

Haines City Senior High School



2014-15 School Improvement Plan

Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

<http://www.hainescityhighschool.com/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

81%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Haines City High School is to effectively engage students in the process of learning in order to ensure the opportunity for ALL students to graduate and become productive citizens.

Provide the school's vision statement

Vision & Purpose

The purpose of Haines City High School is to facilitate a lifelong learning process focused on high expectations shared by students, teachers, administrators, parents and community members. Our vision at HCHS is to effectively engage our students in the process of learning and ensure that ALL students graduate and become productive citizens capable of competing in a global market.

Belief Statement

- Student learning is the chief priority of the school and students' needs should be the primary focus of all school based decisions.
- In a changing world, learning is a lifelong process shared by students, teachers, administrators, parents, and the community.
- Curriculum, instruction, and assessment should incorporate a variety of learning activities to meet the needs of different types of learners.
- Students need to demonstrate essential knowledge through application, problem solving, and production of quality work.
- The character of a community is defined by how it treats its most vulnerable members.

School Environment

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

Haines City High School's student body is comprised of many cultures. An atmosphere of respect and appreciation for diversity is cultivated on this campus in many ways. Training for teachers in building positive relationships with students is offered each year. A climate of collaboration and respect for different cultures is established through classroom activities in which students are encouraged to include specific elements from their culture. Another way relationships are built is through planned parental involvement activities such as Multi-Cultural Night and through student clubs and organizations.

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

Haines City High School strives to create an environment where students feel safe and respected before, during, and after school. Safety procedures are in place that ensure a safe atmosphere for the students from the time they arrive on campus until they leave. Adult monitors are assigned locations throughout the campus to monitor before school, during lunch and transitional times, and after school each day. Students are encouraged to advocate for themselves and others through anti-bullying training. Whenever possible, the media center is open before and after school to provide students with the opportunity to check-out books and utilize technology resources. Many teachers use time before and after school to mentor at-risk students. The school resource officer is highly visible and accessible to students at all times.

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

Haines City High School strives to help each student make positive behavioral choices. The Behavior Intervention Model is used in every classroom throughout the campus. The BIM allows teachers to act in a proactive manner to assist students and have a standardized protocol on the steps to follow when addressing behavioral issues. The NEST is a place to learn, and the school's goal is to help students learn to make positive choices. Through the NEST, issues such as tardiness, minor discipline issues, and dress-code compliance are addressed. Then a student is sent to the NEST as an intervention, the disciplinary team works with him/her to correct the situation. Training for school personnel does not end with new hires. All HCHS personnel receive yearly training on updated district discipline changes, discipline procedures, school safety, fire drills and evacuations, lockdown procedures, active shooter (provided by the on-site school resource officer, and positive classroom management styles).

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

Haines City High School strives to make sure the social-emotional needs of all students are being met. During the intake process, student records are analyzed to determine whether or not a student is currently receiving counseling services or the services of a local agency. This allows for continuity of services for the student. Counselors are available to all students to discuss issues and concerns. Based on needs, counselors may make referrals to our regularly scheduled visiting school psychologist and/or outside agencies to obtain services needed for a student. They also serve as a bridge between school, agencies, and parents in locating resources for students, whether it's mental health counseling or academic services such as those provided by the Learning Resource Center. Guidance Counselors work closely with the LEA to screen students who are experiencing learning difficulties or exhibit behavior problems that may require services through Exceptional Student Education. A school-wide mentoring program is in place for at-risk learners.

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

NA

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	77	70	69	33	249
One or more suspensions	139	88	62	29	318
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	106	117	92	39	354

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	124	170	141	79	514

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

Intervention Strategies:

1. Assign mentors to those most critical based on immediate graduation needs
2. Data Chats to keep students informed of both strengths and areas of need
3. Target these students for Extended Learning Opportunities and/or provide additional support from Reading Interventionist and/or Exceptional Student Education teachers.
4. Grade level conferences are held by each counselor twice a year. Counselors meet with Seniors 3 to 4 times per year to ensure students are on track for graduation, as well as to monitor absences and g.p.a.
5. Our Attendance Dean tracks students who miss 10 percent or more of available instructional time and 9th grade students with 1 or more absence within the 1st 20 days. The Attendance Dean also sets up parent/student meetings and puts students on an attendance contract.
6. Our Discipline Deans monitor and put on contract those with repeated behavioral referrals.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193424>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Haines City High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Members of the SAC committee establish connections with various civic organizations and local businesses to provide resources to support and award student achievement. Furthermore, club sponsors at Haines City High School seek to partner with businesses and community organizations that can provide resources specific in nature to their particular club. Many faculty members of Haines City High School also utilize their own personal connections within the community to secure resources. The family involvement paraprofessional also utilizes knowledge gained from district professional development to establish partnerships with local businesses. Haines City High School maintains an active membership in the local Chamber of Commerce to establish connections between the school and businesses that serve the community.

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
BUTLER, TRISH	Principal
Ferguson, Deborah	Other
Gables, Melinda	Other
Green, Melissa	Other
Lawhorn, Heidi	Instructional Coach
McDaniel, Alfonso	Assistant Principal
McKown, Lori	Dean
McLendon, Elbony	Dean
Scheloske, Stephen	Assistant Principal
Shick, Jason	Assistant Principal
Young, Crystal	Dean
Herrington, Patrick	Dean
Kipp, Kenneth	Teacher, Career/Technical
Waters, Amanda	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 will provide a common vision for the use of data-based decision making and will assist all teachers in the implementation of the school's MTSS. The principal and assistant principals will supervise the development of a strong infrastructure for implementation and ensure that implementation is occurring. The principal and assistant principals will ensure teacher participation in professional learning communities occurs to support data-based decision making and planning. The principal and assistant principals will also ensure that communication with parents regarding MTSS/RtI occurs to inform parents of the measures in place to support their student. The Academic Coach, Academic Dean and the Reading Interventionist will identify and analyze existing literature on best practices/intervention approaches and identify systematic patterns of student need at the school. The Academic Coach and Academic Dean will also work with district personnel to identify appropriate, evidence-based intervention strategies and assist with school wide screening programs. ESE and general education teachers will participate in student data collection, integrate core instructional activities/materials/instruction in tiered interventions and provide information about core 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

Through bi-monthly department meetings and weekly common planning sessions, teachers will have the opportunity to examine student data, including attendance and individual assignment grades as well as progress monitoring data to monitor the effectiveness of supports and instruction. Content-area teachers will have individual data chats with students periodically through the year during class time and mentoring sessions that will assist students with individualized plans addressing academic and/or attendance needs. The Math Academic Coach and Assistant Principals will provide mentoring and support for the classroom teachers and assist in monitoring data and the effectiveness of instruction through observations and walk-throughs. The Reading Interventionist will work closely with the academic coach and dean to provide remedial instruction for struggling learners based on data from formative and summative assessments.

Title I, Part A

Funds school-wide services to Haines City High School. Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C-Migrant

Migrant students enrolled in Haines City High School will be assisted by the school and by the District Migrant Education Program (MEP). Services to migrant students are prioritized based on individual needs and migrant status. MEP Teacher Advocates assigned to schools with high percentages of migrant students monitor the progress of these at-risk students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to individual students and their families by locating services necessary to ensure the academic success of these highly mobile students.

Title I, Part D

Provides Transition Facilitators to assist students with transition from the Department of Juvenile Justice (DJJ) facilities back into the school for which they are zoned. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and ensure appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. Additionally, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Haines City High School are used to purchase professional training materials.

Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X-Homeless

The Hearth program, which is funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Title IV

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of these programs include anti-bullying, gang awareness, gun awareness, etc.

SAI- These funds are available through an application process in which schools will describe additional activities/supports they will provide for struggling students in the area of Reading and Math based on the granting of funds requested in the application. Funds are granted annually and not included in the annual budget.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia Butler	Principal
Deborah Ferguson	Teacher
Heidi Lawhorn	Teacher
Lori McKown	Education Support Employee
Jason Shick	Principal
Elbony Mclendon	Teacher
Stephen Scheloske	Principal
Sharon Appling	Education Support Employee
Tom Broadway	Business/Community
Michael Hill	Parent
Fred Ryder	Business/Community
Crystal Young	Education Support Employee
Valarie Kowlessar	Parent
Leslie Paul	Parent
Donald Brown	Business/Community
Ersley Johnson	Business/Community
Melinda Gables	Education Support Employee
Norma Hernandez	Student
Jackie Shadrake	Parent
Leslie Howe	Parent
Amanda Robinson	Education Support Employee

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

Last year's school improvement plan will serve as the foundation for the 2014-15 SIP. Last year's goals were appropriate but needed to be revised in regards to depth and complexity in order to address the newly implemented Florida Standards. Although a school-wide writing plan was developed, students did not receive sufficient extended writing practice across all content areas. Reading higher level texts across the curriculum became more evident, but students were still lacking in comprehension and vocabulary strategies necessary to understand complex texts. Math problem-solving skills still need to be an area of focus with an emphasis on understanding the vocabulary words and phrases necessary for success in problem-solving.

Development of this school improvement plan

Members of the SAC were given an opportunity to share their concerns for school improvement. A brainstorming session was held in which members listed and prioritized concerns regarding various aspects of the school which included addressing the suggestions from the AdvancedEd external review report to parental involvement and academic rigor. Responses from the 2013-14 Title I parent

surveys were also used in developing strategies for improvement. It was agreed that last year's goals were appropriate and need to be extended through the 2014-15 school year to continue developing on the foundation that has been put into place.

Preparation of the school's annual budget and plan

Outside of regular annually budgeted funds, very little additional funds were available as lottery funding was not provided. We did make use of some Title I funding for additional extended learning opportunities for both students and teachers.

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

School improvement funds were used to provide extended learning opportunities for students in Reading and Math. These learning opportunities included both after school tutoring (\$426.00) and Saturday Boost Camps (\$3,019.21) for various assessments. Funds were also allocated for professional development opportunities for teachers that focused on school and district initiatives.

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
Hoffmann, Connie	Instructional Media
Green, Melissa	Other
McKown, Lori	Dean
Emiba, Lacy	Teacher, K-12
Gables, Melinda	Other
Graffam, Ben	Teacher, K-12
Scott, Tanja	Teacher, K-12
Newbern, Ashley	Teacher, K-12
Waters, Amanda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted within Haines City High School in the following ways:

1. Parent Literacy Night focused on both student and parent literacy needs.
2. Encouragement of independent reading through a welcoming media center that includes a variety of lexile leveled books to address all reading levels..
3. Teacher led student "book talks."
4. Media Specialist training both students and faculty on the various technological aspects available on campus to support literacy for all.
5. Increase use of informational texts in both independent/instructional resources.

6. Enhance the literacy environment through the acquisition of a variety of lexiled leveled materials as determined through reading assessments.

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

Collaborative planning occurs during common planning periods which vary by content area. Teachers who have a common planning period with their peers within the master schedule meet weekly during that time. Teacher within that same department who do not share the common planning within the master schedule meet weekly after school with those of the same schedule. Entire department common planning takes place at least bi-monthly with all teachers of the department after school as outlined below.

English - weekly common planning sessions will take place on Tuesdays during either 2nd period (those with planning during school day) or after school from 2:00pm - 2:45pm for those with extra period classes. Bi-monthly common planning sessions for ALL English teachers 1st and 3rd Tuesday after school from 2:00pm - 3:00pm to provide for entire department long term planning and revisions.

Additional planning sessions will be scheduled to address areas of need in long term planning and Florida Standards implementation. (Title I funding to be used for these planning days as needed.)

Reading -

READING: 9th single/double block Chapman, Edmonston and Hill Fridays 5th pd. 20-122

READING: 10th single block Van Sise/ Saragusa Mondays & Tuesdays 5th pd. Green/White Lab

READING: 10th double block Van Sise/Morse Wednesdays 5thpd alternate rooms 01-030 & 20-107

READING: 11/12 single/double block Andrews/Carter/Hughes/Scott Wednesday after school Quad Math

Algebra 1- Agile Minds Harbaugh, McKinney, K. Taylor, Waggoner. Clark Mondays, after school /rotating 9th

Algebra 1-Akins, Willis, White Wednesday/Friday 1st pd. rotate rooms

Geometry Pierce, Gordon, Sylvester, Oneal, Willis Mondays after school rotate rooms

Badnell/Sylvester rotate days- once bi- weekly rotate rooms

Science

Biology: Emiba/Rubbico/Jackson/Baldwin/ Cambronero 7th pd. Tuesdays Rubbico's room 01-119

Teachers are encouraged to plan together at least once a week to ensure that common planning is occurring. Common assessments are also used, which reinforces the importance of collaborative planning.

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

Haines City High School uses several strategies to seek, recruit and retain highly qualified/certified-in-field and effective teachers. Assistant Principal, Stephen Scheloske, attends a yearly out-of-state teacher recruitment event that has resulted in the hiring of several new teachers. The administration of Haines City High School also encourages its educators to seek additional certifications in order to meet the course requests/academic requirements of the student body. Furthermore, a climate of support has been established through the creation of a new teacher mentoring program that will provide continued assistance and opportunities for growth through coaching and professional development.

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

Rationale for pairing: Pairs are created based on the need and may include, but are not limited to: Content-area expert for those with content needs

Pedagogical expert for non-education majors and/or those demonstrating need
Classroom management expert for those with identified needs
Planned Mentoring Activities:
Lesson planning assistance
Modeling teaching strategies
Model classroom visits (implementation of peer-to-peer observations)
Co-teaching
Monthly meetings with Academic Dean and lead teacher
Quarterly reviews with Academic Dean to verify certification compliance

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

Haines City High School teachers follow district created learning maps/modules and use district appointed materials to ensure that all core instructional programs are aligned to Florida's standards. Administrators and members of the leadership team monitor the use of these materials through observations and planning sessions with teachers. Professional development is also conducted to allow teachers the opportunity to further work with the Florida standards and to examine different ways these standards can be implemented in their classes. Curriculum planning sessions are scheduled to help teachers become more familiar with the expectations of the standards and how they are aligned from grade level to grade level.

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

Prior year student data is used to place students in the appropriate initial academic courses. Intensive Reading and Intensified Algebra students are scheduled for remediation based on end of year progress monitoring and prior year standardized test results. Flexible grouping based on formative and summative assessments is utilized in all academic classrooms to allow for differentiated instruction and/or small group instruction. Our school has a Reading Interventionist who works with an identified group of students in need of additional support with reading skills as determined by lowest quartile ranking.

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: 6,000

After school math tutoring (Monday and Wednesday) and reading tutoring (Tuesday and Thursday)

Strategy Rationale

Additional instructional support in the areas of reading and math to address areas of need in both EOCs and the newly implemented FSLA assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McKown, Lori, lori.mckown@polk-fl.net

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

FAIR data, math progress monitoring data, and final assessment results will be used to monitor the progress made by students in addition to school generated common assessments. Students will also be surveyed to monitor the impact of these extended learning opportunities.

Strategy: Extended School Day

Minutes added to school year: 3,600

The media center will remain open for an extra hour two days per week after school to give students the opportunity to use the computers for research, receive assistance with literacy resources, and to provide an opportunity for the students to check out books.

Strategy Rationale

Many of our students do not have computer access at home. Since we have a large number of students who spend extra hours after school practicing for sports, music programs, theater, etc., we felt that it would be beneficial to offer extended media hours to all students for two days per week. Several students and parents requested that extra time be made available for the use of the media center.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Melissa, melissa.green@polk-fl.net

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

The media center will remain open for an extra hour two days per week after school to give students the opportunity to use the computers for research, receive assistance with literacy resources, and to provide an opportunity for the students to check out books.

Strategy: Weekend Program

Minutes added to school year: 1,380

Saturday "Boost" Camp Sessions are held to prepare students for upcoming tests such as ACT, SAT, FCAT Retake Exams, FSLA and EOCs.

Strategy Rationale

By providing students with motivational sessions that provide helpful strategies, tips, and reminders of key content information, students will perform better on standardized tests.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McKown, Lori, lori.mckown@polk-fl.net

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

SAT/ACT and EOC results. Students will also be surveyed to monitor the impact of these extended learning opportunities.

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

The Academic Dean visits each feeder middle school to discuss options, electives and general school information. We hold a Freshman Parent Night in January to give parents an opportunity to learn more about our school and our expectations. We also offer another Freshman Night in late May for incoming Freshman to tour our campus. Students/parents are provided a draft of the student's schedule, learn about clubs, sports and become familiar with the general campus layout.

Grade level conferences are held by each counselor twice a year. Counselors meet with Seniors 3 to 4 times per year to ensure students are on track for graduation, as well as to monitor absences and GPA.

Our Attendance Facilitator tracks students who miss 10 percent or more of available instructional time and 9th grade students with 1 or more absence within the 1st 20 days. The Attendance Facilitator also sets up parent/student meetings and puts students at risk on an attendance contract.

Graduating students are targeted by programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

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

Each student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military

and career representatives so students are exposed to a variety of post-graduation opportunities. In order to improve student readiness for the public postsecondary level, the following strategies are being implemented: increase in the number and availability of advanced courses for all students; more college visits and guest speakers that focus on post-graduation opportunities; workshops to improve writing for college applications, scholarship opportunities, and writing in college. Graduating students are targeted by programs such as Upward Bound and Educational Talent Search to provide assistance with scholarships, financial aid, tutoring and career exploration.

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

Haines City High School offers students the opportunity to take courses in career academies that lead to industry certifications including those listed below. Students can also choose to take advanced courses that lead to college readiness and college credit such as Advanced Placement courses in English, Science, and Social Studies provided on campus and Dual Enrollment courses in English, Digital Design, and College Success are provided on campus as well as additional offerings at Polk State College.

Industry Certifications include:

AMP

Adobe Certified Associate Premiere CS6

Adobe Certified Associate Photoshop CS6

Adobe Certified Associate Dreamweaver CS6

Adobe Certified Associate Illustrator CS6

Adobe Certified Associate Photoshop CS6

EATS

Agricultural Biotechnology Test 2.0

ACES

Introduction Child Care Training FLDCF004 (must pass all exams)

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

Integration of career and technical education on campus is provided through the implementation of three (3) career academies:

1. Academy of Media Production (AMP)
2. Environmental Agricultural and Technology Academy (EATA)
3. Academy of Childrens Education Studies (ACES)

ALL academies incorporate the consistent use of informational texts, technical writing and career exploration in order to support student achievement.

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 order to ensure student readiness for the public postsecondary level, Haines City High School ensures that all curriculum is aligned with the Florida Standards. A variety of Advanced Placement and Dual Enrollment courses are offered to all students. Students are encouraged to take higher level math and science courses prior to graduation. Students are also encouraged to take tests such as the PSAT, ACT, PERT, and SAT. ACT/SAT and EOC Boost Camps are offered throughout the year to provide additional tutoring to ensure students are prepared to not only take these necessary tests, but to also pass each assessment taken. Students are also exposed to colleges prior to graduating through college visits and guest speakers.

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.** Students will routinely interact with rigorous texts that are aligned with the appropriate standards in all content areas.
- G2.** Students will use a variety of problem solving strategies appropriate for each math standard.
- G3.** Teachers will engage students in varied and rigorous writing tasks that are aligned with the standards of the content area.

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. Students will routinely interact with rigorous texts that are aligned with the appropriate standards in all content areas. 1a

G038754

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- Reading Interventionist
- PLC /Collaborative Planning
- Curriculum Learning Maps provided by the district
- District Support/Training
- Model Classrooms

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge
- Data is collected but not utilized to inform or drive instruction
- Limited understanding of Florida Standards

Plan to Monitor Progress Toward G1. 8

Analyzing reading, writing, math and science data for evidence of growth (improvement)

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 1/5/2015 to 5/29/2015

Evidence of Completion

monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.

G2. Students will use a variety of problem solving strategies appropriate for each math standard. 1a

G038755

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0

Resources Available to Support the Goal 2

- math coach
- collaborative planning with PLCs
- online district support math page
- new curriculum materials/programs - AgileMinds, texts, etc.

Targeted Barriers to Achieving the Goal 3

- Teacher lack of knowledge/understanding on Florida Standards

Plan to Monitor Progress Toward G2. 8

Check for increased performance in math

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 10/8/2014 to 5/13/2015

Evidence of Completion

Math Progress Monitoring along with EOC and EOY assessment reports

G3. Teachers will engage students in varied and rigorous writing tasks that are aligned with the standards of the content area. 1a

G038756

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Instructional Coaches
- District Professional Development
- Common Planning
- Writing Progress Monitoring
- PD 360

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of common core requirements (writing assessments) and best practices

Plan to Monitor Progress Toward G3. 8

initial percent of students demonstrating proficiency on ELA writing at or above 50%, increased proficiency on writing progress monitoring prompts

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

annual review of ELA writing assessment, analysis of progress monitoring writing prompts.

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. Students will routinely interact with rigorous texts that are aligned with the appropriate standards in all content areas. **1**

 G038754

G1.B5 Limited understanding of Florida Standards **2**

 B103959

G1.B5.S1 Teachers in accountability areas will attend district sponsored trainings and school based common planning sessions focused on understanding and implementing the Florida Standards.. **4**

 S115069

Strategy Rationale

Teachers need further knowledge and understanding of Florida Standards to fully implement in the classroom

Action Step 1 **5**

Content Area Planning Sessions

Person Responsible

TRISH BUTLER

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, classroom observations, common assessments, sign-in/minutes from planning sessions

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

walkthroughs, lesson plan checks

Person Responsible

TRISH BUTLER

Schedule

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

Evidence of Completion

sign-in, minutes from collaborative planning session, lesson plan reviews, Journey input

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Evaluation of evidence of teacher collaborative planning

Person Responsible

TRISH BUTLER

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Teacher collaborative planning accountability sheets, administration/leadership minutes from discussions, common assessment results, Journey/walkthrough reviews

G1.B5.S2 Schedule planning meetings and professional development to allow teachers to analyze standards and how these new standards apply to their curriculum and teaching practices 4

 S150343

Strategy Rationale

.Teachers have a limited understanding of the new Florida Core Standards.

Action Step 1 5

teachers in accountability areas attend district sponsored trainings focused on Florida Standards

Person Responsible

TRISH BUTLER

Schedule

On 3/20/2015

Evidence of Completion

implementation of new standards in lesson planning and delivery in the classroom

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

walkthroughs and lesson plan checks

Person Responsible

TRISH BUTLER

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Journey indicators, lesson plans, sign-in verification for trainings

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

walkthroughs, lesson plan checks, common planning attendance,

Person Responsible

TRISH BUTLER


Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Journey indicators, lesson plans, student performance data on common assessments

G1.B5.S3 Teachers will develop and deliver standards based instruction that is engaging and rigorous with ongoing monitoring and feedback. 4

 S150344

Strategy Rationale

Teachers need to implement new Florida Standards focused curriculum in the classroom this year in order to best prepare students for new FSLA assessment.

Action Step 1 5

Teachers in accountability content areas will create and implement lesson plans demonstrating knowledge and understanding of Florida Standards.

Person Responsible

TRISH BUTLER

Schedule

Biweekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

lesson plans, walkthroughs, administrative accountability area reviews

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

walkthroughs, lesson plan checks

Person Responsible

TRISH BUTLER

Schedule

Biweekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Journey indicators, leadership team reviews, lesson plans, administrative accountability area reviews

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Analyzing reading, writing, math and science data for evidence of growth (improvement

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

annual results from ELA Writing, FSLA, common assessments, and writing progress monitoring, FAIR, EOCs

G2. Students will use a variety of problem solving strategies appropriate for each math standard. 1

G038755

G2.B4 Teacher lack of knowledge/understanding on Florida Standards 2

B138373

G2.B4.S1 Teachers in accountability areas will attend district sponsored trainings focused on Florida Standards 4

S150346

Strategy Rationale

Teachers in accountability areas need to know and understand Florida Standards to implement this year

Action Step 1 5

Teachers in accountability areas will attend district sponsored trainings

Person Responsible

TRISH BUTLER

Schedule

On 3/20/2015

Evidence of Completion

teacher attendance at training

Action Step 2 5

Teachers will collaboratively plan to develop and deliver standards based instruction that is engaging and rigorous

Person Responsible

TRISH BUTLER

Schedule

Weekly, from 11/3/2014 to 5/22/2015

Evidence of Completion

collaborative planning meeting minutes/documentation, lesson plans, walkthrough/Journey indicators

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Sharing of information received at training for understanding/clarification

Person Responsible

TRISH BUTLER

Schedule

On 3/20/2015

Evidence of Completion

sharing of training experience immediately following training session during common planning

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

walkthroughs, lesson plan checks, evaluation of evidence of common planning

Person Responsible

TRISH BUTLER

Schedule

Biweekly, from 11/3/2014 to 5/22/2015

Evidence of Completion

Journey input, sign in/minutes from collaborative planning, lesson plans, minutes from administrative accountability area discussions

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

classroom walkthroughs/observations, lesson plan checks

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Journey indicators, lesson plans, administrative accountability area reviews

G3. Teachers will engage students in varied and rigorous writing tasks that are aligned with the standards of the content area. **1**

G038756

G3.B2 Lack of knowledge of common core requirements (writing assessments) and best practices **2**

B093111

G3.B2.S1 During PLC's, best practices, writing exemplars, and writing standards should be examined and analyzed. **4**

S115118

Strategy Rationale

Teacher exposure to best practices, writing exemplars, and writing standards that are applicable to content area.

Action Step 1 **5**

Teachers will gain a better understanding of new writing assessment format/requirements and implement changes into writing instruction to address new assessment format.

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 10/1/2014 to 3/20/2015

Evidence of Completion

sign-in/notes from trainings, lesson plans, walkthroughs/Journey inputs, administrative accountability area discussion minutes.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Examination and monitoring of lesson plans, walkthroughs

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 11/3/2014 to 3/20/2015

Evidence of Completion

lesson plans, walkthrough/Journey input

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

review of progress monitoring prompts, classroom writings

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 11/3/2014 to 3/20/2015

Evidence of Completion

analysis of writing progress monitoring responses, classroom writing samples, lesson plans

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.B5.S1.A1	Content Area Planning Sessions	BUTLER, TRISH	9/15/2014	Lesson Plans, classroom observations, common assessments, sign-in/minutes from planning sessions	5/29/2015 weekly
G3.B2.S1.A1	Teachers will gain a better understanding of new writing assessment format/requirements and implement changes into writing instruction to address new assessment format.	BUTLER, TRISH	10/1/2014	sign-in/notes from trainings, lesson plans, walkthroughs/Journey inputs, administrative accountability area discussion minutes.	3/20/2015 monthly
G1.B5.S2.A1	teachers in accountability areas attend district sponsored trainings focused on Florida Standards	BUTLER, TRISH	10/1/2014	implementation of new standards in lesson planning and delivery in the classroom	3/20/2015 one-time
G1.B5.S3.A1	Teachers in accountability content areas will create and implement lesson plans demonstrating knowledge and understanding of Florida Standards.	BUTLER, TRISH	11/3/2014	lesson plans, walkthroughs, administrative accountability area reviews	5/29/2015 biweekly
G2.B4.S1.A1	Teachers in accountability areas will attend district sponsored trainings	BUTLER, TRISH	10/1/2014	teacher attendance at training	3/20/2015 one-time
G2.B4.S1.A2	Teachers will collaboratively plan to develop and deliver standards based instruction that is engaging and rigorous	BUTLER, TRISH	11/3/2014	collaborative planning meeting minutes/ documentation, lesson plans, walkthrough/Journey indicators	5/22/2015 weekly
G1.MA1	Analyzing reading, writing, math and science data for evidence of growth (improvement)	BUTLER, TRISH	1/5/2015	monitoring data from FAIR, ELA Writing prompts, content area common assessments, performance task analysis from learning maps.	5/29/2015 monthly
G1.B5.S1.MA1	Evaluation of evidence of teacher collaborative planning	BUTLER, TRISH	11/3/2014	Teacher collaborative planning accountability sheets, administration/ leadership minutes from discussions, common assessment results, Journey/ walkthrough reviews	5/29/2015 weekly
G1.B5.S1.MA1	walkthroughs, lesson plan checks	BUTLER, TRISH	9/29/2014	sign-in, minutes from collaborative planning session, lesson plan reviews, Journey input	5/29/2015 weekly
G1.B5.S2.MA1	walkthroughs, lesson plan checks, common planning attendance,	BUTLER, TRISH	10/1/2014	Journey indicators, lesson plans, student performance data on common assessments	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S2.MA1	walkthroughs and lesson plan checks	BUTLER, TRISH	10/1/2014	Journey indicators, lesson plans, sign-in verification for trainings	5/29/2015 biweekly
G1.B5.S3.MA1	Analyzing reading, writing, math and science data for evidence of growth (improvement)	BUTLER, TRISH	11/3/2014	annual results fro ELA Writing, FSLA, common assessments, and writing progress monitoring, FAIR, EOCs	5/29/2015 monthly
G1.B5.S3.MA1	walkthroughs, lesson plan checks	BUTLER, TRISH	11/3/2014	Journey indicators, leadership team reviews, lesson plans, administrative accountability area reviews	5/29/2015 biweekly
G2.MA1	Check for increased performance in math	BUTLER, TRISH	10/8/2014	Math Progress Monitoring along with EOC and EOY assessment reports	5/13/2015 monthly
G2.B4.S1.MA1	classroom walkthroughs/observations, lesson plan checks	BUTLER, TRISH	10/1/2014	Journey indicators, lesson plans, administrative accountability area reviews	5/29/2015 monthly
G2.B4.S1.MA1	Sharing of information received at training for understanding/clarification	BUTLER, TRISH	10/1/2014	sharing of training experience immediately following training session during common planning	3/20/2015 one-time
G2.B4.S1.MA3	walkthroughs, lesson plan checks, evaluation of evidence of common planing	BUTLER, TRISH	11/3/2014	Journey input, sign in/minutes from collaborative planning, lesson plans, minutes from administrative accountability area discussions	5/22/2015 biweekly
G3.MA1	initial percent of students demonstrating proficiency on ELA writing at or above 50%, increased proficiency on writing progress monitoring prompts	BUTLER, TRISH	10/1/2014	annual review of ELA writing assessment, analysis of progress monitoring writing prompts.	5/29/2015 monthly
G3.B2.S1.MA1	review of progress monitoring prompts, classroom writings	BUTLER, TRISH	11/3/2014	analysis of writing progress monitoring responses, classroom writing samples, lesson plans	3/20/2015 monthly
G3.B2.S1.MA1	Examination and monitoring of lesson plans, walkthroughs	BUTLER, TRISH	11/3/2014	lesson plans, walkthrough/Journey input	3/20/2015 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. Students will routinely interact with rigorous texts that are aligned with the appropriate standards in all content areas.

G1.B5 Limited understanding of Florida Standards

G1.B5.S1 Teachers in accountability areas will attend district sponsored trainings and school based common planning sessions focused on understanding and implementing the Florida Standards..

PD Opportunity 1

Content Area Planning Sessions

Facilitator

A. Robinson (APC), H. Lawhorn (Math Coach), M. Green / M. Valk (Reading Interventionist)

Participants

English teachers, Math teachers, Reading teachers

Schedule

Weekly, from 9/15/2014 to 5/29/2015

G1.B5.S2 Schedule planning meetings and professional development to allow teachers to analyze standards and how these new standards apply to their curriculum and teaching practices

PD Opportunity 1

teachers in accountability areas attend district sponsored trainings focused on Florida Standards

Facilitator

district personnel and DANA Center trainers

Participants

content area teachers in accountability areas

Schedule

On 3/20/2015

G1.B5.S3 Teachers will develop and deliver standards based instruction that is engaging and rigorous with ongoing monitoring and feedback.

PD Opportunity 1

Teachers in accountability content areas will create and implement lesson plans demonstrating knowledge and understanding of Florida Standards.

Facilitator

M. Valk

Participants

Reading teachers

Schedule

Biweekly, from 11/3/2014 to 5/29/2015

G2. Students will use a variety of problem solving strategies appropriate for each math standard.

G2.B4 Teacher lack of knowledge/understanding on Florida Standards

G2.B4.S1 Teachers in accountability areas will attend district sponsored trainings focused on Florida Standards

PD Opportunity 1

Teachers in accountability areas will attend district sponsored trainings

Facilitator

district personnel, DANA Center training

Participants

Math accountability area teachers

Schedule

On 3/20/2015

PD Opportunity 2

Teachers will collaboratively plan to develop and deliver standards based instruction that is engaging and rigorous

Facilitator

H. Lawhorn

Participants

Math accountability area teachers

Schedule

Weekly, from 11/3/2014 to 5/22/2015

G3. Teachers will engage students in varied and rigorous writing tasks that are aligned with the standards of the content area.

G3.B2 Lack of knowledge of common core requirements (writing assessments) and best practices

G3.B2.S1 During PLC's, best practices, writing exemplars, and writing standards should be examined and analyzed.

PD Opportunity 1

Teachers will gain a better understanding of new writing assessment format/requirements and implement changes into writing instruction to address new assessment format.

Facilitator

A. Robinson

Participants

English teachers

Schedule

Monthly, from 10/1/2014 to 3/20/2015

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