

East River High

8-Step problem solving step zero school strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement instructional teaching family and community involvement public and mission vision



2014-15 School Improvement Plan

East River High

650 EAST RIVER FALCONS WAY, Orlando, FL 32833

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	59%
Alternative/ESE Center	Charter School	Minority
No	No	57%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	Ella Thompson
Former F	Turnaround Status	
No		

Orange - 1801 - East River High - 2014-15 SIP
East River High

Orange - 1801 - East River High - 2014-15 SIP
East River High

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission - To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

Vision - To be the top producer of successful students in the nation

Our Goals:

Intense Focus on Student Achievement
High-Performing and Dedicated Team
Safe Learning and Working Environment
Efficient Operations
Sustained Community Engagement

School Environment

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

The school exposes staff and students to a variety of cultures through a multitude of clubs and organizations related to community based interests. School staff members maintain positive relations with students by participating and supporting school events. East River High School events include Multicultural Night, Ag Day, Falcon Idol, and Prism. Teachers understand students' interests and backgrounds and provide a variety of opportunities for them to express and discover the array of cultures at East River.

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

East River High School provides a warm and inviting educational environment through esthetic pride and cleanliness. Students are met daily with a friendly and charismatic faculty and staff. East River students enter a safe and orderly climate accomplished through well thought-out safety procedures. The supervision plan provides for both the administrative team and teachers to monitor students to create and maintain a safe learning environment. One method to improve the safety and security of our school environment is through students utilizing the Speak Out Hotline: an anonymous tip hotline.

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

East River High School has implemented a progressive disciplinary system in concurrence with Orange County School Board policy. The progressive disciplinary system is inclusionary by providing parents, students, and community members the ability to voice their input. All faculty and staff members utilize best practices when adhering to school rules and procedures, and apply consequences in a fair and consistent manner. With systems in place, students feel respected and safe and are able to maintain a clear focus on learning.

- Classroom Management Training is provided to teachers for best practices regarding classroom

rules, procedures, and consequences.

- Positive Behavior Support works through positive reinforcement to improve behavior.

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

East River High School provides the utmost support ensuring student social-emotional needs. For example, we offer New Horizons. New Horizons is a school-based counseling program that provides individual, group, and family counseling to students struggling with substance abuse, anger management issues, depression, school behavior problems, family conflicts, and bullying. Additionally, our SAFE Coordinator provides students with resources appropriate to their distresses. The SAFE Coordinator works closely with the school social-worker to meet the needs of our students. Our ESE Staffing Specialist facilitates the appropriate implementation of the IEP and facilitates scheduling in courses directly linked for our students with exceptionalities.

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

The early warning system at East River High School consists of the Attendance Clerk and Administrative Deans. The Attendance Clerk monitors student attendance and notifies parents of excessive school absences. The Administrative Deans assist by monitoring, counseling and providing interventions for students based on their individual needs.

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	88	90	81	81	340
One or more suspensions	89	53	54	27	223
Course failure in ELA or Math	36	12	5	3	56
Level 1 on statewide assessment	111	77	14	0	202

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	76	47	26	12	161

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

East River High School has employed the following strategies to improve the academic performance of students identified by the early warning system: SAFE- this program assists students who may be facing difficult issues in school and/or at home (i.e. homelessness, lack of school supplies, bullying, lack of food/clothing) and offers many other resources for students and families; tutoring is offered during lunch and after school for students who are in need of extra support in the areas of math,

science, reading history and Advanced Placement courses; MTSS provides students with high quality instruction and intervention based on student needs; Child Study Team identifies and monitors students who have repeated absences and creates a plan to keep the students in school; an academic referral is a way for teachers to submit the names of students who are falling behind academically to be monitored by an administrative dean to ensure he/she is utilizing all school resources and strategies available in order to be successful and improve grades.

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

ERHS holds various events to increase parental involvement while sharing vital information with parents about educational opportunities. For our freshmen parents, ERHS conducts an orientation meeting prior to the school year and a freshman camp to ease the transition to high school. In addition, we host several events that target all parents which include Meet Your Teacher, Open House, College and Career night, and Advanced Placement night. Furthermore, ERHS encourages parents to participate in ADDitions, PTSA, SAC, and PLC. Meetings for all parent organizations are announced using the Connect Orange phone system and through the use of Social Media (Facebook or Twitter). Finally, each athletic team and group in the performing arts will conduct parent meetings in order to share important information about each program

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

East River High School actively recruits for Partners in Education (PIE). This includes word of mouth among the community, parent and student referrals, door to door at local business, phone calling prior list of business partnerships, solicitation at school events, and PTSA recruitment. Businesses are able to sign up on the district website. The partnership activities must fulfill a need of a school, as determined by the principal and the school's Partners in Education Coordinator. PIE members are recognized throughout the year as well as with an end-of -the-year breakfast to thank them for their support of the school.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Lundman, Eric	Principal
Smart, Donald	Assistant Principal
Vacchio, Erin	Assistant Principal
Abalo, Dan	Dean
Conti, Stephen	Dean
Fate, Kelly	Dean
Richardson, John	Other
Stroughter, Keatrun	Assistant Principal
Kusner, Esther	Dean

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 meets weekly to review school-wide data, analyze trends, and determine actions which need to be taken. This team works closely with PLCs to ensure that core instruction and interventions are being monitored, data is being collected and analyzed, and appropriate instructional decisions are made. This team plans and implements a school-wide system of supports and incentives for students.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Russ Wise	Parent
Stephen Nichols	Parent
Crispina Nichols	Parent
Toni Ruiz	Parent
Jose Ruiz	Parent
Gwen Ferguson	Parent
Vickie Patterson	Parent
Joshua Nichols	Student
Nicholas Ruiz	Student
Megan Wise	Student
Roxie Webster	Business/Community
Kelly Chase	Teacher
Esther Kusner	Teacher
Karen Williams	Teacher
Eric Lundman	Principal

Duties

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

Evaluation of last year's school improvement plan

The school made strides towards achieving the 3 goals from last year, but there was still room for growth for each goal. Therefore, the SAC adopted the same goal for the 2014-15 school year with new activities added for the goals.

Development of this school improvement plan

The SAC provides input each Spring/Summer for the upcoming school year. A draft version is shared with the SAC for editing and review. Updates are provided each meeting and changes may be suggested at that time.

Preparation of the school's annual budget and plan

The SAC reviews the draft budget for the school (spring) and provides suggestions regarding the school budget, These suggestions our shared with the budget committee for East River HS.

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

The SAC has committed to supporting interventions and tutoring for students. Proposals will be made to the SAC, as needed, for approval.

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
Lundman, Eric	Principal
Williams, Karen	Instructional Coach
Fiametta, Irma	Instructional Coach
Walker, Deana	Instructional Coach
Stroughter, Keatrun	Assistant Principal
Snow, Katherine	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to infuse literacy within all content areas through:

- Implementation of Marzano's High Yield Strategies.
- Application of reading skills within content area classes.
- Incorporating higher order thinking and questioning using Webb's Depth of Knowledge.
- Implement ELA Florida standards
- Increasing student success and learning gains on the FSA and EOCs.

Public and Collaborative Teaching

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

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

Teachers work with each other through Professional Learning Communities (PLC). PLC members meet weekly to develop lesson plans, common assessments, and review data to drive instructional decisions. Collaborative planning is built into the school's master schedule. Workshops and training are offered on how to have an effective PLC. They also participate in Edmodo discussions.

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

The following steps/strategies are used to retain highly qualified teachers:

1. Rigorous screening for new hires including sharing school expectations during screening process.
2. Positive campus climate that includes experienced teachers in the interviewing process
3. Positive detailed feedback through iObservation evaluations
4. Additional positive instructional feedback (i.e. Falcon Finds)
5. Input from teachers on ways to improve ERHS (i.e. Coffee talks)
6. Leadership opportunities
7. Listening to and acting upon highly effective teacher's ideas, needs and concerns about how they can be even more effective in the classroom
8. Instructional Coaches model best practices in reading and content area classrooms. They will provide inservice and/or newsletters for reading across the content areas, small group instruction, and differentiated instruction in all areas.
9. Assign mentors to beginning teachers, new to OCPS teachers, new to ERHS teachers, and 2nd year teachers.
10. Create a Professional Learning environment

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

All new teachers to East River High School are assigned a mentor in order to provide additional support for each teacher. Each mentor was selected based on his/her experience and expertise in the classroom.

For first year teachers (activities):

New Teacher Orientation mentor/mentee pairings; weekly mentor/mentee meetings, follow-up to bi-weekly professional development meetings for new teachers on relevant topics such as classroom management, Marzano, teaching strategies, etc.; tracking of participation in OCPS mandated Great Beginnings program and Federally mandated Beginning Teacher Portfolio on-line classes; PLCs; iObservation; heightened instructional coach and department head support.

For second year teachers (activities):

Monthly mentor/mentee professional development of relevant topics such as classroom management, diffusing power struggles, task and stress management, diversified instruction, etc.; tracking of participation in Federally mandated Beginning Teacher Portfolio Year 2 on-line classes; PLCs; iObservation; heightened instructional coach and department head support

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

Teachers align their instruction to the state standards. Measurement Topic Plans (MTP/Unit) are then developed based on those standards. All teachers have access to the IMS system to ensure that pacing and content are aligned to the state standards. School administrators check the teacher's plans on a regular basis and give feedback as needed to ensure that the plans are aligned with state standards.

Instructional Strategies

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

Teachers meet within their PLCs to review the data from the previous assessments. They look at each student to determine what is needed to help them reach proficiency. Instruction is then modified using manipulatives, Tabor Rotations (math), rotations for reading, independent reading, teacher led discussions, interactive notebooks, and projects.

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: 5,400

East River HS will offer after school tutoring to all students in the Media Center on Tuesdays and Thursdays (2:30-4pm). Students can get homework assistance, make-up missing assignments, or engage in enrichment activities (SAT/ACT Prep, Literacy Support, etc.). In the Spring, Advanced Placement tutoring will be offered in order to prepare students for AP exams.

Strategy Rationale

Based on Progress Reports and Report Card information, courses were selected as the most needed for additional support during our after school tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

We will look at the results of benchmark testing, AP testing, and SAT/ACT to determine the effectiveness of this intervention.

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

At East River High School we offer Transition Camp, Freshman Orientation, and APEX (Advanced Placement Experience) Shadow Day for our incoming cohorts of students in transition from middle school to high school. Transition Camp is held during the summer and is available to all students who would like to participate. This camp teaches incoming students strategies to be successful at the high school level like time management, study skills, and how to get involved on campus. Freshman Orientation is held two weeks prior to the beginning of school. This orientation introduces students to the ERHS campus and our expectations. It allows students to tour the campus and meet/interact with peers prior to school beginning. APEX Shadow Day is held at the end of the student's eighth grade school year. This is a day when upcoming APEX students come to ERHS to shadow current APEX students to see the school and experience the day as an APEX student at ERHS.

At East River High School we offer a wide range of strategies for our outgoing cohorts of students in transition from high school to postsecondary learning or career preparation. Some of the strategies and programs include: Tech programs, an Agricultural program, AVID college visits, Dual Enrollment, Advanced Placement courses, college representatives on campus, CTE courses, a Career Specialist on campus, High School High Tech and JROTC.

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 is assigned a guidance counselor who meets with him/her individually beginning in the spring of the eighth grade year prior to attending East River High School. The counselor remains the

same throughout the student's high school career in order to promote a strong relationship in which the counselor learns the academic strengths and needs of the student and guides his/her course selection to ensure that the student is challenged, yet successful. During classroom and individual counseling sessions, the guidance counselors discuss postsecondary endeavors and guide the student's high school course selection in order to promote successful admission to technical centers, community colleges, universities and the military.

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

East River High School has five career and technical education programs on our campus. These programs have been carefully selected to meet the needs and requests of students in this community. One program at East River High school is the agricultural program. In this program, students learn about agricultural history, the global impact of agriculture, scientific research, and environmental principles. Many of the standards that are addressed in this course are similar in nature to the biology standards. As part of integrating career and technical education programs into the academic courses, the agriculture classes have participated in a shared project with the biology classes called "How to Get Pregnant on Campus". During this project, students in biology classes studied genetics, cell division and reproduction. Likewise, the students in the agriculture course studied reproduction, mating and breeding of animals. At the conclusion of the project, students were able to observe the insemination of a cow at school.

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

East River High School incorporates courses such as Advancement Via Individual Determination (AVID), Critical Thinking, and Ethics in the 21st Century to assist students in finding the relationships between subjects and goal setting. In these courses, teachers prepare students for success by teaching study skills, organization, reading, and writing strategies. Courses such as Introduction to Engineering and Mass Media enable students to gain employable skills and industry certification in basic business systems for use in colleges and careers. Animal biotechnology has paired with biology to integrate lessons in order to teach students practical applications for both subjects. Courses such as AP English Language and AP US History plan units together to integrate content for the students to connect across classes.

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

Guidance Counselors work to ensure that students meet all graduation requirements including obtaining a passing score on the FCAT, Florida State Assessment, and End-of Course exams. They meet with each grade level in classroom guidance sessions to explain the qualifications for earning the Bright Futures scholarships. They also explain dual enrollment and Advanced Placement courses, encourage students to take these courses, and then register students for them. Additionally, guidance counselors encourage students to take the ACT and SAT, hold ACT signup workshops, and walk students through the registration process for ACT. They show students their personal academic achievements and assist them in setting goals for attaining their post-secondary transition.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase College and Career Readiness by embedding literacy in all content areas.
- G2.** Create effective interventions that reduce the number of students that dropout of high school and/or dropout without exploring other academic options.
- G3.** Increase the academic rigor in all courses.

Strategic Goals Detail

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

G1. Increase College and Career Readiness by embedding literacy in all content areas. 1a

 G039084

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Reading - ELL	43.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	69.0
College Readiness Reading	77.0
Algebra I EOC Pass Rate	43.0
Geometry EOC Pass Rate	47.0
Bio I EOC Pass	72.0

Resources Available to Support the Goal 2

- Read 180 for intensive interventions in grade 9
- Use of Achieve 3000 in Intervention classes
- Provide Staff Development for teachers on Common Core ELA.
- Provide Professional Development for teachers on literacy strategies
- ACT/SAT Prep - 11/12 grades

Targeted Barriers to Achieving the Goal 3

- Motivate students to engage in activities that promote College and Career Readiness.
- Motivate our reluctant learners to be successful in a reading classroom and to be prepared for end of the year assessments.

Plan to Monitor Progress Toward G1. 8

Each PLC will review benchmark data and participate in a data discussion with the assessing administrator.

Person Responsible

Eric Lundman

Schedule

Quarterly, from 8/18/2014 to 2/27/2015

Evidence of Completion

Fall Benchmark Winter Benchmark PERT SAT/ACT PSAT

G2. Create effective interventions that reduce the number of students that dropout of high school and/or dropout without exploring other academic options. **1a**

Targets Supported **1b**

 G039085

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0
Postsecondary Enrollments	90.0
Dropout Rate	0.75

Resources Available to Support the Goal **2**

- College and Career Center
- Academic Resource Center
- Parent Groups (SAC, PTSA, etc.)

Targeted Barriers to Achieving the Goal **3**

- Motivating students to get back on track or explore other academic opportunities

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

Data discussions with PLCs and evidence of interventions used by teachers.

Person Responsible

Erin Vacchio

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PLC notes Grade distribution reports

G3. Increase the academic rigor in all courses. 1a

 G039086

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	77.0
College Readiness Mathematics	64.0

Resources Available to Support the Goal 2

- Webb's Depth of Knowledge
- New Florida Standards

Targeted Barriers to Achieving the Goal 3

- Creating meaningful professional development that translates into increased levels of rigor in all classrooms.

Plan to Monitor Progress Toward G3. 8

Will review lesson plans and iObservation data for each teacher.

Person Responsible

Eric Lundman

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

iObservation data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase College and Career Readiness by embedding literacy in all content areas. **1**

 G039084

G1.B1 Motivate students to engage in activities that promote College and Career Readiness. **2**

 B093995

G1.B1.S1 Science teachers will include DBQs (Document Based Questions) and utilize Cornell Notes in all classes. **4**

 S105056

Strategy Rationale

Using DQQs will allow students to draw evidence from informational texts to support analysis, reflection, and research.

Action Step 1 **5**

Utilize primary source reading material that has a application to real life experiences, potential careers, and/or connects to other disciplines.

Person Responsible

Donald Smart

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Learning Gains on ELA assessment and performance on EOCs

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

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Donald Smart

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

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

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Donald Smart

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S2 English teachers will utilize the HMH Collections (9-12) in order to improve literacy in all grade levels. 4

 S105058

Strategy Rationale

HMH Collections (9-12) contain both fictional and non-fictional texts. Selections vary from classical literature to contemporary literature. In addition, academic vocabulary is already embedded as well as pertinent literary terms. Students will be expected to synthesize at all levels thus increasing College and Career Readiness.

Action Step 1 5

English teachers will incorporate HMH Collections in each unit.

Person Responsible

Keatrun Stroughter

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

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

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Keatrun Stroughter

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

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

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S3 Social Studies teacher will utilize Document Based Question (DBQ) which depends on informational text. 4



Strategy Rationale

DBQ's provide students with an opportunity to analyze informational text, to synthesize information from various sources, to identify and evaluate author point of view, and to support claims with evidence in writing.

Action Step 1 5

Social Studies teachers will use DBQs to bring in informational text and utilize reading strategies (i.e. cloze reading).

Person Responsible

Keatrun Stroughter

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

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

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Keatrun Stroughter

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

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

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S4 Math teachers will use journal writing and have students provide written explanation for the rational for using a specific process for solving a problem. 4

 S107324

Strategy Rationale

The rationale behind this strategy is that students in mathematics tend to stop analyzing the problem once a number answer is reached. They need to be able to articulate not only HOW they got the answer, but WHAT the answer means. By articulating their results into a coherent written response, they will be able to make real-world connections and increase their writing talents.

Action Step 1 5

Math teachers will incorporate writing on a regular basis.

Person Responsible

Donald Smart

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Donald Smart

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Donald Smart

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S5 Reading teachers will utilize non-fiction text and use close reading strategies. 4



Strategy Rationale

The students will learn strategies to be able to better dissect the information they are reading in order to comprehend it. Not only will the students be learning close reading strategies, but they will also be taught more rigorous vocabulary which will help increase their literacy.

Action Step 1 5

Teaching will focus on close reading with non-fictional text.

Person Responsible

Keatrun Stroughter

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Keatrun Stroughter

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S6 PE teachers will incorporate articles about health and students use Edmodo (technology) to write brief responses to each article. 4



Strategy Rationale

This will require students use technology in PE classes as well as add a reading and writing component.

Action Step 1 5

Teachers will use non-fiction article related to health and student will write a reaction to each article.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Erin Vacchio

Schedule

On 9/5/2014

Evidence of Completion

Documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Erin Vacchio

Schedule

On 4/30/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S7 World Language teachers will journal write on a weekly basis and analyze cultural difference/similarities. 4



Strategy Rationale

Students will increase their proficiency in reading and writing with informational texts. In addition, students will be able to compare / contrast information presented in each unit.

Action Step 1 5

Teachers will have student have students write reaction to article and compare/contrast various cultures.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Erin Vacchio

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S8 Performing/Visual Art teachers will use reflective journals and written self assessment activities. 4



Strategy Rationale

Students need to produce written critiques that require them to organize their thoughts and record their growth. Students would have the opportunity to revisit the individual advancements they are making and realize how their art has grown both intellectually and creatively.

Action Step 1 5

Art teachers will have students write critiques of performances.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Erin Vacchio

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Recorded in iObservation

G1.B1.S9 ESE teachers will have students combine reading strategies with real-world math connections in order to be successful in society. 4



Strategy Rationale

To teach our students how to be independent, we will provide them with the tools they need to be successful.

Action Step 1 5

ESE teachers will have students utilize reading strategies to help students solve real-world problems.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S9 6

PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S9 7

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Erin Vacchio

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Recorded in iObservation

G1.B2 Motivate our reluctant learners to be successful in a reading classroom and to be prepared for end of the year assessments. 2

 B093996

G1.B2.S1 Use of small group instruction that is based on differentiation in all reading classes. 4

 S105061

Strategy Rationale

Small group instruction will allow the teacher to differentiate instruction based on student needs.

Action Step 1 5

Reading classroom will utilize small group instruction that places student into groups based upon needs (differentiation).

Person Responsible

Eric Lundman

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans Professional Notebook

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

The Reading PLC will meet weekly to review lesson plans, student data and ensure reading strategies are being used.

Person Responsible

Eric Lundman

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

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

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Eric Lundman

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

iObservation Data

G2. Create effective interventions that reduce the number of students that dropout of high school and/or dropout without exploring other academic options. 1

 G039085

G2.B1 Motivating students to get back on track or explore other academic opportunities 2

 B093997

G2.B1.S1 Monitoring academic success in the classroom. 4

 S105062

Strategy Rationale

Counselors will identify at-risk students early and develop an individual academic success plan. Students will be monitored quarterly. Grades, attendance, and discipline will be reviewed.

Action Step 1 5

Monitor academic success for our ESE students

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Academic progress reports Conferences

Action Step 2 5

Utilize the academic referral system in order to target interventions prior to students failing a course.

Person Responsible

Eric Lundman

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Academic Referrals

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

Review the progress sheets and academic referrals

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Academic Referral response

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

Review the academic progress of students after interventions occurred.

Person Responsible

Erin Vacchio

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

ProgressBook Progress Reports Comments on academic progress reports Report Cards

G2.B1.S2 Offering additional support for students to be back on track for graduation 4

 S105063

Strategy Rationale

Students will take classes through Credit Recovery and OCVS/FLVS. Guidance will establish a mentoring program for at-risk students.

Action Step 1 5

Enroll students in night school, credit recovery or FLVHS.

Person Responsible

Erin Vacchio

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Professional Notebook

Action Step 2 5

Assign students to intervention programs (ZAP, ARC, tutoring etc).

Person Responsible

Schedule

Evidence of Completion

Academic referrals

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review progress and actions taken with academic referrals.

Person Responsible

Esther Kusner

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Academic Referral response

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Provide feedback on the response to the interventions

Person Responsible

Erin Vacchio

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PLC notes Data Chats Report cards Academic Reports (bi-weekly)

G2.B1.S3 Match students with the best educational opportunities in order to avoid dropping out of school. 4

 S105064

Strategy Rationale

Students will be exposed to Tech programs and courses offered on and off campus. College representatives will come to discuss postsecondary options. Counselors will conduct career exploration presentations in classes. Students will take the ASVAB. ERHS will continue with the Teen Parent Program.

Action Step 1 5

Meet with students and families to discuss other educational opportunities (DBI, Tech. Centers, etc.).

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Student enrolled in another program Reduction in dropouts

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

PLC meetings with guidance counselors.

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PLC notes Enrollment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Decrease in students dropping out of school

Person Responsible

Erin Vacchio

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Attendance Codes

G3. Increase the academic rigor in all courses. 1

 G039086

G3.B1 Creating meaningful professional development that translates into increased levels of rigor in all classrooms. 2

 B093998

G3.B1.S1 Provide professional development and support for moving lessons from Design Question 2 through Design Question 4 (Marzano). 4

 S105065

Strategy Rationale

In order to allow students to connect their learning to real life issues/problems and to encourage deeper understanding of content, students must be allowed to collaborate, hypothesize, and evaluate.

Action Step 1 5

After attending professional development on various elements in Design Questions 2, 3, and 4, teachers will implement strategies in the classroom.

Person Responsible

Eric Lundman

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Lesson Plans Classroom observations

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

PLCs will collaborate in order to implement rigorous lessons.

Person Responsible

Eric Lundman

Schedule

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

Evidence of Completion

PLC Notes Lesson Plans

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

Classroom observations will be conducted and appropriate feedback will be provided by the observer.

Person Responsible

Eric Lundman

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Recorded in iObservation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Utilize primary source reading material that has application to real life experiences, potential careers, and/or connects to other disciplines.	Smart, Donald	8/18/2014	Learning Gains on ELA assessment and performance on EOCs	6/1/2015 weekly
G1.B1.S2.A1	English teachers will incorporate HMH Collections in each unit.	Stroughter, Keatrun	8/18/2014	Lesson Plans	6/1/2015 weekly
G1.B1.S3.A1	Social Studies teachers will use DBQs to bring in informational text and utilize reading strategies (i.e. cloze reading).	Stroughter, Keatrun	8/18/2014	Lesson Plans	6/1/2015 weekly
G1.B2.S1.A1	Reading classroom will utilize small group instruction that places student into groups based upon needs (differentiation).	Lundman, Eric	8/18/2014	Lesson Plans Professional Notebook	6/1/2015 daily
G2.B1.S1.A1	Monitor academic success for our ESE students	Vacchio, Erin	8/18/2014	Academic progress reports Conferences	6/1/2015 weekly
G2.B1.S2.A1	Enroll students in night school, credit recovery or FLVHS.	Vacchio, Erin	8/18/2014	Professional Notebook	6/1/2015 monthly
G2.B1.S3.A1	Meet with students and families to discuss other educational opportunities (DBI, Tech. Centers, etc.).	Vacchio, Erin	8/18/2014	Student enrolled in another program Reduction in dropouts	6/1/2015 weekly
G3.B1.S1.A1	After attending professional development on various elements is Design Questions 2, 3, and 4, teachers will implement strategies in the classroom.	Lundman, Eric	8/11/2014	Lesson Plans Classroom observations	6/1/2015 monthly
G1.B1.S4.A1	Math teachers will incorporate writing on a regular basis.	Smart, Donald	8/18/2014	Lesson Plans	6/1/2015 weekly
G1.B1.S5.A1	Teaching will focus on close reading with non-fictional text.	Stroughter, Keatrun	8/18/2014	Lesson Plans	6/1/2015 weekly
G1.B1.S6.A1	Teachers will use non-fiction article related to health and student will write a reaction to each article.	Vacchio, Erin	8/18/2014	Documented in Lesson Plans	6/1/2015 weekly
G1.B1.S7.A1	Teachers will have student have students write reaction to article and compare/contrast various cultures.	Vacchio, Erin	8/18/2014	Documented in lesson plans	6/1/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S8.A1	Art teachers will have students write critiques of performances.	Vacchio, Erin	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S9.A1	ESE teachers will have students utilize reading strategies to help students solve real-world problems.	Vacchio, Erin	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G2.B1.S1.A2	Utilize the academic referral system in order to target interventions prior to students failing a course.	Lundman, Eric	8/18/2014	Academic Referrals	6/1/2015 weekly
G2.B1.S2.A2	Assign students to intervention programs (ZAP, ARC, tutoring etc.).		Academic referrals	one-time	
G1.MA1	Each PLC will review benchmark data and participate in a data discussion with the assessing administrator.	Lundman, Eric	8/18/2014	Fall Benchmark Winter Benchmark PERT SAT/ACT PSAT	2/27/2015 quarterly
G1.B1.S1.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Smart, Donald	9/15/2014	Recorded in iObservation	4/30/2015 quarterly
G1.B1.S1.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Smart, Donald	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B2.S1.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Lundman, Eric	9/15/2014	iObservation Data	6/1/2015 quarterly
G1.B2.S1.MA1	The Reading PLC will meet weekly to review lesson plans, student data and ensure reading strategies are being used.	Lundman, Eric	8/18/2014	Lesson Plans	6/1/2015 weekly
G1.B1.S2.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Stroughter, Keatrun	9/15/2014	Recorded in iObservation	4/30/2015 quarterly
G1.B1.S2.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Stroughter, Keatrun	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S3.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Stroughter, Keatrun	9/15/2014	Recorded in iObservation	4/30/2015 quarterly
G1.B1.S3.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Stroughter, Keatrun	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S4.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Smart, Donald	9/15/2014	Recorded in iObservation	6/1/2015 quarterly
G1.B1.S4.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Smart, Donald	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S5.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Stroughter, Keatrun	9/15/2014	Recorded in iObservation	4/30/2015 quarterly
G1.B1.S5.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Stroughter, Keatrun	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S6.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Vacchio, Erin	9/15/2014	Recorded in iObservation	4/30/2015 one-time
G1.B1.S6.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Vacchio, Erin	8/18/2014	Documented in lesson plans	9/5/2014 one-time
G1.B1.S7.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Vacchio, Erin	9/15/2014	Recorded in iObservation	6/1/2015 quarterly

Orange - 1801 - East River High - 2014-15 SIP
East River High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S7.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Vacchio, Erin	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S8.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Vacchio, Erin	9/15/2014	Recorded in iObservation	4/30/2015 quarterly
G1.B1.S8.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Vacchio, Erin	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G1.B1.S9.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Vacchio, Erin	9/15/2014	Recorded in iObservation	6/1/2015 quarterly
G1.B1.S9.MA1	PLCs will meet weekly to review lesson plans, student data and ensure literacy strategies are being used.	Vacchio, Erin	8/18/2014	Documented in lesson plans	6/1/2015 weekly
G2.MA1	Data discussions with PLCs and evidence of interventions used by teachers.	Vacchio, Erin	8/18/2014	PLC notes Grade distribution reports	6/1/2015 quarterly
G2.B1.S1.MA1	Review the academic progress of students after interventions occurred.	Vacchio, Erin	8/18/2014	ProgressBook Progress Reports Comments on academic progress reports Report Cards	6/1/2015 quarterly
G2.B1.S1.MA1	Review the progress sheets and academic referrals	Vacchio, Erin	8/18/2014	Academic Referral response	6/1/2015 weekly
G2.B1.S2.MA1	Provide feedback on the response to the interventions	Vacchio, Erin	8/18/2014	PLC notes Data Chats Report cards Academic Reports (bi-weekly)	6/1/2015 quarterly
G2.B1.S2.MA1	Review progress and actions taken with academic referrals.	Kusner, Esther	8/18/2014	Academic Referral response	6/1/2015 biweekly
G2.B1.S3.MA1	Decrease in students dropping out of school	Vacchio, Erin	8/11/2014	Attendance Codes	6/1/2015 weekly
G2.B1.S3.MA1	PLC meetings with guidance counselors.	Vacchio, Erin	8/18/2014	PLC notes Enrollment data	6/1/2015 weekly
G3.MA1	Will review lesson plans and iObservation data for each teacher.	Lundman, Eric	8/25/2014	iObservation data	6/5/2015 monthly
G3.B1.S1.MA1	Classroom observations will be conducted and appropriate feedback will be provided by the observer.	Lundman, Eric	8/18/2014	Recorded in iObservation	6/1/2015 quarterly
G3.B1.S1.MA1	PLCs will collaborate in order to implement rigorous lessons.	Lundman, Eric	8/18/2014	PLC Notes Lesson Plans	6/5/2015 weekly

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. Increase College and Career Readiness by embedding literacy in all content areas.

G1.B1 Motivate students to engage in activities that promote College and Career Readiness.

G1.B1.S1 Science teachers will include DBQs (Document Based Questions) and utilize Cornell Notes in all classes.

PD Opportunity 1

Utilize primary source reading material that has a application to real life experiences, potential careers, and/or connects to other disciplines.

Facilitator

CRT Reading Coach Science Department Chair

Participants

Science Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S2 English teachers will utilize the HMH Collections (9-12) in order to improve literacy in all grade levels.

PD Opportunity 1

English teachers will incorporate HMH Collections in each unit.

Facilitator

District Trainer CRT English Department Chair

Participants

English Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S3 Social Studies teacher will utilize Document Based Question (DBQ) which depends on informational text.

PD Opportunity 1

Social Studies teachers will use DBQs to bring in informational text and utilize reading strategies (i.e. cloze reading).

Facilitator

CRT Reading Coach Social Studies Department Chair

Participants

Social Studies Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S4 Math teachers will use journal writing and have students provide written explanation for the rational for using a specific process for solving a problem.

PD Opportunity 1

Math teachers will incorporate writing on a regular basis.

Facilitator

Math Coach Math Department Chair

Participants

Math Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S5 Reading teachers will utilize non-fiction text and use close reading strategies.

PD Opportunity 1

Teaching will focus on close reading with non-fictional text.

Facilitator

Reading Coach

Participants

Reading Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S6 PE teachers will incorporate articles about health and students use Edmodo (technology) to write brief responses to each article.

PD Opportunity 1

Teachers will use non-fiction article related to health and student will write a reaction to each article.

Facilitator

CRT Reading Coach PE Department Chair

Participants

PE Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S7 World Language teachers will journal write on a weekly basis and analyze cultural difference/similarities.

PD Opportunity 1

Teachers will have student have students write reaction to article and compare/contrast various cultures.

Facilitator

World Language Department Chair CRT Reading Coach

Participants

World Language Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S8 Performing/Visual Art teachers will use reflective journals and written self assessment activities.

PD Opportunity 1

Art teachers will have students write critiques of performances.

Facilitator

Art Department Chair CRT

Participants

Art Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B1.S9 ESE teachers will have students combine reading strategies with real-world math connections in order to be successful in society.

PD Opportunity 1

ESE teachers will have students utilize reading strategies to help students solve real-world problems.

Facilitator

ESE Department Chair Reading Coach

Participants

ESE Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G1.B2 Motivate our reluctant learners to be successful in a reading classroom and to be prepared for end of the year assessments.

G1.B2.S1 Use of small group instruction that is based on differentiation in all reading classes.

PD Opportunity 1

Reading classroom will utilize small group instruction that places student into groups based upon needs (differentiation).

Facilitator

Reading Coach

Participants

Reading Teachers

Schedule

Daily, from 8/18/2014 to 6/1/2015

G2. Create effective interventions that reduce the number of students that dropout of high school and/or dropout without exploring other academic options.

G2.B1 Motivating students to get back on track or explore other academic opportunities

G2.B1.S1 Monitoring academic success in the classroom.

PD Opportunity 1

Monitor academic success for our ESE students

Facilitator

Staffing Specialist Inclusion Coach

Participants

ESE Facilitate Support Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

PD Opportunity 2

Utilize the academic referral system in order to target interventions prior to students failing a course.

Facilitator

Academic Dean Dept. Chairs

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G2.B1.S2 Offering additional support for students to be back on track for graduation

PD Opportunity 1

Enroll students in night school, credit recovery or FLVHS.

Facilitator

Guidance Dept. Chair

Participants

Guidance Counselors

Schedule

Monthly, from 8/18/2014 to 6/1/2015

PD Opportunity 2

Assign students to intervention programs (ZAP, ARC, tutoring etc.).

Facilitator

Academic Dean MTSS Team

Participants

Deans, Instructional Coaches, and Guidance Counselors

Schedule

G2.B1.S3 Match students with the best educational opportunities in order to avoid dropping out of school.

PD Opportunity 1

Meet with students and families to discuss other educational opportunities (DBI, Tech. Centers, etc.).

Facilitator

API

Participants

Guidance Counselors

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G3. Increase the academic rigor in all courses.

G3.B1 Creating meaningful professional development that translates into increased levels of rigor in all classrooms.

G3.B1.S1 Provide professional development and support for moving lessons from Design Question 2 through Design Question 4 (Marzano).

PD Opportunity 1

After attending professional development on various elements in Design Questions 2, 3, and 4, teachers will implement strategies in the classroom.

Facilitator

CRT

Participants

Classroom Teachers

Schedule

Monthly, from 8/11/2014 to 6/1/2015

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