Martin County School District

Martin County High School

2017-18 Schoolwide Improvement Plan

Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

martinschools.org/o/mchs

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	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Martin County High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Martin County High School's Mission is to ensure quality learning for all.

b. Provide the school's vision statement.

Martin County High School's vision is to be an extraordinary culture of learners.

2. School Environment

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

Our Professional Development Plan has centered on a cultural shift from a teacher-centered classroom to a student/learner-centered classroom to increase learner engagement. Professional development activities have been crafted to shift the mindset of educators to create a culture that asks the question, "Is it good for kids?" and demands that all decisions be predicated on the answer to that question. Several school-wide activities support the process by which the school learns about students' cultures and builds relationships between teachers and students:

•Positive Behavior Intervention Supports (PBiS) – Staff and students work collaboratively to establish and communicate expectations for outstanding citizenship. Students lead the activities that recognize/reward students and staff for meeting and exceeding the school-wide expectations.

•Student Activities/Athletics: Over 50 clubs, classes and athletic programs are available to students. Clubs range from traditional National Honor Society (NHS) with 150 members to the nontraditional Interntional Club with 20 members. Community service clubs (Sigma Phi, Key Club, GSA, etc.) abound with membership and community interactions. Mu Alpha Theta with 50 members promotes rigorous math and science leadership opportunities. Current student participation records indicate that well over 800 students are actively involved in student activities.

•Focus Groups: The use of structured focus groups to solicit feedback from a diverse representation of students, parents, and staff has proved critical to increasing learner engagement from the various groups. Twice a year, focus groups are formed to evaluate current practices and provide instructional and programmatic recommendations. Several new strategies to increase engagement have been incorporated as well.

•Mentoring: A structured mentoring program has been established to ensure that students identified as Students of Potential (at-risk) are provided the opportunity to have a mentor-through the Grade Level Intervention teacher. At-Risk seniors will meet with the Grade Level Intervention teacher who addresses attendance, academic progress and methods to overcome challenges. For all ninth and tenth grade students taking Advanced Placement courses, they will be assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and support. An Advanced Placement Ambassador program was created to help support students needing extra assistance in all courses where teachers can recommend students for assistance and they are assigned a course mentor.

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

Martin County High School provides all students with a safe, supportive, respectful and welcoming educational environment and teaches the skills and character traits necessary to succeed in a rapidly changing, diverse society. MCHS believes that each student is unique and has the ability to learn at a high level. We have a highly qualified staff committed to promoting student achievement and adults across the campus clarify their expectations for positive interpersonal interaction including instruction, citizenship and relationships. MCHS represents a positive, safe and clean environment that is vital to learning and success. Staff, parents, and community work together to support a culture of learning for all that is crucial to the student body. Through use of a systems-approach, while serving a diverse population of neaarly 2300 students, MCHS has focused all efforts on creating a positive impact for students by addressing one basic question: "Is it good for kids?"

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.

Martin County High School provides a Multi-Tiered System of Supports (MTSS) for academics and behaviors for all students. Positive Behavior Intervention/Support is a Multi-tiered framework for developing, refining and implementing a culture of discipline conducive to learning. PBiS allows for students to be educated in a safe, respectful and welcoming environment. The process involves establishing school-wide expectations, teaching rules associated with the expectations in all common environments, reinforcing appropriate student behaviors, using effective classroom management strategies and providing research-evidence based strategies to assist the school to increase academic performance, increase safety, decrease problem behaviors and establish positive school cultures. One of the objectives of the school instructional program is to encourage and develop self-control and self-discipline rather than mere obedience to others. To these ends, students are provided with specific freedoms within the framework of school policies. Students are provided opportunities to make decisions, to make choices, to make mistakes, and to assume responsibility, all under faculty supervision in a supportive environment.

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.

MCHS has several plans in place to support student success:

•Guidance - Services are available for all students in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study skills, home/school/social concerns, or any topics students feel they would like to discuss with the counselor.

•Positive Behavior Supports (PBiS) – Tier 1: Process and procedures intended for all students and staff. Tier 2: Process and procedures designed to address behavioral issues among groups of students with similar problem behavior or behaviors that seem to occur for the same reasons. Tier 3: Process and procedures that reflect school-wide expectations for student behavior coupled with team based strategies to address problematic behaviors of individual students.

•Mentoring: A structured mentoring program has been established to ensure that students identified as Students of Potential (at-risk) are provided the opportunity to have a mentor-through the Grade Level Intervention teacher. At-Risk seniors will meet with the Grade Level Intervention teacher who addresses attendance, academic progress and methods to overcome challenges. For all ninth and tenth grade students taking Advanced Placement courses, they will be assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and

support. An Advanced Placement Ambassador program was created to help support students needing extra assistance in all courses where teachers can recommend students for assistance and they are assigned a course mentor.

•School Resource Officer Program - Designed to improve the relationship between the law enforcement community and the students in Martin County. The Resource Officer is permanently assigned to the school and is available for informal counseling and classroom presentations involving law enforcement related topics. The Resource Officer is a full-time deputy sheriff with the authority to investigate any criminal matters that concern the school or the students. The Resource Officer is available for parent or teacher conferences and will assist in any possible way to help a student as he genuinely cares about the young people at MCHS and becomes well-acquainted with all of them.

•Check-in/Check-out - Utilized with students in need of positive adult interactions and positive feedback throughout the school day.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Martin County High School uses many early warning indicators.
Attendance - teacher contacts, counselor contacts, attendance intervention parent students meetings.
Suspensions - Tykes and Teens, ISS with focused activities, OSS.
Course failure in ELA or Math - D/F tracking, collaborative team process, after school student success support sessions.
Level 1 ELA or Math statewide assessments - Students of Priority tracking and mentoring, progress monitoring, support facilitation model, collaborative team process (individual student data analysis and interventions.
Restructured Team Leader model; includes grade level intervention supports

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	50	61	57	36	204
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	72	65	46	201
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	128	194	189	120	631

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	28	74	70	33	205

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

For our students who are identified by our early warning systems, the following intervention strategies are in place to improve their academic performance.
Core Leadership Meetings
Professional Learning Community (Collaborative Teams)
Multi-Tiered Student Support
Intervention/Problem-Solving Coach
Positive Behavior Intervention System
Behavioral Specialist
Literacy Coach
Check-in--Check-out
Guidance
Professional Development in Best Practices
Attendance Intervention Committee
Support Facilitation for ESE
Grade level intervention Team Leaders

B. Family and Community Engagement

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

Effective ongoing communication with families is key to building positive relationships. Martin County High School utilizes several avenues to maintain communication, increase involvement and keep parents informed of their child's progress such as, but not limited to:
FOCUS, a web-based electronic grading system reflecting up-to-date grades and attendance information, "Tiger Talk" a school newsletter sent directly to students' homes three times a year, MCHS's school website, Alert Now, an automated calling system that informs parents about important information, MCHS's marquee, which is the electronic sign outside school, and "Remind 101" an App. to communicate to both students and parents via one-way texting. Additionally, parents and students receive information from interim reports and Report Cards including grades, attendance and conduct, the Student Handbook, guidance forms, and published test results. Parents are also essential members and decision makers on the School Advisory Council at MCHS.
Our school continues to expand volunteer opportunities to facilitate and provide academic remediation/enhancement. Our Volunteer Coordinator works closely with school employees, club and class sponsors, and the district volunteer coordinator as a liaison to the parent volunteers.
Throughout this process, MCHS maintains accurate records of the number of parent volunteers and dates and times they have served the school, which aligns with our 5 Star Award. MCHS continues to set goals to increase participation in increasing the number of parents participating in school events, such as, parent conferences.

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.

Martin County High School prides themselves for valuing all stakeholders in their education process. MCHS reaches out to various businesses to establish partnerships which benefit both Martin County High School Students and Staff and the community. We value these partnerships and understand the importance of working collaboratively; together, we become a team, working towards to the common goal of student achievement.

Involving businesses and community partnership is a simple process; however, very important. For example, community partners may provide resources for school events, classroom activities, Teacher Appreciation Week, athletic equipment, and even financial donations to assist with students' academic growth and support. Martin County Education Foundation (Adopt-A Class Program), Grant Funding and SAC all support the school with this process.
Local business partners may sponsor events to support the students and our staff. Their sponsorship contributions may be mentioned at athletic events, the school newsletter, or other school events. We also solicit feedback to use in helping us maintain and improve communication with local community partnerships. Additionally, Martin County High School offers nine career academies representing a crosswalk of career clusters. Each program has a business advisory board comprised of educators, students, career professionals and other community members.

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
Fabrizio, Al	Principal
Skinner, Virginia	Assistant Principal
Edwards, Judy	Teacher, ESE
Southwick, Shaun	Teacher, Career/Technical
Orozco, Guillermo	Assistant Principal
Graff, Lauren	Administrative Support
Arczynski, Shannon	Instructional Coach
Herd, Jamie	Teacher, K-12
Savela, Dane	Teacher, K-12
Santos, Charles	Teacher, K-12
Carbone, Kristin	Assistant Principal
Bartges, Dawnelle	Teacher, K-12
Cowles, Mark	Assistant Principal
Siters, Kelli	Teacher, K-12
Kelsey, Jaime	Teacher, K-12

b. Duties

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

The leadership team meets weekly and the basic function of the team is to create and maintain a shared vision and focus on the improvement of student learning and achievement areas through the ACL. Martin County's ACL stands for Attendance, Collaboration, and Literacy. Attendance focuses on the physical presence of all learners as well as the daily mental attention to learning and meaning. Collaboration is the centerpiece for building relationships and sharing responsibility for student achievement and professional growth. Literacy represents the reading, writing, speaking and reasoning skills needed for continued learning beyond the current school year and into future education and careers. The team also provides the structures (time and opportunities) to maintain a strong collaborative culture based on a student-focused, data-driven community of learners.
Alfred Fabrizio - Principal
Mark Cowles - Assistant Principal
Virginia Skinner - Assistant Principal
Guillermo Orozco - Assistant Principal
Kristin Carbone - Assistant Principal
John Leon - Dean of Students
Joy Campbell - Dean of Students
Lauren Graff - Behavior Specialist
Shannon Arczynski-Literacy Coach
Jamie Herd - Advanced Placement team leader
Dawnelle Bartges - Communications and Community Outreach team leader
Judy Edwards - ESE team leader
Dane Savela- 11th Grade Intervention Leader
Kelli Siters - 9th Grade Intervention Leader
Shaun Southwick - 12th Grade Intervention Leader
Charles Santos - 10th Grade Intervention Co-Leader & Professional Development/New Teacher Leader
Jaime Kelsey- 10th Grade Intervention Co-Leader

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.

The leadership team meets weekly ensuring that district, school, and SIP goals are being executed with fidelity. Furthermore, during this time, specific concerns raised through the MTSS process are brought to the team in order to provide additional support. Together, the stakeholders, brainstorm, analyze data and create a progress monitoring plan to ensure continuous improvement and process for the targeted students. The problem-solving process for MTSS includes the use of attendance, GPA, discipline and other barrier indicators to identify at-risk students. Additionally, teachers and other staff members (sometimes parents) recommend students to the MTSS process.
Furthermore, if barriers are identified within our school system, collaboratively, the team generates a supportive progress monitoring plan to address concerns and work towards successful solutions for everyone involved. The MTSS team consists of the Assistant Principal, Guillermo Orozco; District assigned RtI coach, Theresa Stone; ESE Team Leader, Judy Edwards; Literacy Coach, Shannon Arczynski; ELL Teacher; ESE Behavior Specialist, Lauren Graff; Speech Therapist, Niki Aronoff; all guidance counselors, School psychologist, and additional individuals based on needs.
The MTSS team meets weekly to review school-wide data, student and teacher data, as well as discipline and attendance data to define whether the problem is core instruction related or individual student related. The basic functions of the team are to look at gap analysis, ensure that interventions are being implemented with fidelity, verify that teachers have the support necessary to implement the

interventions, collect accurate data, and implement research-based, data-based interventions to address both the core and individual student response.

Student academic performance data is collected through informal, formal, formative and summative assessments. The following resources are utilized to collect an overall picture to help guide data-driven decision making: Focus, district benchmark assessments, Performance Matters data, teacher input, and student samples. Based on the information the team collaborates to generate research-based interventions that will best fit the student's needs. These interventions are monitored and if they are unsuccessful, other interventions are provided. Assisting students to reach success is our never ending goal. To continue, MCHS has adopted the Positive Behavioral Interventions and Supports program and uses RtI:B state data management system to gather discipline and behavior data. Students are identified within the tiers and the same data elements are used to exit students from Tier 2 and Tier 3.

MCHS coordinates and integrates all federal, state, and local programs that impact the school:
-Implements research-based resources funded by federal and local funds.
-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
-Partnerships are established.
-With coordination and scheduling of instructional programs.
-With the implementation of parent information programs.
-Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Al Fabrizio	Principal
Matt Theobald	Teacher
Chanda Leon	Teacher
Judy Edwards	Teacher
Valentina Desimone	Teacher
Susan Melians	Parent
Lynda Daniel	Parent
Regina Lukens	Parent
Barbara Proctor	Parent
Robin Levine	Parent
Katherine Ryan	Student
Nell Brewer	Teacher
Luis Jimenez-Salazar	Teacher
Rita Sosa	Education Support Employee
Cinthia Cooper	Education Support Employee
Stacey Plymale	Parent
Emily Popson	Student
Emma Giles	Student
Nick Currenti	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The administrative team considers SAC to be a key element in its efforts to regularly communicate with and get feedback from parents, students, and the community. The SAC members provided on-going feedback to the school-based administrative team regarding the School Improvement Plan (SIP) in an effort to facilitate and enhance student achievement at the school.

b. Development of this school improvement plan

SAC reviews and/or revises school's Vision and Mission, sets priorities for goals and objectives to be included in the School Improvement Plan. SAC also assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.

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

SAC will assist the administrative team with the school's annual budget plan in order to implement the school improvement plan and enhance student performance as follows:

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

ESOL Reading Program $150
Kagan Professional Learning (85 teachers) $1515.00
Math Professional Learning Conference $3700
ACT Fee Waivers $750
AP Psychology Conference $650
Spanish Field Trip $280.00

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Fabrizio, Al	Principal
Skinner, Virginia	Assistant Principal
Southwick, Shaun	Teacher, K-12
Edwards, Judy	Teacher, K-12
Herd, Jamie	Teacher, K-12
Carbone, Kristin	Assistant Principal
Santos, Charles	Teacher, K-12
Arczynski, Shannon	Instructional Coach

b. Duties

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

Literacy is one of the three main focus areas for MCHS. The Literacy Leadership Team meets to plan specific school-wide literacy activities. The Literacy Coach meets regularly with members of the administrative team, school leadership team, and/or designees from respective departments to address school-wide literacy concerns, professional development needs, and reading intervention program concerns. In addition, the team reviews school data to determine next steps for professional development and student celebration for successes in literacy.

Martin County High School Literacy initiatives:
Text complexity and close reading- Essential strategy for success in implementing the Florida Standards.
PD on high probability strategies using Marzano's Art and Science of Teaching Framework
Celebration of Literacy - Stressing the importance of literacy for staff and students through celebration of their successes.
Reading and Writing relationship - Implementing a "Writing across the Curriculum" plan.
Academic vocabulary – Essential to Florida Standards.
Literacy blueprint focusing on reading, writing, speaking, and reasoning - Showing the relationship between all content areas and their roles in literacy.
Art of Questioning – Providing the students with the skills they need in order to conduct meaningful conversations that are student led
Adolescent Adult Literacy Project – Reading strategies will be implemented into science classes

D. Public and Collaborative Teaching

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

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

Martin County High School is structured into 22 on-campus collaborative teams, and 9 district teams that singleton teachers are a part of allowing the ability to tackle the essential standards that students need to meet, address high-yield strategies to assist all students and attend to the data analysis which allows the true evaluation of effectiveness. Collaborative team meetings are held weekly, attended by all, and materials/tools are provided to assist teams in using data and guiding improvement toward outcomes in specific content areas.
As a part of our collaborative team process, the following steps are implemented:
•Establish team norms
•Provide personalized professional development through CT

•Evaluate current reality - Analyze lagging data
•Determine essential standards and develop instructional framework calendar
•Develop/Conduct content focused formative assessments
•Develop/Teach instructional focused mini-lessons
•Review common formative assessment data by teacher, lower 25% and subgroup
•Review/share instructional strategies used by all team members
•Flexible grouping is used to differentiate instruction with re-teaching, tutorials, small group instructions, and enrichment activities

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

The principal is responsible for reviewing on-line applications; identifying certified applicants; interviewing applicants (in person or through video conferencing) meeting qualifications for position; calling at least 3 references; providing new teacher support/mentoring program; providing on-going support and direction; supervising instruction and providing positive and constructive feedback; providing and encouraging training opportunities for Reading Endorsement and ELL Endorsement. Additionally, new teachers gain instructional support through the extensive collaborative team structure in place, providing a sound, viable curriculum for all.

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

The new teacher mentoring program has teachers paired by similar department and/or grade level. Included in the program are monthly follow up meetings, book studies, and email and text messaging groups set up for communicating. It is within these opportunities that we share and review "best practices", and truly develop our new teachers and their capacity to adapt to the changing and evolving dynamics in teaching. There is a new teacher mentoring committee that responds to questions and concerns from new teachers and serves as a liaison committee to address these concerns with school administration. The leadership team is also developing specific activities based on new teacher needs as they arise in the year. Additionally, we are able to provide new teachers with the opportunity to observe veteran teachers in the classroom and provide feedback as to how they can implement some of what they see into their own classrooms. Lastly, new teachers are encourage to "video record" their lessons for further review and feedback from their teacher and administrative mentor / team leaders (swivel camera).

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.

Martin County High School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards through the collaborative team process and professional development. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In addition, the Martin County School District subject-area leaders (Math, ELA, Science and History) are continually working on meeting the needs of our teachers by providing resources such as formative and summative assessments, course frameworks, and curriculum guides.

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.

Martin County High School (MCHS) uses data continuously to monitor and differentiate instruction. Formative assessments and Progress Monitor Assessments provide MCHS a variety of data to differentiate instruction. Through collaborative teams, common formative assessments are created in every course to collect student data. Student responses are then analyzed by the entire collaborative team to determine how to target students who are not successful on the assessment. A common strategy that is used as an intervention for students who are not proficient is the flexible grouping strategy. Flexible grouping allows a teacher to work in a small group setting (three to four students) with struggling students. Flexible grouping also allows a teacher to group students who are struggling on a similar standard and provide the intensive instruction needed for success. On the same instructional day, a teacher could work with multiple groups, specifically targeting the standard each group needs additional help with. In addition to formative assessments, teachers at MCHS utilize district-created Progress Monitor Assessments to assess where students are prior to the state assessment. Progress Monitor Assessments are available in English I, English II, Algebra I, Geometry, Biology, and US History. Results are analyzed in collaborative teams, and then impact the instructional calendar. Previous state assessment data is reviewed for every student which helps determine course-level placement. English and math courses also view previous state assessment data to determine which students need additional instructional intervention. Interventions include small group instruction, before and after school tutoring, and the use of highly probable researched-backed teaching strategies.

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

Strategy: Extended School Day

Minutes added to school year: 3,600

SAT Tutoring is offered before school.

Strategy Rationale

Tutoring provides students with the opportunity to ask questions in small groups to improve their understanding. Students have experts in their fields working to assist them throughout the learning process.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Herd, Jamie, herdj@martinschools.org

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 7,200 |

FSA and EOC morning and afternoon tutoring is offered for Reading, Math, Science and Social Studies.

Strategy Rationale

Tutoring provides students with the opportunity to ask questions in small groups to improve their understanding. Students have experts in their fields working to assist them throughout the learning process.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fabrizio, Al, fabriza@martin.k12.fl.us

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Martin County High School provides many strategies to support incoming and outgoing cohorts of students in their transition from one school level to another.
For the incoming 9th grade cohort, MCHS provides:
Freshmen orientation (spring and fall)
Middle School registration process - counselors visit the middle schools to register incoming 9th graders
IEP Transition meetings
504 Transition Meetings
CTE Program Exposure
CTE Showcase
Freshmen Center
Private School Night
For the 12th grade cohort, MCHS provides:
Post-secondary planning/Senior Exit meetings
College & Career Fair
Senior Assembly
Financial Aid night
College visits (through CTE, classes, & lunches)

CTE Certification
PD for Post-Secondary Transitions
"Becoming a College Athlete"
College Knowledge via Prowl
SAT Tutoring
English Teachers assisting in essay writing

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.

Students complete interest surveys in the 8th grade and share goals during pre-registration process. Course selection is based on teacher recommendations, high school graduation requirements, student achievement data, individual interest and self-identified areas of interest. With flexibility available in the high school schedule, students can adjust course selections. Programs of Study are used for each Career and Technical Education program to guide students through 4 years of course planning and make students aware of available articulation agreements and opportunities to earn professional industry certification.

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

Extensive training has occurred in regards to rigorous and relevant instruction. Each teacher is responsible for the completion and implementation of a Quadrant D lesson that includes higher thinking and relevant instruction. Additionally, nine of the career and technical programs have completed requirements for Career and Professional Act (CAPE) designation, which includes the implementation of integrated projects. Training is planned for Capstone Projects to be incorporated into senior CTE courses. Career and Technical Education programs include: Automotive Technology, Automotive Collision, Repair and Refinishing, Culinary Arts, Television Production, Medical Sciences (Emergency Medical Responder and Allied Health Assisting), Commercial Photography, Drafting, Marketing Management, and Network Support Services/IT. Additionally, career-themed courses in the graphic arts are also available options for students.
Several classes are paired for year-long, collaborative instruction and utilize integrated lessons (e.g. English/Biology for struggling readers; English/Advanced Placement World Geography for advanced readers; English/Advanced Placement World History for advanced readers). All teachers submit semester scope and sequence and lesson plans electronically. Multi-course projects and lesson studies are planned for the year.

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

Review of the High School Feedback Report and 2015 CPT/PERT, ACT, SAT and Advanced Placement data indicate that increased attention to providing students with additional assistance in preparing for and applying for assessments is needed. An increase in student enrollment in Advanced Placement has resulted in increased student exams; however, a continued concern about the number of students in subgroups enrolled in advanced placement courses exists. Implementation of ACT and SAT-type questions and essays is required in grades 11 and 12. Preparation classes began second week of school providing two mornings of prep for all students. Additionally, specific trainings are scheduled for assisting students with test-taking strategies and application completion for ACT and SAT. Teachers will identify students not successful on FSA, encourage student participation in ACT assessment, and provide preparation activities. An increased emphasis on, and requirement for, PERT includes the analysis of student data and collaboration with instructors at our local state colleges, IRSC and PBSC, to identify student strengths and weaknesses. All seniors who have not

been identified as "college ready" are in a math for college readiness course and/or English IV for College Prep course to gain the required skills for post-secondary enrollment.

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.

College Readiness courses for all students that have not attained a college ready status are required. Students continue in academics beyond what is required for graduation.
College prep is in embedded in entire high school curriculum but those interested in post-secondary education are recommended to continue rigorous course loads.
CTE continuation is encouraged to prepare for post-secondary career prep and certification.

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.

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.

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 student 180 day attendance from 85.6% to 87.6%

G2. Reduce the risk ratio disproportionality of referrals and out of school suspension among students to less than 2.0

G3. The Grad Rate will increase to 91%

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 60% to 65%, ELA Learning Gains will increase from 53% to 58%, and ELA Learning Gains of the lowest 25% will increase from 40% to 45%.

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1 and Geometry will increase from 55% to 60%, math learning gains will increase from 58% to 63%, and math learning gains of the lowest 25% will increase from 44% to 49%.

G6. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 73% to 78%

G7. The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 76% to 81%

G8. Increase the percentage of AP Students earning a 3 or higher on all AP Exams administered at MCHS from a 50% to a 52% (state average)

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 student 180 day attendance from 85.6% to 87.6% [1a]

🔑 G098467

Targets Supported [1b]

Indicator	Annual Target
Attendance rate	87.6

Targeted Barriers to Achieving the Goal [3]

- Attendance Accuracy in FOCUS

- Attendance Tracking

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Attendance plan

Plan to Monitor Progress Toward G1. [8]

Attendance reports will be collected and reviewed throughout the year.

Person Responsible

Guillermo Orozco

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Reports, emails, etc.

G2. Reduce the risk ratio disproportionality of referrals and out of school suspension among students to less than 2.0 `1a`

🔍 G098468

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	0.0

Targeted Barriers to Achieving the Goal `3`

- Faculty not using classroom management strategies to re-direct misbehaviors.

- Not using enough interventions prior to suspensions.

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

- OSB form

- Dean's office staff

- PD for new teachers on OSB form and classroom management

Plan to Monitor Progress Toward G2. `8`

Data comparing referrals will serve as evidence; osb forms, and referrals will be pulled to determine progress

Person Responsible
Guillermo Orozco

Schedule
Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion
Data

G3. The Grad Rate will increase to 91% [1a]

🔍 G098469

Targets Supported [1b]

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	91.0

Targeted Barriers to Achieving the Goal [3]

- Low levels of student engagement.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Counselors updating Students of Potential (SOP) database.
- Communication of individual student needs (reiterating SOP data/concerns) to teachers, parents, students, and administration.
- Credit Recovery - afterschool
- Differentiated Instruction
- Use of Technology
- ACE
- In school ACT test

Plan to Monitor Progress Toward G3. [8]

iobservation

Person Responsible
Al Fabrizio

Schedule
Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion
Evidence of teacher growth in iobservation.

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 60% to 65%, ELA Learning Gains will increase from 53% to 58%, and ELA Learning Gains of the lowest 25% will increase from 40% to 45%. 1a

🔑 G098470

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
ELA/Reading Gains	58.0
FSA ELA Achievement	65.0
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Targeted Barriers to Achieving the Goal 3

- ELL Student Proficiency

- Maintaining consistency in implementation of strategies to enhance reading proficiency.

- Maintaining consistent review of data results based on essential standards and instructional implications.

- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will be working in collaborative teams to assess current reality and use it to determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level.

- Collaborative teams create common formative and summative assessments, which are used to drive instruction to meet the needs of the students.

- Professional development will be infused into the collaborative teams with a focus on literacy strategies to use in all content areas. Literacy coach and Professional Development Team Leader will support the implementation of those strategies and be involved in cross curricula team planning.

- School wide wifi, Laptops for Learning and Bring Your Own Device opportunities for student and teachers

- District created framework and resources accessible through Google Classroom

Plan to Monitor Progress Toward G4. `8`

Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered to

Person Responsible
Shannon Arczynski

Schedule
Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion
Progress Monitoring reports with both formative and summative assessments will indicate the effectiveness of data collaborative meetings and data driven instruction

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1 and Geometry will increase from 55% to 60%, math learning gains will increase from 58% to 63%, and math learning gains of the lowest 25% will increase from 44% to 49%. 1a

🔑 G098471

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	55.0
Algebra I EOC Pass Rate	52.0
Math Gains	63.0
Math Lowest 25% Gains	49.0
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	

Targeted Barriers to Achieving the Goal 3

- ELL Student Proficiency

- Maintaining consistent review of data results and instructional implications.

- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- The collaborative team will create summative and formative common assessments in order to gather evidence of student learning, which will help identify students who need interventions and/or enrichment.

- Algebra 1 and Geometry collaborative teams will focus on reasoning strategies to ensure students are engaged in learning as they learn essential decoding knowledge and skills that will lead to better results on the EOC.

- District leadership has created a pacing guide and has provided resources.

- Teachers serve in a collaborative team working together assessing their current reality, building and implementing best practices, and defining standards based essential learning and strategies to achieve their measureable improvement foals and meet the needs of their students.

- 9th grade Laptops for Learning and Bring Your Own Device opportunities for student and teachers

- Math Nation

- Math Coach

Plan to Monitor Progress Toward G5. `8`

Progress will be monitored through student data for summative and formative common assessments created by the math collaborative teams.

Person Responsible
Virginia Skinner

Schedule
Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion
Data from summative and formative assessments; EOC data

G6. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 73% to 78% `1a`

🔍 G098472

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	78.0

Targeted Barriers to Achieving the Goal `3`

- Maintaining consistent review of data results and instructional implications.

- ELL Student Proficiency

- Maintaining consistency in implementation of strategies to enhance reading proficiency.

- Student engagement

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

- Data analysis (PMs and unit tests)

- CPALMS

- District frameworks and resources

- District unit tests

- Collaborative teams create common formative assessments, which are used to drive instruction to meet the needs of the students.

- School-wide wifi, Laptops for Learning and Bring your Own Device opportunities for students and teachers.

Plan to Monitor Progress Toward G6. `8`

Student data through pre/post assessments and formative assessments

Person Responsible
Guillermo Orozco

Schedule
Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion
Students increase test scores and level of understanding in class as determined by learning scales.

G7. The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 76% to 81% `1a`

🔍 G098473

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	81.0
4-Year Grad Rate (Standard Diploma)	
CELLA Reading Proficiency	

Targeted Barriers to Achieving the Goal `3`

- ELL Student Proficiency

- Maintaining consistent review of data results and instructional implications.

- Reading Comprehension

- Student engagement

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

- Study Guides

- District wide Scope and Sequence

- District wide Unit Scales

- DBQ binder; "Mini Q's"

- CPALMS

- Progress Monitors (Formerly BMs)

- Having "Data Chats" with our students

- Common Formative Assessments

- Quick Progress Checks

- ELL Strategies

Plan to Monitor Progress Toward G7. `8`

Progress Monitoring will be a clear indicator to determine if ELL strategies are making a positive impact on ELL student learning.

Person Responsible

Guillermo Orozco

Schedule

Quarterly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Progress Monitoring reports will indicate how students are doing and correlate it to the identified strategies being used.

G8. Increase the percentage of AP Students earning a 3 or higher on all AP Exams administered at MCHS from a 50% to a 52% (state average) 1a

🔑 G098474

Targets Supported 1b

Indicator	Annual Target
AP Exam Passing Rate	52.0

Targeted Barriers to Achieving the Goal 3

- Reading Comprehension

- Maintaining consistent review of data results based on essential standards and instructional implications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- College Board

- Professional Development

- Data Analysis

- WICOR

- QPC

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 student 180 day attendance from 85.6% to 87.6% 1

🔑 G098467

G1.B1 Attendance Accuracy in FOCUS 2

🔑 B264883

G1.B1.S1 Teachers will get an "alert" or email reminder if attendance has not been taken within the first 10 minutes of class. 4

🔑 S280758

Strategy Rationale

In order to ensure attendance is taken every day, each period, the Attendance secretary will let the teacher know if attendance has not been taken, which will prompt the teacher to do so immediately.

Action Step 1 5

Teachers will receive an email if attendance for the class has not been taken within the first 10 minutes of class

Person Responsible

Guillermo Orozco

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

Attendance Secretary will pull attendance report at the beginning of each class. Secretary will use the report to email specific teachers.

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

Administration will follow up with attendance secretary to monitor and offer support

Person Responsible

Guillermo Orozco

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

We will be able to pull attendance reports to see that all teachers are taking attendance regularly

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

Admin will continue to look at list of teachers not submitting attendance regularly and address concerns

Person Responsible

Guillermo Orozco

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Attendance reports can be pulled to show an increase of teachers taking attendance regularly at the beginning of each period.

G1.B2 Attendance Tracking 2

🔑 B264884

G1.B2.S1 Activity and Attendance Policy (90%) 4

🔑 S280759

Strategy Rationale

In order to participate in student activities, students must maintain 90% attendance. If students fall out of compliance, they will not be able to participate in activities outside of the school day.

Action Step 1 5

Attendance reports will be pulled at 20 day increments to determine student % of days attended

Person Responsible

Guillermo Orozco

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Attendance reports

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

Reports will be pulled; Dean will help track data

Person Responsible

Guillermo Orozco

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Reports

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

Reports will be pulled to see the difference in attendance

Person Responsible

Guillermo Orozco

Schedule

On 5/25/2018

Evidence of Completion

Reports from FOCUS/ District Reports

G1.B2.S2 Attendance Tracking [4]

🔑 S280760

Strategy Rationale

Deans and Grade level intervention teachers will track attendance and coordinate responses for intervention for students with chronic absences.

Action Step 1 [5]

Automated Call is sent home to all students that are absent

Person Responsible

Al Fabrizio

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data is pulled from FOCUS and an automated call (set up by the district) is sent home

Action Step 2 [5]

After 4-5 days absence, letter is mailed home indicating concern for student attendance

Person Responsible

Guillermo Orozco

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Information will be tracked in a google spreadsheet.

Action Step 3 `5`

Once a threshold of 6-9 absences have documented, a call will go home to parents and a data collection will begin at the teacher level.

Person Responsible

Guillermo Orozco

Schedule

Biweekly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Call log updated in spreadsheet, data collected from other teachers.

Action Step 4 `5`

When a student has missed between 10-14 days, an intervention meeting will be sent up with parents, student, Dean, and possibly and administrator.

Person Responsible

Guillermo Orozco

Schedule

Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Call logs, previous data, meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

AP of Discipline will continue to communicate with Dean and Grade level intervention teachers

Person Responsible

Guillermo Orozco

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Reports, Data, and notes collected

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Admin will meet to discuss progress and effectiveness of the plan and update/alter as needed

Person Responsible

Guillermo Orozco

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Attendance reports, google spreadsheet, meeting notes

G2. Reduce the risk ratio disproportionality of referrals and out of school suspension among students to less than 2.0 `1`

🔑 G098468

G2.B1 Faculty not using classroom management strategies to re-direct misbehaviors. `2`

🔑 B264886

G2.B1.S1 Ensure our faculty is using a pre-referral process such as the Observed Student Behavior (OSB) form before writing a referral for minor classroom management behaviors. `4`

🔑 S280761

Strategy Rationale

The OSB form requires teachers to use a minimum of 2 interventions before writing a referral. This process will most likely reduce the number of referrals.

Action Step 1 `5`

Provide the Faculty with the OBS form and information on how to use it

Person Responsible

Guillermo Orozco

Schedule

On 8/9/2017

Evidence of Completion

Presentation; attendance list

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

Communication with teachers - support provided as needed

Person Responsible

Guillermo Orozco

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Email, documentation, etc.

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

Monitor referrals and compare to previous year data

Person Responsible

Guillermo Orozco

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Data comparing referrals will serve as evidence; osb forms, and referrals will also serve as evidence

G2.B2 Not using enough interventions prior to suspensions. 2

🔑 B264887

G2.B2.S1 Ensure the usage of the OSB form. In addition to this, use other consequences: contacting the parent, meeting between student and dean's office designee, after school detention, Friday/Monday school, and in-school suspension as alternatives (when appropriate) to out of school suspensions. 4

🔑 S280762

Strategy Rationale

If additional intervention strategies are used, the amount of out of school suspensions should decrease for all students

Action Step 1 5

Share options for other consequences with the Dean's Team

Person Responsible

Guillermo Orozco

Schedule

Evidence of Completion

Agenda, presentation, and attendance sheet

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

Dean's team will use varied strategies to reduce the number of Out of school suspensions

Person Responsible

Guillermo Orozco

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

Consequences given as documented on referrals

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

Dean's team will use varied strategies to reduce the number of Out of school suspensions

Person Responsible

Guillermo Orozco

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

Consequences given as documented on referrals

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

A report of consequences issued will be pulled to monitor for effectiveness

Person Responsible

Guillermo Orozco

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

The information contained in the report will serve as evidence

G3. The Grad Rate will increase to 91% [1]

🔑 G098469

G3.B1 Low levels of student engagement. [2]

🔑 B264888

G3.B1.S1 Utilize high impact/high effect strategies researched and described by Marazano and others. [4]

🔑 S280763

Strategy Rationale

As a result of targeting high impact and high effect strategies though professional development there will be a significant increase in student performance resulting in a higher graduation rate.

Action Step 1 [5]

On-going training for teachers on the high effect strategies

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Student's response to learning opportunities

Action Step 2 [5]

Teachers will attend the Building Expertise Conference

Person Responsible

Al Fabrizio

Schedule

On 6/17/2018

Evidence of Completion

Session Resources

Action Step 3 `5`

Conduct Classroom Walk-throughs

> **Person Responsible**
>
> Al Fabrizio
>
> **Schedule**
>
> Every 2 Months, from 9/19/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> Completed rubrics

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

Collaborative teams to discuss implementation of best practices.

> **Person Responsible**
>
> Charles Santos
>
> **Schedule**
>
> Weekly, from 9/19/2017 to 5/22/2018
>
> *Evidence of Completion*
>
> Meeting agendas and notes

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

Classroom observations

> **Person Responsible**
>
> Al Fabrizio
>
> **Schedule**
>
> Weekly, from 8/15/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> Evidence of engaged learners during classroom observations and lesson plans.

G3.B1.S2 Utilize Kagan Structures to enhance student engagement. 4

S280764

Strategy Rationale

Without changing what is taught, the Kagan Structures transform how content is taught. This change in approach to instruction results in transformative positive educational outcomes.

Action Step 1 5

Survey/assess current levels of teacher capacity in this area (what they know and what they need).

Person Responsible

Al Fabrizio

Schedule

On 10/20/2017

Evidence of Completion

Teacher responses to survey will serve as evidence used to determine differentiation

Action Step 2 5

Train all faculty through Day 2 (depending on funding) of Kagan.

Person Responsible

Al Fabrizio

Schedule

On 1/2/2018

Evidence of Completion

Attendance sheets

Action Step 3 `5`

Teacher will implement Kagan Structures into their instruction.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Presentations, Attendance Logs, notes

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

Collaborative Teams to discuss implementation of Kagan structures as best practices.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Meeting agendas and notes.

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

Classroom observations

Person Responsible

Al Fabrizio

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 60% to 65%, ELA Learning Gains will increase from 53% to 58%, and ELA Learning Gains of the lowest 25% will increase from 40% to 45%. [1]

🔑 G098470

G4.B1 ELL Student Proficiency [2]

🔑 B264892

G4.B1.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students [4]

🔑 S280765

Strategy Rationale

Due to the evident needs of our students, providing these ELL strategies in a workshop setting will benefit the targeted audience as well as the entire class.

Action Step 1 [5]

Professional Development will be provided to teachers that have ELL students

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/24/2017 to 5/25/2018

Evidence of Completion

Classroom observation data

Action Step 2 [5]

Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Meeting agendas/notes

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

Check lesson plans and use as a 'look for' during classroom observations

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom walk through data, etc.

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

Review ELL data

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Grades of ELL students

G4.B2 Maintaining consistency in implementation of strategies to enhance reading proficiency. 2

🔑 B264893

G4.B2.S1 CRISS training will be provided to ELA teachers with no CRISS training to help support using student owned strategies. 4

🔑 S280766

Strategy Rationale

Participants experience modeled instructional practices that are necessary to facilitate self-directed learning. They learn high-impact strategies – practical tools for the teaching and learning toolbox – and engage in lessons adapted to model what implementation looks like in the classroom

Action Step 1 5

Provide CRISS training to ELA teachers

Person Responsible

Shannon Arczynski

Schedule

On 11/15/2017

Evidence of Completion

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

Provide supports

Person Responsible

Shannon Arczynski

Schedule

On 5/25/2018

Evidence of Completion

Classroom walkthroughs

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

Classroom walkthroughs

Person Responsible

Kristin Carbone

Schedule

Weekly, from 10/17/2017 to 5/25/2018

Evidence of Completion

Walk throughs, lesson plans

G4.B2.S2 Incorporate WICOR strategies 4

S280767

Strategy Rationale

Modeling of and incorporation of WICOR strategies which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration , Organization, and Reading to Learn will support Reading comprehension

Action Step 1 5

AVID Site team will attend AVID training to learn WICOR strategies

Person Responsible

Shannon Arczynski

Schedule

Annually, from 7/10/2017 to 7/12/2017

Evidence of Completion

Meeting notes/strategy templates

Action Step 2 5

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Person Responsible

Shannon Arczynski

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Outline of plan to teach teachers the WICOR Strategies

Action Step 3 `5`

Select teachers will attend the AVID National Convention Conference

Person Responsible

Shannon Arczynski

Schedule

On 12/9/2017

Evidence of Completion

Meeting notes, provided materials

Action Step 4 `5`

AVID Team will attend the AVID Summer Institute

Person Responsible

Shannon Arczynski

Schedule

On 7/11/2018

Evidence of Completion

Team will bring back strategies to teach to teachers and use with students

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Data from classroom observation visits; Data from district/school learning walks; Incorporation of strategies in the lesson plans; Samples of exemplars

Person Responsible

Kristin Carbone

Schedule

Every 3 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Classroom walkthroughs, feedback surveys,

Person Responsible

Kristin Carbone

Schedule

Weekly, from 10/18/2017 to 5/25/2018

Evidence of Completion

Timeline, presentation materials, student samples

G4.B3 Maintaining consistent review of data results based on essential standards and instructional implications. [2]

🔑 B264894

G4.B3.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally. [4]

🔑 S280768

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, a timeline will be created to continue to analyze both formative and summative data with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 [5]

Create a "Progress Monitoring Timeline"; School wide

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.

Action Step 2 [5]

Review progress monitoring data

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data

Action Step 3 `5`

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Person Responsible

Charles Santos

Schedule

On 10/16/2017

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 4 `5`

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Person Responsible

Charles Santos

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 5 `5`

Implement the NISL Coaching Model on an individual basis through conferences, observation feedback

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

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

Collect feedback through surveys and classroom walkthroughs

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Survey responses, data collected as a result of walk-throughs, student samples of work

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

Review of the data/artifacts/evidence/teacher feedback; identify needs and provide differentiated support

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans

G4.B4 Student engagement 2

🔑 B264895

G4.B4.S1 Utilize Kagan Structures to enhance student engagement. 4

🔑 S280769

Strategy Rationale

Without changing what is taught, the Kagan Structures transform how content is taught. This change in approach to instruction results in transformative positive educational outcomes.

Action Step 1 5

Survey/assess current levels of teacher capacity in this area (what they know and what they need).

Person Responsible

Charles Santos

Schedule

On 11/1/2017

Evidence of Completion

Teacher responses to survey will serve as evidence used to determine differentiation

Action Step 2 5

Train all faculty through Day 2 (depending on funding) of Kagan.

Person Responsible

Al Fabrizio

Schedule

On 1/2/2018

Evidence of Completion

Attendance sheets

Action Step 3 `5`

Teacher will implement Kagan Structures into their instruction.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Presentations, Attendance Logs, notes

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

Collaborative Teams to discuss implementation of Kagan structures as best practices.

Person Responsible

Kristin Carbone

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Meeting agendas and notes.

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

Classroom observations

Person Responsible

Kristin Carbone

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1 and Geometry will increase from 55% to 60%, math learning gains will increase from 58% to 63%, and math learning gains of the lowest 25% will increase from 44% to 49%. [1]

🔑 G098471

G5.B1 ELL Student Proficiency [2]

🔑 B264898

G5.B1.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students [4]

🔑 S280770

Strategy Rationale

Due to the evident needs of our students, providing these ELL strategies in a workshop setting will benefit the targeted audience as well as the entire class.

Action Step 1 [5]

Professional Development will be provided to teachers that have ELL students

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/24/2017 to 5/25/2018

Evidence of Completion

Classroom observation data

Action Step 2 [5]

Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Meeting agendas/notes

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

Check lesson plans and use as a 'look for' during classroom observations

Person Responsible

Virginia Skinner

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom walk through data, etc.

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

Review ELL data

Person Responsible

Virginia Skinner

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Grades of ELL students

G5.B2 Maintaining consistent review of data results and instructional implications. [2]

🔑 B264899

G5.B2.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally. [4]

🔑 S280771

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, a timeline will be created to continue to analyze both formative and summative data with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 [5]

Create a "Progress Monitoring Timeline"; School wide

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.

Action Step 2 [5]

Review progress monitoring data

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data

Action Step 3 `5`

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Person Responsible

Charles Santos

Schedule

On 10/16/2017

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 4 `5`

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Person Responsible

Charles Santos

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 5 `5`

Implement the NISL Coaching Model on an individual basis through conferences, observation feedback

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

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

Collect feedback through surveys and classroom walkthroughs

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Survey responses, data collected as a result of walk-throughs, student samples of work

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

Review of the data/artifacts/evidence/teacher feedback; identify needs and provide differentiated support

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans

G5.B3 Student engagement [2]

🔑 B264900

G5.B3.S1 Utilize Kagan Structures to enhance student engagement. [4]

🔑 S280772

Strategy Rationale

Without changing what is taught, the Kagan Structures transform how content is taught. This change in approach to instruction results in transformative positive educational outcomes.

Action Step 1 [5]

Survey/assess current levels of teacher capacity in this area (what they know and what they need).

Person Responsible

Charles Santos

Schedule

On 10/20/2017

Evidence of Completion

Teacher responses to survey will serve as evidence used to determine differentiation

Action Step 2 [5]

Train all faculty through Day 2 (depending on funding) of Kagan.

Person Responsible

Al Fabrizio

Schedule

On 1/2/2018

Evidence of Completion

Attendance sheets

Action Step 3 `5`

Teacher will implement Kagan Structures into their instruction.

Person Responsible

Virginia Skinner

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Presentations, Attendance Logs, notes

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

Collaborative Teams to discuss implementation of Kagan structures as best practices.

Person Responsible

Virginia Skinner

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Meeting agendas and notes.

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

Classroom observations

Person Responsible

Virginia Skinner

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G6. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 73% to 78% [1]

🔑 G098472

G6.B1 Maintaining consistent review of data results and instructional implications. [2]

🔑 B264903

G6.B1.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling. [4]

🔑 S280774

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, a timeline will be created to continue to analyze both formative and summative data with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 [5]

Create a "Progress Monitoring Timeline"; School wide

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.

Action Step 2 [5]

Review progress monitoring data

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data

Action Step 3 `5`

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Person Responsible

Charles Santos

Schedule

On 10/16/2017

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 4 `5`

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Person Responsible

Charles Santos

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 5 `5`

Implement the NISL Coaching Model on an individual basis through conferences, observation feedback

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

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

Collect feedback through surveys and classroom walkthroughs

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Survey responses, data collected as a result of walk-throughs, student samples of work

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

Review of the data/artifacts/evidence/teacher feedback; identify needs and provide differentiated support

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans

G6.B2 ELL Student Proficiency [2]

🔑 B264904

G6.B2.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students [4]

🔑 S280775

Strategy Rationale

Due to the evident needs of our students, providing these ELL strategies in a workshop setting will benefit the targeted audience as well as the entire class.

Action Step 1 [5]

Professional Development will be provided to teachers that have ELL students

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/24/2017 to 5/25/2018

Evidence of Completion

Classroom observation data

Action Step 2 [5]

Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Meeting agendas/notes

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

Check lesson plans and use as a 'look for' during classroom observations

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom walk through data, etc.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 [7]

Review ELL data

Person Responsible

Guillermo Orozco

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Grades of ELL students

G6.B3 Maintaining consistency in implementation of strategies to enhance reading proficiency. 2

🔑 B264905

G6.B3.S1 Incorporate WICOR strategies 4

🔑 S280776

Strategy Rationale

Modeling of and incorporation of WICOR strategies which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration , Organization, and Reading to Learn will support Reading comprehension

Action Step 1 5

AVID Site team will attend AVID training to learn WICOR strategies

Person Responsible

Shannon Arczynski

Schedule

Annually, from 7/10/2017 to 7/12/2017

Evidence of Completion

Meeting notes/strategy templates

Action Step 2 5

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Person Responsible

Shannon Arczynski

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Plan for PD

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

Data from classroom observation visits; Data from district/school learning walks; Incorporation of strategies in the lesson plans; Samples of exemplars

Person Responsible

Guillermo Orozco

Schedule

Every 3 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)

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

Classroom walkthroughs, feedback surveys,

Person Responsible

Kristin Carbone

Schedule

Weekly, from 10/18/2017 to 5/25/2018

Evidence of Completion

Timeline, presentation materials, student samples

G6.B4 Student engagement 2

🔑 B264906

G6.B4.S1 Utilize Kagan Structures to enhance student engagement. 4

🔑 S280777

Strategy Rationale

Without changing what is taught, the Kagan Structures transform how content is taught. This change in approach to instruction results in transformative positive educational outcomes.

Action Step 1 5

Survey/assess current levels of teacher capacity in this area (what they know and what they need).

Person Responsible

Al Fabrizio

Schedule

On 10/20/2017

Evidence of Completion

Teacher responses to survey will serve as evidence used to determine differentiation

Action Step 2 5

Train all faculty through Day 2 (depending on funding) of Kagan.

Person Responsible

Al Fabrizio

Schedule

On 1/2/2018

Evidence of Completion

Attendance sheets

Action Step 3 [5]

Teacher will implement Kagan Structures into their instruction.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Presentations, Attendance Logs, notes

Plan to Monitor Fidelity of Implementation of G6.B4.S1 [6]

Collaborative Teams to discuss implementation of Kagan structures as best practices.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Meeting agendas and notes.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 [7]

Classroom observations

Person Responsible

Al Fabrizio

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G7. The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 76% to 81% [1]

🔑 G098473

G7.B1 ELL Student Proficiency [2]

🔑 B264908

G7.B1.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students [4]

🔑 S280780

Strategy Rationale

Due to the evident needs of our students, providing these ELL strategies in a workshop setting will benefit the targeted audience as well as the entire class.

Action Step 1 [5]

Professional Development will be provided to teachers that have ELL students

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/24/2017 to 5/25/2018

Evidence of Completion

Classroom observation data

Action Step 2 [5]

Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies

Person Responsible

Al Fabrizio

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Meeting agendas/notes

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Check lesson plans and use as a 'look for' during classroom observations

Person Responsible

Guillermo Orozco

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom walk through data, etc.

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

Review ELL data

Person Responsible

Guillermo Orozco

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Grades of ELL students

G7.B2 Maintaining consistent review of data results and instructional implications. [2]

🔑 B264909

G7.B2.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling. [4]

🔑 S280781

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, a timeline will be created to continue to analyze both formative and summative data with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 [5]

Create a "Progress Monitoring Timeline"; School wide

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.

Action Step 2 [5]

Review progress monitoring data

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data

Action Step 3 5

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Person Responsible

Charles Santos

Schedule

On 10/16/2017

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 4 5

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Person Responsible

Charles Santos

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

Action Step 5 5

Implement the NISL Coaching Model on an individual basis through conferences, observation feedback

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback

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

Collect feedback through surveys and classroom walkthroughs

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Survey responses, data collected as a result of walk-throughs, student samples of work

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

Review of the data/artifacts/evidence/teacher feedback; identify needs and provide differentiated support

Person Responsible

Charles Santos

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans

G7.B3 Reading Comprehension 2

B264910

G7.B3.S1 Incorporate WICOR strategies 4

S280782

Strategy Rationale

Modeling of and incorporation of WICOR strategies which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration , Organization, and Reading to Learn will support Reading comprehension

Action Step 1 5

AVID Site team will attend AVID training to learn WICOR strategies

Person Responsible

Shannon Arczynski

Schedule

Annually, from 7/10/2017 to 7/12/2017

Evidence of Completion

Meeting notes/strategy templates

Action Step 2 5

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Person Responsible

Shannon Arczynski

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

PD Plan

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

Data from classroom observation visits; Data from district/school learning walks; Incorporation of strategies in the lesson plans; Samples of exemplars

Person Responsible

Guillermo Orozco

Schedule

Every 3 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)

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

Classroom walkthroughs, feedback surveys,

Person Responsible

Guillermo Orozco

Schedule

Weekly, from 10/18/2017 to 5/25/2018

Evidence of Completion

Timeline, presentation materials, student samples

G7.B4 Student engagement 2

🔑 B264911

G7.B4.S1 Utilize Kagan Structures to enhance student engagement. 4

🔑 S280783

Strategy Rationale

Without changing what is taught, the Kagan Structures transform how content is taught. This change in approach to instruction results in transformative positive educational outcomes.

Action Step 1 5

Survey/assess current levels of teacher capacity in this area (what they know and what they need).

Person Responsible

Al Fabrizio

Schedule

On 10/20/2017

Evidence of Completion

Teacher responses to survey will serve as evidence used to determine differentiation

Action Step 2 5

Train all faculty through Day 2 (depending on funding) of Kagan.

Person Responsible

Al Fabrizio

Schedule

On 1/2/2018

Evidence of Completion

Attendance sheets

Action Step 3 `5`

Teacher will implement Kagan Structures into their instruction.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Presentations, Attendance Logs, notes

Plan to Monitor Fidelity of Implementation of G7.B4.S1 `6`

Collaborative Teams to discuss implementation of Kagan structures as best practices.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Meeting agendas and notes.

Plan to Monitor Effectiveness of Implementation of G7.B4.S1 `7`

Classroom observations

Person Responsible

Al Fabrizio

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G8. Increase the percentage of AP Students earning a 3 or higher on all AP Exams administered at MCHS from a 50% to a 52% (state average) `1`

🔑 G098474

G8.B1 Reading Comprehension `2`

🔑 B264912

G8.B1.S1 Incorporate WICOR strategies `4`

🔑 S280784

Strategy Rationale

Modeling of and incorporation of WICOR strategies which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration , Organization, and Reading to Learn will support Reading comprehension

Action Step 1 `5`

AVID Site team will attend AVID training to learn WICOR strategies

Person Responsible

Shannon Arczynski

Schedule

Annually, from 7/10/2017 to 7/12/2017

Evidence of Completion

Meeting notes/strategy templates

Action Step 2 `5`

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Person Responsible

Shannon Arczynski

Schedule

Monthly, from 8/9/2017 to 5/25/2018

Evidence of Completion

PD plan

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

Data from classroom observation visits; Data from district/school learning walks; Incorporation of strategies in the lesson plans; Samples of exemplars

Person Responsible

Virginia Skinner

Schedule

Every 3 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)

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

Classroom walkthroughs, feedback surveys,

Person Responsible

Al Fabrizio

Schedule

Monthly, from 9/19/2017 to 5/25/2018

Evidence of Completion

Timeline, presentation materials, student samples

G8.B2 Maintaining consistent review of data results based on essential standards and instructional implications. 2

🔑 B264913

G8.B2.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally. 4

🔑 S280785

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, a timeline will be created to continue to analyze both formative and summative data with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 5

Create a "Progress Monitoring Timeline"; School wide

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.

Action Step 2 5

Review progress monitoring data

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data

Action Step 3 `5`

AP Conference

Person Responsible

Virginia Skinner

Schedule

On 6/20/2018

Evidence of Completion

Teacher will bring back resources, materials, meeting notes, etc. to share with other AP teachers

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

Creating a "Data and Instructional Based Progress Monitoring Timeline"; MCHS

Person Responsible

Shannon Arczynski

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

A Copy of the "Data and Instructional Based Progress Monitoring Timeline"

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

School Wide Training on Data Driven Differentiated Instruction, Data and Instructional Based Progress Monitoring Timeline/Weekly Collaborative Groups, BiWeekly Meetings

Person Responsible

Shannon Arczynski

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, 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					
G2.B2.S1.A1 🔍 A378495	Share options for other consequences with the Dean's Team	Orozco, Guillermo	8/11/2017	Agenda, presentation, and attendance sheet	No End Date one-time
G6.B3.S1.A1 🔍 A378535	AVID Site team will attend AVID training to learn WICOR strategies	Arczynski, Shannon	7/10/2017	Meeting notes/strategy templates	7/12/2017 annually
G7.B3.S1.A1 🔍 A378547	AVID Site team will attend AVID training to learn WICOR strategies	Arczynski, Shannon	7/10/2017	Meeting notes/strategy templates	7/12/2017 annually
G8.B1.S1.A1 🔍 A378552	AVID Site team will attend AVID training to learn WICOR strategies	Arczynski, Shannon	7/10/2017	Meeting notes/strategy templates	7/12/2017 annually
G4.B2.S2.A1 🔍 A378505	AVID Site team will attend AVID training to learn WICOR strategies	Arczynski, Shannon	7/10/2017	Meeting notes/strategy templates	7/12/2017 annually
G2.B1.S1.A1 🔍 A378494	Provide the Faculty with the OBS form and information on how to use it	Orozco, Guillermo	8/9/2017	Presentation; attendance list	8/9/2017 one-time
G4.B3.S1.A3 🔍 A378511	Create an awareness of the quality components of detailed tracking/ monitoring for student learning...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	10/16/2017 one-time
G5.B2.S1.A3 🔍 A378521	Create an awareness of the quality components of detailed tracking/ monitoring for student learning...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	10/16/2017 one-time
G6.B1.S1.A3 🔍 A378530	Create an awareness of the quality components of detailed tracking/ monitoring for student learning...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	10/16/2017 one-time
G7.B2.S1.A3 🔍 A378544	Create an awareness of the quality components of detailed tracking/ monitoring for student learning...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	10/16/2017 one-time
G5.B3.S1.A1 🔍 A378524	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	Santos, Charles	10/13/2017	Teacher responses to survey will serve as evidence used to determine differentiation	10/20/2017 one-time
G6.B4.S1.A1 🔍 A378537	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	Fabrizio, Al	10/13/2017	Teacher responses to survey will serve as evidence used to determine differentiation	10/20/2017 one-time
G7.B4.S1.A1 🔍 A378549	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	Fabrizio, Al	10/13/2017	Teacher responses to survey will serve as evidence used to determine differentiation	10/20/2017 one-time
G3.B1.S2.A1 🔍 A378499	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	Fabrizio, Al	10/13/2017	Teacher responses to survey will serve as evidence used to determine differentiation	10/20/2017 one-time
G4.B4.S1.A1 🔍 A378514	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	Santos, Charles	11/1/2017	Teacher responses to survey will serve as evidence used to determine differentiation	11/1/2017 one-time
G4.B2.S1.A1 🔍 A378504	Provide CRISS training to ELA teachers	Arczynski, Shannon	11/15/2017		11/15/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S2.A3 A378507	Select teachers will attend the AVID National Convention Conference	Arczynski, Shannon	12/7/2017	Meeting notes, provided materials	12/9/2017 one-time
G4.B4.S1.A2 A378515	Train all faculty through Day 2 (depending on funding) of Kagan.	Fabrizio, Al	1/2/2018	Attendance sheets	1/2/2018 one-time
G5.B3.S1.A2 A378525	Train all faculty through Day 2 (depending on funding) of Kagan.	Fabrizio, Al	1/2/2018	Attendance sheets	1/2/2018 one-time
G6.B4.S1.A2 A378538	Train all faculty through Day 2 (depending on funding) of Kagan.	Fabrizio, Al	1/2/2018	Attendance sheets	1/2/2018 one-time
G7.B4.S1.A2 A378550	Train all faculty through Day 2 (depending on funding) of Kagan.	Fabrizio, Al	1/2/2018	Attendance sheets	1/2/2018 one-time
G3.B1.S2.A2 A378500	Train all faculty through Day 2 (depending on funding) of Kagan.	Fabrizio, Al	1/2/2018	Attendance sheets	1/2/2018 one-time
G3.B1.S1.MA1 M410186	Collaborative teams to discuss implementation of best practices.	Santos, Charles	9/19/2017	Meeting agendas and notes	5/22/2018 weekly
G1.MA1 M410178	Attendance reports will be collected and reviewed throughout the year.	Orozco, Guillermo	8/15/2017	Reports, emails, etc.	5/25/2018 biweekly
G2.MA1 M410184	Data comparing referrals will serve as evidence; osb forms, and referrals will be pulled to...	Orozco, Guillermo	10/16/2017	Data	5/25/2018 quarterly
G3.MA1 M410189	iobservation	Fabrizio, Al	8/15/2017	Evidence of teacher growth in iobservation.	5/25/2018 weekly
G4.MA1 M410200	Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered...	Arczynski, Shannon	8/15/2017	Progress Monitoring reports with both formative and summative assessments will indicate the effectiveness of data collaborative meetings and data driven instruction	5/25/2018 quarterly
G5.MA1 M410209	Progress will be monitored through student data for summative and formative common assessments...	Skinner, Virginia	8/15/2017	Data from summative and formative assessments; EOC data	5/25/2018 monthly
G6.MA1 M410218	Student data through pre/post assessments and formative assessments	Orozco, Guillermo	8/15/2017	Students increase test scores and level of understanding in class as determined by learning scales.	5/25/2018 weekly
G7.MA1 M410227	Progress Monitoring will be a clear indicator to determine if ELL strategies are making a positive...	Orozco, Guillermo	9/18/2017	Progress Monitoring reports will indicate how students are doing and correlate it to the identified strategies being used.	5/25/2018 quarterly
G1.B1.S1.MA1 M410172	Admin will continue to look at list of teachers not submitting attendance regularly and address...	Orozco, Guillermo	8/15/2017	Attendance reports can be pulled to show an increase of teachers taking attendance regularly at the beginning of each period.	5/25/2018 weekly
G1.B1.S1.MA1 M410173	Administration will follow up with attendance secretary to monitor and offer support	Orozco, Guillermo	8/15/2017	We will be able to pull attendance reports to see that all teachers are taking attendance regularly	5/25/2018 weekly
G1.B1.S1.A1 A378488	Teachers will receive an email if attendance for the class has not been taken within the first 10...	Orozco, Guillermo	8/15/2017	Attendance Secretary will pull attendance report at the beginning of each class. Secretary will use the report to email specific teachers.	5/25/2018 daily
G1.B2.S1.MA1 M410174	Reports will be pulled to see the difference in attendance	Orozco, Guillermo	8/15/2017	Reports from FOCUS/ District Reports	5/25/2018 one-time
G1.B2.S1.MA1 M410175	Reports will be pulled; Dean will help track data	Orozco, Guillermo	8/15/2017	Reports	5/25/2018 monthly
G1.B2.S1.A1 A378489	Attendance reports will be pulled at 20 day increments to determine student % of days attended	Orozco, Guillermo	8/15/2017	Attendance reports	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M410179	Monitor referrals and compare to previous year data	Orozco, Guillermo	10/16/2017	Data comparing referrals will serve as evidence; osb forms, and referrals will also serve as evidence	5/25/2018 quarterly
G2.B1.S1.MA1 M410180	Communication with teachers - support provided as needed	Orozco, Guillermo	8/15/2017	Email, documentation, etc.	5/25/2018 weekly
G2.B2.S1.MA1 M410181	A report of consequences issued will be pulled to monitor for effectiveness	Orozco, Guillermo	10/16/2017	The information contained in the report will serve as evidence	5/25/2018 quarterly
G2.B2.S1.MA1 M410182	Dean's team will use varied strategies to reduce the number of Out of school suspensions	Orozco, Guillermo	8/15/2017	Consequences given as documented on referrals	5/25/2018 daily
G2.B2.S1.MA1 M410183	Dean's team will use varied strategies to reduce the number of Out of school suspensions	Orozco, Guillermo	8/15/2017	Consequences given as documented on referrals	5/25/2018 daily
G3.B1.S1.MA1 M410185	Classroom observations	Fabrizio, Al	8/15/2017	Evidence of engaged learners during classroom observations and lesson plans.	5/25/2018 weekly
G3.B1.S1.A1 A378496	On-going training for teachers on the high effect strategies	Fabrizio, Al	8/15/2017	Student's response to learning opportunities	5/25/2018 monthly
G3.B1.S1.A3 A378498	Conduct Classroom Walk-throughs	Fabrizio, Al	9/19/2017	Completed rubrics	5/25/2018 every-2-months
G4.B1.S1.MA1 M410190	Review ELL data	Fabrizio, Al	11/1/2017	Grades of ELL students	5/25/2018 monthly
G4.B1.S1.MA1 M410191	Check lesson plans and use as a 'look for' during classroom observations	Fabrizio, Al	11/1/2017	Lesson plans, classroom walk through data, etc.	5/25/2018 monthly
G4.B1.S1.A1 A378502	Professional Development will be provided to teachers that have ELL students	Fabrizio, Al	8/24/2017	Classroom observation data	5/25/2018 monthly
G4.B1.S1.A2 A378503	Teachers previously trained in ELL strategies and best practices will collaborate and support other...	Fabrizio, Al	11/1/2017	Meeting agendas/notes	5/25/2018 monthly
G4.B2.S1.MA1 M410192	Classroom walkthroughs	Carbone, Kristin	10/17/2017	Walk throughs, lesson plans	5/25/2018 weekly
G4.B2.S1.MA1 M410193	Provide supports	Arczynski, Shannon	11/15/2017	Classroom walkthroughs	5/25/2018 one-time
G4.B3.S1.MA1 M410196	Review of the data/artifacts/evidence/ teacher feedback; identify needs and provide differentiated...	Santos, Charles	8/21/2017	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/25/2018 biweekly
G4.B3.S1.MA1 M410197	Collect feedback through surveys and classroom walkthroughs	Santos, Charles	8/15/2017	Survey responses, data collected as a result of walk-throughs, student samples of work	5/25/2018 biweekly
G4.B3.S1.A1 A378509	Create a "Progress Monitoring Timeline"; School wide	Arczynski, Shannon	8/15/2017	Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.	5/25/2018 every-2-months
G4.B3.S1.A2 A378510	Review progress monitoring data	Arczynski, Shannon	8/15/2017	Data	5/25/2018 every-2-months
G4.B3.S1.A4 A378512	Training that will include resources /support for the implementation of monitoring tools for...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 biweekly
G4.B3.S1.A5 A378513	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback	Fabrizio, Al	8/9/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	
G4.B4.S1.MA1 M410198	Classroom observations	Carbone, Kristin	8/15/2017	Evidence of engaged learners during classroom observations and lesson plans.	5/25/2018 weekly
G4.B4.S1.MA1 M410199	Collaborative Teams to discuss implementation of Kagan structures as best practices.	Carbone, Kristin	8/15/2017	Meeting agendas and notes.	5/25/2018 monthly
G4.B4.S1.A3 A378516	Teacher will implement Kagan Structures into their instruction.	Fabrizio, Al	8/9/2017	Presentations, Attendance Logs, notes	5/25/2018 monthly
G5.B1.S1.MA1 M410201	Review ELL data	Skinner, Virginia	11/1/2017	Grades of ELL students	5/25/2018 monthly
G5.B1.S1.MA1 M410202	Check lesson plans and use as a 'look for' during classroom observations	Skinner, Virginia	11/1/2017	Lesson plans, classroom walk through data, etc.	5/25/2018 monthly
G5.B1.S1.A1 A378517	Professional Development will be provided to teachers that have ELL students	Fabrizio, Al	8/24/2017	Classroom observation data	5/25/2018 monthly
G5.B1.S1.A2 A378518	Teachers previously trained in ELL strategies and best practices will collaborate and support other...	Fabrizio, Al	11/1/2017	Meeting agendas/notes	5/25/2018 monthly
G5.B2.S1.MA1 M410203	Review of the data/artifacts/evidence/ teacher feedback; identify needs and provide differentiated...	Santos, Charles	8/21/2017	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/25/2018 biweekly
G5.B2.S1.MA1 M410204	Collect feedback through surveys and classroom walkthroughs	Santos, Charles	8/15/2017	Survey responses, data collected as a result of walk-throughs, student samples of work	5/25/2018 biweekly
G5.B2.S1.A1 A378519	Create a "Progress Monitoring Timeline"; School wide	Arczynski, Shannon	8/15/2017	Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.	5/25/2018 every-2-months
G5.B2.S1.A2 A378520	Review progress monitoring data	Arczynski, Shannon	8/15/2017	Data	5/25/2018 every-2-months
G5.B2.S1.A4 A378522	Training that will include resources /support for the implementation of monitoring tools for...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 biweekly
G5.B2.S1.A5 A378523	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback	Fabrizio, Al	8/9/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 monthly
G5.B3.S1.MA1 M410205	Classroom observations	Skinner, Virginia	8/15/2017	Evidence of engaged learners during classroom observations and lesson plans.	5/25/2018 weekly
G5.B3.S1.MA1 M410206	Collaborative Teams to discuss implementation of Kagan structures as best practices.	Skinner, Virginia	8/15/2017	Meeting agendas and notes.	5/25/2018 monthly
G5.B3.S1.A3 A378526	Teacher will implement Kagan Structures into their instruction.	Skinner, Virginia	8/9/2017	Presentations, Attendance Logs, notes	5/25/2018 monthly
G6.B1.S1.MA1 M410210	Review of the data/artifacts/evidence/ teacher feedback; identify needs and provide differentiated...	Santos, Charles	8/21/2017	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/25/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1 M410211	Collect feedback through surveys and classroom walkthroughs	Santos, Charles	8/15/2017	Survey responses, data collected as a result of walk-throughs, student samples of work	5/25/2018 biweekly
G6.B1.S1.A1 A378528	Create a "Progress Monitoring Timeline"; School wide	Arczynski, Shannon	8/15/2017	Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.	5/25/2018 every-2-months
G6.B1.S1.A2 A378529	Review progress monitoring data	Arczynski, Shannon	8/15/2017	Data	5/25/2018 every-2-months
G6.B1.S1.A4 A378531	Training that will include resources /support for the implementation of monitoring tools for...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 biweekly
G6.B1.S1.A5 A378532	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback	Fabrizio, Al	8/9/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 monthly
G6.B2.S1.MA1 M410212	Review ELL data	Orozco, Guillermo	11/1/2017	Grades of ELL students	5/25/2018 monthly
G6.B2.S1.MA1 M410213	Check lesson plans and use as a 'look for' during classroom observations	Fabrizio, Al	11/1/2017	Lesson plans, classroom walk through data, etc.	5/25/2018 monthly
G6.B2.S1.A1 A378533	Professional Development will be provided to teachers that have ELL students	Fabrizio, Al	8/24/2017	Classroom observation data	5/25/2018 monthly
G6.B2.S1.A2 A378534	Teachers previously trained in ELL strategies and best practices will collaborate and support other...	Fabrizio, Al	11/1/2017	Meeting agendas/notes	5/25/2018 monthly
G6.B3.S1.MA1 M410214	Classroom walkthroughs, feedback surveys,	Carbone, Kristin	10/18/2017	Timeline, presentation materials, student samples	5/25/2018 weekly
G6.B3.S1.MA1 M410215	Data from classroom observation visits; Data from district/school learning walks; Incorporation of...	Orozco, Guillermo	8/15/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)	5/25/2018 every-3-weeks
G6.B3.S1.A2 A378536	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and...	Arczynski, Shannon	8/9/2017	Plan for PD	5/25/2018 monthly
G6.B4.S1.MA1 M410216	Classroom observations	Fabrizio, Al	8/15/2017	Evidence of engaged learners during classroom observations and lesson plans.	5/25/2018 weekly
G6.B4.S1.MA1 M410217	Collaborative Teams to discuss implementation of Kagan structures as best practices.	Fabrizio, Al	8/15/2017	Meeting agendas and notes.	5/25/2018 monthly
G6.B4.S1.A3 A378539	Teacher will implement Kagan Structures into their instruction.	Fabrizio, Al	8/9/2017	Presentations, Attendance Logs, notes	5/25/2018 monthly
G7.B1.S1.MA1 M410219	Review ELL data	Orozco, Guillermo	11/1/2017	Grades of ELL students	5/25/2018 monthly
G7.B1.S1.MA1 M410220	Check lesson plans and use as a 'look for' during classroom observations	Orozco, Guillermo	11/1/2017	Lesson plans, classroom walk through data, etc.	5/25/2018 monthly
G7.B1.S1.A1 A378540	Professional Development will be provided to teachers that have ELL students	Fabrizio, Al	8/24/2017	Classroom observation data	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.A2 🔑 A378541	Teachers previously trained in ELL strategies and best practices will collaborate and support other...	Fabrizio, Al	11/1/2017	Meeting agendas/notes	5/25/2018 monthly
G7.B2.S1.MA1 🔑 M410221	Review of the data/artifacts/evidence/ teacher feedback; identify needs and provide differentiated...	Santos, Charles	8/21/2017	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/25/2018 biweekly
G7.B2.S1.MA1 🔑 M410222	Collect feedback through surveys and classroom walkthroughs	Santos, Charles	8/15/2017	Survey responses, data collected as a result of walk-throughs, student samples of work	5/25/2018 biweekly
G7.B2.S1.A1 🔑 A378542	Create a "Progress Monitoring Timeline"; School wide	Arczynski, Shannon	8/15/2017	Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.	5/25/2018 every-2-months
G7.B2.S1.A2 🔑 A378543	Review progress monitoring data	Arczynski, Shannon	8/15/2017	Data	5/25/2018 every-2-months
G7.B2.S1.A4 🔑 A378545	Training that will include resources /support for the implementation of monitoring tools for...	Santos, Charles	10/16/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 biweekly
G7.B2.S1.A5 🔑 A378546	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback	Fabrizio, Al	8/9/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences); teacher/CT feedback	5/25/2018 monthly
G7.B3.S1.MA1 🔑 M410223	Classroom walkthroughs, feedback surveys,	Orozco, Guillermo	10/18/2017	Timeline, presentation materials, student samples	5/25/2018 weekly
G7.B3.S1.MA1 🔑 M410224	Data from classroom observation visits; Data from district/school learning walks; Incorporation of...	Orozco, Guillermo	8/15/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)	5/25/2018 every-3-weeks
G7.B3.S1.A2 🔑 A378548	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and...	Arczynski, Shannon	8/9/2017	PD Plan	5/25/2018 monthly
G7.B4.S1.MA1 🔑 M410225	Classroom observations	Fabrizio, Al	8/15/2017	Evidence of engaged learners during classroom observations and lesson plans.	5/25/2018 weekly
G7.B4.S1.MA1 🔑 M410226	Collaborative Teams to discuss implementation of Kagan structures as best practices.	Fabrizio, Al	8/15/2017	Meeting agendas and notes.	5/25/2018 monthly
G7.B4.S1.A3 🔑 A378551	Teacher will implement Kagan Structures into their instruction.	Fabrizio, Al	8/9/2017	Presentations, Attendance Logs, notes	5/25/2018 monthly
G8.B1.S1.MA1 🔑 M410228	Classroom walkthroughs, feedback surveys,	Fabrizio, Al	9/19/2017	Timeline, presentation materials, student samples	5/25/2018 monthly
G8.B1.S1.MA1 🔑 M410229	Data from classroom observation visits; Data from district/school learning walks; Incorporation of...	Skinner, Virginia	8/15/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)	5/25/2018 every-3-weeks
G8.B1.S1.A2 🔑 A378553	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and...	Arczynski, Shannon	8/9/2017	PD plan	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B2.S1.MA1 🔍 M410230	School Wide Training on Data Driven Differentiated Instruction, Data and Instructional Based...	Arczynski, Shannon	8/21/2017	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/25/2018 biweekly
G8.B2.S1.MA1 🔍 M410231	Creating a "Data and Instructional Based Progress Monitoring Timeline"; MCHS	Arczynski, Shannon	8/15/2017	A Copy of the "Data and Instructional Based Progress Monitoring Timeline"	5/25/2018 biweekly
G8.B2.S1.A1 🔍 A378554	Create a "Progress Monitoring Timeline"; School wide	Arczynski, Shannon	8/15/2017	Determine Progress monitoring timeline; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.	5/25/2018 every-2-months
G8.B2.S1.A2 🔍 A378555	Review progress monitoring data	Arczynski, Shannon	8/15/2017	Data	5/25/2018 every-2-months
G1.B2.S2.MA1 🔍 M410176	Admin will meet to discuss progress and effectiveness of the plan and update/alter as needed	Orozco, Guillermo	8/15/2017	Attendance reports, google spreadsheet, meeting notes	5/25/2018 biweekly
G1.B2.S2.MA1 🔍 M410177	AP of Discipline will continue to communicate with Dean and Grade level intervention teachers	Orozco, Guillermo	8/15/2017	Reports, Data, and notes collected	5/25/2018 weekly
G1.B2.S2.A1 🔍 A378490	Automated Call is sent home to all students that are absent	Fabrizio, Al	8/15/2017	Data is pulled from FOCUS and an automated call (set up by the district) is sent home	5/25/2018 daily
G1.B2.S2.A2 🔍 A378491	After 4-5 days absence, letter is mailed home indicating concern for student attendance	Orozco, Guillermo	8/18/2017	Information will be tracked in a google spreadsheet.	5/25/2018 weekly
G1.B2.S2.A3 🔍 A378492	Once a threshold of 6-9 absences have documented, a call will go home to parents and a data...	Orozco, Guillermo	8/22/2017	Call log updated in spreadsheet, data collected from other teachers.	5/25/2018 biweekly
G1.B2.S2.A4 🔍 A378493	When a student has missed between 10-14 days, an intervention meeting will be sent up with parents,...	Orozco, Guillermo	8/28/2017	Call logs, previous data, meeting notes	5/25/2018 biweekly
G3.B1.S2.MA1 🔍 M410187	Classroom observations	Fabrizio, Al	8/15/2017	Evidence of engaged learners during classroom observations and lesson plans.	5/25/2018 weekly
G3.B1.S2.MA1 🔍 M410188	Collaborative Teams to discuss implementation of Kagan structures as best practices.	Fabrizio, Al	8/15/2017	Meeting agendas and notes.	5/25/2018 monthly
G3.B1.S2.A3 🔍 A378501	Teacher will implement Kagan Structures into their instruction.	Fabrizio, Al	8/9/2017	Presentations, Attendance Logs, notes	5/25/2018 monthly
G4.B2.S2.MA1 🔍 M410194	Classroom walkthroughs, feedback surveys,	Carbone, Kristin	10/18/2017	Timeline, presentation materials, student samples	5/25/2018 weekly
G4.B2.S2.MA1 🔍 M410195	Data from classroom observation visits; Data from district/school learning walks; Incorporation of...	Carbone, Kristin	8/15/2017	Classroom observation visits (implementation ensured; sustained); lesson plans (implementation ensured); review of artifacts (quality, sustained) Look For rubric (quality of evidences)	5/25/2018 every-3-weeks
G4.B2.S2.A2 🔍 A378506	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and...	Arczynski, Shannon	8/9/2017	Outline of plan to teach teachers the WICOR Strategies	5/25/2018 monthly
G3.B1.S1.A2 🔍 A378497	Teachers will attend the Building Expertise Conference	Fabrizio, Al	6/15/2018	Session Resources	6/17/2018 one-time
G8.B2.S1.A3 🔍 A378556	AP Conference	Skinner, Virginia	6/18/2018	Teacher will bring back resources, materials, meeting notes, etc. to share with other AP teachers	6/20/2018 one-time
G4.B2.S2.A4 🔍 A378508	AVID Team will attend the AVID Summer Institute	Arczynski, Shannon	7/9/2018	Team will bring back strategies to teach to teachers and use with students	7/11/2018 one-time

V. Professional Development Opportunities

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

G3. The Grad Rate will increase to 91%

G3.B1 Low levels of student engagement.

G3.B1.S1 Utilize high impact/high effect strategies researched and described by Marazano and others.

PD Opportunity 1

On-going training for teachers on the high effect strategies

Facilitator

Administrators and teachers

Participants

all teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

PD Opportunity 2

Teachers will attend the Building Expertise Conference

Facilitator

LSI

Participants

2 Teachers

Schedule

On 6/17/2018

G3.B1.S2 Utilize Kagan Structures to enhance student engagement.

PD Opportunity 1

Train all faculty through Day 2 (depending on funding) of Kagan.

Facilitator

Kagan Trainer

Participants

All teachers

Schedule

On 1/2/2018

PD Opportunity 2

Teacher will implement Kagan Structures into their instruction.

Facilitator

Mr. Orozco, Mrs. Carbone and other trained staff

Participants

teachers

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 60% to 65%, ELA Learning Gains will increase from 53% to 58%, and ELA Learning Gains of the lowest 25% will increase from 40% to 45%.

G4.B1 ELL Student Proficiency

G4.B1.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students

PD Opportunity 1

Professional Development will be provided to teachers that have ELL students

Facilitator

District Professional Development Department

Participants

Teachers with ELL training

Schedule

Monthly, from 8/24/2017 to 5/25/2018

G4.B2 Maintaining consistency in implementation of strategies to enhance reading proficiency.

G4.B2.S1 CRISS training will be provided to ELA teachers with no CRISS training to help support using student owned strategies.

PD Opportunity 1

Provide CRISS training to ELA teachers

Facilitator

Shannon Blount

Participants

ELA teachers

Schedule

On 11/15/2017

G4.B2.S2 Incorporate WICOR strategies

PD Opportunity 1

AVID Site team will attend AVID training to learn WICOR strategies

Facilitator

AVID

Participants

Avid Site team (Coordinator, Principal, Math, Science, Social Studies, ELA, CTE, and Elective teacher)

Schedule

Annually, from 7/10/2017 to 7/12/2017

PD Opportunity 2

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Facilitator

AVID site team (Shannon and Mackenzie)

Participants

All instructional staff

Schedule

Monthly, from 8/9/2017 to 5/25/2018

PD Opportunity 3

Select teachers will attend the AVID National Convention Conference

Facilitator

AVID

Participants

AVID teachers

Schedule

On 12/9/2017

PD Opportunity 4

AVID Team will attend the AVID Summer Institute

Facilitator

AVID

Participants

AVID Team

Schedule

On 7/11/2018

G4.B3 Maintaining consistent review of data results based on essential standards and instructional implications.

G4.B3.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally.

PD Opportunity 1

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

On 10/16/2017

PD Opportunity 2

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

G4.B4 Student engagement

G4.B4.S1 Utilize Kagan Structures to enhance student engagement.

PD Opportunity 1

Train all faculty through Day 2 (depending on funding) of Kagan.

Facilitator

Kagan Trainer

Participants

All teachers

Schedule

On 1/2/2018

PD Opportunity 2

Teacher will implement Kagan Structures into their instruction.

Facilitator

Mr. Orozco, Mrs. Carbone and other trained staff

Participants

teachers

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1 and Geometry will increase from 55% to 60%, math learning gains will increase from 58% to 63%, and math learning gains of the lowest 25% will increase from 44% to 49%.

G5.B1 ELL Student Proficiency

G5.B1.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students

PD Opportunity 1

Professional Development will be provided to teachers that have ELL students

Facilitator

District Professional Development Department

Participants

Teachers with ELL training

Schedule

Monthly, from 8/24/2017 to 5/25/2018

G5.B2 Maintaining consistent review of data results and instructional implications.

G5.B2.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally.

PD Opportunity 1

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

On 10/16/2017

PD Opportunity 2

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

G5.B3 Student engagement

G5.B3.S1 Utilize Kagan Structures to enhance student engagement.

PD Opportunity 1

Train all faculty through Day 2 (depending on funding) of Kagan.

Facilitator

Kagan Trainer

Participants

All teachers

Schedule

On 1/2/2018

PD Opportunity 2

Teacher will implement Kagan Structures into their instruction.

Facilitator

Mr. Orozco, Mrs. Carbone and other trained staff

Participants

teachers

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G6. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 73% to 78%

G6.B1 Maintaining consistent review of data results and instructional implications.

G6.B1.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling.

PD Opportunity 1

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

On 10/16/2017

PD Opportunity 2

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

G6.B2 ELL Student Proficiency

G6.B2.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students

PD Opportunity 1

Professional Development will be provided to teachers that have ELL students

Facilitator

District Professional Development Department

Participants

Teachers with ELL training

Schedule

Monthly, from 8/24/2017 to 5/25/2018

G6.B3 Maintaining consistency in implementation of strategies to enhance reading proficiency.

G6.B3.S1 Incorporate WICOR strategies

PD Opportunity 1

AVID Site team will attend AVID training to learn WICOR strategies

Facilitator

AVID

Participants

Avid Site team (Coordinator, Principal, Math, Science, Social Studies, ELA, CTE, and Elective teacher)

Schedule

Annually, from 7/10/2017 to 7/12/2017

PD Opportunity 2

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Facilitator

AVID site team (Shannon and Mackenzie)

Participants

All instructional staff

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G6.B4 Student engagement

G6.B4.S1 Utilize Kagan Structures to enhance student engagement.

PD Opportunity 1

Train all faculty through Day 2 (depending on funding) of Kagan.

Facilitator

Kagan Trainer

Participants

All teachers

Schedule

On 1/2/2018

PD Opportunity 2

Teacher will implement Kagan Structures into their instruction.

Facilitator

Mr. Orozco, Mrs. Carbone and other trained staff

Participants

teachers

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G7. The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 76% to 81%

G7.B1 ELL Student Proficiency

G7.B1.S1 Specific training and use of ELL strategies and best practices targeting teachers that have ELL Students

PD Opportunity 1

Professional Development will be provided to teachers that have ELL students

Facilitator

District Professional Development Department

Participants

Teachers with ELL training

Schedule

Monthly, from 8/24/2017 to 5/25/2018

G7.B2 Maintaining consistent review of data results and instructional implications.

G7.B2.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling.

PD Opportunity 1

Create an awareness of the quality components of detailed tracking/monitoring for student learning ("Look Fors" Rubric)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

On 10/16/2017

PD Opportunity 2

Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)

Facilitator

Charlie Santos

Participants

All teachers

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

G7.B3 Reading Comprehension

G7.B3.S1 Incorporate WICOR strategies

PD Opportunity 1

AVID Site team will attend AVID training to learn WICOR strategies

Facilitator

AVID

Participants

Avid Site team (Coordinator, Principal, Math, Science, Social Studies, ELA, CTE, and Elective teacher)

Schedule

Annually, from 7/10/2017 to 7/12/2017

PD Opportunity 2

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Facilitator

AVID site team (Shannon and Mackenzie)

Participants

All instructional staff

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G7.B4 Student engagement

G7.B4.S1 Utilize Kagan Structures to enhance student engagement.

PD Opportunity 1

Train all faculty through Day 2 (depending on funding) of Kagan.

Facilitator

Kagan Trainer

Participants

All teachers

Schedule

On 1/2/2018

PD Opportunity 2

Teacher will implement Kagan Structures into their instruction.

Facilitator

Mr. Orozco, Mrs. Carbone and other trained staff

Participants

teachers

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G8. Increase the percentage of AP Students earning a 3 or higher on all AP Exams administered at MCHS from a 50% to a 52% (state average)

G8.B1 Reading Comprehension

G8.B1.S1 Incorporate WICOR strategies

PD Opportunity 1

AVID Site team will attend AVID training to learn WICOR strategies

Facilitator

AVID

Participants

Avid Site team (Coordinator, Principal, Math, Science, Social Studies, ELA, CTE, and Elective teacher)

Schedule

Annually, from 7/10/2017 to 7/12/2017

PD Opportunity 2

AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)

Facilitator

AVID site team (Shannon and Mackenzie)

Participants

All instructional staff

Schedule

Monthly, from 8/9/2017 to 5/25/2018

G8.B2 Maintaining consistent review of data results based on essential standards and instructional implications.

G8.B2.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally.

PD Opportunity 1

AP Conference

Facilitator

College Board

Participants

TBD (AP Teacher)

Schedule

On 6/20/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will receive an email if attendance for the class has not been taken within the first 10 minutes of class	$0.00
2	G1.B2.S1.A1	Attendance reports will be pulled at 20 day increments to determine student % of days attended	$0.00
3	G1.B2.S2.A1	Automated Call is sent home to all students that are absent	$0.00
4	G1.B2.S2.A2	After 4-5 days absence, letter is mailed home indicating concern for student attendance	$0.00
5	G1.B2.S2.A3	Once a threshold of 6-9 absences have documented, a call will go home to parents and a data collection will begin at the teacher level.	$0.00
6	G1.B2.S2.A4	When a student has missed between 10-14 days, an intervention meeting will be sent up with parents, student, Dean, and possibly and administrator.	$0.00
7	G2.B1.S1.A1	Provide the Faculty with the OBS form and information on how to use it	$0.00
8	G2.B2.S1.A1	Share options for other consequences with the Dean's Team	$0.00
9	G3.B1.S1.A1	On-going training for teachers on the high effect strategies	$0.00
10	G3.B1.S1.A2	Teachers will attend the Building Expertise Conference	$1,600.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0031 - Martin County High School	School Improvement Funds		$1,600.00

11	G3.B1.S1.A3	Conduct Classroom Walk-throughs	$0.00
12	G3.B1.S2.A1	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	$0.00
13	G3.B1.S2.A2	Train all faculty through Day 2 (depending on funding) of Kagan.	$0.00
14	G3.B1.S2.A3	Teacher will implement Kagan Structures into their instruction.	$0.00
15	G4.B1.S1.A1	Professional Development will be provided to teachers that have ELL students	$0.00
16	G4.B1.S1.A2	Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies	$0.00
17	G4.B2.S1.A1	Provide CRISS training to ELA teachers	$0.00
18	G4.B2.S2.A1	AVID Site team will attend AVID training to learn WICOR strategies	$0.00
19	G4.B2.S2.A2	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)	$0.00
20	G4.B2.S2.A3	Select teachers will attend the AVID National Convention Conference	$4,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Martin County High School	School Improvement Funds		$4,000.00
21	**G4.B2.S2.A4**	**AVID Team will attend the AVID Summer Institute**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Martin County High School	School Improvement Funds		$6,000.00
22	G4.B3.S1.A1	Create a "Progress Monitoring Timeline"; School wide				$0.00
23	G4.B3.S1.A2	Review progress monitoring data				$0.00
24	G4.B3.S1.A3	Create an awareness of the quality components of detailed tracking/ monitoring for student learning ("Look Fors" Rubric)				$0.00
25	G4.B3.S1.A4	Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)				$0.00
26	G4.B3.S1.A5	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback				$0.00
27	G4.B4.S1.A1	Survey/assess current levels of teacher capacity in this area (what they know and what they need).				$0.00
28	G4.B4.S1.A2	Train all faculty through Day 2 (depending on funding) of Kagan.				$0.00
29	G4.B4.S1.A3	Teacher will implement Kagan Structures into their instruction.				$0.00
30	G5.B1.S1.A1	Professional Development will be provided to teachers that have ELL students				$0.00
31	G5.B1.S1.A2	Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies				$0.00
32	G5.B2.S1.A1	Create a "Progress Monitoring Timeline"; School wide				$0.00
33	G5.B2.S1.A2	Review progress monitoring data				$0.00
34	G5.B2.S1.A3	Create an awareness of the quality components of detailed tracking/ monitoring for student learning ("Look Fors" Rubric)				$0.00
35	G5.B2.S1.A4	Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)				$0.00
36	G5.B2.S1.A5	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback				$0.00
37	G5.B3.S1.A1	Survey/assess current levels of teacher capacity in this area (what they know and what they need).				$0.00
38	G5.B3.S1.A2	Train all faculty through Day 2 (depending on funding) of Kagan.				$0.00
39	G5.B3.S1.A3	Teacher will implement Kagan Structures into their instruction.				$0.00
40	G6.B1.S1.A1	Create a "Progress Monitoring Timeline"; School wide				$0.00

41	G6.B1.S1.A2	Review progress monitoring data	$0.00
42	G6.B1.S1.A3	Create an awareness of the quality components of detailed tracking/ monitoring for student learning ("Look Fors" Rubric)	$0.00
43	G6.B1.S1.A4	Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)	$0.00
44	G6.B1.S1.A5	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback	$0.00
45	G6.B2.S1.A1	Professional Development will be provided to teachers that have ELL students	$0.00
46	G6.B2.S1.A2	Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies	$0.00
47	G6.B3.S1.A1	AVID Site team will attend AVID training to learn WICOR strategies	$0.00
48	G6.B3.S1.A2	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)	$0.00
49	G6.B4.S1.A1	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	$0.00
50	G6.B4.S1.A2	Train all faculty through Day 2 (depending on funding) of Kagan.	$0.00
51	G6.B4.S1.A3	Teacher will implement Kagan Structures into their instruction.	$0.00
52	G7.B1.S1.A1	Professional Development will be provided to teachers that have ELL students	$0.00
53	G7.B1.S1.A2	Teachers previously trained in ELL strategies and best practices will collaborate and support other teachers with use of these strategies	$0.00
54	G7.B2.S1.A1	Create a "Progress Monitoring Timeline"; School wide	$0.00
55	G7.B2.S1.A2	Review progress monitoring data	$0.00
56	G7.B2.S1.A3	Create an awareness of the quality components of detailed tracking/ monitoring for student learning ("Look Fors" Rubric)	$0.00
57	G7.B2.S1.A4	Training that will include resources /support for the implementation of monitoring tools for tracking student learning (PLC Toolkit)	$0.00
58	G7.B2.S1.A5	Implement the NISL Coaching Model on an individual basis through conferences, observation feedback	$0.00
59	G7.B3.S1.A1	AVID Site team will attend AVID training to learn WICOR strategies	$0.00
60	G7.B3.S1.A2	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)	$0.00
61	G7.B4.S1.A1	Survey/assess current levels of teacher capacity in this area (what they know and what they need).	$0.00
62	G7.B4.S1.A2	Train all faculty through Day 2 (depending on funding) of Kagan.	$0.00
63	G7.B4.S1.A3	Teacher will implement Kagan Structures into their instruction.	$0.00
64	G8.B1.S1.A1	AVID Site team will attend AVID training to learn WICOR strategies	$0.00

65	G8.B1.S1.A2	AVID Site team will develop PD plan to teach WICOR strategies school wide (Cornell Notes and Critical Reading Process)				$0.00
66	G8.B2.S1.A1	Create a "Progress Monitoring Timeline"; School wide				$0.00
67	G8.B2.S1.A2	Review progress monitoring data				$0.00
68	G8.B2.S1.A3	AP Conference				$650.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Martin County High School	School Improvement Funds		$650.00
					Total:	$12,250.00