

Hospital Homebound



2014-15 School Improvement Plan

Hospital Homebound

3130 EDGEWATER DR, Orlando, FL 32804

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	42%

Alternative/ESE Center	Charter School	Minority
Yes	No	68%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

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		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Student surveys are conducted to get feedback from our students in regard to their experience with our organization. Parent feedback is collected during all IEP team meetings. Parent conferences are scheduled to discuss the needs, processes & outcomes for every student based on their targeted performance.

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

Students are provided instructors to come into their homes that are highly qualified and highly trained in their area of expertise. Students receive teachers that are aligned with their academic and individual needs through the IEP process. Practice drills for safety are provided to our students & staff.

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

Our students, teachers and administrators follow the Orange County Student Code of Conduct guidelines. Each student is given a face to face overview of this document, the parent is notified of the on-line document and upon request is given a hard copy of the document. Each teacher at our school also has this reviewed and also has access to the online documents.

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

Our students have access to a trained counselor, mentoring through our teacher training and access to all services as required in their IEP outcome committee driven document for individualized services.

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 following are monitored:

- 1.0 Number of students with attendance rates below 90%
- 2.0 Number of students earning an 'F' in ELA or Math Course
- 3.0 Number of students earning Level 1 on ELA or Math Assessment (FCAT, FAA, EOC)
- 4.0 Number of students with 1 or more suspensions (in or out of school)
- 5.0 Number of students with 2 or more early warning indicators

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
	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	1	4	4	10	14	15	20	17	17	35	142
One or more suspensions	0	0	0	0	0	1	1	0	2	1	2	0	7
Course failure in ELA or Math	0	1	0	1	1	1	1	5	6	4	2	0	22
Level 1 on statewide assessment	0	0	2	2	4	9	5	10	5	11	1	0	49

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

Indicator	Grade Level										Total
	2	3	4	5	6	7	8	9	10	11	
Students exhibiting two or more indicators	1	1	1	2	4	4	7	7	8	3	38

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

*Due to the nature of the illnesses, many students have accrued absences as a result of medical interventions and appointments to address medical needs. Many other students will accrue unexcused absences without appropriate documentation. In order to monitor and address, the attendance clerk will monitor daily attendance and document utilizing notice of truancy letters to parents. Attendance student teams will be conducted to further document and address attendance concerns of unexcused absences.

*During scheduling, the guidance counselor addresses the need for math intensive or reading intensive instruction as indicated on the schedule from the prior school and the documented assessment scores.

*Staffing specialists monitor for accurate student placement of services to ensure the least restrictive within the hospital homebound environment. During their eligibility staffing meetings, the staffing specialists will further share information with parents of the attendance expectations within hospital homebound. Staffing specialists communicate with the guidance counselor scheduling needs as indicated within the IEP team meeting.

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

One hundred percent of parents participated in the development of their child's IEP. We will continue to have 100% parental participation in IEP meetings and will also offer more opportunities for parents to become involved in their children's learning and in school-based activities including Open House; School Advisory Council; parent support groups; Parent Leadership Council (for ELL students); as well as learning activities such as reading to (or with) their children.

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

Hospital Homebound works with Junior Achievement to support our students in academic gains and community involvement. The school personnel collaborate with outside agencies to support additional medical needs of the students.

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
Luttrell-Uppenkamp, Vicki	Principal

Duties

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

- Principal (Ms. Luttrell-Uppenkamp) – provides a common vision for the use of data-based decision making, models the Problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need
- Guidance Counselor (Dr. Lopez): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students' academic, emotional, behavioral, and social success
- Assistant Principal (Heather Groeneveld): Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning concerning MTSS plans and activities.
- General Education Teachers: Provide information about core instruction; participate in student data collection; delivers Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 intervention

- Exceptional Student Education (ESE) Staffing Specialists: Participate in student data collection through the IEP process; collaborate with general education teachers.
- Reading, ELA and SS (Michael Boergers), Math and Science (Carol Goehring) Coaches: develop, lead, and evaluate school core content standards/programs; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
- Administrative dean (Maryann Anderson): Collaborates with the MTSS team to develop and implement an MTSS process that yields results with our student population.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Team will meet weekly throughout the year to evaluate staff instruction align with our students needs, Through analyzing the data using FCAT, FAIR, Performance Matters benchmark testing and teacher pre- and post-test, as well as attendance data, teachers will monitor student progress. Teachers will engage in collegial discussions through department meetings and team meetings to conduct data discussions. Teaching and learning strategies such as student engagement, rubrics, feedback, gradual release model, writing across the curriculum, teaching the standards and building relationships will be the focus of all our professional development. The MTSS/Rtl Team members are key personnel and will have a hands-on role in coaching teachers, providing support, and implementing the MTSS problem-solving model.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Norm Abrahamson	Business/Community
Judy Hoepker	Parent
Arthur Marhoffer	Parent
Jacqueline Singleton	Parent
Laura Wideman	Business/Community
Sarah Zhou	Parent
Maryann Anderson	Teacher
Susan Stanley	Teacher
Vicki Luttrell-Uppenkamp	Principal
Elizabeth Fields	Parent

Duties

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

Evaluation of last year's school improvement plan

In May 2013 a SAC retreat was held to review and discuss the prior year SIP goals and progress. Feedback was collected in regards to plans for 2014-15 SIP. In September the 2014-15 SAC

reviewed student data and provided feedback on developing 2014-15 SIP goals, barriers and activities.

Development of this school improvement plan

The School Advisory Council (SAC) is presented the school data and goals developed at the annual planning retreat and through the Professional Learning Communities (PLCs) . The SAC is also presented the barriers that our school will face implementing the goals. SAC's input is solicited after being presented with the goals of the school. During that time, SAC members give suggestions and recommendations to change the goals or add to the goals for the coming year. Our SAC is responsible for the final decisions at our school relating to the implementation of School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC is given a copy of the budget and expenditures.

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

General Budget
Evidence Based Materials \$1080
Evidenced Based Programs \$2100
IDEA Grants and General Fund
Evidence Based Fund \$7500

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

The school is in compliance with SAC.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Boergers, Michael	Instructional Coach
Groeneveld, Heather	Assistant Principal
Brown, Sharon	Other
Luttrell-Uppenkamp, Vicki	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to implement the instructional shifts of Common Core which will include: balancing informational and literary text; text-based answers; writing from sources; and building academic vocabulary.

All of our students have IEPs, and we will ensure that the IEP goals address students having access to research-based resources and appropriate interventions.

Our FCAT Level 1 and 2 students will receive additional intensive reading instruction with a highly

qualified reading teacher. The reading coach will use a train-the-trainer model to share with the literacy professional learning community information gained at monthly reading coach meetings. In addition, teachers plan to attend the International Reading Conference for professional development. Reading coach will provide professional development opportunities through weekly electronic sessions and monthly face to face sessions.

Increased at-home reading opportunities will be encouraged by distributing free books during Hospital Homebound on-site testing. Parents will also be provided with grade level reading lists and will be encouraged to obtain library cards. Reading strategies will be included in the monthly Hospital Homebound newsletter, Newsbrief.

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 participate in School Content Focus Staff Development with Instructional Coaches (English Language Arts, Reading, Math, Science, Social Studies) monthly to work on rigor, assessment and continuous improvement in content areas. Teachers also work together in Professional Learning Communities monthly to collaborative plan and measure impact of instruction. All teachers are given an additional 50 minutes daily to develop and implement rigors plans of instruction and develop Individual Education Plan goals for their assigned students.

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

All of the teachers are certified in the areas they teach. Providing professional development, developing Deliberate Practice plans, and coaching Marzano strategies will be a major focus for all teachers. School participates in all district wide recruiting fairs for staff and uses Professional Day Wednesday time, four times a month to support development. Monthly staffing and hiring reports and viewed to verify certification status. Support mentors are assigned to any teacher completing other certification needs.

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

Three of our teachers are working toward obtaining their educational credentials through an alternative certification program. One is completing a certification program at Valencia Community College. The other two are participating in the ACP program. Each teacher has been matched with an experienced teacher in his/her field. Each mentor is trained in educational supervision. Teachers and mentor meet bi-monthly or more often as needed.

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

New curriculum is in place for ELA and Reading.

Secondary Ela (high): HMH Florida Collections is aligned to all LAFS and CCSS, model standards based unit plans are available through Information Management Systems (IMS).

Secondary ELA (middle): New adoption of CollegeBoard "Springboard" is aligned to LAFS and CCSS is clearly standards based but is also an official "Pre-AP" program for secondary ELA students. Model

standards based unit lessons are available through IMS.

Secondary Reading: Achieve3000 is a fully differentiated digital program. The program allows students to work on non-fiction text at their lexile appropriate level. Through unit planning, teachers stretch the instructional levels of students using grade appropriate texts. This program includes cross curricular connections to Math and Social Studies. The student activity uses non-fiction text through a 5 step process that is based on LAFS and CCSS.

Mathematics

Secondary math classes use the Pearson Realize (Geometry) and the HMH (Math 6, 7, Pre-Algebra, Algebra One, Algebra Two) textbook programs. The materials are researched based and aligned to both the Mathematical Florida Standards and the Common Core Standards.

Based on the latest research, Algebra Nation is a highly effective online resource that students can use to prepare for the Algebra End-of-Course exam.

MathXL® for School is an online addition to our math curriculum that provides personalized instruction and practice for middle and high school students of all levels. The program is directly tied to our current mathematics textbooks, and therefore aligned with the Florida 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

Achieve3000 is a fully differentiated program. Students work through activities on non-fiction texts. The program guides students through and between lexile appropriate and grade level (stretch) appropriate texts. Assessment is deliberate and ongoing as this movement is dictated by the day to day performance of the student. This is enhanced by teachers using "performance based on standards" reports. The program allows teachers to assign work specific to student needs based on student performance in all LAFS and CCSS standards. Valid activities at an applicable accuracy rate will move students lexile appropriate levels up. At any time, teachers can see 'up to date' standards based data on all students in detail. From this teachers interventions assign activities based on specific standards needs. Every student is monitored continuously and specifically for all LAFS and CCSS standards in different levels of proficiency. These levels include: 1. Mastery is Demonstrated, 2. Additional Practice is Recommended, 3. Aggressive Intervention Recommended, and 4. No Items Completed. The program also uses Science and Social Studies standards and texts to supplement and enrich instruction. In addition, writing prompts, Math connections, program provided unit/lesson plans and small group instruction teachers build literacy, target interventions, track progress and differentiate instruction and activities.

Mathematics

Teachers track student performance with district Benchmark measurements, math unit assessments, and daily work.

The Mathematics Formative Assessment System (MFAS), available on CPALMS, includes tasks that teachers can implement with their students, and rubrics that help the teacher interpret students' responses. Teachers using MFAS ask students to perform mathematical tasks, explain their reasoning, and justify their solutions. Rubrics for interpreting and evaluating student responses are included so that teachers can differentiate instruction based on students' strategies instead of relying solely on correct or incorrect answers.

Through the MathXL® for School program students can: work in personalized study plans that highlight strengths and weaknesses; get help from interactive study aids, stepped-out examples, video tutors, and animations; and receive immediate feedback on their work. Teachers are able to: create objectives-based quizzes and tests; assess individual and group performance using data-driven reports; and ensure consistent instruction for all students.

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: Extended School Year

Minutes added to school year:

Extended School Year is provided to students with Individual Education Plans who have demonstrated through documented quantitative measure regression that occurs during a duration of time longer than a standard weekend. The definition includes Fall break; Winter Break; and Spring Break which exceeds the normal weekend. Students who meet the eligibility based upon the quantitative data are provided instruction for one to two additional hours during 4 additional weeks of summer to reduce the summer regression.

Strategy Rationale

The rationale for the strategy is to provide instruction for additional time during the summer to reduce the summer regression of students who demonstrated regression over holiday periods during the academic school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Groeneveld, Heather, heather.groeneveld@ocps.net

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

Quantitative data is required prior to the instruction during extended school year and subsequent quantitative data will be collected at the end of extended school year.

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

Hospital Homebound utilizes several techniques to support incoming and outgoing cohorts of students in transition from one school level to another.

-Zoned schools are notified of application being received by Hospital Homebound. Meetings are conducted at zoned schools to facilitate communication between Hospital Homebound service development and the academics that had been provided.

-Staffing Specialists communicate with zoned schools of students being dismissed to communicate students academic progress while receiving Hospital Homebound services

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

Teachers work toward guiding the students in being college-and career-ready by graduation. The student participates in the IEP meeting in which he or she is asked what goals he/she has for the future. This information is used to develop curricular objectives. We work with the student to determine ways they can pursue electives in their interest area as well as ways to recover credits missed due to their mental or physical health conditions.

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

Teachers collaborate using vertical alignment to assure that relevant instruction is provided to ensure that the students are working toward their IEP goals. Part of the IEP process is to find out from the student what he or she wants to do after high school. We discuss college and career readiness and all options of each and how to meet graduation requirements to best facilitate this goal.

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

High school students track their course work to ensure they have credits needed for graduation and to meet entrance requirements to colleges, universities, or technical training schools. We try to prepare students by providing individual counseling.

The High School Feedback Report analysis does not give us much useful information because our program is meant to be a short-term support for student who are temporarily in Hospital Homebound. Student readiness for the public postsecondary level is addressed annually (or more often) with every student at the student's IEP meeting. Additionally, all students who are 14 or older develop a detailed transition plan during the development of their IEPs.

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

Such designated students are scheduled in a English 4 College Prep class. This curriculum will include standards based instruction for college readiness in ELA. Special curriculum is in place to assist students in achieving required readiness scores.

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.** Increase Student Reading Proficiency Students will increase reading proficiency, demonstrated by lexile growth, demonstrate mastery of grade level LAFS standards.
- G2.** Increase Math Proficiency. Students will show 5% learning gains on the Florida Algebra One EOC exam.
- G3.** Increase the use of technology through district supported digital platforms and digital curriculum in ELA and Mathematics courses to better prepare students for the 21st century workplace.
- G4.** Increase overall student performance on state mandated ELA and Math assessments by 5%.

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 Student Reading Proficiency Students will increase reading proficiency, demonstrated by lexile growth, demonstrate mastery of grade level LAFS standards. 1a

G039209

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	49.0

Resources Available to Support the Goal 2

- 1. Instructional Coach 2. New adopted Curriculum 3. Content specific supplimentals 4. On-going "needs based" professional development 5. Teacher growth plans

Targeted Barriers to Achieving the Goal 3

- Student tasks matching rigor of standards

Plan to Monitor Progress Toward G1. 8

Planning and modeling of rigorous activities that match rigor of standards.

Person Responsible

Michael Boergers

Schedule

Monthly, from 8/11/2014 to 6/9/2015

Evidence of Completion

1. Common planning, PD sign-in logs.
2. Teacher and student artifacts
3. 1 to 1 Coaching meetings
4. Meeting Invitations

Plan to Monitor Progress Toward G1. 8

Transference of new rigorous skills and activities into daily/weekly and unit lesson plans.

Person Responsible

Michael Boergers

Schedule

Monthly, from 8/11/2014 to 9/9/2014

Evidence of Completion

1. Lesson plans
2. Coaching Cycle notes
3. Teacher and student artifacts

Plan to Monitor Progress Toward G1. 8

Electronic Professional Development

Person Responsible

Michael Boergers

Schedule

Weekly, from 8/18/2014 to 9/9/2014

Evidence of Completion

1. Professional development notebook 2. Activities and strategies based on specific standards needs.

G2. Increase Math Proficiency. Students will show 5% learning gains on the Florida Algebra One EOC exam. 1a

G039210

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	36.0

Resources Available to Support the Goal 2

- Instructional Coach
- County curriculum sequence
- Deliberate Practice plans
- Ongoing Professional Development

Targeted Barriers to Achieving the Goal 3

- Teachers need familiarity with implementing standards-based activities

Plan to Monitor Progress Toward G2. 8

Peer collaboration of rigorous teaching activities

Person Responsible

Carol Goehring

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson Plans; Common planning time; Shared materials in dropbox; Teacher and student artifacts

Plan to Monitor Progress Toward G2. 8

Benchmark testing

Person Responsible

Carol Goehring

Schedule

Every 2 Months, from 10/6/2014 to 2/13/2015

Evidence of Completion

Student data in Performance Matters

G3. Increase the use of technology through district supported digital platforms and digital curriculum in ELA and Mathematics courses to better prepare students for the 21st century workplace. 1a

G039211

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	41.0
AMO Reading - All Students	49.0

Resources Available to Support the Goal 2

- Instructional Coaches
- District supported digital platform
- District supported Digital Curriculum

Targeted Barriers to Achieving the Goal 3

- District Hardware and software limitations for instruction to be provided via tele-class

Plan to Monitor Progress Toward G3. 8

Observations conducted of teachers utilizing platform

Person Responsible

Heather Groeneveld

Schedule

On 6/9/2015

Evidence of Completion

Observation data

G4. Increase overall student performance on state mandated ELA and Math assessments by 5%. 1a

G039212

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	41.0
AMO Reading - All Students	49.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Deliberate Practice growth plans
- Ongoing Professional Development

Targeted Barriers to Achieving the Goal 3

- Teachers need familiarity with implementing standards-based tasks

Plan to Monitor Progress Toward G4. 8

Teacher survey on utilizing student data

Person Responsible

Carol Goehring

Schedule

Quarterly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Survey results

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Student Reading Proficiency Students will increase reading proficiency, demonstrated by lexile growth, demonstrate mastery of grade level LAFS standards. **1**

 G039209

G1.B2 Student tasks matching rigor of standards **2**

 B094301

G1.B2.S1 Professional learning for teachers on the deconstruction of standards **4**

 S105341

Strategy Rationale

To determine the learning targets of each standard.

Action Step 1 **5**

Professional Development

Person Responsible

Michael Boergers

Schedule

Weekly, from 10/1/2014 to 10/1/2014

Evidence of Completion

1. Teacher survey of PD needs 2. Teacher provides student artifacts 3. Professional development book

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

ELA Professional Development Notebook

Person Responsible

Michael Boergers

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

Teacher sampling of new activities, skills and strategies that match rigor of standards provided on timely basis.

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

Teacher artifacts

Person Responsible

Michael Boergers

Schedule

Monthly, from 8/11/2014 to 9/9/2014

Evidence of Completion

Samples of teacher work that represents a new skill of applicable rigor.

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

Share best practices with colleagues

Person Responsible

Michael Boergers

Schedule

Monthly, from 9/9/2014 to 6/9/2015

Evidence of Completion

Self-reporting, coaching conversations and dialog with colleagues

G2. Increase Math Proficiency. Students will show 5% learning gains on the Florida Algebra One EOC exam.

1

G039210

G2.B2 Teachers need familiarity with implementing standards-based activities 2

B094303

G2.B2.S1 Provide teachers support through professional development facilitated by the Math Instructional Coach. 4

S126262

Strategy Rationale

School-based training on implementing standards-based activities and assessments.

Action Step 1 5

Teachers will utilize district course curriculum scope and sequences in their planning.

Person Responsible

Carol Goehring

Schedule

Monthly, from 8/20/2014 to 5/22/2015

Evidence of Completion

Teacher lesson plans

Action Step 2 5

Teachers will use effective instructional strategies which will include (but not limited to) the seven Marzano strategies that are the focus of the county this year.

Person Responsible

Carol Goehring

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Samples of student work that match the Marzano strategies.

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

Teacher artifacts

Person Responsible

Carol Goehring

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Samples of teacher and student work in Professional Development Notebook.

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

Professional Development sessions

Person Responsible

Carol Goehring

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets Exit Cards Peer dialogue

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

Teacher collaboration to increase ideas and materials

Person Responsible

Carol Goehring

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Shared documents in Math & Science teacher dropbox

G3. Increase the use of technology through district supported digital platforms and digital curriculum in ELA and Mathematics courses to better prepare students for the 21st century workplace. 1

G039211

G3.B1 District Hardware and software limitations for instruction to be provided via tele-class 2

B094307

G3.B1.S1 Pilot use of Safari Montage Live with designated instructors and their students 4

S105346

Strategy Rationale

Instructor and district can alleviate challenges or issues

Action Step 1 5

Pilot of Safari Montage Live and present training to staff

Person Responsible

Heather Groeneveld

Schedule

On 6/9/2015

Evidence of Completion

Roster/Sign-In sheets

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

Observation of Teacher(s)

Person Responsible

Heather Groeneveld

Schedule

On 6/9/2015

Evidence of Completion

Observed lesson utilizing district platform

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

Observation of teachers

Person Responsible

Heather Groeneveld

Schedule

On 6/9/2015

Evidence of Completion

Observations

G4. Increase overall student performance on state mandated ELA and Math assessments by 5%. 1

 G039212

G4.B2 Teachers need familiarity with implementing standards-based tasks 2

 B094310

G4.B2.S1 Teachers need further instruction in deconstruction of standards 4

 S126724

Strategy Rationale

Teachers need this to determine learning targets that meet rigor of standards and generate standards based activities.

Action Step 1 5

Teachers will be provided professional development on deconstructing standards.

Person Responsible

Michael Boergers

Schedule

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

Evidence of Completion

Lesson plans would reflect standards based learning targets.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

One on one Coaching conversations

Person Responsible

Michael Boergers

Schedule

Monthly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Instructional coach agenda and teacher notes; appointment invitations

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Instructional coaches will review assessment data.

Person Responsible

Michael Boergers

Schedule

Every 2 Months, from 8/18/2014 to 6/9/2015

Evidence of Completion

Performance matter reports; Achieve3000 reports

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	Professional Development	Boergers, Michael	10/1/2014	1. Teacher survey of PD needs 2. Teacher provides student artifacts 3. Professional development book	10/1/2014 weekly
G3.B1.S1.A1	Pilot of Safari Montage Live and present training to staff	Groeneveld, Heather	8/18/2014	Roster/Sign-In sheets	6/9/2015 one-time
G2.B2.S1.A1	Teachers will utilize district course curriculum scope and sequences in their planning.	Goehring, Carol	8/20/2014	Teacher lesson plans	5/22/2015 monthly
G4.B2.S1.A1	Teachers will be provided professional development on deconstructing standards.	Boergers, Michael	8/18/2014	Lesson plans would reflect standards based learning targets.	6/8/2015 monthly
G2.B2.S1.A2	Teachers will use effective instructional strategies which will include (but not limited to) the seven Marzano strategies that are the focus of the county this year.	Goehring, Carol	9/2/2014	Samples of student work that match the Marzano strategies.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Planning and modeling of rigorous activities that match rigor of standards.	Boergers, Michael	8/11/2014	1. Common planning, PD sign-in logs. 2. Teacher and student artifacts 3. 1 to 1 Coaching meetings 4. Meeting Invitations	6/9/2015 monthly
G1.MA2	Transference of new rigorous skills and activities into daily/weekly and unit lesson plans.	Boergers, Michael	8/11/2014	1. Lesson plans 2. Coaching Cycle notes 3. Teacher and student artifacts	9/9/2014 monthly
G1.MA3	Electronic Professional Development	Boergers, Michael	8/18/2014	1. Professional development notebook 2. Activities and strategies based on specific standards needs.	9/9/2014 weekly
G1.B2.S1.MA1	Share best practices with colleagues	Boergers, Michael	9/9/2014	Self-reporting, coaching conversations and dialog with colleagues	6/9/2015 monthly
G1.B2.S1.MA1	ELA Professional Development Notebook	Boergers, Michael	8/11/2014	Teacher sampling of new activities, skills and strategies that match rigor of standards provided on timely basis.	6/9/2015 weekly
G1.B2.S1.MA3	Teacher artifacts	Boergers, Michael	8/11/2014	Samples of teacher work that represents a new skill of applicable rigor.	9/9/2014 monthly
G2.MA1	Peer collaboration of rigorous teaching activities	Goehring, Carol	8/11/2014	Lesson Plans; Common planning time; Shared materials in dropbox; Teacher and student artifacts	5/29/2015 monthly
G2.MA2	Benchmark testing	Goehring, Carol	10/6/2014	Student data in Performance Matters	2/13/2015 every-2-months
G2.B2.S1.MA1	Teacher collaboration to increase ideas and materials	Goehring, Carol	8/11/2014	Shared documents in Math & Science teacher dropbox	5/29/2015 monthly
G2.B2.S1.MA1	Teacher artifacts	Goehring, Carol	9/2/2014	Samples of teacher and student work in Professional Development Notebook.	5/29/2015 biweekly
G2.B2.S1.MA2	Professional Development sessions	Goehring, Carol	8/11/2014	Sign-in sheets Exit Cards Peer dialogue	5/29/2015 monthly
G3.MA1	Observations conducted of teachers utilizing platform	Groeneveld, Heather	9/16/2014	Observation data	6/9/2015 one-time
G3.B1.S1.MA1	Observation of teachers	Groeneveld, Heather	8/25/2014	Observations	6/9/2015 one-time
G3.B1.S1.MA1	Observation of Teacher(s)	Groeneveld, Heather	8/18/2014	Observed lesson utilizing district platform	6/9/2015 one-time
G4.MA1	Teacher survey on utilizing student data	Goehring, Carol	8/18/2014	Survey results	6/9/2015 quarterly
G4.B2.S1.MA1	Instructional coaches will review assessment data.	Boergers, Michael	8/18/2014	Performance matter reports; Achieve3000 reports	6/9/2015 every-2-months
G4.B2.S1.MA1	One on one Coaching conversations	Boergers, Michael	8/18/2014	Instructional coach agenda and teacher notes; appointment invitations	6/9/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase Student Reading Proficiency Students will increase reading proficiency, demonstrated by lexile growth, demonstrate mastery of grade level LAFS standards.

G1.B2 Student tasks matching rigor of standards

G1.B2.S1 Professional learning for teachers on the deconstruction of standards

PD Opportunity 1

Professional Development

Facilitator

Michael Boergers, Instructional/Reading Coach

Participants

ELA, Reading and SS teachers

Schedule

Weekly, from 10/1/2014 to 10/1/2014

G2. Increase Math Proficiency. Students will show 5% learning gains on the Florida Algebra One EOC exam.

G2.B2 Teachers need familiarity with implementing standards-based activities

G2.B2.S1 Provide teachers support through professional development facilitated by the Math Instructional Coach.

PD Opportunity 1

Teachers will utilize district course curriculum scope and sequences in their planning.

Facilitator

Carol Goehring

Participants

Math and Science teachers

Schedule

Monthly, from 8/20/2014 to 5/22/2015

PD Opportunity 2

Teachers will use effective instructional strategies which will include (but not limited to) the seven Marzano strategies that are the focus of the county this year.

Facilitator

Carol Goehring

Participants

Math and Science teachers

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

G3. Increase the use of technology through district supported digital platforms and digital curriculum in ELA and Mathematics courses to better prepare students for the 21st century workplace.

G3.B1 District Hardware and software limitations for instruction to be provided via tele-class

G3.B1.S1 Pilot use of Safari Montage Live with designated instructors and their students

PD Opportunity 1

Pilot of Safari Montage Live and present training to staff

Facilitator

Heather Groeneveld

Participants

Teachers

Schedule

On 6/9/2015

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