

Clewiston High School

1501 S FRANCISCO ST, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=4&sc_id=1171294169

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

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

School Board Approval

This plan is pending approval by the Hendry 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	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

Clewiston High will ensure that all students make academic gains in a safe environment that encourages students to take on academic challenges with support in pursuit of them becoming well-rounded and productive citizens of society.

Provide the school's vision statement

Engage, Inspire, and Challenge, every student, every day.

School Environment

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

Clewiston High School makes an effort to create opportunities for students and teachers alike to share in bringing awareness to cultures at our school. We had a Hispanic culture day in which we shared food, music, and dancing that represent that culture, which makes up over 60% of our population. For Black history month we had similar activities available to our students.

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

As students are entering school teachers, administrators, and support staff are around campus serving their morning duties. They greet students and ensure the safety our campus. We have maintained our directive of having teachers outside their doors as students enter class, greeting them and shaking their hands. As students leave school staff is again on campus serving duty and ensuring all students leave safely. In addition, there is an SRO present throughout every school day on our campus.

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 share a common progression of discipline that is used prior to writing referrals. This is also helped by the digital reporting available to teachers through our Pinnacle (attendance program). Also, we have continuously stressed our initiative to have students engaged from the beginning to the end of class. This minimizing incidents in the classroom and increases student achievement.

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

At Clewiston High School we have two guidance counselors available to students throughout the school day. A number of our teachers participate in the Check n' Connect program which is a dropout prevention program for students with learning, emotional, and/or behavioral disabilities. Teachers mentor these students and direct them towards graduation and beyond.

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

We have a truancy program that identifies students that miss more than 10% of school days. Those students are identified and referred to the guidance office for consultation. Guidance counselors then meet and discuss with the student how their attendance can be improved. If students continue to be absent, followup meetings are held with administration and the Deans office. Students that receive one or more out of school suspensions, meet with administrators and together design a plan to improve their behavior and discipline. We also refer appropriate students to anger management or mental health professionals. For students who failed an English or math class, those students are given an option to recover their class credits with the use of a credit recovery online program. For students who score at level 1 on English and math state assessments, those students are placed in a remedial math or English classes to provide an additional amount of support.

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	65	61	54	73	253
One or more suspensions	44	29	38	32	143
Course failure in ELA or Math	59	33	27	12	131
Level 1 on statewide assessment	58	43	39	31	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	41	37	35	38	151

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

- ESE Intervention specialist
- ESE Inclusion teacher
- Project Graduation Destination
- Truancy Program
- Individual Behavior Contract

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

Clewiston High maintains an active Facebook page to communicate school happenings and important upcoming events. The Facebook page has almost 800 followers. We also have an ed-connect call out system that is able to send a call out to all parents. We also have a guidance counselor who doubles as a parent liaison and will lead the implementation of a Parent Academy that provides parents with workshops that will teach parents great skills to improve their student's academic skills. The administration also conducts three parent outreach meetings throughout the year in three outlying areas to provide information.

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

The school has both a School Advisory Council and a Community Assessment Team that are both active in supporting a variety of school initiatives. The school recruits members of the business community and parents that assist in spending school funds and planning important outreach meetings.

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
Duckstein, George	Principal
Sanchez, Roberto	Assistant Principal
Roth, Joseph	Dean
Summers, Phillip	Dean
Thomas, Mary	Instructional Coach
Parantha, Victoria	Instructional Coach
Llossas, Sherrie	Guidance Counselor

Duties

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

These school leaders are either administrators, deans, guidance counselors, and/or academic coaches. They meet regularly to collaborate on school decisions. They share the responsibilities of providing regular professional development for teachers. The administration delegates certain tasks to other members of the leadership team and because of this is able to spend time on campus visiting classrooms and supporting instruction.

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 school leadership focuses what the things that will make students successful. We define success by reaching one's individual potential in both academic and personal domains. With this mindset, we approach any decision that has to be made regarding the expenditures of funds. The school leadership is critical in this process is that is the medium by which the school principal gains a primary source of input and feedback on decisions re regarding how school funds shall be used. The school principal brings the the school leadership the budget of funds to be spent with the area of need. The school leadership team reviews available funds and the needs and provides feedback and eventually a decision in terms of what the best allocation of those resources may be. There are times as well, when the school leadership will identify a need and bring it to the table for the principal to review and examine whether the school has a funding source for the need. The school principal alongm with the administrative team and the school book keeper, keep an inventory of resources that are available.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
George Duckstein	Principal
Roberto Sanchez	Education Support Employee
Priscilla Brown	Parent
Mali Gardner	Business/Community
Lisa Knaack	Parent
Ruby Tarter	Parent
Dena Weekley	Teacher
Sean Miller	Business/Community
Laurinda Barraza	Parent
	Student

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 reviews their minutes from last year and reflects on the efforts they made in supporting the goals of the SIP. They will further review whether those goals had been sufficiently met or if they should continue to be a part of the next year's SIP.

Development of this school improvement plan

The academic areas, focus groups, and goals are pretty much already outlined by the requirements. Our SAC committee (also comprised of our School Leadership Committee) does a great deal of the problem solving and collaborating to help find solutions to our barriers. Our SAC also assists in updating such documents as the Parent Involvement and the School Compact.

Preparation of the school's annual budget and plan

At meetings of the SAC they will discuss needs of the school in supporting goals of the SIP, whether they are financial or personnel. They will evaluate the total costs of improvements and include those in the budget or find modes of increasing funds to accommodate those needs.

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

\$2,000 Student incentives
 \$4,061 Technology

 \$6,061 Total SAC Budget

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
Duckstein, George	Principal
Sanchez, Roberto	Assistant Principal
Bamburg, Donna	Teacher, K-12
Hamilton, Janet	Teacher, K-12
Weekley, Dena	Teacher, K-12
Weyer, Kyle	Teacher, K-12
Summers, Katrina	Teacher, K-12
Robertson, Stephanie	Teacher, K-12
Thomas, Mary	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet on a monthly basis. During these meetings we will look at data, collaborate, share ideas and establish goals and/or target areas of weaknesses and strengths to better support our teachers with literacy through the content area. Our focus is to conduct workshops, review data, model lessons, or cover for teachers to visit other classrooms in order for our teachers to continue to grow and work together, as well as, ensure academic success for our students. We will meet with each department at least twice a month during their planning time. During each meeting we will focus on grade level needs and expectations. The coaches will be available to for support, planning, guidance, and/or mentoring. It will support literacy school wide through a variety of different literacy enrichment activities throughout the year.

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

Teachers teaching within the same grade level now have common planning so that they can collaborate on strategies to assist shared students. Also, their are departmental PLCs taking place after school in place of most school-wide staff meetings. At these PLCs all departments will discuss similar information and administrators will attend when necessary.

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

Clewiston High School has a few teachers who are out of field because they have not yet met all of the requirements for ESOL; however, courses are offered for them to become ESOL Endorsed either online through Beacon Educator or Face to Face with Instructional Coaches.

Our recruiting process starts by using Teacher - Teacher. com and Applitrack.com provided by the county. The county also provides us with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate we contact the county office for information to make sure that the candidate is highly qualified.

Our county provides a very structured and supportive beginning teacher program in order to retain the quality teachers that we hire.

Each new teacher at Clewiston High School is assigned a mentor who is connected with that grade level and has met all of the requirements to be part of the Leadership Team. The administration, along with the coaches, meet with during PLC's bi-weekly to provide workshops in areas of need or to problem solve. It is also a requirement to have a PLC bi-weekly.

We feel these additional requirements help the new teachers to assimilate to our school better, make them feel more connected, and assist them with quality teaching.

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

All of our mentors at Clewiston High School are also part of our Leadership Team. Therefore, they are teachers who have passed all of the requirements set forth by the county, are very involved in the schools, and have completed all of the requirements for Collegial Coaching. We try to connect each new teacher with someone from the Leadership Team who is part of his/her content area.

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

Clewiston High School teachers are required to turn in lesson plans on a regular basis prior to their instruction of the curriculum. In order to assist in collaboration and provide accountability these are uploaded to Google Drive and shared among the department. Teachers use CPALMS as a common resource in constructing these lesson plans. Departmental meetings are also held regularly, under the guidance of instructional coaches and administrators, to share lessons and ensure that each teachers in aligning their instruction to appropriate standards. Specifically in the English courses, Clewiston High School has made use of Springboard in order to further ensure that instruction is aligned to these 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

Through the use of PEER, an automated online system, teachers now have improved access to information on students' needs for classroom accommodations. Based on the 504 and/or IEP plans for those students teachers make appropriate accommodations in order for all students to be afforded the opportunity to achieve proficiency.

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:

We have a few different programs that we offer after school for our students for an additional hour two times a week for several months.

1. The first is for our students who are struggling academically in either reading or math. These students are given additional time in that particular subject area. We have required the teachers to have activities that are hands on and keep the students active. This is NOT a drill and kill time! Last year we had three different rotations and hope to have the same this year. Some students only came to one session and some came to all three depending on their needs.
2. The second program is a Science enriching group. These students take what is being taught and extend their learning into after school program taking the subject just a bit further. We are currently trying to incorporate more STEM projects into our regular school day so this program will be even more in depth than the past. We have created a partnership with our high school and their bio-tech teachers to implement more hands on experiments and environmental projects.
3. The third program is our Migrant Program. This program is for our Migrant students assisting them with homework and extending the skills to make sure that the student understands the concepts and that language does not become a barrier with the topic.

Strategy Rationale

Re-engage students in school curriculum and offer additional support to our students.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Roberto, sanchezr@hendry.k12.fl.us

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

Credit accrual data, along with benchmark progress monitoring data will be analyzed to determine effectiveness.

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

Clewiston High School has created a freshman academy at our school in order to better assist ninth graders in their transition from middle school. Freshman have most of their courses in the same building and also share a common lunch. This has allowed a smoother transition in to a larger and more complex environment, leading to decreased behavioral incidents and increased achievement.

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

This year Clewiston High School is a certified AVID school. AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. Both parents and the community have made efforts in supporting AVID at Clewiston High School, including attendance at our AVID parent nights.

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

We offer four career and technical education programs ranging in areas like agriculture to digital design. Within our four CTE programs, students have the opportunity to earn eight different certifications in 2014-2015. These programs and the different tracks that lead to meaningful industry certifications give our students a direct and clear connection between school and the workforce. As students participate in these programs, the majority of these students also participate simultaneously in a student organization that predominately meets after school. For example, students that progress through our agritechnology program are also members of our Future Farmer's of America (FFA). Through their participation in a career and technical student organization (CTSO) students work on real-world projects directly with businesses of individuals in the field and through such collaborative partnerships, students are able to gain valuable experience and many times, give back to the community. In addition to CTE, our school also has advanced programs like Advanced Placement (AP) and dual-enrollment for students who seek to matriculate in an academic post-secondary institution after high school.

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

During school hours there are a number of available courses related to the multiple CTE programs made available to all students. Agriculture offers multiple levels of agritechnology, biotechnology, aquaculture, and electricity. Criminal Justice offers an 911/dispatchers course as well multiple levels of a criminal justice course. Health Sciences offers multiple levels of an allied health sciences course ending with a home health aid certification with potential to earn a CNA. We also have computer ending in Microsoft certifications as well as a digital design course.

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

In 2014-2015, our school is implementing the Advancement Via Individual Determination (AVID) program in grades 9-12. More than 175 students are enrolled in the college preparatory program. This program provides these with the soft skills, organizational, time management, and social skills needed to not only enroll in college but also succeed in college. In addition to this we also offer nine Advanced Placement courses that provide student with university-type content and instruction as well as two dual-enrollment courses for eligible students. Beyond this and school-wide our primary goal this year is to increase the rigor in each classroom. This will ensure that we have the base foundation to improve the critical thinking, reading, and writing skill of all students thereby ensuring that even

more students will be ready for college material upon graduation from our school through core instruction alone.

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.** If we improve the culture by increasing the use of data to make instructional decisions and strengthening relationships between school stakeholders, then we will produce an environment where people enthusiastically come together to work and learn and decisions will be made that move us towards seeing all our students perform better in classes and on state standardized tests.

- G2.** If we increase the amount and quality of writing in all classrooms school-wide, then we will create students that are better prepared to communicate in writing in way that allows them to substantiate their writing with evidence and thus those students will be better prepared to be successful in either college or a career.

- G3.** If we enhance the reading application skills of students in each content area classroom, then students will become more critical thinkers about what they read, thus allowing the students to be better prepared to be successful on the state assessment in language arts and more importantly be successful in college or a career.

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. If we improve the culture by increasing the use of data to make instructional decisions and strengthening relationships between school stakeholders, then we will produce an environment where people enthusiastically come together to work and learn and decisions will be made that move us towards seeing all our students perform better in classes and on state standardized tests. **1a**

 G043965

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- Personnel
- Time
-

Targeted Barriers to Achieving the Goal **3**

- Teachers lack the knowledge and skill to analyze and use data effectively.

Plan to Monitor Progress Toward G1. **8**

Review of teachers' lesson plans on the use of data to guide instruction.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans

G2. If we increase the amount and quality of writing in all classrooms school-wide, then we will create students that are better prepared to communicate in writing in way that allows them to substantiate their writing with evidence and thus those students will be better prepared to be successful in either college or a career. **1a**

 G043964

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- Personnel
- Time
- Rubrics

Targeted Barriers to Achieving the Goal **3**

- Finding content appropriate materials and topics for classes outside of English

Plan to Monitor Progress Toward G2. **8**

We will collect data using the interim writing assessments and standardized testing.

Person Responsible

Mary Thomas

Schedule

Quarterly, from 8/19/2014 to 6/3/2015

Evidence of Completion

Writing assessments, standardized testing

G3. If we enhance the reading application skills of students in each content area classroom, then students will become more critical thinkers about what they read, thus allowing the students to be better prepared to be successful on the state assessment in language arts and more importantly be successful in college or a career. 1a

G043868

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Personnel
- Time
- Performance Matters

Targeted Barriers to Achieving the Goal 3

- There is currently no data from Science and History content areas that will show if students are meeting their reading skills in the content area.

Plan to Monitor Progress Toward G3. 8

Interim reading assessments and standardized testing

Person Responsible

Mary Thomas

Schedule

On 6/3/2015

Evidence of Completion

Interim assessments, standardized testing

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. If we improve the culture by increasing the use of data to make instructional decisions and strengthening relationships between school stakeholders, then we will produce an environment where people enthusiastically come together to work and learn and decisions will be made that move us towards seeing all our students perform better in classes and on state standardized tests. **1**

 G043965

G1.B1 Teachers lack the knowledge and skill to analyze and use data effectively. **2**

 B107943

G1.B1.S1 Provide continuing professional development for teachers in the collection, analysis, and further use of data in the classroom. **4**

 S121880

Strategy Rationale

If teachers are shown the effectiveness of using data to guide instruction and support their students' achievement, they will be more likely to do so.

Action Step 1 **5**

Implementing professional development for teachers to interpret data in all content areas.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Evidence that data is being used in lesson plans to make effective instructional decisions.

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

Professional development opportunities will be provided to assist teachers with interpreting data.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans will be monitored to ensure teachers are using data from assessments to make effective instructional decisions.

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

Lesson plans will be turned into lead teachers in order to check for data use within instruction.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Evidence that data guides instructional strategies will be collected in order to ensure instructional decisions promote student growth within the classroom.

G2. If we increase the amount and quality of writing in all classrooms school-wide, then we will create students that are better prepared to communicate in writing in way that allows them to substantiate their writing with evidence and thus those students will be better prepared to be successful in either college or a career. 1

G043964

G2.B1 Finding content appropriate materials and topics for classes outside of English 2

B110430

G2.B1.S1 Acquire quality materials to be used in non-English classes to improve student writing in all content areas. 4

S121883

Strategy Rationale

If writing materials can be incorporated in all content areas, students will be able to improve their writing skills and success on writing assessments.

Action Step 1 5

Provide non-English teachers with appropriate writing materials to improve student writing in all content areas.

Person Responsible

Roberto Sanchez

Schedule

Evidence of Completion

Students writing samples and state assessments will provide evidence of improved student writing.

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

Resources will be available to teachers of non-English classes to incorporate appropriate writing materials and topics.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Students writing data will be collected to ensure all content areas are producing high quality student writing samples.

G3. If we enhance the reading application skills of students in each content area classroom, then students will become more critical thinkers about what they read, thus allowing the students to be better prepared to be successful on the state assessment in language arts and more importantly be successful in college or a career.

1

 G043868

G3.B1 There is currently no data from Science and History content areas that will show if students are meeting their reading skills in the content area. 2

 B108074

G3.B1.S1 Use baseline tests in science and history content areas to collect reading data. 4

 S119833

Strategy Rationale

Having reading data in science and history content areas will enable staff to improve their reading skills in these content areas.

Action Step 1 5

Baseline tests will be created in History and Science to assess reading skills.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data from History and Science baselines will allow teachers to enhance student reading skills in these content areas.

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

Data will be included in Performance Matters to allow teachers to have access to reading scores.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Tests taken in Performance Matters will be used to monitor student reading progress in History and Science.

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

Performance Matters will be used to create tests to enhance reading skills and monitor improvement.

Person Responsible

Roberto Sanchez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Mini assessments will monitor students reading improvements throughout the year.

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
G3.B1.S1.A1	Baseline tests will be created in History and Science to assess reading skills.	Sanchez, Roberto	8/18/2014	Data from History and Science baselines will allow teachers to enhance student reading skills in these content areas.	6/3/2015 monthly
G1.B1.S1.A1	Implementing professional development for teachers to interpret data in all content areas.	Sanchez, Roberto	8/18/2014	Evidence that data is being used in lesson plans to make effective instructional decisions.	6/3/2015 monthly
G2.B1.S1.A1	Provide non-English teachers with appropriate writing materials to improve student writing in all content areas.	Sanchez, Roberto	6/3/2015	Students writing samples and state assessments will provide evidence of improved student writing.	monthly
G1.MA1	Review of teachers' lesson plans on the use of data to guide instruction.	Sanchez, Roberto	8/18/2014	Lesson plans	6/3/2015 monthly
G1.B1.S1.MA1	Lesson plans will be turned into lead teachers in order to check for data use within instruction.	Sanchez, Roberto	8/18/2014	Evidence that data guides instructional strategies will be collected in order to ensure instructional decisions promote student growth within the classroom.	6/3/2015 monthly
G1.B1.S1.MA1	Professional development opportunities will be provided to assist teachers with interpreting data.	Sanchez, Roberto	8/18/2014	Lesson plans will be monitored to ensure teachers are using data from assessments to make effective instructional decisions.	6/3/2015 monthly
G2.MA1	We will collect data using the interim writing assessments and standardized testing.	Thomas, Mary	8/19/2014	Writing assessments, standardized testing	6/3/2015 quarterly
G2.B1.S1.MA1	Resources will be available to teachers of non-English classes to incorporate appropriate writing materials and topics.	Sanchez, Roberto	8/18/2014	Students writing data will be collected to ensure all content areas are producing high quality student writing samples.	6/3/2015 monthly
G3.MA1	Interim reading assessments and standardized testing	Thomas, Mary	8/18/2014	Interim assessments, standardized testing	6/3/2015 one-time
G3.B1.S1.MA1	Performance Matters will be used to create tests to enhance reading skills and monitor improvement.	Sanchez, Roberto	8/18/2014	Mini assessments will monitor students reading improvements throughout the year.	6/3/2015 monthly
G3.B1.S1.MA1	Data will be included in Performance Matters to allow teachers to have access to reading scores.	Sanchez, Roberto	8/18/2014	Tests taken in Performance Matters will be used to monitor student reading progress in History and Science.	6/3/2015 monthly

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. If we improve the culture by increasing the use of data to make instructional decisions and strengthening relationships between school stakeholders, then we will produce an environment where people enthusiastically come together to work and learn and decisions will be made that move us towards seeing all our students perform better in classes and on state standardized tests.

G1.B1 Teachers lack the knowledge and skill to analyze and use data effectively.

G1.B1.S1 Provide continuing professional development for teachers in the collection, analysis, and further use of data in the classroom.

PD Opportunity 1

Implementing professional development for teachers to interpret data in all content areas.

Facilitator

George Duckstein, Roberto Sanchez

Participants

Teachers and Staff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

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