2013-2014 SCHOOL IMPROVEMENT PLAN

Harmony High School
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School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	40%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	37%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	A	A	A

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.

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 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
Harmony High School

Principal
Grover Butler

School Advisory Council chair
Sheri Leonard

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

Name	Title
Guice Gallman	Assistant Principal
Conner Gilbert	Assistant Principal
Kim Miller	Assistant Principal
Anna Ruth Worten-Fritz	Literacy Coach

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC will helps develop and carry out the School Improvement Plan. The committee reviewed school data and help develop goals and strategies for the new SIP.

Activities of the SAC for the upcoming school year

They will help oversee and approve the expenditure of any funds received for SAC. SAC will be instituting and organizing the Academic Boosters program to help motivate and reward students who work hard and excel academically.

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

There are no school improvement funds coming from the district or state. All funds (approximately $2000 in 2012-13) will be raised by the Academic Booster Club to help motivate and reward students who work hard and excel academically.

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

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:

Grover Butler		
Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	Master of Science Educational Leadership Bachelor of Arts History Certified Principal All Levels Certified History Grades 6-12	
Performance Record		

Conner Gilbert		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	B.S. Business M.S. Leadership Ed Leadership	
Performance Record		

Kim Miller		
Asst Principal	Years as Administrator: 5	Years at Current School: 9
Credentials	B.S. Business M.S. Human Resourses Spc. Leadership	
Performance Record		

Guice Gallman		
Asst Principal	Years as Administrator: 1	Years at Current School: 6

Credentials	B.S. Social Science Education M.S. Ed Leadreship Social Studies 6-12 Ed Leadership

Performance Record

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Anna Ruth Worten-Fritz		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Social Science 6-12 Elementary K-6 Middle Grades Reading Endorsement ESOL Endorsement	

Performance Record

Classroom Teachers

# of classroom teachers

104

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

99%

 # certified in-field

103, 99%

 # ESOL endorsed

60, 58%

 # reading endorsed
10, 10%

 # with advanced degrees
41, 39%

 # National Board Certified
4, 4%

 # first-year teachers
2, 2%

 # with 1-5 years of experience
27, 26%

 # with 6-14 years of experience
53, 51%

 # with 15 or more years of experience
24, 23%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
13

 # receiving effective rating or higher
0%

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

Harmony High School participates in local and state job fairs and regularly monitors listings for highly qualified teachers. Our school helps develop and support new teachers through our mentoring program managed by our Assistant Principal for Instruction. We also provide regular professional development and recertification opportunities.

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

Our mentoring program pairs a highly experience teacher leader with beginning teachers of a common subject area to provide regular assistance through weekly mentor meetings, shadowing opportunities, PLC meetings, and department level support.

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

The Intervention Assistance Team (IAT) targets at-risk students and develops targeted group interventions based on schoolwide data and teacher nominations. (Group interventions may include actual group participation as well as individual types of interventions that are targeted for the at-risk group of students). When interventions are developed, the Notice of Intervention Participation form is sent to the parents by the IAT and a means of progress monitoring is developed to determine students' response to the implemented interventions. The IAT determines the appropriate length of the chosen intervention and when to reconvene to analyze the data. Teachers may be involved in delivering interventions and collecting student data to monitor progress.

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

The RTI Team provides input regarding interventions, strategies and support needed for students. Each school-based leadership team member has a vital role in the large group plan and interventions, but they also mentor a small group of students on a regular basis.

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

The team uses multiple district and school based data sources to follow individual students and monitor groups of students who are receiving services.

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

Harmony High School uses Data Director, Osceola Data Management System, TERMS, School discipline and attendance reports to regularly monitor the effectiveness of all supports.

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

The team meets regularly to discuss the progress of each student and makes recommendations to appropriate teachers and staff. The RTI Co-Chairs will do a presentation to discuss the RtI process so that teachers are aware of their part in the plan as well as participation in meetings to develop an effective and useful plan for the student. District will support additional trainings as needed for specific requirements of the plan.

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: 4,500

Students have the opportunity to stay 75 minutes after school every Tuesday and Thursday for small group and individual enrichment and remediation in all core academic areas with a regular teacher.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Formative and summative student assessment data is monitored through Data Director and Osceola Data Management System for all students who participate in the program.

Who is responsible for monitoring implementation of this strategy?

Administration and teacher tutors monitor the data to create individualized plans for students and they will adjust the program content as needed.

Literacy Leadership Team (LLT)

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

Name	Title
Grover Butler	Principal
Kim Miller	Assistant Principal
Anna Ruth Worten-Fritz	Literacy Coach
Maggie Josephsen	Media Specialist
Christine Grantham	Language Arts Dept Head

How the school-based LLT functions

Harmony High's LLT meets monthly as a Professional Learning Community, with members from a variety of curricular and organizational areas of the school. It provides professional development for all staff, administers reading motivation programs (such as Caught You Reading and National Literacy Week activities), provides support across the curriculum for subject area teachers incorporating reading into their curriculum, and coordinates the school reading plan in conjunction with the district reading plan.

Major initiatives of the LLT

During the 2013-2014 school year, the LLT will focus on three key issues for school improvement:
1. Continuation and expansion of highly effective lessons and common assessments.
2. Providing professional development opportunities to staff directly related to the school's lowest performing areas
3. Providing modeling across the curriculum for subject area integration of reading strategies and skills.

Every Teacher Contributes to Reading Instruction

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

Harmony High School provides extensive staff development in reading strategies within the content. All teachers will attend Common Core strategies training. All content area Professional Learning Communities will create "reading within the content" lessons and conduct lesson studies to determine effectiveness. All strategies and implementation will be reviewed by the administrative team and will align with the School Improvement Plan.

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

Harmony High School follows the Pupil Progression Plan in order to determine courses offered and scheduled for the students.The Math/Science PLCs and Social Studies/Language Arts/Reading PLCs have staff development and joint department meetings to help align instruction to meet student needs. Career and Technical courses are offered on multiple levels and combined with the corresponding core courses to help promote academic relevance and the connection to career opportunities.

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

Harmony High School students receive curriculum guides and course selection sheets to preview before they meet personally with their guidance counselor to schedule the appropriate classes. Our guidance department meets with every student and uses career planning programs Facts.org to place the students in meaningful courses and programs.

Strategies for improving student readiness for the public postsecondary level

Leadership Skills Development and AVID classes are provided for 9th and 10th grade students to help provide the organizational and critical thinking skills that are necessary for success in Honors and AP level courses. All 9th, 10th, and 11th grade students take the PSAT and those results are used to place students and identify areas of concern. Kaplan will be conducting ACT academies, writing prep, and tutoring sessions. CPT testing and college level remediation classes are offered to 12th graders. Recommendations resulting from the district-wide Excelerator program will be implemented to promote college readiness.

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	63%	55%	No	66%
American Indian	59%	30%	No	63%
Asian	73%	50%	No	75%
Black/African American	59%	42%	No	63%
Hispanic	52%	46%	No	57%
White	65%	60%	No	69%
English language learners	35%	23%	No	42%
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	508	55%	66%
Students scoring at or above Achievement Level 4	249	27%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		85%

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)	44	83%	93%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	48%	58%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	57%	67%

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	365	82%	92%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%		No	60%
American Indian				
Asian				
Black/African American	58%		No	63%
Hispanic	61%		No	65%
White	53%		No	57%
English language learners	56%		No	60%
Students with disabilities	63%		No	66%
Economically disadvantaged	55%		No	60%

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	56%		No	60%
American Indian				
Asian				
Black/African American	58%		No	63%
Hispanic	61%		No	65%
White	53%		No	57%
English language learners	56%		No	60%
Students with disabilities	63%		No	66%
Economically disadvantaged	55%		No	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	27	96%	97%
Students scoring at or above Level 7	18	64%	74%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	38%	50%
Students scoring at or above Achievement Level 4	21	6%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	30%	40%
Students scoring at or above Achievement Level 4	70	17%	27%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	27	96%	97%
Students scoring at or above Level 7	18	64%	74%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	40%	50%
Students scoring at or above Achievement Level 4	158	22%	32%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	252	14%	16%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	252	14%	20%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	886	48%	52%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	31		
Students with grade point average less than 2.0	182		
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	60	15%	
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)	360	85%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	98	60%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	370	93%	

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Approximately 70% of our parents have participated in school activities during the 2012-2013 school year. We would like to increase the participation rate by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Create more opportunities for parent involvement at the school wide level and share the success with outcomes at faculty meetings i.e. Annual Open House and Freshman Night, Athletic and Academic Events	1460	80%	90%
Utilize communication tools i.e. mail outs, call outs, school newsletter and website updates. By pushing information to parents directly, we have a greater opportunity to gain parent involvement	1000	66%	76%

Area 10: Additional Targets

Additional targets for the school

Harmony High School will increase the percentage of students scoring 3 or above on Advanced Placement
exams by 10%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of students scoring 3 or above on Advanced Placement exams by 10%.	403	40%	50%

Goals Summary

G1.   Increase Reading proficiency from 55% to 65% by using "close" reading strategies to determine what the text says explicitly.

G2.   Increase Writing scores from 83% to 93% by writing across the curriculum in an organized way that clearly communicates ideas to the reader.

Goals Detail

G1. Increase Reading proficiency from 55% to 65% by using "close" reading strategies to determine what the text says explicitly.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Middle School Acceleration, 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

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Literacy coaches, PLC Leaders, and Administration

- Sub budget for PD and follow up

- Reading and ESOL endorsed teachers

- Reading technology and online resources

- Teachers data support and resources

- SAI funds for extended learning opportunities

- PLC collaborative time each Wednesday by subject and special area

- Professional Development days and opportunities for in-house training

Targeted Barriers to Achieving the Goal

- Need for quality instruction aligned to standards

- Teachers lack knowledge of collaborative, data driven analysis and instruction

Plan to Monitor Progress Toward the Goal

Progress will be monitored through Classroom Walkthrough data and feedback, Data Director Reports, Teen Biz and FAIR data, PLC created mini-assessment data, and administrative conferences

Person or Persons Responsible
Administration and All Instructional Staff

Target Dates or Schedule:
Weekly

Evidence of Completion:
data reports, portfolio documentation, gallery walks

G2. Increase Writing scores from 83% to 93% by writing across the curriculum in an organized way that clearly communicates ideas to the reader.

Targets Supported

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

Resources Available to Support the Goal

- Common Core Connections Writing training and resources Reading technology and online resources Teachers data support and resources SAI funds for extended learning opportunities PLC collaborative time each Wednesday by subject and special area Professional Development days and opportunities for in-house training Literacy coaches, PLC Leaders, and Administration Sub budget for PD and follow up Reading and ESOL endorsed teachers Professional Learning Communities to facilitate collaboration Common Core Module training sessions conducted during monthly faculty meetings Reading Plus technology program Data Analysis online resources: Data Director, ODMS, & FDOE

Targeted Barriers to Achieving the Goal

- More knowledge of collaborative practices and data driven analysis needed
- More knowledge about writing strategies and best practices needed

Plan to Monitor Progress Toward the Goal

Progress will be monitored through Classroom Walkthrough data and feedback, writing assessment data, PLC created mini-assessment data, and administrative conferences

Person or Persons Responsible

Administration, Literacy Coach, Teacher Leaders, All Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

PLC logs, Artifacts, Common Core Portfolio checks

Action Plan for Improvement

Problem Solving Key

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

G1. Increase Reading proficiency from 55% to 65% by using "close" reading strategies to determine what the text says explicitly.

G1.B2 Need for quality instruction aligned to standards

G1.B2.S6 Use Subject Area PLCs to share best practices, develop lesson plans, and create common assessents

Action Step 1

Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments

Person or Persons Responsible

Administration, Teacher PLC Leaders, All Instructional Staff

Target Dates or Schedule

Each Wednesday throughout the year

Evidence of Completion

PLC Feedback Forms, PLC Summary Sheets, Portfolio Documentation, Artifacts (lesson plans, units with activities, student work)

Facilitator:

Literacy Coach, PLC Leaders

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S6

Progress will be monitored through Classroom Walkthrough data and feedback, Data Director Reports, Teen Biz and FAIR data, PLC created mini-assessment data, and administrative conferences

Person or Persons Responsible

Administration and All Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

data reports, portfolio documentation, gallery walks

Plan to Monitor Effectiveness of G1.B2.S6

Progress will be monitored through Classroom Walkthrough data and feedback, Data Director Reports, Teen Biz and FAIR data, PLC created mini-assessment data, and administrative conferences

Person or Persons Responsible

Administration and All Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

data reports, portfolio documentation, gallery walks

G2. Increase Writing scores from 83% to 93% by writing across the curriculum in an organized way that clearly communicates ideas to the reader.

G2.B1 More knowledge of collaborative practices and data driven analysis needed

G2.B1.S1 Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments.

Action Step 1

PLCs used for professional development, sharing best practices, creating common assessments with rubrics

Person or Persons Responsible

Administration and Curriculum Leadership Team

Target Dates or Schedule

Each Wednesday

Evidence of Completion

Portfolio documentation, PLC logs and performance feedback sheets, artifacts like lesson plans and activitiy guides in portfolio

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 More knowledge about writing strategies and best practices needed

G2.B4.S1 Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments.

Action Step 1

PLCs used for professional development, sharing best practices, creating common assessments with rubrics

Person or Persons Responsible

Administration, PLC Group Leaders, Department Heads, District Resource Department

Target Dates or Schedule

Each Wednesday throughout the year

Evidence of Completion

Portfolio documentation, PLC logs and performance feedback sheets, artifacts like lesson plans and activitiy guides in portfolio

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

Progress will be monitored through Classroom Walkthrough data and feedback, writing assessment data, PLC created mini-assessment data, and administrative conferences

Person or Persons Responsible

Administration, Literacy Coach, Teacher Leaders, All Teachers

Target Dates or Schedule

On a weekly basis

Evidence of Completion

PLC logs, Artifacts, Common Core Portfolio checks

Plan to Monitor Effectiveness of G2.B4.S1

Effectiveness will be monitored through Classroom Walkthrough data and feedback, writing assessment data, PLC created mini-assessment data, and administrative conferences

Person or Persons Responsible

Administration, Literacy Coach, Teacher Leaders, All Teachers

Target Dates or Schedule

On a weekly basis

Evidence of Completion

PLC Logs, Artifacts, Common Core Portfolio checks

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

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. Increase Reading proficiency from 55% to 65% by using "close" reading strategies to determine what the text says explicitly.

G1.B2 Need for quality instruction aligned to standards

G1.B2.S6 Use Subject Area PLCs to share best practices, develop lesson plans, and create common assessents

PD Opportunity 1

Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments

Facilitator

Literacy Coach, PLC Leaders

Participants

All Instructional Staff

Target Dates or Schedule

Each Wednesday throughout the year

Evidence of Completion

PLC Feedback Forms, PLC Summary Sheets, Portfolio Documentation, Artifacts (lesson plans, units with activities, student work)

Appendix 2: Budget to Support School Improvement Goals