



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Orange Park High School

2300 KINGSLEY AVE

Orange Park, FL 32073

904-272-8110

<http://oph.oneclay.net>

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
50%

Alternative/ESE Center
No

Charter School
No

Minority Rate
45%

School Grades History

2013-14
B

2012-13
A

2011-12
B

2010-11
B

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Orange Park High School

Principal

Treasure Pickett

School Advisory Council chair

Daphne Norton

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Treasure Pickett	Principal
Anthony Williams	Assistant Principal
William Fletcher	Assistant Principal
Clayton Anderson	Assistant Principal
Kate Castellini	Chair, Math Department
Myra Cassidy	Co-Chair, Science Department
Joan Cannon	Literacy Coach
Dylan Fagan	Chair, English Department
Kristen Heimerle	Chair, Vocational Department
James Howell	Chair, Fine Arts Department
James Martini	Chair, Foreign Languages Department
Mandi Matricardi	Chair, Physical Education Department
Laura Mayberry	Chair, Social Studies Department
Mark Myrick	Director, Guidance Department
Daphne Norton	Chair, Reading Department
Katie Ruelas	Co-Chair, Science Department
Lauren Wolfe	Chair, ESE Department

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of individuals representing various segments of the community - parents, teachers, students, administrators, business/industry representatives, and other interested community members.

Daphne Norton, Reading Department Head, Reading Teacher, SAC Chair

Clayton Anderson, Assistant Principal

Yvonne Norman, Parent, Vice - Chair

Myra Cassidy, Science Teacher, Science Department Co-Chair

Ken Remsen, Math Teacher, Treasurer

David Fields, Social Studies Teacher

Kristen Heimerle, Vocational Department Head, Teacher

James Howell, Fine Arts Department Head, English Teacher

Cindy Wingate, Social Studies Teacher

Pam Parry, Guidance Counselor

Heidi Pate, Community Member

Isabell Shiver, Parent

Lola Wingate, Parent

Yvonne Norman, Parent

Ann Evers, Parent

Andrew Moore, Parent

Pamela Holmes, Parent

Zulma Torres, Parent

Emmanuel Griffin, Student

Katie Lebow, Student

Urie Deshommes, Student

Involvement of the SAC in the development of the SIP

Members of the SAC are involved at all levels in developing the school improvement plans. Through the continuity of service of our parent, community, and student members, members are able to focus on discussing challenges to achieving our targets as well as programs to implement them. Members review programs and financial resources monthly to ensure fidelity of school funds and the connection of funds to the plan itself.

Activities of the SAC for the upcoming school year

SAC will continue its support of programs to encourage student involvement and achievement, such as the Raider Bucks Program, school wide attendance initiative, recognition boards, and after-school tutoring. Members representing each stakeholder group will meet regularly to develop plans and assess their effectiveness.

Projected use of school improvement funds, including the amount allocated to each project

SAC will continue its support of programs to encourage student involvement and achievement, such as the Raider Bucks Program, school wide attendance initiative, recognition boards, and after-school tutoring. Members representing each stakeholder group will meet to prepare the initial program and associated costs as well as monitor funds necessary for maximum effectiveness.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Treasure Pickett**

Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

M.Ed; Educational Leadership; School Principal K-12; Physical Education K-12

Performance Record

Principal, Orange Park High School 2013 - 2014; Grade not yet released; Reading - 51% Satisfactory or Higher, Math 52% Satisfactory or Higher, Writing - 45% Satisfactory or Higher, Science 57% Satisfactory or Higher, Reading Points for Gains - 63, Math Points for Gains - 63, Reading Gains for Low 25% - 67, Math Gains for Low 25% - 70, High School Retake Bonus Points - 0, Points 468

Clayton Anderson

Asst Principal

Years as Administrator: 2

Years at Current School: 8

Credentials

M.Ed, Educational Leadership; Physical Education K-12; Exceptional Student Education K-12

Performance Record

Assistant Principal - Orange Park High School 2013 - 2014; Grade not yet released; Reading - 51% Satisfactory or Higher, Math 52% Satisfactory or Higher, Writing - 45% Satisfactory or Higher, Science 57% Satisfactory or Higher, Reading Points for Gains - 63, Math Points for Gains - 63, Reading Gains for Low 25% - 67, Math Gains for Low 25% - 70, High School Retake Bonus Points - 0, Points 468

William Fletcher

Asst Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

M.Ed; Educational Leadership, Emotional Handicapped K-12; Elementary Education K-6; Middle Grades Integrated Curriculum 5-9

Performance Record

Vice Principal, Orange Park High School 2013 - 2014; Grade not yet released; Reading - 51% Satisfactory or Higher, Math 52% Satisfactory or Higher, Writing - 45% Satisfactory or Higher, Science 57% Satisfactory or Higher, Reading Points for Gains - 63, Math Points for Gains - 63, Reading Gains for Low 25% - 67, Math Gains for Low 25% - 70, High School Retake Bonus Points - 0, Points 468

Anthony Williams

Asst Principal

Years as Administrator: 11

Years at Current School: 6

Credentials

M.Ed; Middle Grades Social Studies 6-9; Gifted Endorsement K-12; Educational Leadership; School Principal K-12

Performance Record

Assistant Principal, Orange Park High School 2013 - 2014; Grade not yet released; Reading - 51% Satisfactory or Higher, Math 52% Satisfactory or Higher, Writing - 45% Satisfactory or Higher, Science 57% Satisfactory or Higher, Reading Points for Gains - 63, Math Points for Gains - 63, Reading Gains for Low 25% - 67, Math Gains for Low 25% - 70, High School Retake Bonus Points - 0, Points 468

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Joan Cannon-Dicks

Full-time / School-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy, RtI/MTSS

Credentials

Master's – Professional Education: Literacy and Assessment
 Master's (pending) – Educational Leadership and Policy Studies
 Bachelor's – English Education
 Florida Certifications:
 English 6-12
 Reading K-12
 ESOL K-12
 ESE K-12
 Florida Endorsement: Reading

Performance Record

School Reading performance data for 2013 with matched students (2012):
 9th grade Developmental Scale Score mean change +3
 10th grade Developmental Scale Score mean change +5
 School Reading performance data for 2012 with matched students (2011):
 9th grade Developmental Scale Score mean change +4
 10th grade Developmental Scale Score mean change +4

Classroom Teachers**# of classroom teachers**

104

receiving effective rating or higher

102, 98%

Highly Qualified Teachers

17%

certified in-field

104, 100%

ESOL endorsed

23, 22%

reading endorsed

11, 11%

with advanced degrees

34, 33%

National Board Certified

7, 7%

first-year teachers

8, 8%

with 1-5 years of experience

26, 25%

with 6-14 years of experience

43, 41%

with 15 or more years of experience

27, 26%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Applicants pursue employment through the District and apply for open positions via the County Job Board website. The Principal schedules interviews with applicants and hires new faculty members according to the established Phases.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At Orange Park High School, beginning/new teachers obtain the support of the faculty, staff, and the administration. During pre-planning, the principal assigns the new teachers mentors, "seasoned" teachers who can advise them of Orange Park High School's policies, procedures and expectations. Within the first three weeks of the new school year, eligible teachers who are new to the Clay County School District are inducted into TIP (Teacher Induction Program). The Teacher Induction Program has several facets: TIP-90 day, TIP Basic, TIP Teacher Trained out-of-state, TIP Plus, and TIP Alternative Certification Program. Beginning teachers are paired with teachers who have successfully completed the training to become Peer teachers and/or National Board Certified teachers. This program allows for first-year teachers and teachers who are new to Clay County to attend trainings on ethics and instructional strategies and to establish a professional relationship/networking system with colleagues.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. The school-based leadership team (at OPHS, Literacy Leadership Team, known as Graduation intervention Success Team will be responsible for this function). The LLT will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. The Literacy Coach will focus on supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function of the Literacy Leadership Team, known as the Graduation Intervention Success Team (or GIST), is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOC's. The principal or her representative is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Reading/intervention coach suggests effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with data to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators - as an intervention team - will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

In grades 3-10 (and level 1 & 2 at the 11th and 12th grade, core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 3,000

An administrator and the Literacy/RtI Coach are responsible for providing enrichment materials for the 5th Period Reading Time. Materials include morphemic analysis, vocabulary activities, and articles designed to promote higher order thinking or to support the morphemic study.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Each student at Orange Park High School will be exposed to the same morphemes and articles to support Intensive Reading. Teachers may demonstrate their use of the weekly materials through incorporation into lesson plans, posting the morphemes in the classroom, or collecting student work for the week.

Who is responsible for monitoring implementation of this strategy?

Each administrator is responsible for monitoring the implementation of this strategy with his or her assigned departments.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
William Fletcher	Vice Principal
Joan Cannon	Literacy Coach
Daphne Norton	Reading Dept. Head, Teacher
Kate Castellini	Math Dept. Head, Teacher
Chuck Walsh	Social Studies Dept., Teacher
John Petoskey	English Dept., Teacher

Name	Title
Monica Nash	Vocational Dept., Teacher
Kristi Demers	ESE Dept., Teacher
Melissa McCrosky	Guidance Dept., Counselor
Mitzi Kotziers	Kampus Kids Child Care, Teacher

How the school-based LLT functions

The LLT or Graduation Intervention Success Team (GIST) at OPHS is a standing committee sponsored by the School Advisory Council. It is comprised of the Vice Principal, the Reading/RtI Coach, and teachers who are dedicated to improving student achievement and student recognition. At the beginning of school, members meet with incoming Freshmen who have serious disciplinary issues to explain the Crisis Pass, which allows these students to present their Crisis Pass to a teacher in lieu of an escalating disciplinary situation. Students are allowed to meet with the Vice Principal, Mr. Fletcher, to discuss the issue to avoid referrals when possible.

Major initiatives of the LLT

The LLT or GIST programs for the year include support of the school attendance initiative, recognizing students with perfect attendance, students who have been accepted into any post-secondary academic institution, training, or military acceptance.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading improvement is one of the goals of each Professional Learning Community. Students who scored a Level 1 or Level 2 on FCAT are placed in Intensive Reading or with a CAR-PD teacher. The school Literacy Coach is a member of the Curriculum Council and is available for coaching across the content areas. Each week, students in 5th period focus on morpheme identification and related literacy strategies. Teachers are trained on reading strategies and are expected to utilize them in the classroom with the overall purpose of improving student achievement.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

OPHS incorporates applied courses in two ways. First, we offer direct fields of study in welding, carpentry, auto, food services, and business education. Second, we offer academy instruction through the fields of engineering, computer science and health. All classes that are offered in applied technology integrate other subject matter through their curriculum.

Non-Academy applied instruction utilizes reading and math skills. Teachers integrate these lessons utilizing hands on experiences and instructors. Through these processes, career and tech education confirms and makes practical application of academic work.

Academy applied instruction utilizes a cohesive team approach. Academic instructors are paired with the academy. Through the use of Thematic Learning Activities (TLA), teachers coordinate projects and learning experiences. When students need to take coursework outside of what the Academy offers, the teachers coordinate with those teachers. In addition, the academic experience is enhanced by utilizing professional organizations and mentoring programs.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Academic and career planning is incorporated at OPHS through guidance, career specialist, staff training and monitoring. Guidance is responsible for career planning by meeting with students through their English classes. Meetings include a discussion of the scheduling process to enhance the ability of students to make appropriate choices in their schedules. In addition, guidance is available at all parent meetings, open house, and SAC to present the information. The Career Specialist supports guidance and meets with students individually in addition to promoting college and career night. In addition, the Career Specialist promotes the career education process by marketing technical education and school academies. The Career Specialist also utilizes community resources and provides job placement for students and monitors On The Job (OJT) successes.

Administration works toward two common goals: first, teachers are encouraged to develop lesson plans that are relevant to students and demonstrated through classroom instruction. Second, administration promotes integration of curriculum across all content areas by focusing on school-wide issues and concerns.

Strategies for improving student readiness for the public postsecondary level

Based on the state's most recent High School Feedback Report, Orange Park High School students are below the state average in math for students who earned a 3 or higher. We are also below the state average on the number of graduates who completed a college prep curriculum, percentage of graduates who have completed at least one level III math course, and graduates who completed a level III science course.

Considering post-graduate indicators, OPHS fell short of the state average for graduates who enrolled in a Florida post-secondary institution (46.9% - 54.7%). These are all areas to be addressed in 2013-2014. Specific areas to address for improvement will include: preparing and encouraging more students to enroll in higher level math courses, expanding the enrollment in science courses, and expansion of the AP program while maintaining traditional rigor. We expect that such steps will improve the college preparedness of OPHS students and their eventual enrollment in Florida institutions of higher learning.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	51%	No	63%
American Indian				
Asian	46%	60%	Yes	51%
Black/African American	44%	30%	No	50%
Hispanic	57%	49%	No	61%
White	65%	59%	No	69%
English language learners	20%	17%	No	28%
Students with disabilities	39%	26%	No	45%
Economically disadvantaged	51%	39%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	25%	30%
Students scoring at or above Achievement Level 4	155	20%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	496	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	132	67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	54%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	26%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	41%	44%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	76	40%	45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	182	45%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	52%	No	62%
American Indian				
Asian	82%	62%	No	83%
Black/African American	47%	36%	No	52%
Hispanic	55%	41%	No	60%
White	63%	61%	No	66%
English language learners	28%	27%	No	35%
Students with disabilities	48%	25%	No	53%
Economically disadvantaged	55%	42%	No	60%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	496	63%	66%
Students in lowest 25% making learning gains (EOC)	117	70%	73%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	31	15%	20%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	271	32%	37%
Students scoring at or above Achievement Level 4	271	4%	9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	433	33%	38%
Students scoring at or above Achievement Level 4	433	13%	18%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	37%	40%
Students scoring at or above Achievement Level 4	41	11%	14%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	95	21%	
Students with grade point average less than 2.0	395	22%	
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	565	32%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	191	11%	

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	167	32%	27%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	353	68%	73%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	60	51%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	556	85%	90%

Goals Summary

- G1.** Enhance professional learning communities with focused learning and instructional goals.
- G2.** Improve student scores on state assessments: FCAT Writing and Reading, End of Course Assessments in Algebra I, Geometry, Biology and college entrance examinations.
- G3.** Increase Engagement of Students in the Learning Process

Goals Detail

G1. Enhance professional learning communities with focused learning and instructional goals.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- At the monthly Curriculum Council meetings, Administrators prescribe expectations of teachers and goals relevant to PLC content areas. Administrators and faculty provide materials and direction necessary for successful monthly walk-throughs. Teacher Expectations: - Bell-to-bell instruction - Increased student engagement - Increased teacher modeling of strategies and instruction - Increased student achievement - Less teacher talk, more student talk - Increase student accountable talk - Increase student use of reading strategies - Increase structured writing across the content areas - Increased level of student knowledge of learning and their own progress toward learning
- Expertise of highly qualified faculty members and guidance from the OPHS Literacy Coach

Targeted Barriers to Achieving the Goal

- Lack of adequate time for training, planning, and preparation
- Lack of expertise in cooperative and collaborative teaching techniques

Plan to Monitor Progress Toward the Goal

Engaged Students

Person or Persons Responsible

Administrators and Faculty

Target Dates or Schedule:

On-going

Evidence of Completion:

Students will be more engaged in lessons and activities; more opportunity for collaborative discussion and expression of ideas through speaking, writing, reading, and listening.

G2. Improve student scores on state assessments: FCAT Writing and Reading, End of Course Assessments in Algebra I, Geometry, Biology and college entrance examinations.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- All instructors receive on-going professional development in specific and general content enrichment strategies as well as Best Practices through PLC's and professional development offered by other institutions/organizations.
- Teachers and members of the National Honor Society are available to tutor students after school.

Targeted Barriers to Achieving the Goal

- Development of instructor skills and adaptation to new teaching styles.
- Student motivation and lack of awareness of opportunities in the workforce.
- Challenges based on the demographics of the student population, such as socioeconomic status, English language learners, and homelessness.

Plan to Monitor Progress Toward the Goal

Performance Matters progress monitoring; data review other

Person or Persons Responsible

Administrators

Target Dates or Schedule:

2013-2014 Academic Year

Evidence of Completion:

Progress monitoring throughout the year, Clay Writes, individual teacher made assessments, FCAT Reading and Writing Scores, EOC Assessments, PERT, ACT and SAT scores.

G3. Increase Engagement of Students in the Learning Process

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Professional Development in small group instruction and higher order thinking among students

Targeted Barriers to Achieving the Goal

- Lack of training and understanding among instructors in cooperative and collaborative learning.

Plan to Monitor Progress Toward the Goal

Through the training resources provided by Administrators and PLC studies, teacher-led lectures will decrease as students become more engaged in collaborative learning opportunities. Teachers will guide students to explore higher order thinking across the content areas.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

On-going

Evidence of Completion:

Observations and walk-throughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Enhance professional learning communities with focused learning and instructional goals.

G1.B1 Lack of adequate time for training, planning, and preparation

G1.B1.S1 PLC's will meet frequently to provide more time for learning new strategies to enhance student performance as well as more opportunities for discussion and establishing best practices for their content areas.

Action Step 1

Assessment via administrative review (walk-throughs) of implementation of skills and strategies of prescribed goals

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly walk-throughs and teacher requested observations

Evidence of Completion

Administrator reports posted to PD 360 available to instructors

Facilitator:

Department Chairs and PLC Facilitators

Participants:

PLC Members

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

Teachers will demonstrate best practices in their classrooms based on information delivered through PLC meetings and student data.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-Going

Evidence of Completion

Walk-through reports, formal and informal observation reports, final IPDP

Plan to Monitor Effectiveness of G1.B1.S1

Walk-through checklists, using data to drive instruction, comparing student achievement over time

Person or Persons Responsible

Administrators

Target Dates or Schedule

Periodic and year-end reviews

Evidence of Completion

Formal and Informal observations and final IPDP report

G1.B2 Lack of expertise in cooperative and collaborative teaching techniques

G1.B2.S1 Explicit direction from administrators to assist teachers in transitioning from teacher-led instruction to student-centered instruction.

Action Step 1

"Engage" Webinar - faculty members participated in the in-service from their own school saving time during pre-planning. Provided an opportunity to see a model classroom through the video and experience a student-centered classroom.

Person or Persons Responsible

OPHS Faculty

Target Dates or Schedule

August 9, 2013

Evidence of Completion

Follow-up Professional Development Form, Administrators invited to observe use of the Engage strategies in a student-centered learning environment.

Facilitator:

Clayton Anderson and Anthony Williams

Participants:

OPHS Faculty

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

Collaborative learning environments

Person or Persons Responsible

OPHS Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, Observations, IPDP artifacts

Plan to Monitor Effectiveness of G1.B2.S1

Faculty will create more student-centered learning activities and decrease teacher led discussion.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, Observations, IPDP artifacts

G2. Improve student scores on state assessments: FCAT Writing and Reading, End of Course Assessments in Algebra I, Geometry, Biology and college entrance examinations.

G2.B1 Development of instructor skills and adaptation to new teaching styles.

G2.B1.S1 Faculty members will continue to participate in professional development and sharing of best practices to enhance instruction and achieve mastery.

Action Step 1

Professional enrichment

Person or Persons Responsible

All instructors

Target Dates or Schedule

On-going

Evidence of Completion

Admin evaluations and student samples

Facilitator:

Department heads

Participants:

All faculty

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

Assessment of teacher implementation.

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 Academic Year

Evidence of Completion

Completion of professional development follow-up activities form and PLC training.

Plan to Monitor Effectiveness of G2.B1.S1

Walk-through observations

Person or Persons Responsible

Admins

Target Dates or Schedule

2013-2014 Academic School Year

Evidence of Completion

Student performance; teacher performance

G2.B1.S2 Cross-curricula training will be facilitated by an English Department Liaison in order that vertical and horizontal plans can be articulated for each content area in regards to the writing process with the ultimate goal of improving writing scores.

Action Step 1

English Department Representatives will train teachers across the content areas to improve student writing scores

Person or Persons Responsible

English Department Representatives and other faculty members

Target Dates or Schedule

Department Professional Learning Community Meetings

Evidence of Completion

Walk-throughs and other assessments

Facilitator:

Dylan Fagan, Jeannie Chambliss, and James Howell

Participants:

PLC Members

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Articulation of vertical and horizontal plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 Academic Year

Evidence of Completion

Walk-throughs, evaluations of faculty, and student writing scores

Plan to Monitor Effectiveness of G2.B1.S2

Conduct writing training among teachers to increase student writing opportunities and improve scores

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 Academic School Year

Evidence of Completion

Increased writing scores on FCAT Writing, ACT Writing, and SAT Writing

G2.B2 Student motivation and lack of awareness of opportunities in the workforce.

G2.B2.S1 Faculty delivers relevant instruction to prepare students for the 21st Century Workplace - focus on speaking, writing, reading, and listening skills through the content areas.

Action Step 1

Engaging and relevant instruction across the content areas that is differentiated for all learners

Person or Persons Responsible

Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, Observations

Facilitator:

Administrators and Department Heads

Participants:

All faculty members

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

Students are motivated to become engaged in school and work toward realistic post-secondary goals.

Person or Persons Responsible

Administrators, Guidance, and Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Lower drop-out rates, decrease in disciplinary actions, improved scores and grades.

Plan to Monitor Effectiveness of G2.B2.S1

Administrative and Student Feedback, Student Performance

Person or Persons Responsible

Administrators and Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Data analysis

G2.B4 Challenges based on the demographics of the student population, such as socioeconomic status, English language learners, and homelessness.

G2.B4.S1 A recognition and reward system will be implemented wherein students may earn Raider Doubloons, a form of currency to reward attendance and behaviors that improve success in school. Students may accumulate doubloons to enable them to participate in school-sponsored events. The Graduation Intervention Success Team, under the auspices of the School Advisory Council, is developing the Raider Reward Program.

Action Step 1

GIST members will continue the development of the Raider Rewards program for implementation in 2014-2015. Funding will be provided by the School Administration, the School Advisory Council, and local businesses.

Person or Persons Responsible

GIST members, SAC members, School Administration

Target Dates or Schedule

2013-2014 - Development of the Plan 2014-2015 - First year implementation

Evidence of Completion

Improved student attendance and behavior, increased involvement in after-school functions, improved student morale.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Teacher-led class program to administer the program

Person or Persons Responsible

Administrators, Teachers, Parent Volunteers, and Students

Target Dates or Schedule

2014-2015

Evidence of Completion

Records of doubloons distributed, records of student "purchases," inventory of items, and accounting to the Principal and the School Advisory Council.

Plan to Monitor Effectiveness of G2.B4.S1

Determine effectiveness of the Raider Rewards Program.

Person or Persons Responsible

Principal, GIST members, Teacher in charge of the class/program

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance and discipline records, accounting and inventory records

G3. Increase Engagement of Students in the Learning Process

G3.B1 Lack of training and understanding among instructors in cooperative and collaborative learning.

G3.B1.S1 Administrators provide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Action Step 1

Administrators guide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-throughs and observations

Facilitator:

Administrators and Department Heads

Participants:

Faculty

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

Administrators provide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Communications from administrators regarding walk-throughs and observations.

Plan to Monitor Effectiveness of G3.B1.S1

Administrators are providing learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Administrator observations and walk-throughs

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

OPHS offers direct fields of study in welding, carpentry, auto mechanics, food services, child care, and business education. Academies offer concentrated studies in engineering, computer science, and health. Certifications are available to students through CTE courses. Professional organizations and businesses support these academies; Vystar Credit Union began its partnership with OPHS this year and students operate a branch on campus.

The school social worker coordinates funds from Project Reach to assist homeless and low SES students in meeting their needs for academic success. A local church provides snacks and backpacks with school supplies for our at-risk students as well. In addition, mentors (administrators, faculty, and community members) lend their support to at-risk students to encourage academic and behavioral improvements. Free tutoring for content areas as well as the ACT and SAT is available to all students through teachers and National Honor Society volunteers.

Teachers are visible throughout the buildings and outside areas for the safety of the students. Disciplinary issues are handled with the least possible intrusion in the classroom so as to minimize the impact on instruction. Tardy "sweeps" ensure that students are in the classroom as quickly as possible while being held accountable for their tardiness to class.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Enhance professional learning communities with focused learning and instructional goals.

G1.B1 Lack of adequate time for training, planning, and preparation

G1.B1.S1 PLC's will meet frequently to provide more time for learning new strategies to enhance student performance as well as more opportunities for discussion and establishing best practices for their content areas.

PD Opportunity 1

Assessment via administrative review (walk-throughs) of implementation of skills and strategies of prescribed goals

Facilitator

Department Chairs and PLC Facilitators

Participants

PLC Members

Target Dates or Schedule

Monthly walk-throughs and teacher requested observations

Evidence of Completion

Administrator reports posted to PD 360 available to instructors

G1.B2 Lack of expertise in cooperative and collaborative teaching techniques

G1.B2.S1 Explicit direction from administrators to assist teachers in transitioning from teacher-led instruction to student-centered instruction.

PD Opportunity 1

"Engage" Webinar - faculty members participated in the in-service from their own school saving time during pre-planning. Provided an opportunity to see a model classroom through the video and experience a student-centered classroom.

Facilitator

Clayton Anderson and Anthony Williams

Participants

OPHS Faculty

Target Dates or Schedule

August 9, 2013

Evidence of Completion

Follow-up Professional Development Form, Administrators invited to observe use of the Engage strategies in a student-centered learning environment.

G2. Improve student scores on state assessments: FCAT Writing and Reading, End of Course Assessments in Algebra I, Geometry, Biology and college entrance examinations.

G2.B1 Development of instructor skills and adaptation to new teaching styles.

G2.B1.S1 Faculty members will continue to participate in professional development and sharing of best practices to enhance instruction and achieve mastery.

PD Opportunity 1

Professional enrichment

Facilitator

Department heads

Participants

All faculty

Target Dates or Schedule

On-going

Evidence of Completion

Admin evaluations and student samples

G2.B1.S2 Cross-curricula training will be facilitated by an English Department Liaison in order that vertical and horizontal plans can be articulated for each content area in regards to the writing process with the ultimate goal of improving writing scores.

PD Opportunity 1

English Department Representatives will train teachers across the content areas to improve student writing scores

Facilitator

Dylan Fagan, Jeannie Chambliss, and James Howell

Participants

PLC Members

Target Dates or Schedule

Department Professional Learning Community Meetings

Evidence of Completion

Walk-throughs and other assessments

G2.B2 Student motivation and lack of awareness of opportunities in the workforce.

G2.B2.S1 Faculty delivers relevant instruction to prepare students for the 21st Century Workplace - focus on speaking, writing, reading, and listening skills through the content areas.

PD Opportunity 1

Engaging and relevant instruction across the content areas that is differentiated for all learners

Facilitator

Administrators and Department Heads

Participants

All faculty members

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, Observations

G3. Increase Engagement of Students in the Learning Process

G3.B1 Lack of training and understanding among instructors in cooperative and collaborative learning.

G3.B1.S1 Administrators provide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

PD Opportunity 1

Administrators guide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Facilitator

Administrators and Department Heads

Participants

Faculty

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-throughs and observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Enhance professional learning communities with focused learning and instructional goals.	\$100
G2.	Improve student scores on state assessments: FCAT Writing and Reading, End of Course Assessments in Algebra I, Geometry, Biology and college entrance examinations.	\$918
Total		\$1,018

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Other	Total
0100.6400.330.0252.0000	\$915	\$100	\$0	\$1,015
School Principal, SAC Funding, and support from local businesses	\$0	\$3	\$0	\$3
Total	\$915	\$103	\$0	\$1,018

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Enhance professional learning communities with focused learning and instructional goals.

G1.B1 Lack of adequate time for training, planning, and preparation

G1.B1.S1 PLC's will meet frequently to provide more time for learning new strategies to enhance student performance as well as more opportunities for discussion and establishing best practices for their content areas.

Action Step 1

Assessment via administrative review (walk-throughs) of implementation of skills and strategies of prescribed goals

Resource Type

Evidence-Based Program

Resource

Professional learning communities allows teachers to discuss/ share, demonstrate, develop, implement and assess differentiated instructional strategies from the school improvement plan which will focus on student learning and have an impact on student achievement on various content assessments.

Funding Source

0100.6400.330.0252.0000

Amount Needed

\$100

G2. Improve student scores on state assessments: FCAT Writing and Reading, End of Course Assessments in Algebra I, Geometry, Biology and college entrance examinations.

G2.B1 Development of instructor skills and adaptation to new teaching styles.

G2.B1.S1 Faculty members will continue to participate in professional development and sharing of best practices to enhance instruction and achieve mastery.

Action Step 1

Professional enrichment

Resource Type

Professional Development

Resource

Meeting the Challenge of the Common Core with the Collins Writing Program: This is our foundation workshop. It shows teachers in any content area how to use the Five Types of Writing to increase students' understanding and retention of course content while simultaneously increasing student involvement and motivation to learn. Most importantly, this workshop gives teachers practical, sustainable strategies for bringing their students to the level of literacy demanded by the Common Core.

Funding Source

0100.6400.330.0252.0000

Amount Needed

\$915

G2.B4 Challenges based on the demographics of the student population, such as socioeconomic status, English language learners, and homelessness.

G2.B4.S1 A recognition and reward system will be implemented wherein students may earn Raider Doubloons, a form of currency to reward attendance and behaviors that improve success in school. Students may accumulate doubloons to enable them to participate in school-sponsored events. The Graduation Intervention Success Team, under the auspices of the School Advisory Council, is developing the Raider Reward Program.

Action Step 1

GIST members will continue the development of the Raider Rewards program for implementation in 2014-2015. Funding will be provided by the School Administration, the School Advisory Council, and local businesses.

Resource Type

Evidence-Based Program

Resource

Funding will be used to back the doubloon, which is the Raider Rewards currency

Funding Source

School Principal, SAC Funding, and support from local businesses

Amount Needed

\$3

G3. Increase Engagement of Students in the Learning Process

G3.B1 Lack of training and understanding among instructors in cooperative and collaborative learning.

G3.B1.S1 Administrators provide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Action Step 1

Administrators guide learning opportunities for teachers via webinars, PD 360 videos, prescribed PLC goals.

Resource Type

Other

Resource

Professional development learning/ training opportunities prescribed for teachers via technology.

Funding Source

0100.6400.330.0252.0000

Amount Needed

\$0