The School Board of Highlands County

Avon Park High School

2017-18 Schoolwide Improvement Plan

Avon Park High School

700 E MAIN ST, Avon Park, FL 33825

http://www.highlands.k12.fl.us/~aph/

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 PK, 9-12	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](https://) 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:](https://)

- **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 Avon Park High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

By uniting stakeholders, we will prepare our students to be college, career, and workplace ready.

b. Provide the school's vision statement.

APHS Student's Leading, Learning, and Leaving a Legacy.

2. School Environment

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

APHS utilizes a myriad of academic and co-curricular programs to foster an understanding of our students cultures and to cultivate strong relationships between faculty, staff, and students. Four days weekly, faculty/students meet in our guidance advisement period. The advisement period was instituted to ensure that all students had an adult mentor/advocate. During the advisement period teachers/students discuss each student's academic success, participate in character development activities, and collaborate together to create goals that will help them prepare for post-secondary endeavors. College Summit curriculum will be used by teachers and students to help students develop the skills they will need to be successful with college, career and/or workplace. As well, a Principal's Leadership Council was formed to enable students to be able to participate fully in the decision making process for the institution.

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

The APHS campus is monitored using a video camera system. School personnel are assigned to key positions to monitor student activity before and after school. During school, teachers provide supervision outside their classes during key transition times. Signs are posted in nearly every classroom and throughout the campus that emphasize our school-wide expectations for our students. Through the implementation of Stephen Covey's "The Seven Habits of Highly Effective Teens," students are taught valuable character traits and how to respect their fellow students during their leadership class. Implementation of PBIS supports implementation of school-wide expectations ("Be. R.E.D.") that are consistently communicated and implemented across campus on a daily basis.

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.

APHS adheres to the district's student code of conduct. The student code of conduct outlines behavioral expectations, rights, and consequences. Through the collaborative work of our school PBIS team, APHS has published a set of school-wide behavioral expectations that are displayed in every classroom. Each year, the faculty and staff review student behavioral data and establish improvement goals that are included in the school's improvement plan. APHS has established positive behavioral support programs that encourage good behavior and recognize students who meet/exceed academic and behavioral milestones. Additionally, administrative teams meet with every 9th and 10th grade student, in small groups, within the first week of school. The second day of

school, a school-wide PowerPoint presentation of the Code of Conduct was shown to all students across all grade levels. APHS will continue with its successful lunch detention system and have Service Work Program (SER) after school as a step before ISS to minimize the amount of time our students miss class due to behavioral issues.

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.

During our advisement period, mentors advocate on their assigned students' behalf. During advisement students and teachers review grades, build relationships and discuss academic issues. Students in 9th grade Leadership class engage in character building discussions using Covey's 7 Habits of Highly Effective Teens and 6 Most Important Decisions curriculum. The APHS MTSS committee works with the school-based leadership team to identify students who meet criteria for MTSS evaluation. MTSS team members coordinate delivery of remedial/supplemental instructional/ behavioral interventions, and progress monitor students identified as at risk using our school's early warning system. APHS has Check and Connect trained mentors who will continue to provide mentoring services after grant funding for this program ends ("APHS Connects"). Guidance Counselors and outside agencies such as New Horizons and Youth and Family Services provide individual/family counseling to assist students and their families with their individual needs.

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.

APHS Early Warning Reporting System is housed in our Genesis data warehouse. Data from the early warning reports is disaggregate by grade level. Leadership reviews the early warning indicators quarterly. Students meeting 2 or more of the indicators are referred to the appropriate school or district agencies. Indicators included in the report are: 1. ESE status 2. Diploma Options 3. ELL Status 4. GPA, 5. Attendance 6. Number of Discipline Referrals, 6. Number of Classes Failing.

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	62	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	82	88	89	30	289
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	270	156	62	529
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	142	211	206	716

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	70	0	0	0	70

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

APHS Intervention Strategies include teacher-led before and after school tutoring. After school tutoring is offered four days weekly and is conducted through a United Way grant by Webber University students and use of Title I funding to pay for certified teachers to tutor our students as well. An advertisement period is conducted to ensure that all students are assigned an adult mentor. Our newly Implemented "College Bound Male" initiative provides target males student with mentoring and peer support through the initiatives of this program. As well, MTSS is used to identify Tier 1, 2 and 3 students which provides insight into which students need additional support from programs such as Check and Connect mentoring.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

Increase parental involvement in academic recognition and awards ceremonies.
Increase parental inolvement on our school advisory committee.
Increase attendance at school's annual night of stars program

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.

The process APHS uses to build and sustain community partnerships to secure resources needed to ensure the effective operation of the school and its ancillary programs include networking through our school advisory committee, the local chamber of commerce, and key business leaders. An example of our success is the funding received to support our school covey/leadership initiative, our "Advancing via Individual Determination" (AVID) program and our CBM (College Bound Male) Program. Open House and Night of Stars Family Night also provides an opportunity to showcase our school programs and academics and involve the communities in our programs.

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
Erwin, Danielle	Principal
Ridenour, Ashley	School Counselor
Henderson, Dawn	Other
Brown, Ed	Teacher, Career/Technical
Riley, Kim	Assistant Principal
Edsall, Karen	Assistant Principal
Pollitt, Melinda	Instructional Coach
O'Hora, Martin	Teacher, ESE
Scofield, Michael	Instructional Coach
Parketon, Blaine	Teacher, K-12
Hernandez, Linda	Instructional Technology
Love, Amy	Teacher, K-12
Velasquez, Kimberly	Instructional Coach

b. Duties

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

The APHS leadership team is comprised of administration and teacher-leaders from each of the academic disciplines, instructional coaches, and the student services department (guidance). The principal of APHS leads the school's leadership team in the development of policies and procedures that promote the effective operations of the school. The leadership team meets monthly to monitor status of key school improvement initiatives, review academics, behavioral, and assessment data, and to discuss and provide input to implement changes as needed.

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.

Prior to the start of each school year the APHS leadership team meets to analyze student achievement results and to establish achievement/performance goals for the upcoming school year. Additionally the leadership team, working with faculty and staff as whole will establish the master schedule, finalize instructional teaching assignments and compile a list of instructional resources needed to support teaching and learning. Many of the members of the CLT also help to develop and deliver targeted professional development to help increase student achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Danielle Erwin	Principal
Dawn Henderson	Teacher
Sabrina Williams	Teacher
Charlene Nelson	Parent
Dawn Crosson	Parent
Andrea Brown	Parent
Kimberly Riley	Principal
Karen Edsall	Principal
Melinda Pollitt	Teacher
Nichole Schlosher	Parent
Donna Peavy	Education Support Employee
Marty O'Hora	Teacher
Whitfield Cornell	Parent
Kim Velasquez	Education Support Employee
Amy Love	Parent
Cedric Bullard	Parent
Randy Farless	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

a. Evaluation of last year's school improvement plan

Members of the CLT and SAC reviewed the school's 2016-17 achievement data. The group also reviewed the school's progress made with respect to achieving annual measurable objectives.

b. Development of this school improvement plan

The results of the SAC review was used to assist the CLT in the establishment of the school's 2017-18 school improvement targets. Once the school's improvement targets were established, school's administration worked with content area teams to develop actions plans/strategies for the 2017-18 school year.

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

The school annual budget and spending plan are formulated through school's comprehensive planning process and reviewed with the SAC.

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

No state funding was allocated. Funds generated through SAC fundraising activities were used to support student recognition program and school improvment needs.

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
Erwin, Danielle	Principal
Scofield, Michael	Teacher, K-12
Velasquez, Kimberly	Instructional Coach
Henderson, Dawn	Teacher, K-12
Edsall, Karen	Assistant Principal
Riley, Kim	Assistant Principal

b. Duties

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

1. The LLT will assist, implement and provide professional development for campus wide literacy strategies including QUEST and the school-wide LIteracy focus
a. SHIFTS implementation and use of instructional practice quides (IPGs)
b. WICOR strategies used in all classrooms
2. PLC's across all content areas with a literacy focus that meet bi-monthly
3. The LLT will implement "literacy-focused" instructional strategies to use in content area classrooms and make recommendations for training the faculty.
4. The LLT will support and promote creative literacy awareness activities for Literacy Week
5. Identify and support content area teachers to become CAR-PD certified.

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.

APHS instructional staff utilize Professional Learning Communities to develop content curriculum maps and lesson plans, collaborate, develop common assessments, and to share best-practices. Content area instructional coaches work collaboratively to form peer-to peer relationships to address teacher's professional development needs through a process of peer observation, modeling, and support. An Advanced Placement PLC has been established to ensure successful implementation of the AP Capstone Program.

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

Recruitment efforts are accomplished by the district's human resources office. Instructional vacancies are posted through the six county heartland educational consortium, district website, and national teachers-to-teacher web portal. School-based administrators conduct career-planning and career-enrichment interviews with all instructional staff. Recruitment and retention responsibilities are jointly shared by district human resource director and the principal.

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

Teachers new to the district are assigned a peer evaluator and teachers seeking alternative certification are required to complete the district's professional educator's course. Participating teachers are assigned mentor/peer evaluators who conduct classroom obervations and provide one-on-one coaching. Aspiring administrators and teacher leaders are enrolled in the district's ASAP program.

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.

Utilizing CPALMS the State of Florida's official source for standards information and course descriptions, APHS gains access to thousands of standards-aligned, free, and high-quality instructional/educational resources that were developed specifically for the standards and vetted through Florida's rigorous review process. Faculty and administrators participate in district and school-based professional learning communities to develop curriculum frameworks to ensure seamless instructional delivery. Additionally, our district is partnering with TNTP to improve effective standards-based instructional practices and selection of standards-based texts during adoptions.

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.

Using a continuous improvement model, administrators and instructional staff engage in on-going data review/analysis to develop instructional instructional improvement targets. At the class-level instructional staff review student data to evaluate individual student learning needs and to develop/ deliver differentiated instructional strategies to each student. Examples of how instruction remediation is provided is via our intensive math, reading and ELA classes. Students work decreasing their skill deficits and earning concordance scores for graduation requirements. As well, we have team teaching models with English I, 2, 3, and 4 where teachers are paired with a Reading endorsed and ESE certified teachers.

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

Strategy: After School Program

Minutes added to school year: 5,040

Utilize instructional staff and college tutors to provide instructional support and extended learning opportunities during the school twice weekly.

Strategy Rationale

Select students benefit from availability of extra instructional support and the access to technology provided during tutoring hours.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Riley, Kim, rileyk@highlands.k12.fl.us

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

Data collection is accomplished using school's early warning system report, weekly missing assignment reports, and weekly sign-in sheets.

Strategy: Extended School Day

Minutes added to school year: 4,500

Every student will attend advisement period. Students will receive instruction using College Summit Curriculum. Additionally instructional staff will monitor students grades and review academic histories with each assigned student.

Strategy Rationale

To improve students' social skills, decision making, and critical thinking skills and better prepare them to be college and career ready.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Erwin, Danielle, erwind@highlands.k12.fl.us

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

Attendance sheets, missing assignment reports, Pinnacle gradebook checks.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

9th graders transitioning from the middle school are enrolled in a Leadership Class. Instructional objectives for this course include improving students with organizational skills, providing instruction in self advocacy strategies, and to increase student's post-secondary preparedness.

b. College and Career Readiness

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

Each student is assigned a guidance counselor. Guidance counselors advise students on course selections, college and career planning. Instituted a guidance advisement period that connects each student with an adult mentor on campus to review academic histories, monitor academic progress, provide college and career planning support via College Summit curriculum and Peer Forward Peer Leaders. Implemented AVID program for select 9th through 12th graders. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

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

APHS currently offers the following industry certification opportunities: Micro-Soft Office, Servsafe; Adobe; Carpentry, Farm Bureau Agriculture; Para Pro, Robotics, Digital Video Production

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

Increase % of 9th, 10th and 11th graders taking the PSAT
Increase number of AP, career themed, and dual-enrollment course offerings.
Increase the number of students passing their industry certification exams and AP exams
Increase % of students completing and passing AP, dual-enrollment, and career themed courses
Increase % of students earning Bright Futures Gold Seal Scholarships
Increase the number of students participating in the AP Capstone program

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.

Increased the number of students participating in the AVID Elective program. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.
Increased the number of AP offerings and students taking AP courses as well as offering the AP capstone program. Develop college readiness program that provides students and the parent with informational and hands-on assistance to engage in the college search, application, and financial aid completion processes.
Institute College Bound Male (CBM) initiative with the goal of providing structured academic and mentoring support which will foster fraternal relationships that lead to increased academic achievement. As well we now have a college room on campus with guidance support to work with students in this capacity.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"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 the % of students passing an advanced placement, dual enrollment and/or industry certification exams by 2%

G2.   Increase our high school graduation rate by 2%.

G3.   Increase school-wide attendance rate by 2% (62% or more of our students will miss less than 10% of their school days)

G4.   Increase number of students scoring proficient on US History EOC by 3%

G5.   Increase the number of students scoring proficient on FSA ELA by 5% (35% to 40%)

G6.   Increase the number of students scoring satisfactory or higher on Algebra 1, Geometry by 4% for each.

G7.   Reduce total number of students with 5 or more referrals by 1%

G8.   Students scoring proficient (Level 3) in Biology EOC will improve by 3%.

Strategic Goals Detail

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

G1. Increase the % of students passing an advanced placement, dual enrollment and/or industry certification exams by 2% `1a`

🔍 G098812

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	34.0

Targeted Barriers to Achieving the Goal `3`

- Teacher capacity

- Students exposure to rigorous coursework

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

- Send teachers to training in the areas of AP Capstone, AP Summer Institute, College Board Stem training for Robotics, Industry Certification Testing Training and AP Peer Mentoring through College Board

- AP Insight

- Administration Training at AP Summer Institute

Plan to Monitor Progress Toward G1. `8`

Data will be collected and analysized to assess progress towards this goal

Person Responsible
Karen Edsall

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Data Analysis, master schedule offerings, teacher training

G2. Increase our high school graduation rate by 2%. `1a`

🔑 G098813

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	67.0

Targeted Barriers to Achieving the Goal `3`

- Parent Involvement in the graduation requirements and processes

- Ninth grade failure rate and student attendance issues

- Student requirements for graduation, attendance and discipline

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

- Graduation Coach

- Guidance Nights

- College Room and College Summit Iniative

- Freshman Focus

- SARC

- PBIS

- Mentoring

Plan to Monitor Progress Toward G2. `8`

Data will be collected and analyzed from various supporting activities, progress monitoring

Person Responsible
Karen Edsall

Schedule
On 5/25/2018

Evidence of Completion
Data analysis, graduation coach logs, attendance at guidance nights, SARC, PBIS

G3. Increase school-wide attendance rate by 2% (62% or more of our students will miss less than 10% of their school days) 1a

🔍 G098814

Targets Supported 1b

Indicator	Annual Target
Attendance rate	62.0

Targeted Barriers to Achieving the Goal 3

- Absence of parental involvement for at risk students to support school attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- APHS Connects Mentors

- Graduation coach

- Updated procedures for SARC(School Attendance Review Committee)

- PBIS Initiative

Plan to Monitor Progress Toward G3. 8

Data Analysis

Person Responsible
Kim Riley

Schedule
On 5/25/2018

Evidence of Completion
SARC, data analysis of attendance, PBIS monthly meeting/focus

G4. Increase number of students scoring proficient on US History EOC by 3% `1a`

`G098815`

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	63.0

Targeted Barriers to Achieving the Goal `3`

- Instructional strategies used by teachers

- Changing demographics e.g. increase number of economically disadvantage students.

- New textbooks and supporting resources have been adopted that teachers will be utilizing for the first time this year.

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

- Professional development/instructional coaching

- New standards-aligned textbook/resources

Plan to Monitor Progress Toward G4. `8`

Data Analysis, classroom walk through, PLCs

Person Responsible
Amy Love

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Data will be collected from teacher observation, lesson plans, classroom walk throughs, student performance data

G5. Increase the number of students scoring proficient on FSA ELA by 5% (35% to 40%) `1a`

`🔑 G098816`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal `3`

- Qualifications/certification of core content teachers resulting in instructional inconsistencies.

- Changing demographics i.e. increase number of economically disadvantage students

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

- Teachers were provided one-on-one professional development by school/district coaches and resource specialists.

- Increase funding based on designation as Title One school

Plan to Monitor Progress Toward G5. `8`

Person Responsible

Danielle Erwin

Schedule

On 5/25/2018

Evidence of Completion

G6. Increase the number of students scoring satisfactory or higher on Algebra 1, Geometry by 4% for each.

`1a`

🔍 G098817

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	51.0
Geometry EOC Pass Rate	42.0

Targeted Barriers to Achieving the Goal `3`

- Students lack the prerequisite skills to be successful in these courses

- Changing demographics based on increase number of economically disadvantage students.

- Teacher capacity

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

- Full time math instructional coach

- District-level support in the developement of common formative and summative assessments.

- SHIFTS/PLCs by sub content areas

Plan to Monitor Progress Toward G6. `8`

Evaluate student learning via baseline assessments and common summative assessements

Person Responsible
Melinda Pollitt

Schedule
Semiannually, from 8/10/2018 to 8/10/2018

Evidence of Completion
Performance matters reports and summative assessment results.

G7. Reduce total number of students with 5 or more referrals by 1% `1a`

🔑 G098818

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	3.0

Targeted Barriers to Achieving the Goal `3`

- Increased referrals based on rules violations and inappropriate/disrespectful behaviors

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

- Implementation of PBIS e.g. student rewards/incentives for good behavior

- 9th and 10th grade class visits to go over discipline

- 2nd day of school PowerPoint presentation to whole school

- PBIS Team

Plan to Monitor Progress Toward G7. `8`

PBIS, MTSS, data analysis, SARC

Person Responsible
Kim Riley

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
PBIS Meetings, MTSS, SARC

G8. Students scoring proficient (Level 3) in Biology EOC will improve by 3%. `1a`

🔑 G098819

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	35.0

Targeted Barriers to Achieving the Goal `3`

- Qualifications of core content teachers resulted in instructional inconsistencies.

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

- Part time Science Instructional Coach, support facilitation based on student needs (IEP)

Plan to Monitor Progress Toward G8. `8`

Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met.
Increase extended learning opportunities to provide students with access to online resources

Person Responsible
Kim Riley

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Meeting minutes Attendance logs

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the % of students passing an advanced placement, dual enrollment and/or industry certification exams by 2% 1

🔑 G098812

G1.B1 Teacher capacity 2

🔑 B265950

G1.B1.S1 Teachers will be sent to available trainings, grants have been written to help fund training and teachers will be provided with support during PLCs. 4

🔑 S281889

Strategy Rationale

This will provide more teachers on campus with strategies to implement and support rigorous coursework

Action Step 1 5

Training

Person Responsible

Karen Edsall

Schedule

Monthly, from 6/1/2017 to 6/30/2018

Evidence of Completion

Certification from completion of training

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

Lesson plans, PLCs

Person Responsible

Karen Edsall

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthroughs, lesson plans

G1.B2 Students exposure to rigorous coursework 2

🔑 B265951

G1.B2.S1 AP teachers teach multiple preps (not just AP classes) 4

🔑 S281890

Strategy Rationale

Teachers who have received training from AP will also be able to implement strategies in their other classes to help support teaching and learning across other content areas.

Action Step 1 5

Teachers are able to use high-yield strategies across all content areas

Person Responsible

Karen Edsall

Schedule

On 5/25/2018

Evidence of Completion

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

Walk through data, teacher observation, teacher training (PLCs)

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk through data, teacher observation, PLC meeting agenda

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

Data analysis, master schedule, PLCs

Person Responsible

Karen Edsall

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

data analysis, master schedule, PLC's

G2. Increase our high school graduation rate by 2%. 1

🔑 G098813

G2.B1 Parent Involvement in the graduation requirements and processes 2

🔑 B265952

G2.B1.S1 increasing parents understanding of graduation requirements and processes 4

🔑 S281891

Strategy Rationale

Increasing parents understanding of graduation requirements and processes will improve graduation rate

Action Step 1 5

Guidance Nights

Person Responsible

Ashley Ridenour

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent Sign in sheets

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

Guidance Meetings

Person Responsible

Karen Edsall

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent Sign in Sheets, PowerPoint Presentations/REMIND and Blackboard Callout transcripts

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

Data analysis of quarterly grade

Person Responsible

Karen Edsall

Schedule

On 5/25/2018

Evidence of Completion

Analysis of data

G2.B2 Ninth grade failure rate and student attendance issues `2`

🔑 B265953

G2.B2.S1 Freshman focus meetings `4`

🔑 S281892

Strategy Rationale

If students understand the importance of grades, academic history, and graduation requirements then they would be more successful.

Action Step 1 `5`

Hold freshman focus meeting

Person Responsible

Ashley Ridenour

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Powerpoint agenda/calendar

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

Observation during meetings

> **Person Responsible**
>
> Karen Edsall
>
> **Schedule**
>
> Semiannually, from 8/10/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Powerpoint, Schedule of visits, counselor notes/logs

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

Student/Parent Surveys and data analysis of credits

> **Person Responsible**
>
> Karen Edsall
>
> **Schedule**
>
> Semiannually, from 8/10/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Analysis of data from surveys and credit checks

G2.B2.S2 Revised SARC procedures and PBIS Implementation 4

S281893

Strategy Rationale

Revised SARC procedures will inform parents and students of the importance of attendance and how it affects their academics and PBIS will promote desired behaviors that breed success

Action Step 1 5

A more focused look will be given to SARC review and a PBIS Team has been formed

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

SARC documentation, PBIS Team Meeting Minutes and documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Data Review at Team Meetings

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Analysis of Discipline and attendance data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Data Analysis and Monthly team meetings will occur and strategies developed from this based on need

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Discipline and Attendance Data Analysis

G2.B3 Student requirements for graduation, attendance and discipline `2`

🔑 B265954

G2.B3.S1 Provide students in jeopardy of graduating mentors `4`

🔑 S281894

Strategy Rationale

Individual checkin and support for each student to build a relationship with a caring individual

Action Step 1 `5`

Assign Mentors for students that need additional support for graduation

Person Responsible

Kim Riley

Schedule

On 10/30/2017

Evidence of Completion

Students in jeopordy of graduating will be assigned mentors

Action Step 2 `5`

Mentor will meet weekly with mentee

Person Responsible

Kim Riley

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

weekly mentor forms

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

Mentor notes turned into Mentor Coordinator

Person Responsible

Kim Riley

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Mentor notes in google drive

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

Students will mentors will graduate on time

Person Responsible

Kim Riley

Schedule

On 5/25/2018

Evidence of Completion

Students attendance, grades and graduation requirements

G3. Increase school-wide attendance rate by 2% (62% or more of our students will miss less than 10% of their school days) `1`

🔑 G098814

G3.B1 Absence of parental involvement for at risk students to support school attendance `2`

🔑 B265955

G3.B1.S1 Utilize Check and Connect trained mentors to monitor at risk students `4`

🔑 S281895

Strategy Rationale

Monitoring and positive support of mentor could have positive impact on at-risk students.

Action Step 1 `5`

APHS Connects mentors will monitor student attendance and academic progress of at-risk students. These mentors meet regularly with students and make frequent parent (family) contact.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Check and connect meeting minutes and attendance reports

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

Analysis of attendance data and tracking via SARC

Person Responsible

Kim Riley

Schedule

On 5/25/2018

Evidence of Completion

SARC meeting documentation and attendance data review

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

Data Analysis

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data Analysis of Attendance

G3.B1.S2 Graduation coach monitor student attendance and academic progress of at-risk students `4`
🔑 S281896

Strategy Rationale

Monitoring of attendance and academic progress will result in implementation of timely interventions.

Action Step 1 `5`

Graduation coach will monitor attendance and academic progress of select at-risk students.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Attendance reports, guidance meeting minutes and coaching logs.

G3.B1.S3 Updated procedures for SARC [4]

🔑 S281897

Strategy Rationale

More timely and effective procedures put in place to monitor and address students who have poor attendance

Action Step 1 [5]

Policies and procedures for SARC review are being updated to more proactively address attendance concerns

Person Responsible

Kim Riley

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

SARC Documentation and tracking data via Google Sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S3 [6]

Procedures for identifying and tracking students have been revised (SARC)

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

SARC documentation, attendance data review

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Tracking of SARC documentation and data

> **Person Responsible**
>
> Kim Riley
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> Google Sheet, Skyward Reports for attendance data analysis

G4. Increase number of students scoring proficient on US History EOC by 3% `1`
🔑 G098815

G4.B1 Instructional strategies used by teachers `2`
🔑 B265956

G4.B1.S1 Teachers will use a variety of instructional strategies (Literacy Focus) to make standards accessible to all students e.g. WICOR and QUEST `4`
🔑 S281898

> **Strategy Rationale**
>
> High-yield strategies will help all students learn and allow for differentiation

Action Step 1 `5`

Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes

> **Person Responsible**
>
> Amy Love
>
> **Schedule**
>
> Daily, from 8/10/2017 to 5/26/2018
>
> *Evidence of Completion*
>
> Informal and formal observation data, PLCs, lesson plans, student work samples

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Walk through data

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

Teacher Observations, Classroom walk through, lesson plans will be evaluated for evidence of implementation

Person Responsible

Amy Love

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from walk throughs, teacher evalutions

G4.B1.S2 Teacher will display/use exemplar which show students expected levels of rigor as defined by the standards. 4

🔑 S281899

Strategy Rationale

Showing examples of work/utilization of grading rubrics will help support learning and provide support for all learners

Action Step 1 5

Teacher will display exemplars which show students expected levels of rigor as defined by the standards

Person Responsible

Amy Love

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough data

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Instructional coaches, content leader, and administration will conduct informal and formal observations

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Observation data results

G4.B1.S3 Design and use of formative and summative assessements that require students to show evidence of standards e.g. exit tickets, unit tests, and 321s `4`

🔑 S281900

Strategy Rationale

These practices help identify individual student needs.

Action Step 1 `5`

Design and use formative and summative assessments that require students to show evidence of standards.

Person Responsible

Amy Love

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Minutes from CLT and data chat meetings, data from assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S3 `6`

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency. As well PLC's will be held bi-monthly, and co-planning and vertical planning is practiced within the department.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Minutes from CLT/coaching/Data chat meeting minutes.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Classroom observations

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, walk through data, teacher evaluations

G4.B1.S4 Sequence instruction in logical manner and reference standards during lesson using common board configuration and macro-plans `4`

🔑 S281901

Strategy Rationale

Research based strategies that help support learning

Action Step 1 `5`

Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration

Person Responsible

Amy Love

Schedule

Daily, from 8/10/2017 to 5/26/2018

Evidence of Completion

Informal/formal observation data

Plan to Monitor Fidelity of Implementation of G4.B1.S4 `6`

Administration and instructional coaches will conduct walkthrough observations.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Minutes from CLT/Instructional Coaches meetings.

G4.B2 Changing demographics e.g. increase number of economically disadvantage students. `2`

🔍 B265957

G4.B2.S1 Utilizing scaffolding techniques such as incorporating the use of text sets will help to build background knowledge. By providing this extra support, this will also allow for the use of at or above grade level texts in all classrooms. `4`

🔍 S281902

Strategy Rationale

All students will be exposed to rigourous coursework and texts that are at or above grade level.

Action Step 1 `5`

APHS Literacy Focus (QUEST) and SHIFTS Training

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Walkthoughs using IPG's, and WICOR walkthroughs

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data collected from walk throughs

G4.B3 New textbooks and supporting resources have been adopted that teachers will be utilizing for the first time this year. `2`

🔑 B265958

G4.B3.S1 New standards-aligned textbook and associated resources being adopted for the first time this year will require additional training to utilize `4`

🔑 S281903

Strategy Rationale

Up-to-date, standards based resources will help support teaching and learning but will require teachers to be trained in their use.

Action Step 1 `5`

Additional professional development and training will be provided for teachers on how to incorporate and utilize the new textbook and associated resources

Person Responsible

Amy Love

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Work in PLCs ; time cards submitted for extra time spent diving into the new resources; lesson plans; district training; and student work samples.

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

Admin Walk throughs and work with teachers through departmental PLCs

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough data

G5. Increase the number of students scoring proficient on FSA ELA by 5% (35% to 40%) `1`

🔑 G098816

G5.B1 Qualifications/certification of core content teachers resulting in instructional inconsistencies. `2`

🔑 B265959

G5.B1.S1 Teachers will use a variety of instructional reading and writing strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, collaborative study groups, critical reading process and extended response activities. `4`

🔑 S281904

Strategy Rationale

Provide additional opportunities for students to engage in reading and writing and allow the students to master the content

Action Step 1 `5`

Teachers will use a variety of instructional reading and writing strategies Literacy Focus) to make standards accessible to all students e.g. QUEST, Cornell Notes, interactive notebooks, collaborative study groups, critical reading process, and short and extended response activities.

Person Responsible

Michael Scofield

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walkthrough observations, lesson plans, student exemplars, professional learning communities, and instructional practice guides (IPGs)

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to to identify instructional inconsistencies by using the content specific instructional practice guide and lesson plans.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough observation notes and minutes from CLT and coaching meetings.

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

Teachers, instructional coaches, content area leaders, and administration will review reading and writing progress monitoring assessments (FAIR, Collection assessments, PSAT, SAT) to determine growth of students to determine closing of instructional inconsistencies.

Person Responsible

Danielle Erwin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coaches meeting notes, progress monitoring data, and data analysis review notes

G5.B1.S2 Teachers will create and use text sets to build content knowledge and increase students' independent reading ability of complex texts. 4

🔍 S281905

Strategy Rationale

Action Step 1 5

Teachers will use text sets to build background knowledge and increase students' independent reading ability of complex texts

Person Responsible

Kimberly Velasquez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Informal/formal observation data

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Instructional coaches, content leader, and administration will conduct informal and formal classroom observations to identify use of content specific text sets by using the IPGs and lesson plans

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

completed instructional practicd guides, coaches meeting notes, student exemplars, and teacher observation chart

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Teachers, instructional coaches, content area leaders, and administration will review content area, reading and writing progress monitoring assessments (FAIR, Collection assessments, PSAT, SAT) to determine growth of students to effectiveness of content area text sets.

Person Responsible

Danielle Erwin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coaches meeting notes, progress monitoring data, and data analysis review notes

G5.B1.S3 Teachers will create and utilize formative and summative writing assessments to build content knowledge and increase students' ability to independently write critically in a variety of writing styles (argumentative, analysis, and informative) and utilizing text based reasoning. `4`

🔑 S281906

Strategy Rationale

Action Step 1 `5`

Teachers will create and utilize formative and summative writing assessments to build content knowledge and increase students' ability to independently write critically in a variety of writing styles (argumentative, analysis, and informative) and utilizing text based reasoning.

Person Responsible

Michael Scofield

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough observations, lesson plans, professional learning communities, and instructional practice guides

Plan to Monitor Fidelity of Implementation of G5.B1.S3 `6`

Instructional coaches, content area leaders, and administration will conduct informal and formal classroom observations to identify use of content specific formative and summative writing assessment to build content knowledge by using the content specific instructional practice guide and lesson plans.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Completed instructional planning guides, coaches meeting notes, student exemplars, and teacher observation chart.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

Teachers will create and utilize formative and summative writing assessments to build content knowledge and increase students' ability to independently write critically in a variety of writing styles (argumentative, analysis, and informative) and utilizing text based reasoning.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coaches meeting notes, progress monitoring data, and data analysis review notes

G5.B1.S4 Sequence instruction in a logical manner and collaboratively develop macro-curriculum units for each grade level. 4

🔑 S281907

Strategy Rationale

Action Step 1 5

Sequence instruction in a logical manner and collaboratively develop macro-curriculum units for each grade level.

Person Responsible

Michael Scofield

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Instructional practice guides, professional learning communities, macro-curriculum maps

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Instructional coaches, content area leaders, and administration will conduct informal and formal classroom observations to identify use of logical lesson plans and macro-curriculum units

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Macro-curriculum maps, completed instructional practice guides, and coaches meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 `7`

Instructional coaches, content area leaders, and administration will conduct data analysis reviews to determine the effectiveness of macro-curriculum maps on students reading and writing proficiency

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis review notes and coaches meeting notes

G5.B1.S5 Utilize common reading and writing assessments within Collections for each grade to influence standard specific and appropriate lesson planning `4`

🔍 S281908

Strategy Rationale

Action Step 1 `5`

Utilize common reading and writing assessments within Collections for each grade to influence standard specific and appropriate lesson planning.

Person Responsible

Michael Scofield

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and common reading and writing assessments

Plan to Monitor Fidelity of Implementation of G5.B1.S5 `6`

Instructional coaches, content leaders, and administration will conduct periodic walkthrough to ensure instructional sequencing is done to fidelity.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student Exemplars, coaches meeting notes, and professional learning communities

Plan to Monitor Effectiveness of Implementation of G5.B1.S5 `7`

Writing coach, literacy resources and curriculum teacher, and administration will review common assessment data and lesson plans to evaluate instruction and student proficiency

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis review notes, lesson plans, and progress monitoring data

G5.B2 Changing demographics i.e. increase number of economically disadvantage students 2

🔑 B265960

G5.B2.S1 All freshmen will either be in Leadership course or AVID in which their binder, daily agenda, and inquiry skills will be utilized daily. 4

🔑 S281909

Strategy Rationale

Provide additional support for students who otherwise would not received that support beyond the school.

Action Step 1 5

Teachers will instruct students on how to organize school-wide binders, complete daily agendas, and how to remain diligent with their studies

Person Responsible

Dawn Henderson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and student exemplars

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

AVID coordinator and administration will conduct walkthrough observations.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

WICOR walkthrough forms and coaches meeting notes

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

AVID coordinator and administration will review progress monitoring data to determine growth of all students

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis review notes and progress monitoring data

G5.B2.S2 All freshmen in leadership or AVID will participate in inquiry-based collaborative study groups or tutorials on a weekly basis. 4

🔑 S281910

Strategy Rationale

Provide additional support for students who otherwise would not received that support beyond the school.

Action Step 1 5

Leadership and AVID will instruct students to develop inquiry skills using collaborative study groups and tutorials.

Person Responsible

Dawn Henderson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and student exemplars

Plan to Monitor Fidelity of Implementation of G5.B2.S2 `6`

AVID coordinator and administration will conduct walk through observations

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

WICOR walk through forms and coaches meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 `7`

AVID coordinator and administration will review progress monitoring data to determine growth of all students

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis review notes and progress monitoring data

G6. Increase the number of students scoring satisfactory or higher on Algebra 1, Geometry by 4% for each. `1`

🔑 G098817

G6.B1 Students lack the prerequisite skills to be successful in these courses `2`

🔑 B265963

G6.B1.S1 Use of a variety of instructional strategies to make standards accessible to all students by connecting (WICOR) strategies to each activity e.g. Cornell Notes, collaborative activities connected to strategies, strategies that require students to justify their responses. `4`

🔑 S281911

Strategy Rationale

This will help support students who are transitioning from middle school that lack skills needed to be on grade level.

Action Step 1 `5`

Weekly departmental professional development offerings that focus on the math shifts (focus, coherence and rigor)

Person Responsible

Melinda Pollitt

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

meeting minutes and district developed pacing guides/ instructional plan

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and identify instructional inconsistencies

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minutes from CLT/Coaching meetings.

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

Classroom observations and student grades/achievement scores

Person Responsible

Danielle Erwin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

IPGs, walk through data, students grades/achievement scores, lesson plans, data chats, PLC materials

G6.B1.S2 Display exemplars that include use of rubrics which show expected levels of rigor as defined by the standards. `4`

🔧 S281912

Strategy Rationale

This will help students understand the expectations of the standards that they will be accessed on
.

Action Step 1 `5`

Teachers will present/use of exemplars show students expected levels of rigor as defined by each standard

Person Responsible

Melinda Pollitt

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes, handouts, observation results.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

Instructional coaches, content leader, and administration will conduct informal and formal observations

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting minutes and results from formal/informal walkthrough data.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Data from Classroom observations and student performance data

Person Responsible

Danielle Erwin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

G6.B1.S3 Use of formative and summative assessments to plan for instruction tailored to student readiness levels e.g. common chapter assessments. 4

🔍 S281913

Strategy Rationale

This will help teachers better prepare lessons and identify students that may need multi-tiered system of support

Action Step 1 5

Coach and content area specialist will collaborate with teachers to design/use formative/ summative assessments that show evidence of standards. Coach will support teacher when making instructional decisions based on those assessments.

Person Responsible

Melinda Pollitt

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting minutes and copies of selected assessments.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction, student proficiency and intervention/enrichment.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment results/analysis

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

Classroom observations/student achievement data

Person Responsible

Danielle Erwin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

IPGs, Walk through data, students grades/achievement data

G6.B1.S4 Design and use performance tasks that require students to show evidence of the standards `4`

`S281914`

Strategy Rationale

This will help ensure that materials and instructional plans are at the level of rigor needed to be aligned with the standards.

Action Step 1 `5`

Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.

Person Responsible

Melinda Pollitt

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

department, district, and school based PLC meeting minutes.

Plan to Monitor Fidelity of Implementation of G6.B1.S4 `6`

Instructional coaches, content area leader, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minutes from CLT/Coaches/Data chat meetings

G6.B1.S5 Sequence instruction in logical manner and reference standards during lesson (Common Board Configuration/Observations/Maps). `4`

🔧 S281915

Strategy Rationale

Research based strategies that help support teaching and learning.

Action Step 1 `5`

Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.

Person Responsible

Melinda Pollitt

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom walk throughs, IPG's, common board training

Plan to Monitor Fidelity of Implementation of G6.B1.S5 `6`

Administration, instructional coaches, and district specialist will conduct periodic observations to insure teachers are sequencing instruction in a logical manner and are making references to standards using common board configuration.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Observation data and coaching/CLT meeting minutes.

Plan to Monitor Effectiveness of Implementation of G6.B1.S5 `7`

Data analysis, master schedule offerings, MTSS, teacher training

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

classroom walkthroughs, teacher observations, IPGs

G6.B1.S6 Students in TIer 2 (MTSS) will be provided with Intensive Math remediation during advisement or intensive math class. 4

🔑 S281916

Strategy Rationale

This will help bridge the gap in skills and/or help students receive a concordance score to meet graduation requirements.

Action Step 1 5

Students identified will be placed in specialized advisement classes or Intensive Math Class

Person Responsible

Melinda Pollitt

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

AIMS WEB probes, grades and assessment scores

Plan to Monitor Fidelity of Implementation of G6.B1.S6 6

Data Analysis

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

MTSS Meeting outcomes, analysis of data from probes and concordance score data

Plan to Monitor Effectiveness of Implementation of G6.B1.S6 `7`

Data analysis from specialized classes/grades

Person Responsible

Danielle Erwin

Schedule

On 5/25/2018

Evidence of Completion

Data analysis of student achievement data/concordance scores other monitoring assessments

G6.B2 Changing demographics based on increase number of economically disadvantage students. `2`

🔑 B265964

G6.B2.S1 All freshman will either be in the Leadership course or AVID in which their binder, daily agenda, and inquiry skills will be utilized daily `4`

🔑 S281917

Strategy Rationale

Provide additional support for economically and socially disadvantaged students that would not receive that support beyond the school

Action Step 1 `5`

Teachers will instruct students on how to organize school-wide binders, complete daily agendas, and how to remain diligent with their studies.

Person Responsible

Dawn Henderson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and student exemplars

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

AVID coordinator and administration will conduct walkthrough observations

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

WICOR walk through forms and coaches meeting notes

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

AVID coordinator and administration will review progress monitoring data to determine growth of economically and socially disadvantaged students.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis review notes and progress monitoring data

G6.B3 Teacher capacity 2

🔑 B265965

G6.B3.S1 Provide professional development opportunities to enhance content knowledge and instructional ability 4

🔑 S281918

Strategy Rationale

To build teacher capacity

Action Step 1 5

PLCs and professional development offerings

Person Responsible

Melinda Pollitt

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Coaches meetings, professional development plan and Math Connects meetings at District

Person Responsible

Danielle Erwin

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agendas/notes, professional development calendar, District Math connects calendar, ERO

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

Classroom observations and student achievement results

> **Person Responsible**
>
> Danielle Erwin
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> IPGs, walk through data, teacher evaluation rubric, student grades and achievement scores

G7. Reduce total number of students with 5 or more referrals by 1% `1`

🔑 G098818

G7.B1 Increased referrals based on rules violations and inappropriate/disrespectful behaviors `2`

🔑 B265967

G7.B1.S1 Implementation of PBIS will decrease non-desired behavior and increase positive replacement behaviors `4`

🔑 S281919

> **Strategy Rationale**
>
> Proactive approach to discipline will promote positive behaviors

Action Step 1 `5`

Implementation of PBIS school-wide (Tier 1)

> **Person Responsible**
>
> Danielle Erwin
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> Monthly data review with deans and PBIS team meetings

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

Analyze behavior data

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student discipline reports

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

Data analysis by deans, PBIS team, and admin

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student discipline data and meeting notes

G8. Students scoring proficient (Level 3) in Biology EOC will improve by 3%. 1

🔑 G098819

G8.B1 Qualifications of core content teachers resulted in instructional inconsistencies. 2

🔑 B265968

G8.B1.S1 Teacher use of Literacy Focus within their instructional plans to make standards accessible to all students and deepen understanding of these concepts. 4

🔑 S281920

Strategy Rationale

Students will be able to better comprehend complex texts

Action Step 1 5

Collaborative planning sessions and PLCs to strengthen teachers skills in high yield instructional practices

Person Responsible

Blaine Parketon

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

department and PLC meeting notes/minutes.

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

Instructional coaches, content area leader, and administration will conduct informal and formal observations to monitor fidelity and to identify instructional inconsistencies.

Person Responsible

Danielle Erwin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

formal and informal observation forms and coaching/leadership team meeting minutes, IPGs

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

Monitor science baseline results, student grades, and student achievement scores

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

test results, walkthroughs, and survey results.

G8.B1.S2 Display exemplars which show expected levels of rigor as defined by the standards. `4`
🔑 S281921

Strategy Rationale

This will ensure that students know what is expected in order to achieve standards.

Action Step 1 `5`

Teacher will demonstrate the usage of rigorous coursework as defined by the standards.

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough data, lesson planning, examples of student work, PLCs, progress monitoring, Science Connections Meetings

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

Instructional coaches and administration will conduct informal and formal observations.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Observation data results, IPGs, walk through data

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

Classroom observations

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk through data, IPGs, WICOR, teacher evaluation system

G8.B1.S3 Use of formative and summative assessments to plan for instruction tailored to student readiness levels. 4

🔑 S281922

Strategy Rationale

Allows for teacher to differentiate instruction based on student needs

Action Step 1 5

Design and use formative/summative assessments that require students to show evidence of standards.

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC documentation, samples, walk through data

Plan to Monitor Fidelity of Implementation of G8.B1.S3 6

Instructional coaches, content area leaders, and administration will conduct periodic data analysis sessions to evaluate instruction and student proficiency.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minutes from CLT and data chat meetings, data from IPGs and WICOR walk throughs

Plan to Monitor Effectiveness of Implementation of G8.B1.S3 `7`

Data review

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student grades and student achievement results on EOC, IPGs, Walk through data

G8.B1.S4 Design and use performance tasks that require students to show evidence of the standards. `4`

🔑 S281923

Strategy Rationale

Provides opportunities for students to engage in standards-based work

Action Step 1 `5`

Teacher will design and use performance tasks that require students to demonstrate knowledge of the standards.

Person Responsible

Blaine Parketon

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Samples of student performance tasks, PLC work, walk through data

Plan to Monitor Fidelity of Implementation of G8.B1.S4 `6`

Instructional coaches and administration will conduct walk throughs and periodic data chats to review samples of student work.

Person Responsible

Kim Riley

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minutes of CLT, data chat, and coaching meetings

Plan to Monitor Effectiveness of Implementation of G8.B1.S4 `7`

Classroom Observations and student achievement data/grades

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk through data, IPGs, student baseline and EOC scores

G8.B1.S5 Sequence instruction in logical manner and reference standards during lesson (Common Board Configuration/Observations/Maps). 4

🔑 S281924

Strategy Rationale

Research based strategies that improve teaching and learning

Action Step 1 5

Teachers will sequence instruction in a logical manner using pacing guides and common board configuration to reference standards

Person Responsible

Kim Riley

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Research based strategies that help support teaching and learning.

Plan to Monitor Fidelity of Implementation of G8.B1.S5 6

Instructional coaches and administration will conduct walkthrough observations to monitor fidelity and identify areas of need for design and implementation of Professional development.

Person Responsible

Danielle Erwin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minutes from CLT/PLC and instructional coaches meetings, IPGs

Plan to Monitor Effectiveness of Implementation of G8.B1.S5 `7`

Lesson plans and classroom walk throughs

Person Responsible

Kim Riley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk through data, lesson plans, data from IPGs

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.B3.S1.A1 A380320	Assign Mentors for students that need additional support for graduation	Riley, Kim	10/1/2017	Students in jeopordy of graduating will be assigned mentors	10/30/2017 one-time
G1.B2.S1.MA1 M412607	Walk through data, teacher observation, teacher training (PLCs)		8/10/2017	Walk through data, teacher observation, PLC meeting agenda	5/24/2018 monthly
G5.B1.S1.A1 A380331	Teachers will use a variety of instructional reading and writing strategies Literacy Focus) to make...	Scofield, Michael	8/10/2017	Walkthrough observations, lesson plans, student exemplars, professional learning communities, and instructional practice guides (IPGs)	5/24/2018 weekly
G1.MA1 M412608	Data will be collected and analysized to assess progress towards this goal	Edsall, Karen	8/10/2017	Data Analysis, master schedule offerings, teacher training	5/25/2018 monthly
G2.MA1 M412617	Data will be collected and analyzed from various supporting activities, progress monitoring	Edsall, Karen	8/10/2017	Data analysis, graduation coach logs, attendance at guidance nights, SARC, PBIS	5/25/2018 one-time
G3.MA1 M412622	Data Analysis	Riley, Kim	8/10/2017	SARC, data analysis of attendance, PBIS monthly meeting/focus	5/25/2018 one-time
G4.MA1 M412631	Data Analysis, classroom walk through, PLCs	Love, Amy	8/10/2017	Data will be collected from teacher observation, lesson plans, classroom walk throughs, student performance data	5/25/2018 monthly
G5.MA1 M412646	[no content entered]	Erwin, Danielle	8/10/2017		5/25/2018 one-time
G7.MA1 M412665	PBIS, MTSS, data analysis, SARC	Riley, Kim	8/10/2017	PBIS Meetings, MTSS, SARC	5/25/2018 monthly
G8.MA1 M412676	Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure...	Riley, Kim	8/10/2017	Meeting minutes Attendance logs	5/25/2018 monthly
G1.B1.S1.MA1 M412605	Lesson plans, PLCs	Edsall, Karen	8/10/2017	Classroom Walkthroughs, lesson plans	5/25/2018 monthly
G1.B2.S1.MA1 M412606	Data analysis, master schedule, PLCs	Edsall, Karen	8/10/2017	data analysis, master schedule, PLC's	5/25/2018 monthly
G1.B2.S1.A1 A380316	Teachers are able to use high-yield strategies across all content areas	Edsall, Karen	8/10/2017		5/25/2018 one-time
G2.B1.S1.MA1 M412609	Data analysis of quarterly grade	Edsall, Karen	8/10/2017	Analysis of data	5/25/2018 one-time
G2.B1.S1.MA1 M412610	Guidance Meetings	Edsall, Karen	8/10/2017	Parent Sign in Sheets, PowerPoint Presentations/REMIND and Blackboard Callout transcripts	5/25/2018 quarterly
G2.B1.S1.A1 A380317	Guidance Nights	Ridenour, Ashley	8/10/2017	Parent Sign in sheets	5/25/2018 quarterly
G2.B2.S1.MA1 M412611	Student/Parent Surveys and data analysis of credits	Edsall, Karen	8/10/2017	Analysis of data from surveys and credit checks	5/25/2018 semiannually
G2.B2.S1.MA1 M412612	Observation during meetings	Edsall, Karen	8/10/2017	Powerpoint, Schedule of visits, counselor notes/logs	5/25/2018 semiannually
G2.B2.S1.A1 A380318	Hold freshman focus meeting	Ridenour, Ashley	8/10/2017	Powerpoint agenda/calendar	5/25/2018 semiannually
G2.B3.S1.MA1 M412615	Students will mentors will graduate on time	Riley, Kim	10/2/2017	Students attendance, grades and graduation requirements	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1 M412616	Mentor notes turned into Mentor Coordinator	Riley, Kim	10/2/2017	Mentor notes in google drive	5/25/2018 monthly
G2.B3.S1.A2 A380321	Mentor will meet weekly with mentee	Riley, Kim	10/2/2017	weekly mentor forms	5/25/2018 weekly
G3.B1.S1.MA1 M412618	Data Analysis	Riley, Kim	8/10/2017	Data Analysis of Attendance	5/25/2018 monthly
G3.B1.S1.MA1 M412619	Analysis of attendance data and tracking via SARC	Riley, Kim	8/10/2017	SARC meeting documentation and attendance data review	5/25/2018 one-time
G3.B1.S1.A1 A380322	APHS Connects mentors will monitor student attendance and academic progress of at-risk students....	Erwin, Danielle	8/10/2017	Check and connect meeting minutes and attendance reports	5/25/2018 weekly
G4.B1.S1.MA1 M412623	Teacher Observations, Classroom walk through, lesson plans will be evaluated for evidence of...	Love, Amy	8/10/2017	Data from walk throughs, teacher evalutions	5/25/2018 monthly
G4.B2.S1.MA1 M412629	Walkthoughs using IPG's, and WICOR walkthroughs	Erwin, Danielle	8/10/2017	Data collected from walk throughs	5/25/2018 monthly
G4.B2.S1.A1 A380329	APHS Literacy Focus (QUEST) and SHIFTS Training	Erwin, Danielle	8/10/2017		5/25/2018 monthly
G4.B3.S1.MA1 M412630	Admin Walk throughs and work with teachers through departmental PLCs	Erwin, Danielle	8/10/2017	Walkthrough data	5/25/2018 weekly
G4.B3.S1.A1 A380330	Additional professional development and training will be provided for teachers on how to...	Love, Amy	8/10/2017	Work in PLCs ; time cards submitted for extra time spent diving into the new resources; lesson plans; district training; and student work samples.	5/25/2018 weekly
G5.B1.S1.MA1 M412632	Teachers, instructional coaches, content area leaders, and administration will review reading and...	Erwin, Danielle	8/10/2017	Coaches meeting notes, progress monitoring data, and data analysis review notes	5/25/2018 quarterly
G5.B1.S1.MA1 M412633	Instructional coaches, content area leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Walkthrough observation notes and minutes from CLT and coaching meetings.	5/25/2018 weekly
G5.B2.S1.MA1 M412642	AVID coordinator and administration will review progress monitoring data to determine growth of all...	Erwin, Danielle	8/10/2017	Data analysis review notes and progress monitoring data	5/25/2018 monthly
G5.B2.S1.MA1 M412643	AVID coordinator and administration will conduct walkthrough observations.	Erwin, Danielle	8/10/2017	WICOR walkthrough forms and coaches meeting notes	5/25/2018 weekly
G5.B2.S1.A1 A380336	Teachers will instruct students on how to organize school-wide binders, complete daily agendas, and...	Henderson, Dawn	8/10/2017	Lesson plans and student exemplars	5/25/2018 weekly
G6.B1.S1.MA1 M412647	Classroom observations and student grades/achievement scores	Erwin, Danielle	8/10/2017	IPGs, walk through data, students grades/achievement scores, lesson plans, data chats, PLC materials	5/25/2018 quarterly
G6.B1.S1.MA1 M412648	Instructional coaches, content area leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Minutes from CLT/Coaching meetings.	5/25/2018 weekly
G6.B1.S1.A1 A380338	Weekly departmental professional development offerings that focus on the math shifts (focus,...	Pollitt, Melinda	8/10/2017	meeting minutes and district developed pacing guides/ instructional plan	5/25/2018 weekly
G6.B2.S1.MA1 M412658	AVID coordinator and administration will review progress monitoring data to determine growth of...	Erwin, Danielle	8/10/2017	Data analysis review notes and progress monitoring data	5/25/2018 monthly
G6.B2.S1.MA1 M412659	AVID coordinator and administration will conduct walkthrough observations	Erwin, Danielle	8/10/2017	WICOR walk through forms and coaches meeting notes	5/25/2018 weekly
G6.B2.S1.A1 A380344	Teachers will instruct students on how to organize school-wide binders, complete daily agendas, and...	Henderson, Dawn	8/10/2017	Lesson plans and student exemplars	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B3.S1.MA1 M412660	Classroom observations and student achievement results	Erwin, Danielle	8/10/2017	IPGs, walk through data, teacher evaluation rubric, student grades and achievement scores	5/25/2018 monthly
G6.B3.S1.MA1 M412661	Coaches meetings, professional development plan and Math Connects meetings at District	Erwin, Danielle	8/10/2017	Agendas/notes, professional development calendar, District Math connects calendar, ERO	5/25/2018 biweekly
G6.B3.S1.A1 A380345	PLCs and professional development offerings	Pollitt, Melinda	8/10/2017		5/25/2018 weekly
G7.B1.S1.MA1 M412663	Data analysis by deans, PBIS team, and admin	Erwin, Danielle	8/10/2017	Student discipline data and meeting notes	5/25/2018 monthly
G7.B1.S1.MA1 M412664	Analyze behavior data	Erwin, Danielle	8/10/2017	Student discipline reports	5/25/2018 monthly
G7.B1.S1.A1 A380346	Implementation of PBIS school-wide (Tier 1)	Erwin, Danielle	8/10/2017	Monthly data review with deans and PBIS team meetings	5/25/2018 monthly
G8.B1.S1.MA1 M412666	Monitor science baseline results, student grades, and student achievement scores	Riley, Kim	8/10/2017	test results, walkthroughs, and survey results.	5/25/2018 monthly
G8.B1.S1.MA1 M412667	Instructional coaches, content area leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	formal and informal observation forms and coaching/leadership team meeting minutes, IPGs	5/25/2018 weekly
G8.B1.S1.A1 A380347	Collaborative planning sessions and PLCs to strengthen teachers skills in high yield instructional...	Parketon, Blaine	8/10/2017	department and PLC meeting notes/ minutes.	5/25/2018 biweekly
G2.B2.S2.MA1 M412613	Data Analysis and Monthly team meetings will occur and strategies developed from this based on need	Riley, Kim	8/10/2017	Discipline and Attendance Data Analysis	5/25/2018 monthly
G2.B2.S2.MA1 M412614	Data Review at Team Meetings	Riley, Kim	8/10/2017	Analysis of Discipline and attendance data	5/25/2018 monthly
G2.B2.S2.A1 A380319	A more focused look will be given to SARC review and a PBIS Team has been formed	Riley, Kim	8/10/2017	SARC documentation, PBIS Team Meeting Minutes and documentation	5/25/2018 monthly
G3.B1.S2.A1 A380323	Graduation coach will monitor attendance and academic progress of select at-risk students.	Erwin, Danielle	10/1/2017	Attendance reports, guidance meeting minutes and coaching logs.	5/25/2018 weekly
G4.B1.S2.A1 A380326	Teacher will display exemplars which show students expected levels of rigor as defined by the...	Love, Amy	8/10/2017	Walkthrough data	5/25/2018 weekly
G5.B1.S2.MA1 M412634	Teachers, instructional coaches, content area leaders, and administration will review content area,...	Erwin, Danielle	8/10/2017	Coaches meeting notes, progress monitoring data, and data analysis review notes	5/25/2018 quarterly
G5.B1.S2.MA1 M412635	Instructional coaches, content leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	completed instructional practicd guides, coaches meeting notes, student exemplars, and teacher observation chart	5/25/2018 weekly
G5.B1.S2.A1 A380332	Teachers will use text sets to build background knowledge and increase students' independent...	Velasquez, Kimberly	8/10/2017	Informal/formal observation data	5/25/2018 monthly
G5.B2.S2.MA1 M412644	AVID coordinator and administration will review progress monitoring data to determine growth of all...	Erwin, Danielle	8/10/2017	Data analysis review notes and progress monitoring data	5/25/2018 monthly
G5.B2.S2.MA1 M412645	AVID coordinator and administration will conduct walk through observations	Erwin, Danielle	8/10/2017	WICOR walk through forms and coaches meeting notes	5/25/2018 weekly
G5.B2.S2.A1 A380337	Leadership and AVID will instruct students to develop inquiry skills using collaborative study...	Henderson, Dawn	8/10/2017	Lesson plans and student exemplars	5/25/2018 weekly

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S2.MA1 🔍 M412649	Data from Classroom observations and student performance data	Erwin, Danielle	8/10/2017		5/25/2018 quarterly
G6.B1.S2.MA1 🔍 M412650	Instructional coaches, content leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Meeting minutes and results from formal/informal walkthrough data.	5/25/2018 monthly
G6.B1.S2.A1 🔍 A380339	Teachers will present/use of exemplars show students expected levels of rigor as defined by each...	Pollitt, Melinda	8/10/2017	PLC minutes, handouts, observation results.	5/25/2018 monthly
G8.B1.S2.MA1 🔍 M412668	Classroom observations	Riley, Kim	8/10/2017	Walk through data, IPGs, WICOR, teacher evaluation system	5/25/2018 monthly
G8.B1.S2.MA1 🔍 M412669	Instructional coaches and administration will conduct informal and formal observations.	Erwin, Danielle	8/10/2017	Observation data results, IPGs, walk through data	5/25/2018 monthly
G8.B1.S2.A1 🔍 A380348	Teacher will demonstrate the usage of rigorous coursework as defined by the standards.	Riley, Kim	8/10/2017	Walkthrough data, lesson planning, examples of student work, PLCs, progress monitoring, Science Connections Meetings	5/25/2018 monthly
G3.B1.S3.MA1 🔍 M412620	Tracking of SARC documentation and data	Riley, Kim	8/10/2017	Google Sheet, Skyward Reports for attendance data analysis	5/25/2018 monthly
G3.B1.S3.MA1 🔍 M412621	Procedures for identifying and tracking students have been revised (SARC)	Riley, Kim	8/10/2017	SARC documentation, attendance data review	5/25/2018 monthly
G3.B1.S3.A1 🔍 A380324	Policies and procedures for SARC review are being updated to more proactively address attendance...	Riley, Kim	8/10/2017	SARC Documentation and tracking data via Google Sheets	5/25/2018 weekly
G4.B1.S3.MA1 🔍 M412626	Classroom observations	Riley, Kim	8/10/2017	Lesson plans, walk through data, teacher evaluations	5/25/2018 monthly
G5.B1.S3.MA1 🔍 M412636	Teachers will create and utilize formative and summative writing assessments to build content...	Erwin, Danielle	8/10/2017	Coaches meeting notes, progress monitoring data, and data analysis review notes	5/25/2018 monthly
G5.B1.S3.MA1 🔍 M412637	Instructional coaches, content area leaders, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Completed instructional planning guides, coaches meeting notes, student exemplars, and teacher observation chart.	5/25/2018 weekly
G5.B1.S3.A1 🔍 A380333	Teachers will create and utilize formative and summative writing assessments to build content...	Scofield, Michael	8/10/2017	Walkthrough observations, lesson plans, professional learning communities, and instructional practice guides	5/25/2018 weekly
G6.B1.S3.MA1 🔍 M412651	Classroom observations/student achievement data	Erwin, Danielle	8/10/2017	IPGs, Walk through data, students grades/achievement data	5/25/2018 quarterly
G6.B1.S3.MA1 🔍 M412652	Instructional coaches, content area leader, and administration will conduct periodic data analysis...	Erwin, Danielle	8/10/2017	Assessment results/analysis	5/25/2018 monthly
G6.B1.S3.A1 🔍 A380340	Coach and content area specialist will collaborate with teachers to design/use formative/summative...	Pollitt, Melinda	8/10/2017	Meeting minutes and copies of selected assessments.	5/25/2018 monthly
G8.B1.S3.MA1 🔍 M412670	Data review	Riley, Kim	8/10/2017	Student grades and student achievement results on EOC, IPGs, Walk through data	5/25/2018 monthly
G8.B1.S3.MA1 🔍 M412671	Instructional coaches, content area leaders, and administration will conduct periodic data analysis...	Erwin, Danielle	8/10/2017	Minutes from CLT and data chat meetings, data from IPGs and WICOR walk throughs	5/25/2018 monthly
G8.B1.S3.A1 🔍 A380349	Design and use formative/summative assessments that require students to show evidence of standards.	Riley, Kim	8/10/2017	PLC documentation, samples, walk through data	5/25/2018 monthly
G5.B1.S4.MA1 🔍 M412638	Instructional coaches, content area leaders, and administration will conduct data analysis reviews...	Erwin, Danielle	8/10/2017	Data analysis review notes and coaches meeting notes	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
G5.B1.S4.MA1 M412639	Instructional coaches, content area leaders, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Macro-curriculum maps, completed instructional practice guides, and coaches meeting notes	5/25/2018 weekly
G5.B1.S4.A1 A380334	Sequence instruction in a logical manner and collaboratively develop macro-curriculum units for...	Scofield, Michael	8/10/2017	Instructional practice guides, professional learning communities, macro-curriculum maps	5/25/2018 weekly
G6.B1.S4.MA1 M412653	Instructional coaches, content area leader, and administration will conduct periodic data analysis...	Erwin, Danielle	8/10/2017	Minutes from CLT/Coaches/Data chat meetings	5/25/2018 monthly
G6.B1.S4.A1 A380341	Instructional coaches and district resource specialist will work collaboratively with faculty to...	Pollitt, Melinda	8/10/2017	department, district, and school based PLC meeting minutes.	5/25/2018 weekly
G8.B1.S4.MA1 M412672	Classroom Observations and student achievement data/grades	Riley, Kim	8/10/2017	Walk through data, IPGs, student baseline and EOC scores	5/25/2018 monthly
G8.B1.S4.MA1 M412673	Instructional coaches and administration will conduct walk throughs and periodic data chats to...	Riley, Kim	8/10/2017	Minutes of CLT, data chat, and coaching meetings	5/25/2018 biweekly
G8.B1.S4.A1 A380350	Teacher will design and use performance tasks that require students to demonstrate knowledge of the...	Parketon, Blaine	8/10/2017	Samples of student performance tasks, PLC work, walk through data	5/25/2018 monthly
G5.B1.S5.MA1 M412640	Writing coach, literacy resources and curriculum teacher, and administration will review common...	Erwin, Danielle	8/10/2017	Data analysis review notes, lesson plans, and progress monitoring data	5/25/2018 monthly
G5.B1.S5.MA1 M412641	Instructional coaches, content leaders, and administration will conduct periodic walkthrough to...	Erwin, Danielle	8/10/2017	Student Exemplars, coaches meeting notes, and professional learning communities	5/25/2018 monthly
G5.B1.S5.A1 A380335	Utilize common reading and writing assessments within Collections for each grade to influence...	Scofield, Michael	8/10/2017	Lesson plans and common reading and writing assessments	5/25/2018 monthly
G6.B1.S5.MA1 M412654	Data analysis, master schedule offerings, MTSS, teacher training	Erwin, Danielle	8/10/2017	classroom walkthroughs, teacher observations, IPGs	5/25/2018 monthly
G6.B1.S5.MA1 M412655	Administration, instructional coaches, and district specialist will conduct periodic observations...	Erwin, Danielle	8/10/2017	Observation data and coaching/CLT meeting minutes.	5/25/2018 weekly
G6.B1.S5.A1 A380342	Sequence instruction in a logical manner and reference standards during lesson using common board...	Pollitt, Melinda	8/10/2017	Lesson plans, classroom walk throughs, IPG's, common board training	5/25/2018 weekly
G8.B1.S5.MA1 M412674	Lesson plans and classroom walk throughs	Riley, Kim	8/10/2017	Walk through data, lesson plans, data from IPGs	5/25/2018 monthly
G8.B1.S5.MA1 M412675	Instructional coaches and administration will conduct walkthrough observations to monitor fidelity...	Erwin, Danielle	8/10/2017	Minutes from CLT/PLC and instructional coaches meetings, IPGs	5/25/2018 monthly
G8.B1.S5.A1 A380351	Teachers will sequence instruction in a logical manner using pacing guides and common board...	Riley, Kim	8/10/2017	Research based strategies that help support teaching and learning.	5/25/2018 biweekly
G6.B1.S6.MA1 M412656	Data analysis from specialized classes/ grades	Erwin, Danielle	8/10/2017	Data analysis of student achievement data/concordance scores other monitoring assessments	5/25/2018 one-time
G6.B1.S6.MA1 M412657	Data Analysis	Erwin, Danielle	8/10/2017	MTSS Meeting outcomes, analysis of data from probes and concordance score data	5/25/2018 monthly
G6.B1.S6.A1 A380343	Students identified will be placed in specialized advisement classes or Intensive Math Class	Pollitt, Melinda	8/10/2017	AIMS WEB probes, grades and assessment scores	5/25/2018 monthly
G4.B1.S1.MA1 M412624	Instructional coaches, content area leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Walk through data	5/26/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1 🔑 A380325	Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all...	Love, Amy	8/10/2017	Informal and formal observation data, PLCs, lesson plans, student work samples	5/26/2018 daily
G4.B1.S2.MA1 🔑 M412625	Instructional coaches, content leader, and administration will conduct informal and formal...	Erwin, Danielle	8/10/2017	Observation data results	5/26/2018 weekly
G4.B1.S3.MA1 🔑 M412627	Instructional coaches, content area leader, and administration will conduct periodic data analysis...	Erwin, Danielle	8/10/2017	Minutes from CLT/coaching/Data chat meeting minutes.	5/26/2018 weekly
G4.B1.S3.A1 🔑 A380327	Design and use formative and summative assessments that require students to show evidence of...	Love, Amy	8/10/2017	Minutes from CLT and data chat meetings, data from assessments	5/26/2018 weekly
G4.B1.S4.MA1 🔑 M412628	Administration and instructional coaches will conduct walkthrough observations.	Erwin, Danielle	8/10/2017	Minutes from CLT/Instructional Coaches meetings.	5/26/2018 weekly
G4.B1.S4.A1 🔑 A380328	Teachers will sequence instruction in a logical manner using macro-plans and reference standards...	Love, Amy	8/10/2017	Informal/formal observation data	5/26/2018 daily
G1.B1.S1.A1 🔑 A380315	Training	Edsall, Karen	6/1/2017	Certification from completion of training	6/30/2018 monthly
G6.MA1 🔑 M412662	Evaluate student learning via baseline assessments and common summative assessements	Pollitt, Melinda	8/10/2018	Performance matters reports and summative assessment results.	8/10/2018 semiannually

V. Professional Development Opportunities

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

G4. Increase number of students scoring proficient on US History EOC by 3%

G4.B1 Instructional strategies used by teachers

G4.B1.S1 Teachers will use a variety of instructional strategies (Literacy Focus) to make standards accessible to all students e.g. WICOR and QUEST

PD Opportunity 1

Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes

Facilitator

Amy Love/instructional coaches

Participants

Assigned members of social studies team.

Schedule

Daily, from 8/10/2017 to 5/26/2018

G4.B1.S3 Design and use of formative and summative assessements that require students to show evidence of standards e.g. exit tickets, unit tests, and 321s

PD Opportunity 1

Design and use formative and summative assessments that require students to show evidence of standards.

Facilitator

Amy Love/instructional coaches

Participants

Assigned faculty from social studies team.

Schedule

Weekly, from 8/10/2017 to 5/26/2018

G5. Increase the number of students scoring proficient on FSA ELA by 5% (35% to 40%)

G5.B1 Qualifications/certification of core content teachers resulting in instructional inconsistencies.

G5.B1.S1 Teachers will use a variety of instructional reading and writing strategies to make standards accessible to all students e.g. Cornell Notes, interactive notebooks, collaborative study groups, critical reading process and extended response activities.

PD Opportunity 1

Teachers will use a variety of instructional reading and writing strategies Literacy Focus) to make standards accessible to all students e.g. QUEST, Cornell Notes, interactive notebooks, collaborative study groups, critical reading process, and short and extended response activities.

Facilitator

Kim Velasquez and Michael Scofield

Participants

Assigned faculty from literacy and language arts departments.

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G5.B1.S2 Teachers will create and use text sets to build content knowledge and increase students' independent reading ability of complex texts.

PD Opportunity 1

Teachers will use text sets to build background knowledge and increase students' independent reading ability of complex texts

Facilitator

Michael Scofield and Kim Velasquez

Participants

Assigned faculty from literacy and language arts departments.

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G5.B1.S3 Teachers will create and utilize formative and summative writing assessments to build content knowledge and increase students' ability to independently write critically in a variety of writing styles (argumentative, analysis, and informative) and utilizing text based reasoning.

PD Opportunity 1

Teachers will create and utilize formative and summative writing assessments to build content knowledge and increase students' ability to independently write critically in a variety of writing styles (argumentative, analysis, and informative) and utilizing text based reasoning.

Facilitator

Michael Scofield and Kim Velasquez

Participants

Assigned instructional staff from literacy and language arts department.

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G5.B1.S4 Sequence instruction in a logical manner and collaboratively develop macro-curriculum units for each grade level.

PD Opportunity 1

Sequence instruction in a logical manner and collaboratively develop macro-curriculum units for each grade level.

Facilitator

Michael Scofield and Kim Velasquez

Participants

Assigned faculty from language arts and literacy teams.

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G6. Increase the number of students scoring satisfactory or higher on Algebra 1, Geometry by 4% for each.

G6.B1 Students lack the prerequisite skills to be successful in these courses

G6.B1.S1 Use of a variety of instructional strategies to make standards accessible to all students by connecting (WICOR) strategies to each activity e.g. Cornell Notes, collaborative activities connected to strategies, strategies that require students to justify their responses.

PD Opportunity 1

Weekly departmental professional development offerings that focus on the math shifts (focus, coherence and rigor)

Facilitator

District Math Resource Teacher, School math coach, and selected Algebra 1/Geometry teachers.

Participants

District Math Resource Teacher, School math coach, and selected Algebra 1Geometry teachers.

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G6.B1.S3 Use of formative and summative assessments to plan for instruction tailored to student readiness levels e.g. common chapter assessments.

PD Opportunity 1

Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards. Coach will support teacher when making instructional decisions based on those assessments.

Facilitator

Melinda Pollitt as Math Coach.

Participants

Assigned faculty from math department.

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G6.B1.S4 Design and use performance tasks that require students to show evidence of the standards

PD Opportunity 1

Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.

Facilitator

Melinda Pollitt as Math Coach.

Participants

Assigned math department faculty

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G8. Students scoring proficient (Level 3) in Biology EOC will improve by 3%.

G8.B1 Qualifications of core content teachers resulted in instructional inconsistencies.

G8.B1.S1 Teacher use of Literacy Focus within their instructional plans to make standards accessible to all students and deepen understanding of these concepts.

PD Opportunity 1

Collaborative planning sessions and PLCs to strengthen teachers skills in high yield instructional practices

Facilitator

Admin and District Science Resource Teacher

Participants

Science teachers and instructional coaches.

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

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	Training				$0.00
2	G1.B2.S1.A1	Teachers are able to use high-yield strategies across all content areas				$0.00
3	G2.B1.S1.A1	Guidance Nights				$0.00
4	G2.B2.S1.A1	Hold freshman focus meeting				$0.00
5	G2.B2.S2.A1	A more focused look will be given to SARC review and a PBIS Team has been formed				$0.00
6	G2.B3.S1.A1	Assign Mentors for students that need additional support for graduation				$0.00
7	G2.B3.S1.A2	Mentor will meet weekly with mentee				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0231 - Avon Park High School	UniSIG		$23,400.00
			Notes: Mentor Stipends - 39 Mentors at approximately $600 for 30 weeks. .5 hours a week, at the teacher's hourly rate			
	5100	220-Social Security	0231 - Avon Park High School	UniSIG		$1,719.00
			Notes: Social Security for Mentors - 7.65%			
	5100	210-Retirement	0231 - Avon Park High School	UniSIG		$1,790.10
			Notes: Retirement for Mentors - 7.51%			
	5100	120-Classroom Teachers	0231 - Avon Park High School	UniSIG		$1,800.00
			Notes: Coordinator - 30 weeks 1.5 hours a week, at the teacher's hourly rate			
	5100	220-Social Security	0231 - Avon Park High School	UniSIG		$132.30
			Notes: Social Security for Coordinator - 7.65%			
	5100	210-Retirement	0231 - Avon Park High School	UniSIG		$137.70
			Notes: Retirement for Coordinator - 7.51%			
	7200	790-Miscellaneous Expenses	0231 - Avon Park High School	UniSIG		$1,020.90
			Notes: Indirect cost			
8	G3.B1.S1.A1	APHS Connects mentors will monitor student attendance and academic progress of at-risk students. These mentors meet regularly with students and make frequent parent (family) contact.				$0.00

9	G3.B1.S2.A1	Graduation coach will monitor attendance and academic progress of select at-risk students.	$0.00
10	G3.B1.S3.A1	Policies and procedures for SARC review are being updated to more proactively address attendance concerns	$0.00
11	G4.B1.S1.A1	Teachers will use a variety of instructional (WICOR) strategies to make standards accessible to all students e.g. Cornell Notes	$0.00
12	G4.B1.S2.A1	Teacher will display exemplars which show students expected levels of rigor as defined by the standards	$0.00
13	G4.B1.S3.A1	Design and use formative and summative assessments that require students to show evidence of standards.	$0.00
14	G4.B1.S4.A1	Teachers will sequence instruction in a logical manner using macro-plans and reference standards using common board configuration	$0.00
15	G4.B2.S1.A1	APHS Literacy Focus (QUEST) and SHIFTS Training	$0.00
16	G4.B3.S1.A1	Additional professional development and training will be provided for teachers on how to incorporate and utilize the new textbook and associated resources	$0.00
17	G5.B1.S1.A1	Teachers will use a variety of instructional reading and writing strategies Literacy Focus) to make standards accessible to all students e.g. QUEST, Cornell Notes, interactive notebooks, collaborative study groups, critical reading process, and short and extended response activities.	$0.00
18	G5.B1.S2.A1	Teachers will use text sets to build background knowledge and increase students' independent reading ability of complex texts	$0.00
19	G5.B1.S3.A1	Teachers will create and utilize formative and summative writing assessments to build content knowledge and increase students' ability to independently write critically in a variety of writing styles (argumentative, analysis, and informative) and utilizing text based reasoning.	$0.00
20	G5.B1.S4.A1	Sequence instruction in a logical manner and collaboratively develop macro-curriculum units for each grade level.	$0.00
21	G5.B1.S5.A1	Utilize common reading and writing assessments within Collections for each grade to influence standard specific and appropriate lesson planning.	$0.00
22	G5.B2.S1.A1	Teachers will instruct students on how to organize school-wide binders, complete daily agendas, and how to remain diligent with their studies	$0.00
23	G5.B2.S2.A1	Leadership and AVID will instruct students to develop inquiry skills using collaborative study groups and tutorials.	$0.00
24	G6.B1.S1.A1	Weekly departmental professional development offerings that focus on the math shifts (focus, coherence and rigor)	$2,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0231 - Avon Park High School	General Fund		$2,500.00
			Notes: Notes Intensive math Supplemental Instruction (Pullouts) Utilize retired highly qualified math teachers to provide supplemental instruction for lowest 25%. District and Migrant			

25	G6.B1.S2.A1	Teachers will present/use of exemplars show students expected levels of rigor as defined by each standard	$0.00
26	G6.B1.S3.A1	Coach and content area specialist will collaborate with teachers to design/use formative/summative assessments that show evidence of standards. Coach will support teacher when making instructional decisions based on those assessments.	$0.00
27	G6.B1.S4.A1	Instructional coaches and district resource specialist will work collaboratively with faculty to design and use performance tasks that require students to show evidence of the standards.	$0.00
28	G6.B1.S5.A1	Sequence instruction in a logical manner and reference standards during lesson using common board configuration and collaboratively developed macro-plans.	$0.00
29	G6.B1.S6.A1	Students identified will be placed in specialized advisement classes or Intensive Math Class	$0.00
30	G6.B2.S1.A1	Teachers will instruct students on how to organize school-wide binders, complete daily agendas, and how to remain diligent with their studies.	$0.00
31	G6.B3.S1.A1	PLCs and professional development offerings	$0.00
32	G7.B1.S1.A1	Implementation of PBIS school-wide (Tier 1)	$0.00
33	G8.B1.S1.A1	Collaborative planning sessions and PLCs to strengthen teachers skills in high yield instructional practices	$0.00
34	G8.B1.S2.A1	Teacher will demonstrate the usage of rigorous coursework as defined by the standards.	$0.00
35	G8.B1.S3.A1	Design and use formative/summative assessments that require students to show evidence of standards.	$0.00
36	G8.B1.S4.A1	Teacher will design and use performance tasks that require students to demonstrate knowledge of the standards.	$0.00
37	G8.B1.S5.A1	Teachers will sequence instruction in a logical manner using pacing guides and common board configuration to reference standards	$0.00
		Total:	$32,500.00