

Glades Central High School

1001 SW AVENUE M, Belle Glade, FL 33430

www.edline.net/pages/glades_central_high_school

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

94%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Glades Central High School is committed to providing students with a world-class education that empowers every student to reach his or her highest potential. The school will recruit and retain highly qualified staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Glades Central High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Glades Central High School is very diverse which makes it necessary for students, teachers and parents to be accepting of others. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

During the first week of school, teachers will review the School Wide Positive Behavior Support Plan (SwPBS) to ensure students are familiar with the Glades Central's expected behavior.

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

Professional development is conducted to help create an environment where all stakeholders feel safe and respected. The School Wide Positive Behavior Support (SwPBS) Team conducts training's throughout the year to introduce and review intervention strategies and Universal Signals. Guidance Counselors are available all school year to provide school counseling services. A Raider S.W.A.G. (Safety, Willingness, Achievement and Genuine) program has been put in place to reward students when they are exhibiting positive behavior.

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

Professional development is conducted to help create an environment where all stakeholders feel safe and respected. The School Wide Positive Behavior Support (SwPBS) Team conducts training's throughout the year to introduce and review intervention strategies and Universal Signals. Guidance Counselors are available all school year to provide school counseling services. A Raider S.W.A.G.

(Safety, Willingness, Achievement and Genuine) program has been put in place to reward students when they are exhibiting positive behavior. The SwPBS Team reviews classroom data to ensure students are engaged while in class. Both students and staff are rewarded for adhering to the universal positive behavior plan.

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

Professional development is conducted to help create an environment where all stakeholders feel safe and respected. The School Wide Positive Behavior Support (SwPBS) Team conducts training's throughout the year to introduce and review intervention strategies and Universal Signals. Guidance Counselors are available all school year to provide school counseling services. A Raider S.W.A.G. (Safety, Willingness, Achievement and Genuine) program has been put in place to reward students when they are exhibiting positive behavior. The SwPBS Team reviews classroom data to ensure students are engaged while in class. Both students and staff are rewarded for adhering to the universal positive behavior plan. Students are referred to a school based D.A.T.A. (Drug Abuse Treatment Association) Counselor and/or MTSS (Multi-Tiered Systems of Support) Coach when needed.

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

EDW reports are used to monitor attendance, behavioral or academic concerns.
 Develop an attendance/tardy protocol for students to include contact with parents, guidance referral, referral to other school or non school based agency.
 Share the attendance/tardy protocol with teachers and other staff members
 Develop a suspension (in school and out of school) protocol and share with teachers and other staff members
 Discuss the protocols at School Advisory Council meetings and share at Open House
 Utilize the Student Development Plan to assess the needs of students and the barriers blocking their success.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Utilization of AVID strategies
 Utilization of Reading Plus
 Afterschool tutoring made available at least twice a week and on Saturday's
 Individualized instruction/practice through pullout interventions
 Frequent parent/student data chats to discuss academic status (i.e. progress reports, academic status letters, parentlink notices)
 Identify targeted students and provide additional monitoring through Case Managers and Mentors

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?

Yes

PIP Link

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

Description

Glades Central Community high School encourages all parents to get involved. Parents are encouraged to attend workshops given at Glades Central Community High School such as open houses, financial aid nights, college information sessions; utilizing the parent resource room, as well as meeting with Guidance Counselors and teachers when necessary. Parents are also encouraged to join S.A.C. and Title I committees.

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

Glades Central High School is the "hub" of the community. The school reaches out to local businesses and community organizations to discuss the the changing economy, expectations of students entering the workforce, partnerships with the Career Academics (Medical Science, Engineering & Criminal Justice) and academic status of the school.

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
Avery Moore, Angela	Principal
Bolden-Morris, Melanie	Assistant Principal
Gibbons, Carl	Assistant Principal
McDade, Cindy	Assistant Principal
Bell, Josette	Assistant Principal

Duties

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

The school based Leadership Team (LT) is responsible for implementing and monitoring all school, district and state academic initiatives. Leadership Team members collaborate with Instructional Coaches to develop a support plan for teachers. In addition, LT members conduct walkthroughs, participate in common planning and learning team meetings. LT members also analyze school data and discuss trends, strengths and weaknesses with all stakeholders.

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

Title I Part A funds are used to provide professional development through Academic Coaches and Graduation Coach. Students are provided extended learning opportunities. Parent activities are supported with Title I funds. In addition, materials are provided for professional development, parent involvement and classroom instruction.

Title I Part C funds are used to support the Migrant program.

Title X is used to support homeless McKinney Vento Act.

Title II funds are used by the district to provide professional development.

IDEA supports ESE program.

Magnet funds and Vocational funds support College and Careers and Industry Programs.

Our business partners include: Walgreens, Bone & Joint Center, Florida Crystals and Lakeside Medical.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bernita Cox	Business/Community
Dennis Knabb	Education Support Employee
Margaret Hevey	Teacher
Angela Moore	Principal
Tonja Allen-Moore	Parent
Itcelina Smith	Parent
Shankeria Funderburk	Student
Valerie Harper	Business/Community
Eddie Rhodes	Business/Community
Peggie King	Parent
Cassandra Jones	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 School Advisory Council (SAC) made recommendations regarding the School Improvement Plan (SIP). SAC members also reviewed and monitored the SIP throughout the academic school year to determine if resources were aligning to the school's goals and the effectiveness of all resources.

Development of this school improvement plan

The School Advisory Council (SAC) reviews and evaluates the School Improvement Plan (SIP). Over the summer, the SAC works with other stakeholders to develop the SIP.

Preparation of the school's annual budget and plan

The SAC is involved in decisions regarding the annual budget and plan.

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

School Improvement funds were used to fund the Media Specialist participation in F.A.M.E. = \$700.

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
Avery Moore, Angela	Principal
Bell, Josette	Assistant Principal
Bolden-Morris, Melanie	Assistant Principal
Gibbons, Carl	Assistant Principal
McDade, Cindy	Assistant Principal
Cross, Tyshia	Instructional Coach
Lutz, Rachel	Instructional Coach
Machock, Susan	Instructional Coach
Mangaroo, Nicole	Instructional Coach
Lawson, Helen	Other
Lutz, Kenneth	Other
Canty, Sherry	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) promotes literacy within the school by engaging in ongoing professional development. The team will also participate in Collaborative Planning sessions to help guide teachers through data analysis, literacy discussions and lesson development.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content and in some cases grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

To recruit highly qualified, certified-in-field, effective teachers vacancies are advertised on the district's website. School personnel attend all recruiting fairs set up by the district. Additionally, Administration considers recommendations from our current highly-qualified staff.

To retain our highly-qualified teachers, the Leadership Team provides ongoing professional development, mentoring programs, and administrative support. A single school culture for academics is established and implemented in order to better organize and unify the staff for instruction. Instructional Coaches assist teachers with modeling, co-teaching, lesson planning and understanding assessment data.

Glades Supplement and Extracurricular Supplements are available.

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

All first year teachers participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

First year teachers (and teachers new to the school) are paired with mentors based on like certifications and evidence of effective teaching. New teacher meetings will be held at least once a month with teachers having the flexibility to meet with their mentors on a daily basis.

Peer observations will be conducted to provide feedback.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

Meetings are held on a regular basis to make decisions about literacy instruction. Student data is analyzed and discussed during common planning and learning team meetings. Small group instruction is targeted based on data from assessments. A Reteach and Reassess component is included in the instructional process to assist students having difficulty attaining the proficient or advanced level on assessments.

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

Strategy: After School Program

Minutes added to school year: 4,320

Tutorials will be used as an extension of the school day for the purposes of academic instruction and enrichment. Teaches will also collaborate at least twice a month to review data, develop lesson plans and for professional development.

Strategy Rationale

To provide additional time for students to learn.
To provide additional time for teaches to collaborate.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bell, Josette, josette.bell@palmbeachschools.org

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

Assessment results (Diagnostic, Common Assessments, Mini Assessments)
Lesson plans, Collaborative planning notes

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

School Counselors give “Classroom Orientations” for each grade level to inform students about academic requirements, academic rigor, and course selections so that each student’s course of study is personally meaningful. A presentation is also made at Lake Shore Middle School for incoming freshman. School counselors work with students and parents to help with academic and career planning, to encourage students to take the most rigorous courses available and to improve performance and grades in all subjects, School Counselors meet individually with students and parents to help students create a plan for their future in all areas.

A College & Career Day is scheduled every year for 11th and 12th grade students. Students are able to speak with College & Military Recruiters and Representatives from the Business and Professional communities.

The role of the Career Center and College Coach is to provide additional opportunities for students to set goals and learn about career choices beyond high school.

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

Glades Central Community High School is integrating and incorporating the Florida State Standards (formerly Common Core) standards. The Florida Standards are more specific, more complex, and more rigorous than previous state standards and they lay out the knowledge and skills that students are required to know at each grade level. The Florida Standards focus on material that is more complex, and as a result, student comprehension is expected to increase. Students are expected to write in every subject and there is more integration and overlap of subject matter throughout all content areas. Students are expected to give hard evidence and citations for their work rather than opinions and therefore, students will learn in greater depth. The Florida Standards are geared toward preparing students for the “real world”; for success in college, and for success in the global workforce. Therefore, students will see relationships between subjects and relevance to their future.

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

Students are encouraged to take the most rigorous courses available to them at Glades Central Community High School as well as taking dual enrollment courses at Palm Beach State College, if possible. These courses prepare students for college level coursework and for success at the postsecondary level. Students are also encouraged to attend tutoring sessions and to take SAT/ACT preparatory workshops that are given as scheduled at Glades Central Community High School after school and on Saturdays. In addition, teachers utilize various techniques in the classrooms, such as scaffolding and various modalities, to encourage students to become college ready. Students are also encouraged to take the SAT and ACT exams.

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

Counselors will conduct classroom guidance and individual counseling sessions with students. Meeting will be held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

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.** Teachers will provide students with in depth descriptive feedback related to instruction and performance tasks.
- G2.** Provide rigorous instruction aligned to the new standards.

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. Teachers will provide students with in depth descriptive feedback related to instruction and performance tasks. 1a

G040403

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	51.0
Bio I EOC Pass	45.0
AMO Reading - All Students	51.0

Resources Available to Support the Goal 2

- Learning Village
- Instructional Materials
- Support Staff (Academic Coaches, CLFs, Learning Team Facilitator (LTF), Administrators)

Targeted Barriers to Achieving the Goal 3

- Lack of time to collaborate with colleagues (data based discussions, Learning Team Meetings, common planning, etc.)

Plan to Monitor Progress Toward G1. 8

Assessment Results

Person Responsible

Nicole Mangaroo

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Assessment result data, Lesson Plans, Collaborative/Common Planning Notes, LTM Minutes/
Follow Up Notes

G2. Provide rigorous instruction aligned to the new standards. 1a

G037810

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Math - All Students	51.0
Bio I EOC Pass	45.0

Resources Available to Support the Goal 2

- Computer Labs, Reading Plus, Credit Recovery Classes, Destination Math

Targeted Barriers to Achieving the Goal 3

- Limited instructional time
- Lack of parent involvement

Plan to Monitor Progress Toward G2. 8

Parent surveys

Person Responsible

Cindy McDade

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Parent Survey results

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. Teachers will provide students with in depth descriptive feedback related to instruction and performance tasks. **1**

 G040403

G1.B3 Lack of time to collaborate with colleagues (data based discussions, Learning Team Meetings, common planning, etc.) **2**

 B117678

G1.B3.S1 Provide teachers time to analyze data, plan instruction, score writing assessments. **4**

 S129461

Strategy Rationale

To increase teachers understanding of how to provide in depth feedback.

Action Step 1 **5**

Teachers will meet at least one time a month (during the day) and after school to plan collaboratively.

Person Responsible

Angela Avery Moore

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Evidence of Completion

Agendas, sign in sheets, data, common/collaborative planning schedules, minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Provide a calendar of meeting dates, Leadership meeting to debrief

Person Responsible

Rachel Lutz

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Evidence of Completion

Binder of Common Planning forms, calendars, minutes, agenda, sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Walkthroughs, Teacher Data Chats

Person Responsible

Angela Avery Moore

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Evidence of Completion

iObservation data, student work samples, descriptive feedback forms, lesson plans

G2. Provide rigorous instruction aligned to the new standards. 1

 G037810

G2.B2 Limited instructional time 2

 B117727

G2.B2.S1 Provide students extended learning opportunities after school and on Saturdays. 4

 S129524

Strategy Rationale

To provide additional time for students to master new standards.

Action Step 1 5

Students will attend extended learning opportunities.

Person Responsible

Josette Bell

Schedule

Weekly, from 9/16/2014 to 4/30/2015

Evidence of Completion

Lesson plans, sign in sheets, assessment data and payroll

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

Monitor tutorial classrooms

Person Responsible

Josette Bell

Schedule

Weekly, from 9/16/2014 to 4/30/2015

Evidence of Completion

Lesson plans

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

Classroom Walkthroughs

Person Responsible

Josette Bell

Schedule

Weekly, from 9/16/2014 to 4/30/2015

Evidence of Completion

Lesson plans, walkthrough observations

G2.B3 Lack of parent involvement 2

 B117728

G2.B3.S1 Provide parents with ongoing communication and informational trainings regarding graduation requirements, testing and student progress. 4

 S129526

Strategy Rationale

To increase student achievement.

Action Step 1 5

Provide ongoing communication and trainings.

Person Responsible

Cindy McDade

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Newsletters, Parentlink, Marquee, Newspaper, Agendas, Flyers, Minutes, Handouts

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

Communications daily via multiple sources

Person Responsible

Cindy McDade

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Newsletter, flyers, newspapers, Edline, Parentlink Pie Chart

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

Script out writings and callouts

Person Responsible

Cindy McDade

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Copies of newspaper/newsletter, callout scripts

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.B3.S1.A1	Teachers will meet at least one time a month (during the day) and after school to plan collaboratively.	Avery Moore, Angela	10/6/2014	Agendas, sign in sheets, data, common/collaborative planning schedules, minutes	4/30/2015 monthly
G2.B2.S1.A1	Students will attend extended learning opportunities.	Bell, Josette	9/16/2014	Lesson plans, sign in sheets, assessment data and payroll	4/30/2015 weekly
G2.B3.S1.A1	Provide ongoing communication and trainings.	McDade, Cindy	9/2/2014	Newsletters, Parentlink, Marquee, Newspaper, Agendas, Flyers, Minutes, Handouts	6/4/2015 weekly
G1.MA1	Assessment Results	Mangaroo, Nicole	9/9/2014	Assessment result data, Lesson Plans, Collaborative/Common Planning Notes, LTM Minutes/Follow Up Notes	5/29/2015 weekly
G1.B3.S1.MA1	Walkthroughs, Teacher Data Chats	Avery Moore, Angela	10/6/2014	iObservation data, student work samples, descriptive feedback forms, lesson plans	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Provide a calendar of meeting dates, Leadership meeting to debrief	Lutz, Rachel	10/6/2014	Binder of Common Planning forms, calendars, minutes, agenda, sign in sheets	4/30/2015 monthly
G2.MA1	Parent surveys	McDade, Cindy	9/2/2014	Parent Survey results	6/4/2015 daily
G2.B2.S1.MA1	Classroom Walkthroughs	Bell, Josette	9/16/2014	Lesson plans, walkthrough observations	4/30/2015 weekly
G2.B2.S1.MA1	Monitor tutorial classrooms	Bell, Josette	9/16/2014	Lesson plans	4/30/2015 weekly
G2.B3.S1.MA1	Script out writings and callouts	McDade, Cindy	9/2/2014	Copies of newspaper/newsletter, callout scripts	6/4/2015 daily
G2.B3.S1.MA1	Communications daily via multiple sources	McDade, Cindy	9/2/2014	Newsletter, flyers, newspapers, Edline, Parentlink Pie Chart	6/4/2015 daily

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 Opportunities

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

G1. Teachers will provide students with in depth descriptive feedback related to instruction and performance tasks.

G1.B3 Lack of time to collaborate with colleagues (data based discussions, Learning Team Meetings, common planning, etc.)

G1.B3.S1 Provide teachers time to analyze data, plan instruction, score writing assessments.

PD Opportunity 1

Teachers will meet at least one time a month (during the day) and after school to plan collaboratively.

Facilitator

Academic Coaches and Graduation Coach, Learning Team Facilitator (LTF)

Participants

Selected teachers in state assessed subject areas.

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will provide students with in depth descriptive feedback related to instruction and performance tasks.	211,551
Goal 2: Provide rigorous instruction aligned to the new standards.	32,730
Grand Total	244,281

Goal 1: Teachers will provide students with in depth descriptive feedback related to instruction and performance tasks.

Description	Source	Total
B3.S1.A1 - Salaries and benefits for PD subs	Title I Part A	15,000
B3.S1.A1 - Salaries and benefits for collaborative planning.	Title I Part A	15,078
B3.S1.A1 - PD supplies - anchor chart paper, anchor chart stands, post its, markers, copy paper, printer ink, ink pens, pencils, binders, folders, notebooks, composition books, highlighters, laminating film	Title I Part A	2,418
B3.S1.A1 - Salaries and benefits for 1 Science Coach, 1 Math Coach and .5 Graduation Coach	Title I Part A	179,055
Total Goal 1		211,551

Goal 2: Provide rigorous instruction aligned to the new standards.

Description	Source	Total
B2.S1.A1 - Salary and benefits for tutors	Title I Part A	27,800
B2.S1.A1 - Classroom supplies: ink, paper, pencils, headphones	Title I Part A	1,000
B3.S1.A1 - Parent Involvement Supplies: paper, ink, chart paper, refreshment parent trainings, training materials (books)	Title I Part A	2,430
B3.S1.A1 - Postage for mailing	Title I Part A	1,500
Total Goal 2		32,730