1.MA1 M403885	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Clarke, Ryan	8/10/2017	Lesson plans, SuccessMaker reports, classroom walks	5/31/2018 weekly
G4.B2.S1.MA1 M403886	Data reports show the total amount of time students have spent on the program will be analyzed	Clarke, Ryan	8/10/2017	SuccessMaker reports that will be shared at our monthly ILT meetings.	5/31/2018 monthly
G4.B3.S1.MA1 M403887	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Faison, Rosa	8/10/2017	Attendance records; MTSS and ILT meeting minutes	5/31/2018 weekly
G4.B3.S1.MA1 M403888	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Faison, Rosa	8/10/2017	MTSS agendas; ILT agendas	5/31/2018 weekly
G4.B4.S1.MA1 M403891	Teacher Conferencing with Admin and collaborative planning during department meetings will allow...	Clarke, Ryan	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation efficacy. We will also utilize Informal and formal conferencing to discuss with faculty any concerns they are experiencing and possible solutions.	5/31/2018 monthly
G4.B4.S1.MA1 M403892	Check lesson plans and perform class room walks; review SuccessMaker data	Clarke, Ryan	8/10/2017	Lesson review via Oncourse; Administrative classroom walks; SuccessMaker data	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.MA1 M403897	Data reports show the total amount of time students have spent on the program will be analyzed	Clarke, Ryan	8/10/2017	SuccessMaker reports that will be shared at our monthly ILT meetings.	5/31/2018 monthly
G6.B2.S1.MA1 M403903	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Clarke, Ryan	8/10/2017	Lesson plans, SuccessMaker reports, classroom walks	5/31/2018 weekly
G6.B3.S1.MA1 M403905	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	DeCesare, Shelly	8/10/2017	Attendance records; SBLT and ILT meeting minutes	5/31/2018 weekly
G6.B3.S1.MA1 M403906	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	DeCesare, Shelly	8/10/2017	MTSS agendas; ILT agendas	5/31/2018 weekly
G7.B1.S1.MA1 M403908	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Faison, Rosa	8/10/2017	Attendance records; MTSS and ILT meeting minutes	5/31/2018 weekly
G7.B1.S1.MA1 M403909	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Faison, Rosa	8/10/2017	MTSS agendas; ILT agendas	5/31/2018 weekly
G7.B2.S1.MA1 M403910	Lesson Plan Review and Instructional Walks	Clarke, Ryan	8/10/2017	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests and teacher generated tests or through other online resources.	5/31/2018 monthly
G7.B2.S1.MA1 M403911	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	DeCesare, Shelly	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2018 monthly
G8.B1.S1.MA1 M403917	Lesson Plan Review and Instructional Walks	DeCesare, Shelly	8/10/2017	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests and teacher generated tests.	5/31/2018 monthly
G8.B1.S1.MA1 M403918	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	DeCesare, Shelly	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as observations will provide snapshots into the implementation process.	5/31/2018 monthly
G8.B2.S1.MA1 M403921	Classroom Walks, Informal and Formal Observations	Clarke, Ryan	8/10/2017	The administrative team will conduct classroom walks, perform both formal and informal observations and conversations with teachers to discuss instructional approaches to learning, specifically dealing with higher ordered thinking and classroom engagement.	5/31/2018 daily
G8.B2.S1.MA1 M403922	Weekly Lesson Plan Review	Clarke, Ryan	8/10/2017	The evidence collected will be from a sample of lesson plans reviewed weekly by the administrative team demonstrating effective teacher development and use of essential question to engage students in higher ordered thinking.	5/31/2018 weekly
G8.B3.S1.MA1 M403923	Weekly lesson plan review by school administrative team	DeCesare, Shelly	8/10/2017	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B3.S1.MA1 M403924	Weekly lesson plan review by school administrative team	DeCesare, Shelly	8/10/2017	Classroom Walkthrough data, evaluation of lesson plans, Formal and Informal observations	5/31/2018 weekly
G9.B1.S1.MA1 M403930	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	Faison, Rosa	8/10/2017	Attendance records; MTSS and ILT meeting minutes	5/31/2018 weekly
G9.B1.S1.MA1 M403931	Share weekly MTSS agendas with admin team; Share weekly Admin team information with counselors and...	Faison, Rosa	8/10/2017	MTSS agendas; Admin agendas	5/31/2018 weekly
G9.B2.S1.MA1 M403932	MTSS will take recommendations from after-school instructors on student performance in addition to...	Faison, Rosa	8/10/2017	Academic Improvement Plans; MTSS Agendas/Minutes	5/31/2018 weekly
G9.B2.S1.MA1 M403933	Weekly attendance reports from the after-school program will be provided to the administrative...	Faison, Rosa	8/10/2017	Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.	5/31/2018 weekly
G9.B3.S1.MA1 M403937	MTSS will take recommendations from after-school instructors on student performance in addition to...	Faison, Rosa	8/10/2017	Academic Improvement Plans; MTSS Agendas/Minutes	5/31/2018 weekly
G9.B3.S1.MA1 M403938	Weekly attendance reports from the after-school program will be provided to the administrative...	Faison, Rosa	8/10/2017	Guidance meeting minutes, MTSS minutes, attendance data from Attendance clerk and after-school program.	5/31/2018 weekly
G10.B1.S1.MA1 M403940	observations and walk throughs	Faison, Rosa	8/10/2017	Formal and informal Observations in the classroom and school wide, lesson plans	5/31/2018 quarterly
G10.B1.S1.MA1 M403941	Monthly PBIS meetings	Clarke, Ryan	8/10/2017	FOCUS attendance data	5/31/2018 monthly
G1.B1.S2.MA1 M403858	Classroom Walks, Informal and Formal Observations	DeCesare, Shelly	8/10/2017	The administrative team will conduct classroom walks, perform both formal and informal observations and conversations with teachers to discuss instructional approaches to learning, specifically dealing with higher ordered thinking and classroom engagement.	5/31/2018 daily
G1.B1.S2.MA1 M403859	Weekly Lesson Plan Review	DeCesare, Shelly	8/10/2017	The evidence collected will be from a sample of lesson plans reviewed weekly by the administrative team demonstrating effective teacher development and use of essential question to engage students in higher ordered thinking.	5/31/2018 weekly
G1.B5.S2.MA1 M403864	Classroom walks, informal and formal observations, conferencing, etc.	DeCesare, Shelly	8/10/2017	Walkthrough Data and Lesson Plans	5/31/2018 weekly
G4.B3.S2.MA1 M403889	Admin walks and observations	Clarke, Ryan	8/10/2017	Teachers utilizing PBIS strategies in the classroom	5/31/2018 weekly
G4.B3.S2.MA1 M403890	Monthly PBIS meetings, admin walks and observations	Clarke, Ryan	8/10/2017	Increase in attendance	5/31/2018 monthly
G7.B2.S2.MA1 M403912	Lesson Plan Review and Instructional Walks	Faison, Rosa	8/10/2017	Student work will be collected and shared at monthly department meetings, along with lesson plans. Student data collected from benchmark tests, teacher generated tests, or through Achieve 3000 and other online resources.	5/31/2018 monthly
G7.B2.S2.MA1 M403913	Lead teachers will provide instructional support departmentally to help implement the agreed upon...	Clarke, Ryan	8/10/2017	Lesson plans will be reviewed by administrators on a weekly basis. Additionally, department meeting and minutes will be submitted to admin for review. Daily class walks, as well as	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				observations will provide snapshots into the implementation process.	
G8.B1.S2.MA1 M403919	Admin walks and observations	Clarke, Ryan	8/10/2017	PBIS strategies listed in lesson plans, walks, and observations in the classroom	5/31/2018 monthly
G8.B1.S2.MA1 M403920	PBIS meetings	Clarke, Ryan	8/10/2017	FOCUS attendance reports	5/31/2018 monthly
G8.B3.S2.MA1 M403925	FOCUS Data, Benchmark data, EOC data	DeCesare, Shelly	8/10/2017	Strategies utilized in the classroom and written in to plans	5/31/2018 quarterly
G8.B3.S2.MA1 M403926	Classroom observations, Lesson plans will be checked	Clarke, Ryan	8/10/2017	Informal and formal observations in the classroom, weekly checks of the lesson plans to ensure the strategies are included.	5/31/2018 weekly
G9.B2.S2.MA1 M403934	Weekly progress reports and attendance reports for students enrolled in the Smart Horizons option.	Faison, Rosa	1/9/2018	Report logs shared with Administrative team and MTSS team to discuss effectiveness of student use and additional interventions needed to maximize success.	5/31/2018 weekly
G9.B2.S2.MA1 M403935	Administrative team, College and Career Adviser and Guidance Counselors will meet and track student...	Faison, Rosa	1/9/2018	Reports generated from the Smart Horizons Platform on student progress.	5/31/2018 one-time
G9.B2.S2.MA1 M403936	Administrative team, College and Career Adviser and Guidance Counselors will meet and track student...	Faison, Rosa	1/9/2018	Reports generated from the Smart Horizons Platform on student progress.	5/31/2018 one-time
G9.B2.S2.A1 A374408	Identify those students who would benefit from completing their graduation requirements through...	Faison, Rosa	1/9/2018	Student academic record	5/31/2018 monthly
G7.B2.S3.MA1 M403914	Admin walks and observations	Clarke, Ryan	8/10/2017	Implementation of PBIS strategies in the classroom and PBIS strategies added to lesson plans.	5/31/2018 weekly
G7.B2.S3.MA1 M403915	Monthly PBIS meetings, admin walks and observations	Clarke, Ryan	8/10/2017	Attnedance reports	5/31/2018 monthly
G5.B2.S1.MA1 M403896	Teachers will run data weekly to determine student growth and areas of concern. They will then...	Clarke, Ryan	8/10/2017	Lesson plans, SuccessMaker reports, classroom walks	6/2/2018 weekly
G5.B3.S1.MA1 M403898	Weekly updates with admin team; Monthly meetings with attendance personnel to check for...	DeCesare, Shelly	8/10/2017	Attendance records; SBLT and ILT meeting minutes	6/2/2018 weekly
G5.B3.S1.MA1 M403899	Share weekly MTSS agendas with admin team; share monthy ILT agendas with school/district staff	Faison, Rosa	8/10/2017	MTSS agendas; ILT agendas	6/2/2018 weekly
G6.B2.S1.MA1 M403904	Data reports show the total amount of time students have spent on the program will be analyzed	Clarke, Ryan	8/10/2017	SuccessMaker reports that will be shared at our monthly ILT meetings.	6/2/2018 monthly
G9.B3.S1.A2 A374410	Utilize Life program and or Summer School to assist students needing extended or alternative...	DeCesare, Shelly	8/10/2017	Evidence via reports generated through Odysseyware, gradebook grades in Focus, weekly progress reports, and progress from school based Academic Contracts.	6/30/2018 quarterly
G4.B1.S1.A1 A374384	Identify students who are a Level 1 in Math to enroll in Algebra 1A and Intensive Math	Clarke, Ryan	8/10/2017	Student data showing performance levels and student schedules for 2017-18 showing students properly placed in Algebra 1A and Intensive Math.	8/29/2018 one-time
G4.B1.S1.A2 A374385	Identify students who are a Level 2 in Math to enroll in Algebra 1A.	Clarke, Ryan	8/10/2017	Student data showing performance levels and student schedules for	8/29/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				2017-18 showing students properly placed in Algebra 1A.	

V. Professional Development Opportunities

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

G1. Increase the number of students scoring at proficiency or higher on 10th Grade FSA ELA by 7% for the 2017-18 school year: (A total of 48% or 200 students).

G1.B1 Students struggle with higher order thinking questions

G1.B1.S1 Reading Plus

PD Opportunity 1

Implementation of Reading Plus

Facilitator

District, Jill Bieber

Participants

Reading Teachers

Schedule

Weekly, from 8/10/2017 to 5/29/2018

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

PD Opportunity 1

Increase write to learn strategies and text structure strategies in the classroom on a daily basis during instruction

Facilitator

District, Tony Lasada

Participants

Reading Teachers

Schedule

Weekly, from 8/10/2017 to 5/29/2018

G2. By the end of the 2017-18 school year, 51% of our students will show learning gains on the FSA ELA Exam.

G2.B1 Student Engagement in the Classroom

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

PD Opportunity 1

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

Facilitator

Shelly Decesare

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

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

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

PD Opportunity 1

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

Facilitator

Shelly Decesare & Emilee Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2017 to 5/29/2018

G2.B2.S2 Implement district learning initiatives: Accountable Talks, Approaches to teaching and learning, write to learn, and a focus on text structure

PD Opportunity 1

School will utilize district initiatives: Accountable Talks, Approaches to teaching and learning, write to learn strategies, and text structure strategies.

Facilitator

District, Tonay Lasada

Participants

Schoolwide staff

Schedule

Weekly, from 8/10/2017 to 5/29/2018

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

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

PD Opportunity 1

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

Facilitator

Shelly Decesare & Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2017 to 5/29/2018

G3. By the end of the 2017-18 school year, 40% of our L25 students will show learning gains on the FSA ELA Exam.

G3.B1 Student Engagement in the Classroom

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

PD Opportunity 1

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

Facilitator

Shelly Decesare

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

G3.B1.S2 Utilize District instructional initiatives: Accountable talks, Approaches to teaching and learning, write to learn strategies, and text structure strategies.

PD Opportunity 1

Administration will hold accountable talks with teachers to ensure write to learn and text structure strategies are utilized in the classroom.

Facilitator

District, Tonay Lasada

Participants

schoolwide

Schedule

Weekly, from 8/10/2017 to 5/29/2018

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

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

PD Opportunity 1

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

Facilitator

Shelly Decesare & Emilee Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2017 to 5/29/2018

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

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

PD Opportunity 1

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

Facilitator

Shelly Decesare & Emilee Vermilion

Participants

Faculty (school-wide)

Schedule

Monthly, from 8/10/2017 to 5/29/2018

G4. Increase the number of students scoring at proficiency or higher in Algebra 1 by 3% for the 2017-18 school year: (A total of 53% or 190 students).

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

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

PD Opportunity 1

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

Facilitator

Jill Bieber

Participants

Algebra 1 teachers

Schedule

Weekly, from 8/10/2017 to 5/29/2018

G4.B3 Attendance of low performing students.

G4.B3.S2 Utilize Positive Behavior Intervention Strategies to promote attendance.

PD Opportunity 1

Implement PBIS strategies schoolwide to improve student academics, attendance, and behavior.

Facilitator

University of South Florida and School District of Manatee County

Participants

PBIS Team

Schedule

Monthly, from 8/10/2017 to 5/29/2018

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

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

PD Opportunity 1

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

Facilitator

Jill Bieber

Participants

Algebra 1 Teachers

Schedule

Monthly, from 8/10/2017 to 5/29/2018

G5. By the end of the 2017-18 school year, 54% of our 767 students will show learning gains on the FSA Algebra 1 and Geometry.

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

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

PD Opportunity 1

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

Facilitator

Julie Hess

Participants

Algebra 1, Liberal Arts, and Intensive Math teachers

Schedule

Biweekly, from 8/10/2017 to 5/29/2018

G6. By the end of the 2017-18 school year, 46% of our L25 students will show learning gains on the FSA Algebra 1 and/or Geometry.

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

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

PD Opportunity 1

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

Facilitator

Julie Hess

Participants

Algebra 1, Liberal Arts, and Intensive Math teachers

Schedule

Biweekly, from 8/10/2017 to 5/29/2018

G7. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in Biology 1 will be 60% or a total of 176 students.

G7.B2 Student engagement

G7.B2.S2 Rethink instructional practices through continued uses of Kagan Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).

PD Opportunity 1

Promote the use of AVID, write to learn strategies, text structure strategies, and Kagan strategies schoolwide through professional development

Facilitator

Shelly Decesare

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

G8. By the end of the 2017-18 school year, the number of students scoring at proficiency or higher in US History will increase by 17% (65% or a total of 206 students)

G8.B1 Student engagement in the classroom

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

PD Opportunity 1

Promote the use of write to learn strategies, text structure strategies, AVID and Kagan strategies schoolwide through professional development

Facilitator

Shelly Decesare

Participants

Faculty (schoolwide)

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

G8.B1.S2 Positive behavior intervention support strategies

PD Opportunity 1

Utilize PBIS strategies daily in the classroom

Facilitator

University of South Florida

Participants

PBIS team

Schedule

Weekly, from 8/10/2017 to 5/29/2018

G8.B3 Students struggle with analyzing informational text

G8.B3.S2 Use write to learn strategies and text structure strategies

PD Opportunity 1

US history teachers will utilize write to learn and text structure strategies on a daily basis

Facilitator

District, Tony Lasada

Participants

staff

Schedule

Weekly, from 8/10/2017 to 5/29/2018

G10. Increase the number of students by 7% in accelerated programs(IB,AP,DE, and CTE) for 2017-18 school year (A total of 65% or 225 students)

G10.B1 Number of students with excessive absences, students who have not met graduation requirements, students lacking prerequisites, GPA.

G10.B1.S1 PBIS strategies to promote attendance, school appropriate behaviors, and academics.

PD Opportunity 1

The school will need professional development and technical support provided to teachers to increase the number of AP, IB, and CTE courses offered.

Facilitator

Ryan Clarke

Participants

Staff

Schedule

Semiannually, from 8/10/2017 to 5/29/2018

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	Implementation of Reading Plus	$0.00
2	G1.B1.S2.A1	Increase write to learn strategies and text structure strategies in the classroom on a daily basis during instruction	$0.00
3	G1.B2.S1.A1	Lesson Development that implements the use of the Close Reading strategy into English and Reading Courses	$0.00
4	G1.B5.S1.A1	Provide Common Planning Opportunities	$0.00
5	G1.B5.S2.A1	Increase the amount of Print Rich Material available to teachers and students	$0.00
6	G10.B1.S1.A1	The school will need professional development and technical support provided to teachers to increase the number of AP, IB, and CTE courses offered.	$0.00
7	G2.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development	$0.00
8	G2.B2.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
9	G2.B2.S2.A1	School will utilize district initiatives: Accountable Talks, Approaches to teaching and learning, write to learn strategies, and text structure strategies.	$0.00
10	G2.B3.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
11	G3.B1.S1.A1	Promote the use of AVID and Kagan strategies schoolwide through professional development.	$0.00
12	G3.B1.S2.A1	Administration will hold accountable talks with teachers to ensure write to learn and text structure strategies are utilized in the classroom.	$0.00
13	G3.B2.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
14	G3.B3.S1.A1	Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and non-fiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.	$0.00
15	G4.B1.S1.A1	Identify students who are a Level 1 in Math to enroll in Algebra 1A and Intensive Math	$0.00
16	G4.B1.S1.A2	Identify students who are a Level 2 in Math to enroll in Algebra 1A.	$0.00
17	G4.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation to enrich and extent classroom learning.	$0.00

18	G4.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
19	G4.B3.S2.A1	Implement PBIS strategies schoolwide to improve student academics, attendance, and behavior.	$0.00
20	G4.B4.S1.A1	SuccessMaker is utilized as an extension to classroom instruction and can be used as a remediation tool.	$0.00
21	G5.B1.S1.A1	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.	$0.00
22	G5.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.	$0.00
23	G5.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
24	G6.B1.S1.A1	Identify students performing below proficiency in Math to enroll in Algebra 1A/1B, Liberal Arts, and Intensive Math.	$0.00
25	G6.B2.S1.A1	Continue to utilize the SuccessMaker instructional Program and Algebra Nation in our Intensive Math classes to enrich and extent classroom learning. Liberal Arts can use Khan Academy and other online resources to extend learning opportunities.	$0.00
26	G6.B3.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
27	G7.B1.S1.A1	Identify students with 2 or more absences utilizing attendance and teacher records as well as input from ILT meetings.	$0.00
28	G7.B2.S1.A1	Provide teachers the opportunity to plan as a department to share their expertise, resources, and their support for the students.	$0.00
29	G7.B2.S2.A1	Promote the use of AVID, write to learn strategies, text structure strategies, and Kagan strategies schoolwide through professional development	$0.00
30	G7.B2.S3.A1	Utilize PBIS strategies school wide to improve student performance.	$0.00
31	G8.B1.S1.A1	Promote the use of write to learn strategies, text structure strategies, AVID and Kagan strategies schoolwide through professional development	$0.00
32	G8.B1.S2.A1	Utilize PBIS strategies daily in the classroom	$0.00
33	G8.B2.S1.A1	Increase the frequency of higher order questions used daily during instruction	$0.00
34	G8.B3.S1.A1	Lesson Development that implements the use of the Close Reading strategy into US History courses	$0.00
35	G8.B3.S2.A1	US history teachers will utilize write to learn and text structure strategies on a daily basis	$0.00
36	G9.B1.S1.A1	Identify students with 5 or more absences utilizing attendance and teacher records as well as input from Administrative team meetings.	$0.00
37	G9.B2.S1.A1	Implement after-school tutoring opportunities for seniors in jeopardy of graduating on time to focus on ACT/SAT and Pert materials for concordant scores.	$0.00
38	G9.B2.S2.A1	Identify those students who would benefit from completing their graduation requirements through Smart Horizons and assist them with coursework on campus during the school day and afterschool.	$0.00

39	G9.B3.S1.A1	Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.	$0.00
40	G9.B3.S1.A2	Utilize Life program and or Summer School to assist students needing extended or alternative settings for making up their credits for graduation	$0.00
		Total:	$0.00