A. Crawford Mosley High School

2014-15 School Improvement Plan

A. Crawford Mosley High School

501 MOSLEY DR, Lynn Haven, FL 32444

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	38%

Alternative/ESE Center	Charter School	Minority
No	No	17%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society.

Provide the school's vision statement

A national LEADER in education where every student will be successful.

School Environment

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

Students meet with their guidance counselors several times throughout their high school career. Students retain the same counselor each year so that counselor is able to get to know their students. Teachers conduct team-building activities throughout the year so students are able to get to know each other and their teachers.

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

Mosley has a school safety plan that contains plans for emergency situations such as severe weather, evacuation, hazardous material, active shooters, fire, etc. The school conducts monthly drills regarding evauactions and lockdowns. A School Resource Deputy is on campus and he along with administration monitor students before, during, and after school to ensure student safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers and administration conduct grade-level and classroom orientations in which discipline and conduct expectations are discussed. Teachers may utilize disciplinary measures such as parent contact and detention. Administration may utilize those disciplinary measures along with in-school and out-of-school suspension.

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

Each student is assigned a guidance counselor that is available when students are in need. Administration also counsels with students and offers opportunities to meet with additional counselors and mentors. The armed forces have representatives that are available to meet with students of members of the armed forces.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Mosley has a report that lists students that fall under the categories listed above. Administration reviews this report to monitor these students and offer assistance.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	48	33	37	36	154
One or more suspensions	37	24	13	5	79
Course failure in ELA or Math	29	44	39	77	189
Level 1 on statewide assessment	86	30	29	26	171

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	44	27	20	24	115

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

Students that have low attendance meet with administration. Students with excessive absences meet with a Child Study Team and are placed on an attendance agreement. Students with excessive suspensions meet with administration to determine whether alternate placement or expulsion may be necessary. Students with course failures meet with guidance to obtain placement in a remedial class or online class for credit recovery. Students with level 1 scores on statewide assessments are placed in courses that are double-blocked to allow for additional instructional time in the area of need.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

Administration plans to increase the number of completed climate surveys by parents. Administration uses tools such as Twitter, IRIS phone alerts, e-mails, flyers, and letters to communicate with families. Parents have access to their students' progress through the parent portal.

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

Administration and teachers meet regularly with community partners. Community partners participate by donating money, time, and products for school activities and student recognition.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Harrison, Sandy	Principal
Hartzer, Richard	Assistant Principal
Smith, Wesley	Assistant Principal
Doll, Cynthia	Teacher, K-12
Hughes, Stephanie	Guidance Counselor
Lopez, Angela	Teacher, K-12
McLaughlin, Rachelle	Teacher, K-12
Owen, Stacey	Teacher, K-12
Stallworth, Brenda	Teacher, K-12
Teplicek, Aaron	Teacher, K-12

Duties

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

School Leadership Team: Administrator – Sandra Harrison, Richard Hartzer. Team members meet monthly to discuss school improvement, professional development offerings, and other issues relevant to the classes at Mosley.

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

The MTSS Leadership Team is comprised of 9th and 10th grade teachers. Bay District Schools implemented MTSS in the secondary setting with 9th grade for the 2011-2012 school year and added the 10th grade in the 2012-2013 school year. Our Leadership Team is a team of teachers that share a common interest in seeing the successful implementation of MTSS on the Mosley campus. Members meet during the school year to discuss and review any MTSS data. The Leadership Team will share information with the school's leadership team (MULET Mosley Unified Leadership Educational Team), the Literacy Team, and Department Chairs.
Our CTE program provides training for students in the areas of cyber security, computer gaming,

programming, marketing. Our culinary and life management programs offer training in the areas of food and nutrition. Our co-op program allows students to receive real-world job experience.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Aviana Bell	Student
Camryn May	Student
Cierra Camper	Student
Savannah Harless	Student
Zac Anthony	Student
Mimi Mallory	Student
Kyle Hudson	Student
Kenley Adams	Student
Minnie Kinard	Student
Grant Kinsaul	Student
Alex Brooks	Student
Anna Layne Evans	Student
Logan Peavler	Student
Gabby Krajniak	Student
Kathryn Richardson	Student
Brandi Sheffield	Student
	Student
Sandy Harrison	Principal
Richard Hartzer	Principal
Cindy Doll	Teacher
Angie Carpenter	Teacher
Angela Lopez	Teacher
Stephanie Hughes	Teacher
Rachelle McLaughlin	Teacher
Stacey Owen	Teacher
Brenda Stallworth	Teacher
Matt Teplicek	Student
Joe Grammer	Business/Community
Tina Corbin	Parent
Jimmy Davis	Parent
Pamm Chapman	Parent
Linda Beachamp	Parent
Shanna Campbell	Parent
Michelle Carlezton	Parent
Cyndi Davis	Parent
Vicki Faust	Parent
Kim Gann	Parent
Missy Gore	Parent

Name	Stakeholder Group
Laura Hartzog	Parent
Michelle Heying	Parent
Veronica Kemeny	Parent
Holly Lasecki	Parent
Gerry Lowther	Parent
Leslie Noake	Parent
Michael Richards	Parent
Eula Rochelle	Parent
Paula Sharpe	Parent
Wanda Wall	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the school improvement plan, discussed the goals and strategies, and voted to approve to plan in the September meeting.

Development of this school improvement plan

The SAC reviewed the school improvement plan, discussed the goals and strategies, and voted to approve to plan in the September meeting.

Preparation of the school's annual budget and plan

The SAC does not prepare or participate in the operation of the school budget.

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

The funding is used for academic awards and classroom grants for Mosley teachers. The committee voted to spend $5,000 on academic awards and $5,500 on classroom grants for teachers.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Harrison, Sandy	Principal
Hartzer, Richard	Assistant Principal
Doll, Cynthia	Teacher, K-12
Hughes, Stephanie	Guidance Counselor
Lopez, Angela	Teacher, K-12
McLaughlin, Rachelle	Teacher, K-12
Owen, Stacey	Teacher, K-12
Smith, Wesley	Assistant Principal
Stallworth, Brenda	Teacher, K-12
Teplicek, Aaron	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's initiatives for the 2014-2015 school year include the implementation of literacy strategies across all subject areas. The team will also promote the importance of providing students with a print-rich environment, including, but not limited to an increase in text complexity and the use of multiple texts. Team will periodically review data as it relates to school improvement goals.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Mosley conducts team-building activities during pre-school inservice in August and throughout the year. Common planning is offered before school every day and teachers of similar subjects are grouped in PLC's.

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

1. Recruitment: Mosley targets the hiring of highly qualified teachers by providing a safe and orderly work environment where new teachers are provided with veteran staff as mentors, support in disciplinary and intervention situations with students, time for teacher collaboration, and on-site, job-embedded professional development. - Administration
2. Retention: To prevent teacher turnover, our school embraces the rehiring of retirement age faculty who are often the most experienced of the staff. - Administration
3. Retention: Our district provides a teacher induction program that trains new teachers after school on various topics to assist in retaining these teachers. - District Human Resources
4. Recruitment: Mosley targets the hiring of highly qualified teachers by beginning the interviewing process early each spring to ensure that we interview a large bank of teachers that will include the transfers from other schools within the district. We also utilize the SearchSoft personnel tracking system to review credentials and references on all applicants to ensure that only the highest caliber teachers are interviewed during the application process. - Administration
5. Retention: All of our Alternative Certification teachers are mentored by an Alternative Certification Instructional Specialist - District Alternative Certification Instructional Specialist

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

First-year teachers are paired with their department heads. These coaches work with new teachers on things such as pacing, lesson plans, classroom management, planning, and record keeping. Department heads are chosen because they already serve as a leader/mentor for new teachers and they are always experienced teachers that have a significant amount of guidance to offer.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Administration monitors lesson plans to ensure alignment with Florida's standards. Administration conducts classroom walkthroughs and teacher observations to monitor standards implementations in the classroom.

Instructional Strategies

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

Administration examines data from standardized assessments such as FCAT, End of Course exams, Discovery Ed assessments, and Advanced Placement exams. Administration and teachers discuss the data and teachers use this date to formulate their Individual Professional Development Plans. Teachers follow their IPDP to implement their chosen strategies in the classrooms in order to address the weaknesses discovered in their students.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

Teachers have common planning before school. Teachers offer student tutoring before and after school.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Hartzer, Richard, hartzrc@bay.k12.fl.us

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

Student tests and achievement scores

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Mosley conducts orientation sessions for incoming freshmen at the start of the school year. Mosley also conducts grade-level assemblies near the start of the school year. Guidance counselors and administration meet with upper-classmen to discuss post-high school options.

College and Career Readiness

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

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships. Students are encouraged to select these classes through their guidance counselors and homeroom teachers. Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Each year, our guidance department holds a Registration Rally for students to receive information relative to the electives and possible course options so that course selection was based on personal interest.

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

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships.

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

• Fostering student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers.
• Provide P.E.R.T. or CPT (College Placement Test) to determine college readiness for math and language courses
• Host college and career information sessions for students during school
• Assist students in college admission process by providing college applications and visits from college personnel
• Collaborate with local businesses to provide career exploration and establish student internship via the co-op program
• Monitor the progress of the English IV college readiness initiative and collect the exit exam data based on PERT and CPT scores to analyze the strengths and weaknesses of the program.

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

Administration monitors the High School Feedback Report to examine the choices of graduating students. Administration and guidance advise current students, host college/university representatives, and facilitate trips to Gulf Coast State College to inform current students of their post-high school options.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student test scores in all areas through the use of research-based strategies to assist students in reading, writing, math, and science across all content areas.

Strategic Goals Detail

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

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in reading, writing, math, and science across all content areas. 1a

🔍 G035827

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	92.0
AMO Reading - All Students	80.0
Bio I EOC Pass	80.0

Resources Available to Support the Goal 2

- Professional development in the areas of creating quality assessments, data-driven differentiated instruction, and Language Arts Florida Standards and Math Florida Standards. Common planning time for teachers to collaborate on instructional plans and common assessments.

Targeted Barriers to Achieving the Goal 3

- Challenges of transition from Sunshine State Standards to the new Florida Standards and instructional requirements for the new Florida Standards Assessment.

Plan to Monitor Progress Toward G1. 8

Teacher attendance at a minimum of 80% of professional development sessions

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets from professional development sessions

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in reading, writing, math, and science across all content areas. `1`

🔍 G035827

G1.B1 Challenges of transition from Sunshine State Standards to the new Florida Standards and instructional requirements for the new Florida Standards Assessment. `2`

🔍 B085905

G1.B1.S1 Implement faculty-wide professional development in the area of creating quality assessments. `4`

🔍 S096599

Strategy Rationale

Teachers should be able to use quality formative assessments to drive instruction and summative assessments to measure learning.

Action Step 1 `5`

Teachers will attend faculty-wide professional development in the area of creating quality assessments. Teachers are working with students on the new format of the FSA questions to make sure students are familiar with them prior to the exam. Teachers participate in training on creating quality formative assessments and using that information to drive instruction. Teachers participate in Professional Learning Communities in which they develop common assessments based on the new style of FSA questions and then discuss their findings as a group. PLC groups then plan future instruction based on findings of their formative assessments and other common assessments.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets.

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

Sign in sheets will be examined to monitor teacher attendance

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets from professional development sessions

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

Teacher attendance at a minumum of 80% of professional development sessions

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Log of teacher attendance at professional development sessions.

G1.B1.S2 Implement faculty-wide professional development in the area of data-driven differentiated instruction. `4`

S096600

Strategy Rationale

Teachers should be able to analyze student data and use these results to plan instruction that meets the needs of their students.

Action Step 1 `5`

Teachers will attend faculty-wide professional development in the area of data-driven differentiated instruction.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets.

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

Sign in sheets will be examined to monitor teacher attendance

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets from professional development sessions

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

Teacher attendance at a minimum of 80% of professional development sessions

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Log of teacher attendance at professional development sessions.

G1.B1.S3 Implement faculty-wide professional development in the area of Language Arts Florida Standards and Math Florida Standards. `4`

🔍 S096601

Strategy Rationale

Teachers should be familiar with the new standards so they know the material that will be assessed and how it will be assessed.

Action Step 1 `5`

Teachers will attend faculty-wide professional development in the area of Language Arts Florida Standards and Math Florida Standards. Teachers participated in trainings on CPALMS and Webb's DOK in addition to district-wide training on the new Florida standards. Teachers are able to understand the DOK for each standard and how to teach and assess these standards.

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Sign in sheets will be examined to monitor teacher attendance

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets from professional development sessions

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Teacher attendance at a minimum of 80% of professional development sessions

Person Responsible

Richard Hartzer

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Log of teacher attendance at professional development sessions.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will attend faculty-wide professional development in the area of creating quality assessments. Teachers are working with students on the new format of the FSA questions to make sure students are familiar with them prior to the exam. Teachers participate in training on creating quality formative assessments and using that information to drive instruction. Teachers participate in Professional Learning Communities in which they develop common assessments based on the new style of FSA questions and then discuss their findings as a group. PLC groups then plan future instruction based on findings of their formative assessments and other common assessments.	Hartzer, Richard	9/3/2014	Sign in sheets.	5/27/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Teachers will attend faculty-wide professional development in the area of data-driven differentiated instruction.	Hartzer, Richard	9/3/2014	Sign in sheets.	5/27/2015 quarterly
G1.B1.S3.A1	Teachers will attend faculty-wide professional development in the area of Language Arts Florida Standards and Math Florida Standards. Teachers participated in trainings on CPALMS and Webb's DOK in addition to district-wide training on the new Florida standards. Teachers are able to understand the DOK for each standard and how to teach and assess these standards.	Hartzer, Richard	9/3/2014	Sign in sheets.	5/27/2015 quarterly
G1.MA1	Teacher attendance at a minimum of 80% of professional development sessions	Hartzer, Richard	9/3/2014	Sign in sheets from professional development sessions	5/27/2015 quarterly
G1.B1.S1.MA1	Teacher attendance at a minumum of 80% of professional development sessions	Hartzer, Richard	9/3/2014	Log of teacher attendance at professional development sessions.	5/27/2015 quarterly
G1.B1.S1.MA1	Sign in sheets will be examined to monitor teacher attendance	Hartzer, Richard	9/3/2014	Sign in sheets from professional development sessions	5/27/2015 quarterly
G1.B1.S2.MA1	Teacher attendance at a minimum of 80% of professional development sessions	Hartzer, Richard	9/3/2014	Log of teacher attendance at professional development sessions.	5/27/2015 quarterly
G1.B1.S2.MA1	Sign in sheets will be examined to monitor teacher attendance	Hartzer, Richard	9/3/2014	Sign in sheets from professional development sessions	5/27/2015 quarterly
G1.B1.S3.MA1	Teacher attendance at a minimum of 80% of professional development sessions	Hartzer, Richard	9/3/2014	Log of teacher attendance at professional development sessions.	5/27/2015 quarterly
G1.B1.S3.MA1	Sign in sheets will be examined to monitor teacher attendance	Hartzer, Richard	9/3/2014	Sign in sheets from professional development sessions	5/27/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in reading, writing, math, and science across all content areas.

G1.B1 Challenges of transition from Sunshine State Standards to the new Florida Standards and instructional requirements for the new Florida Standards Assessment.

G1.B1.S1 Implement faculty-wide professional development in the area of creating quality assessments.

PD Opportunity 1

Teachers will attend faculty-wide professional development in the area of creating quality assessments. Teachers are working with students on the new format of the FSA questions to make sure students are familiar with them prior to the exam. Teachers participate in training on creating quality formative assessments and using that information to drive instruction. Teachers participate in Professional Learning Communities in which they develop common assessments based on the new style of FSA questions and then discuss their findings as a group. PLC groups then plan future instruction based on findings of their formative assessments and other common assessments.

Facilitator

Hartzer

Participants

School Administration

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

G1.B1.S2 Implement faculty-wide professional development in the area of data-driven differentiated instruction.

PD Opportunity 1

Teachers will attend faculty-wide professional development in the area of data-driven differentiated instruction.

Facilitator

Hartzer

Participants

School Administration

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

G1.B1.S3 Implement faculty-wide professional development in the area of Language Arts Florida Standards and Math Florida Standards.

PD Opportunity 1

Teachers will attend faculty-wide professional development in the area of Language Arts Florida Standards and Math Florida Standards. Teachers participated in trainings on CPALMS and Webb's DOK in addition to district-wide training on the new Florida standards. Teachers are able to understand the DOK for each standard and how to teach and assess these standards.

Facilitator

Hartzer

Participants

School Administration

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**