

# Zenith



2014-15 School Improvement Plan

**Zenith**

2218 E IRLO BRONSON MEMORIAL HWY, Kissimmee, FL 34744

www.osceola.k12.fl.us

**School Demographics****School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

**School Grades History****Year****Grade****School Board Approval**

This plan is pending approval by the Osceola 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

"We exist to prepare each student academically and socially to be critical thinkers, problem solvers, and responsible and productive citizens."

##### **Provide the school's vision statement**

"At Zenith, we Believe each student can learn and will have an equal opportunity to do so; in clearly defined goals that set high expectations for student excellence; in the value of parents as the student's first and best teachers; in the value of each employee; in accountability at all levels; in a community that must actively participate in the development of our students; we can achieve higher levels of performance; in the personal and professional growth of all people at our school; the campus should be supportive, safe and secure; instructional practices should incorporate learning activities that take into account differences in learning styles."

#### School Environment

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

Students are encouraged to interact with teachers on a daily basis in the classroom. During these interactions students are able to discuss their backgrounds and also learn about their teachers' background in a non-threatening, very relaxed manner. In addition, Zenith conducts an international week when students and staff discuss world cultures and learn about the heritage of their peers. During this period students answer questions about customs, music, foods and other facts concerning other cultures around the world.

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

Zenith provides an environment in which students are taught the three R's: Responsibility, Respect, and Ready to Learn. These three concepts are taught and reinforced daily. In addition, Zenith enforces a zero tolerance status on bullying. Incidents are dealt with immediately, if and when they occur. The administration, teachers, hall monitors, and all other staff members remain vigilant in ensuring that students feel safe and respected throughout the entire school.

##### **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**

Students are taught to be Responsible, Respectful, and be Ready to Learn as part of the Positive Behavior Support (PBS) program. PBS builds an effective environment in which positive behavior is reinforced. A collaborative, assessment-based approach to developing effective interventions for problem behavior. Preventive, teaching and reinforcement-based strategies are emphasized and employed. Zenith develops rules for the classroom, cafeteria and hallways. Classroom problems must be dealt with on an individual basis so that 1) the problem or child is identified; 2) the problem is analyzed; 3) a plan of action is developed; and 4) the plan is evaluated. These rules and expectations are incorporated into the school-wide plans for the first day of school and are reinforced, retaught,



and reevaluated on a regular basis. The process involves rewards i.e., verbal praise, Z-bucks, homework pass, positive call home, social time, candy and small tangibles, stamps or stickers on work or in their agenda, etc.

**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**

Administrators maintain an open door policy to students. In addition, there are two guidance counselors on staff daily. The school has a social worker who comes in once a week but is also available as needed.

**Early Warning Systems**

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

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

- FOCUS tracks excessive absences
- Out of School and In School Suspensions are tracked by FOCUS
- Intensive reading classes in both Reading and Math address the needs of Level 1 students

**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
	11	12	
Attendance below 90 percent	10	16	26
One or more suspensions	2	2	4
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level		Total
	11	12	
Students exhibiting two or more indicators	10	16	26

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

- Conferencing with students who have early warning indicators
- Parent conference with students who fall below 90% in attendance and have one or more out of school or in school suspensions
- Positive Behavior Support System
- In School Suspensions tracking system
- Early Truancy Intervention meetings monthly

**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***

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home and parent review at the middle and high school levels.

**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**

Title I Annual meetings and Graduation/Literacy Parent Nights will be held twice this year. Zenith contributes weekly to the district Tipster Report which is sent to community leaders and parents regarding information about the school's activities. The College and Career Center reaches out to various community members such as business partners, military, colleges and tech schools. In addition, a college fair is held each year.

#### **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
Alexander, Sheryl	Principal
O'Connor, Frances	
Findlater, Raymond	SAC Member
Phillips, Delilah	Dean
Whitman, Ellen	Instructional Coach
McKenna, Cindy	Instructional Media
Konieczny, Carolyn	Teacher, Career/Technical
Helms, Kathryn	Guidance Counselor
Cooper, Melissa	Guidance Counselor
Vazquez, Jose	Dean

### Duties

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

Each team member utilizes their specialization and title to determine how they contribute to the leadership team. The Principal facilitates management, monitors data, budget, staff supervision, and offers support, AP ensures proper use of Title I approaches and monitors data including attendance, the dean of students handles disciplinary data and management, the school counselors review academic performance data and progress monitor each student, the ESE Compliance Specialist monitors that student's needs are recognized and program fidelity for Special Education, the Literacy Coach reviews scores for improving achievement for students and design interventions to meet those needs, the School Psychologist handles testing for educational placement and supports the IAT Team.

***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***

We work as a team comprised of the Principal, Assistant Principal, School Counselors (2), Reading Coach, Math Department Chair, ESE Resource Compliance Specialist, Dean, School Psychologist and Classroom Teacher to review the data and make decisions as a team, with administrative approval and support. By reviewing the data that consists of academic performance, credit completion in high school, graduation rates, FCAT, EOC scores and trends, and STAR results we can determine where there are gaps in progress and cater our programs and teacher support to minimize those gaps. Resource allocation such as Title I funds, ESE funds, and school budget is utilized in programs such as Reading and Math educational support classes for students (Intensive Reading and Math), training for teachers and staff on instructional techniques, test preparation support for students and after-school opportunities that provide the same support and design as the school day programs.

#### Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and after school programs, Saturday and summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. The Reading Coach develops and leads programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

**Title I, Part C-Migrant**

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

**Title I Part D**

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

**Title II**

Professional Development is provided for PDA+, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

**Title X**

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

**School Advisory Council (SAC)****Membership**

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

<b>Name</b>	<b>Stakeholder Group</b>
Dr. Raymond Findlater	Teacher
Sheryl A. Alexander	Principal
Ana Suarez-Thompson	Teacher
Delilah Phillips	Teacher
Tameka Vazquez	Education Support Employee
Kathryn Helms	Teacher
Faelosky Donis	Teacher
Noemi Martineo	Parent
Freddie Diaz	Parent
Frances O'Connor	Teacher

**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 Chair and members of the team discussed and reviewed the prior year's 2012/2013 plan. Then, a coordinated effort involving the Zenith leadership team scheduled group meetings in which the SIP was dissected and tackled in sections. Department heads, teachers, guidance counselors, participating SAC members worked on specific sections of interest to them and on areas that required their expertise. Groups were organized with instructions on how to work in a problem solving mode, to identify Proficiency rates for 2012/13 and Target Proficiency Rates for 2013/14 in tested areas such as Reading, Math, Science, and Writing. The SAC was called upon in several meetings to provide input and eventually to approve the School Improvement Plan.

*Development of this school improvement plan*

The SAC Chair, along with the Principal have coordinated and instructed the School Improvement Plan (SIP) committee on changes in the 2014/15 School Improvement Plan and strategized on the best plan of action. The committee is made up of at least 4 members of SAC, department heads in Reading, Math, Science, STEM, Social Studies, Language Arts, and other members of staff (including the Title I coordinator, attendance clerk and others). The SAC discussed the SIP with attending members and parents at the August 21, 2014 meeting.

*Preparation of the school's annual budget and plan****Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Parent Literacy Night  
 Parent Graduation Night  
 College Fair  
 PBS Incentives  
 Staff Appreciation  
 Graduation Transportation

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

No

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

Recruitment drives, school newsletters sent home to parents, open house information booth, participation in SAC members during College Fair, and parent literacy and graduation night

**Literacy Leadership Team (LLT)****Membership**

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

Name	Title
Alexander, Sheryl	Principal
O'Connor, Frances	Assistant Principal
Whitman, Ellen	Instructional Coach
Edge, Karen	Teacher, K-12
Barnhill, Cassandra	Teacher, K-12
Catala, Merari	Teacher, K-12
Jakoby, Bill	Teacher, K-12
Vaughn, Laura	Teacher, K-12
Hawkins, Nicole	Teacher, K-12
Rogers, John	Teacher, K-12
Moral, Amy	Teacher, K-12
Reeves, John	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

The Literacy Team supports school-wide literacy initiatives which build skills needed to pass the FSA, FCAT, ACT, and PERT requirements for a high school diploma. Our goal is to enrich students' abilities as well as to build life long readers.

## 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**

All teachers share a common planning period at the end of the school day. Teachers meet by subject area in Professional Learning Communities (PLCs) to identify weaknesses in student learning and discuss how to address the issues. Staff functions also take place throughout the year.

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

The administration attends job fairs, uses Wilnocular to search for qualified applicants and reviews resumes submitted. Interested applicants will be interviewed by administration and the expectations will be addressed in the interview. Professional Learning Communities (PLC) focus on student performance, data and strategies for improvement. The goal of the PLC is to development effective instruction that leads to student achievement.

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

Any status 3 and status 9 teachers are assigned a mentor. This is generally done during preplanning. Mentors are Zenith/Axis teachers who must hold a valid certificate, have a minimum of three years teaching experience, have mentor training, demonstrate effective teaching performance, and have Highly Effective or Effective on evaluations.

In addition, a volunteer mentor is chosen for all teachers who are new to the school. This is done at the same meeting at which status 3 and status 9 teachers are assigned mentors. Meetings with mentors, paid and volunteer, are at the discretion of the new teacher-mentor pair.

## 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***

The district ensures all resources and materials align with Florida's standards. At the school level, lesson plans are reviewed to ensure resources and materials are aligned to the benchmarks.

#### **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***

Students are scheduled according to their data profile. Teachers are then provided preliminary data to align instruction to the state benchmarks. Teachers use baseline tests and progress monitoring to drive instruction.

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

**Strategy:** After School Program

**Minutes added to school year:** 4,800

We provide extended learning opportunities by offering various programs after school. The most common program is impact .

#### **Strategy Rationale**

The majority of our students are deficient in credits. Our impact program provides students credit recovery opportunities.

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

O'Connor, Frances, oconnorf@osceola.k12.fl.us

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

We analyze the assessment data in detail to determine which programs to offer and which areas to focus on to increase academic achievement. The effectiveness of the impact program is determined by the number of credits completed by each student and their eligibility for graduation. Individual assessment data is used to determine the effectiveness of the other programs, by analyzing the data and determining student gains.

### **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**

Effort is made to identify students' academic levels from disaggregated data from State standardized tests results. Students meeting level 1 designation are marked for remediation in Reading and Math. Level 2 students are also provided remediation on a needs basis. In addition, alternative testing such as the PERT and ACT allow students to graduate with their cohort, without the stress of having to worry about the FCAT, with which they have had little success in the past.

#### **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**

Students elect to attend Zenith with the understanding that they will complete their academics and choose a career program. The students select their career prior to entering Zenith and are guided through the program with periodic credit checks that map out their academic plan using a computer program called Zenith Classes. All students received a copy of their academic plan.

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



Zenith is a school with a career track. Some students are trained in a career field that prepares them for the world of work or for further training at the post secondary level. Academically, the students complete required courses in the impact lab or through direct instruction which expedites the graduation process.

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

Students are encouraged to participate in ACT preparation classes and dual enrollment classes are available at Valencia. Students can receive assistance regarding financial aid, scholarships, and college application through the career lab and college fairs are offered throughout the school year.

***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***

- Remedial classes in FCAT Reading, Math
- Alternative testing in ACT and the PERT
- Mentoring of Middle School (AXIS Program) Students
- Continuous review of student progress by guidance and the Administration



## 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 achieving proficiency (EOC & PERT) in Algebra for 2013-2014 stands at 50%.

**G2.** Students achieving proficiency (FCAT & ACT) in Reading for 2013-2014 stands at 25%.

## 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 achieving proficiency (EOC & PERT) in Algebra for 2013-2014 stands at 50%. **1a**

**G038899**

### Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	26.0

### Resources Available to Support the Goal **2**

- After school remediation
- Group students by ability levels

### Targeted Barriers to Achieving the Goal **3**

- Low proficiency levels in math

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

Mini-assessment results

#### Person Responsible

Frances O'Connor


#### Schedule

Biweekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Data logs

**G2. Students achieving proficiency (FCAT & ACT) in Reading for 2013-2014 stands at 25%. 1a**

 G038900

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	33.0

**Resources Available to Support the Goal 2**

- Reading Plus
- ACT Prep
- Common Core Module training
- Reading Leadership Team meetings
- Monthly Professional Learning Communities
- Vocabulary for the Common Core
- School-wide literacy incentives
- FCAT Explorer

**Targeted Barriers to Achieving the Goal 3**

- Students are not on grade level with reading

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

If students are not showing sufficient progress then they will be remediated. And those who are showing progress will be provided enrichment activities.

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Assesments and data logs.

## 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 achieving proficiency (EOC & PERT) in Algebra for 2013-2014 stands at 50%. **1**

 G038899

**G1.B2** Low proficiency levels in math **2**

 B093561

**G1.B2.S1** Provide after school remediation prior to Algebra I EOC/PERT administration **4**

 S104608

### Strategy Rationale

To increase the number of students meeting the math graduation requirement

### Action Step 1 **5**

Identify those students taking the Algebra I EOC/PERT

#### Person Responsible

Frances O'Connor

#### Schedule

On 6/5/2015

#### Evidence of Completion

Student attendance record

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Identify individual student's benchmark weak areas based on prior EOC/PERT scores

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Data logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Mini-assessment results

**Person Responsible**

Frances O'Connor


**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015


***Evidence of Completion***

Data log

**G2.** Students achieving proficiency (FCAT & ACT) in Reading for 2013-2014 stands at 25%. 1

 G038900

**G2.B1** Students are not on grade level with reading 2

 B093562

**G2.B1.S1** Scheduling students in class based on their reading proficiency. 4

 S104610

**Strategy Rationale**

To provide targeted reading instruction for differentiation.

**Action Step 1** 5

Scheduling students in class based on their reading proficiency.

**Person Responsible**

Frances O'Connor

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student Schedules

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

Data analysis

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Data analysis will indicate student progression and need for remediation.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Formative and common assesments. Baseline & post test will also be done.

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Reading plus data, Achieve 3000 data, STAR data, formative and common assesment data.

**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.B2.S1.A1	Identify those students taking the Algebra I EOC/PERT	O'Connor, Frances	8/18/2014	Student attendance record	6/5/2015 one-time
G2.B1.S1.A1	Scheduling students in class based on their reading proficiency.	O'Connor, Frances	8/18/2014	Student Schedules	6/5/2015 daily
G1.MA1	Mini-assessment results	O'Connor, Frances	8/18/2014	Data logs	6/5/2015 biweekly
G1.B2.S1.MA1	Mini-assessment results	O'Connor, Frances	8/18/2014	Data log	6/5/2015 biweekly
G1.B2.S1.MA1	Identify individual student's benchmark weak areas based on prior EOC/PERT scores	O'Connor, Frances	8/18/2014	Data logs	6/5/2015 biweekly
G2.MA1	If students are not showing sufficient progress then they will be remediated. And those who are showing progress will be provided enrichment activities.	O'Connor, Frances	8/18/2014	Assesments and data logs.	6/5/2015 biweekly
G2.B1.S1.MA1	Formative and common assesments. Baseline & post test will also be done.	O'Connor, Frances	8/18/2014	Reading plus data, Achieve 3000 data, STAR data, formative and common assesment data.	6/5/2015 biweekly
G2.B1.S1.MA1	Data analysis	O'Connor, Frances	8/18/2014	Data analysis will indicate student progression and need for remediation.	6/5/2015 biweekly

**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 achieving proficiency (EOC & PERT) in Algebra for 2013-2014 stands at 50%.

**G1.B2** Low proficiency levels in math

**G1.B2.S1** Provide after school remediation prior to Algebra I EOC/PERT administration

### PD Opportunity 1

Identify those students taking the Algebra I EOC/PERT

#### Facilitator

Assistant Principal

#### Participants

Math Teachers

#### Schedule

On 6/5/2015

**G2.** Students achieving proficiency (FCAT & ACT) in Reading for 2013-2014 stands at 25%.

**G2.B1** Students are not on grade level with reading

**G2.B1.S1** Scheduling students in class based on their reading proficiency.

### PD Opportunity 1

Scheduling students in class based on their reading proficiency.

#### Facilitator

Literacy Coach

#### Participants

Reading Teachers

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

## 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