

Avon Park High School



2014-15 School Improvement Plan

Avon Park High School

700 E MAIN ST, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~aph/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

C

D

School Board Approval

This plan is pending approval by the Highlands County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and to be responsible citizens.

Provide the school's vision statement

APHS Student's Leading, Learning, and Leaving a Legacy.

School Environment

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

APHS utilizes a myriad of academic and co-curricular programs to foster an understanding of our students cultures and to cultivate strong relationships between faculty, staff, and students. 4 days weekly faculty/students meet in our guidance advisement period. The period was instituted to ensure that all students had an adult mentor/advocate. During the advisement period teachers and their students each discuss each student's academic success, engage in community building through the use of real world learning projects.

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

The APHS campus is monitored using a video camera system. School personnel are assigned to key positions to monitor student activity before and after school. Through the implementation of Stephen Covey's "The Seven Habits of Highly Effective Teens" students are taught valuable character traits and how to respect their fellow students. During school teachers provide supervision outside their classes during key transition times. Signs are posted in nearly every classroom and throughout the campus that emphasize our expectations for our students.

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

APHS adheres to the district's student code of conduct. The student code of conduct outlines behavioral expectations, rights, and consequences. Through the collaborative work of our school discipline committee APHS has published a set of school-wide classroom behavior expectations that are displayed in every classroom. Each year the faculty and staff review student behavioral data and establish improvement goals that are included in the school's improvement plan. Additionally, has established a behavioral support systems that recognizes students who meet academic and behavioral milestones.

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

In the 2013/14 school year an "Advisement" period was established to ensure that every student had an adult mentor to advocate on their behalf. During this period students and teachers review grades, discuss academic issues, and engage in character building discussions using Covey's 7 Habits of

Highly Effective Teens and 6 Most Important Decisions curriculum. APHS MTSS committee works with the curriculum leadership team to identify students who meet criteria for MTSS assessments, coordinate delivery of remedial/supplemental instructional interventions, and to progress monitor student identified as at risk using our school's early warning system.

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

APHS Early Warning Reporting System is housed in our Genesis data warehouse. Data from the early warning reports is disaggregate by grade level. The leadership reviews the early warning indicators quarterly. Students meeting 2 or more of the indicators are referred to the appropriate school or district agencies. Indicators included in the report are: 1. ESE status 2. Diploma Options 3. ELL Status 4. GPA, 5. Attendance 6. Number of Discipline Referrals, 6. Number of Classes Failing.

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	25	35	8	15	83
One or more suspensions	35	32	8	8	83
Course failure in ELA or Math	114	76	17	14	221
Level 1 on statewide assessment	101	67	22	18	208

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	53	42	10	21	126

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

APHS Intervention Strategies include teacher-lead before and after school tutoring. After school tutoring is offered twice weekly and is conducted through a United Way grant by Webber University students. During school, pullouts are conducted to provide additional remediation for level 1 FCAT Reading and Math EOC takers. An advertisement period is conducted to ensure that all students are assigned to an adult in the building.

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

Increase parental involvement in academic recognition and awards ceremonies.

Increase parental involvement on our school advisory committee.

Increase attendance at school's annual night of stars 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

The process APHS uses to build and sustain community partnerships to secure resources needed to ensure the effective operation of the school and its ancillary programs include networking through our school advisory committee, the local chamber of commerce, and key business partnerships. An example of our success is the funding received to support our school advisement initiative and our "Advancing via Individual Determination programs."

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
Williams, Tealy	Principal
Erwin, Danielle	Assistant Principal
Dean, Candis	Assistant Principal
Jahna, Penny	Instructional Coach
Williams, Sabrina	Teacher, K-12
Jahna, Kimberly	Instructional Coach
Scott, Jill	Instructional Coach
Ridenour, Ashley	Guidance Counselor
Knighten, Reginald	Teacher, ESE
Farrow, Hershel	Teacher, Career/Technical
Norman, Scott	Teacher, K-12
Henderson, Dawn	Other

Duties

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

The APHS leadership team is comprised of administration and teacher-leaders from each of the academic disciplines, and the student services department (guidance). The principal of APHS leads the school's leadership team in the development of policies and procedures that promote the effective

operations of the school. The leadership team meets bi-monthly to monitor status of key school improvement initiatives, review academic, behavioral, and assessment data, and to discuss/ implement changes as needed.

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

Prior to the start of each school year the APHS leadership team meets to analyze student achievement results and to establish achievement/performance goals for the upcoming school year. Additionally the leadership team working with faculty and staff as whole will establish the master schedule, finalize instructional teaching assignments and compile a list of instructional resources needed to support teaching and learning.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tealy Williams	Principal
Danielle Erwin	Teacher
Candis Dean	Teacher
Kim Jahna	Teacher
Jill Scott	Teacher
Dawn Henderson	Teacher
Sabrina Williams	Teacher
Reggie Knighten	Teacher
Tina Starling	Parent
Jeff Williams	Parent
Stephanie Albright	Student
Hershel Farrow	Teacher
Charlene Nelson	Parent
Dawn Crosson	Parent
Besty Wood	Parent
Trish Portis	Teacher
Woodraun Wright	Student
Melanie Jackson	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

Members of the SBLT and SAC reviewed the school's 2013-14 achievement data. The group also reviewed the school's progress made with respect to achieving annual measurable objectives.

Development of this school improvement plan

The results of the SAC review was used to assist the SBLT in the establishment of the school's 2014-15 school improvement targets. Once the school's improvement targets were established school's administration worked with content area teams to develop actions plans/strategies for the 2014-15 school year.

Preparation of the school's annual budget and plan

The school annual budget and spending plan are formulated through school's comprehensive planning process and review with the SAC.

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

No state funding was allocated. Funds generated through SAC fundraising activities were used to support student recognition program and school improvment needs.

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
Williams, Tealy	Principal
Brown, Andrea	Instructional Coach
Jahna, Kimberly	Instructional Coach
Dean, Candis	Assistant Principal
Erwin, Danielle	Assistant Principal
Santiago, Judy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. The LLT will assist, implement and provide professional development for campus wide reading strategies
 - a. Florida Reading Initiatives strategies
2. Summer reading program - The English department has a required summer reading list. The LLT will investigate bringing in other departments to participate.
3. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
4. The LLT will promote and model Literacy Rich Classrooms
5. The LLT will implement Reading Pullouts for seniors that have not passed FCAT and lowest

quartile students

6. The LLT will support and promote creative literacy awareness activities for Literacy Week

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

APHS instructional staff utilize common planning periods to develop content macro-plans, assessments, and to share best-practices. Content area instructional coaches work collaboratively in a peer-to-peer relationship to address teacher's professional development needs through a process of peer observation, modeling, and support.

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

Recruitment efforts are accomplished by the district's human resources office. Instructional vacancies are posted through the six county heartland educational consortium and district website. School-based administrators conduct career-planning and career-enrichment interviews with all instructional staff. Recruitment and retention responsibility are jointly shared by district human resource director and the principal.

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

Teachers new to the district are assigned a peer evaluator and teachers seeking alternative certification are required to complete the district's professional educator's course. Participating teachers are assigned mentor/peer evaluators who conduct classroom observations and provide one-on-one coaching. Aspiring administrators and teacher leaders are enrolled in the district's ASAP program.

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

Utilizing CPALMS the State of Florida's official source for standards information and course descriptions. CPLAMS provides access to thousands of standards-aligned, free, and high-quality instructional/educational resources that were developed specifically for the standards and vetted through Florida's rigorous review process. Additionally faculty and administrators participate in district and school-based professional learning communities to develop curriculum frameworks to ensure seamless instructional delivery.

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

Using a continuous improvement model administrators and instructional staff engage on-going data review/analysis to develop instructional school-level instructional improvement targets. At the class-level instructional staff review student data to evaluate individual student learning needs and to

develop and deliver differentiated instructional strategies for the students.
Examples of how instruction is modified include use of remediation pullouts, whereby struggling students receive small group instruction.

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

Strategy: After School Program

Minutes added to school year: 0

Utilize college tutors to provide instructional support and extended learning opportunities during the school twice weekly.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Tealy, williamt2@highlands.k12.fl.us

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

Data collection is accomplished using school's early warning system report, weekly missing assignment reports, and weekly sign-in sheets

Strategy: Extended School Day

Minutes added to school year: 30

Every student will attend guidance advisement period. Students will receive instruction in the 7 Habits of Highly Effective Teens and 6 Big Decisions. Additionally instructional staff will monitor students grades and review academic histories with each assigned student.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Williams, Tealy, williamt2@highlands.k12.fl.us

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

Attendance sheets, missing assignment reports, Pinnacle gradebook checks.

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

9th graders transitioning from the middle school are enrolled in a Leadership Class. Instructional objective for this course include improving students with organizational skills, providing each self advocacy strategies, and to increase student college preparedness.

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. Guidance counselors advise students on course selections, college and career planning. Instituted a guidance advisement period connects each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

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

Implemented the AVID for select 9th, 10th and 11th graders. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Instituted a guidance advisement period for all students. The objective of the guidance advisement period is to connect each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

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

Increase % of 9th and 11th graders taking the PSAT

increase % of 10th graders taking the PLAN test

Increase number of AP and dual-enrollment course offerings.

Increase % of students completing AP, dual-enrollment, and career themed courses

Increase % of students earning Bright Futures Gold Seal Scholarships

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

Increase the number of students participating in the AVID program. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Develop college readiness program that provides students and the parent with informational and hands-on assistance to engage in the college search, application, and financial aid completion processes.

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 the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%
- G2.** Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%
- G3.** Percentage of Avon Park High School students achieving Adequate Yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.
- G4.** Reduce total number of students suspended in or out of school by 15%
- G5.** Students scoring proficient (Level 3) in Biology EOC will improve by 7%.
- G6.** Increase the number of students enrolled in advance placement courses by 8%

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 the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42% 1a

Targets Supported 1b

G039960

Indicator	Annual Target
AMO Reading - All Students	58.0

Resources Available to Support the Goal 2

- Teachers were trained to use grade level qualitative text to increase the text complexity in classroom instruction

Targeted Barriers to Achieving the Goal 3

- Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

Plan to Monitor Progress Toward G1. 8

Common formative assessments, FAIR data, and walkthrough observatio

Person Responsible

Kimberly Jahna


Schedule

Quarterly, from 8/20/2014 to 3/31/2015

Evidence of Completion

Data day schedule, performance matters reports, and powerpoints.

G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6% **1a**

 G039961

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	73.0

Resources Available to Support the Goal **2**

- Newly assigned part time math instructional coach
- District-level support in the development of common formative and summative assessments.

Targeted Barriers to Achieving the Goal **3**

- Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.
- Teachers presenting material that do not meet a variety of learning styles

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

Evaluate student learning via baseline assessments and common summative assessments

Person Responsible

Schedule

Evidence of Completion

Performance matters reports and summative assessment results.

G3. Percentage of Avon Park High School students achieving Adequate Yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%. **1a**

 G039962

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	58.0

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**


Plan to Monitor Progress Toward G3. **8**

Person Responsible

Schedule

Evidence of Completion

G4. Reduce total number of students suspended in or out of school by 15% 1a

 G039963

Targets Supported 1b

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

Resources Available to Support the Goal 2

- positive behavioral support e.g. student recognition and awards program.

Targeted Barriers to Achieving the Goal 3

- Lack of clearly stated school-wide PBS goals.

Plan to Monitor Progress Toward G4. 8

Conduct focus group to develop recommendations to determine action plan for 2013/14 school year

Person Responsible

Schedule

Evidence of Completion

Agenda/Meeting Minutes

G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%. 1a

 G039964

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Part time Science Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Biology teachers and students adjusting to content being taught using digital textbook

Plan to Monitor Progress Toward G5. 8

Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met.

Increase extended learning opportunities to provide students with access to online resources


Person Responsible

Schedule

Evidence of Completion

Meeting minutes Attendance logs

G6. Increase the number of students enrolled in advance placement courses by 8% 1a

 G039965

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Professional development, funded PSAT exams for 9th and 11th graders, and scoring services provided via College Board Partnership.

Targeted Barriers to Achieving the Goal 3

- Limited number of certified faculty to expand current advance placement offerings.

Plan to Monitor Progress Toward G6. 8

Recruitment of potential AP faculty and arranging certification via College Board Board Partnership.

Person Responsible

Schedule

Evidence of Completion

Master schedule and individual teacher professional development plans.

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 the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42% **1**

 G039960

G1.B1 Core classroom instruction does not provide with fidelity appropriate levels of text complexity. **2**

 B096546

G1.B1.S1 Teachers will use grade level qualitative text to increase the text complexity in classroom instruction **4**

 S107749

Strategy Rationale

Action Step 1 **5**

Teachers will receive additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders

Person Responsible

Schedule

Evidence of Completion

Powerpoint slides and BABY instructional strategies binder

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

Common formative assessments, FAIR data, and walkthrough observations

Person Responsible

Kimberly Jahna

Schedule

Quarterly, from 8/20/2014 to 3/31/2015

Evidence of Completion

Data day schedule, performance matters reports, and powerpoints.

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

Common formative assessments, FAIR data, and walkthrough observations

Person Responsible

Kimberly Jahna

Schedule

Quarterly, from 8/20/2014 to 3/31/2015

Evidence of Completion

Data day schedule, performance matters reports, and powerpoints.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible


Schedule

Evidence of Completion


G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6% **1**

 G039961

G2.B1 Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math. **2**

 B096547

G2.B1.S1 Instruction and assessments will target on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1 **4**

 S107752

Strategy Rationale

Action Step 1 **5**

Monthly MCC meetings will focus on developing district wide macro plans for Algebra !

Person Responsible

Penny Jahna

Schedule

Quarterly, from 8/20/2014 to 3/31/2015

Evidence of Completion

meeting minutes, macro plan, and common assessments

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

Timely completion of district-wide macro plan and common assessments

Person Responsible

Schedule

Evidence of Completion

Meeting minutes/artifacts

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

Timely completion of district-wide macro plan and common assessments

Person Responsible

Schedule

Evidence of Completion

Meeting minutes/artifacts

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

During common planning periods teachers will actively share differentiated instructional strategies to promote student learning.

Person Responsible

Schedule

Evidence of Completion

Data day schedule, department minutes, and powerpoints

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

During common planning periods teachers will actively share differentiated instructional strategies to promote student learning.


Person Responsible

Schedule


Evidence of Completion

Data day schedule, department minutes, and powerpoints


G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%. 1

 G039964

G5.B1 Biology teachers and students adjusting to content being taught using digital textbook 2

 B096550

G5.B1.S1 Bi-monthly collaborative meetings to assist teachers in developing skill need to access online curriculum. 4

 S107755

Strategy Rationale

Action Step 1 5

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Person Responsible

Schedule

Evidence of Completion

department and SCC meeting minutes.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Teachers and students continue familiarity and use of online instructional resources.

Person Responsible

Schedule

Evidence of Completion

Meeting minutes, formal and informal observation forms.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor science baseline results, student grades, and survey results.

Person Responsible

Schedule


Evidence of Completion

test results, walkthroughs, and survey results.


G6. Increase the number of students enrolled in advance placement courses by 8% 1

 G039965

G6.B1 Limited number of certified faculty to expand current advance placement offerings. 2

 B096551

G6.B1.S1 Increase number of teachers attending College Board sponsored professional development offerings 4

 S107756

Strategy Rationale

Action Step 1 5

Identify select teachers to attend College Board regional workshops.

Person Responsible

Schedule

Evidence of Completion

Completion certificates

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Completion rates of new AP teachers

Person Responsible

Schedule

Evidence of Completion

Completion certificates and ERO transcripts.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

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	Teachers will receive additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders		Powerpoint slides and BABY instructional strategies binder	one-time	
G2.B1.S1.A1	Monthly MCC meetings will focus on developing district wide macro plans for Algebra !	Jahna, Penny	8/20/2014	meeting minutes, macro plan, and common assessments	3/31/2015 quarterly
G5.B1.S1.A1	Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.		department and SCC meeting minutes.	once	
G6.B1.S1.A1	Identify select teachers to attend College Board regional workshops.		Completion certificates	once	
G1.MA1	Common formative assessments, FAIR data, and walkthrough observatio	Jahna, Kimberly	8/20/2014	Data day schedule, performance matters reports, and powerpoints.	3/31/2015 quarterly
G1.B1.S1.MA1	Common formative assessments, FAIR data, and walkthrough observations	Jahna, Kimberly	8/20/2014	Data day schedule, performance matters reports, and powerpoints.	3/31/2015 quarterly
G1.B1.S1.MA1	Common formative assessments, FAIR data, and walkthrough observations	Jahna, Kimberly	8/20/2014	Data day schedule, performance matters reports, and powerpoints.	3/31/2015 quarterly
G1.B1.S2.MA1	[no content entered]			once	

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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.S2.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G2.MA1	Evaluate student learning via baseline assessments and common summative assessments		Performance matters reports and summative assessment results.	once	
G2.B1.S1.MA1	Timely completion of district-wide macro plan and common assessments		Meeting minutes/ artifacts	once	
G2.B1.S1.MA1	Timely completion of district-wide macro plan and common assessments		Meeting minutes/ artifacts	one-time	
G2.B2.S1.MA1	During common planning periods teachers will actively share differentiated instructional strategies to promote student learning.		Data day schedule, department minutes, and powerpoints	once	
G2.B2.S1.MA1	During common planning periods teachers will actively share differentiated instructional strategies to promote student learning.		Data day schedule, department minutes, and powerpoints	once	
G3.MA1	[no content entered]			once	
G4.MA1	Conduct focus group to develop recommendations to determine action plan for 2013/14 school year		Agenda/ Meeting Minutes	once	
G5.MA1	Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met. Increase extended learning opportunities to provide students with access to online resources		Meeting minutes Attendance logs	once	
G5.B1.S1.MA1	Monitor science baseline results, student grades, and survey results.		test results, walkthroughs, and survey results.	once	
G5.B1.S1.MA1	Teachers and students continue familiarity and use of online instructional resources.		Meeting minutes, formal and informal observation forms.	once	
G6.MA1	Recruitment of potential AP faculty and arranging certification via College Board Board Partnership.		Master schedule and individual teacher professional development plans.	once	
G6.B1.S1.MA1	[no content entered]			once	
G6.B1.S1.MA1	Completion rates of new AP teachers		Completion certificates and ERO transcripts.	once	

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 the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%

G1.B1 Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

G1.B1.S1 Teachers will use grade level qualitative text to increase the text complexity in classroom instruction

PD Opportunity 1

Teachers will receive additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders

Facilitator

Literacy resource teacher

Participants

Assigned instructional faculty

Schedule

G2. Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

G2.B1 Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.

G2.B1.S1 Instruction and assessments will target on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1

PD Opportunity 1

Monthly MCC meetings will focus on developing district wide macro plans for Algebra !

Facilitator

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Participants

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Schedule

Quarterly, from 8/20/2014 to 3/31/2015

G5. Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

G5.B1 Biology teachers and students adjusting to content being taught using digital textbook

G5.B1.S1 Bi-monthly collaborative meetings to assist teachers in developing skill need to access online curriculum.

PD Opportunity 1

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Facilitator

Science coach and District Science Resource Teacher

Participants

Science teachers and instructional coaches.

Schedule

G6. Increase the number of students enrolled in advance placement courses by 8%

G6.B1 Limited number of certified faculty to expand current advance placement offerings.

G6.B1.S1 Increase number of teachers attending College Board sponsored professional development offerings

PD Opportunity 1

Identify select teachers to attend College Board regional workshops.

Facilitator

Regional college board facilitators

Participants

Teachers targeted to teach new AP courses.

Schedule

Budget Rollup

Summary

Description	Total
Goal 1: Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%	4,000
Goal 2: Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%	4,000
Grand Total	8,000

Goal 1: Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading from 36% to 42%

Description	Source	Total
B1.S1.A1 - Notes Intensive Reading Supplemental Instruction (Pullouts) Utilize retired reading endorsed teachers to provide supplemental instruction for lowest 25%.	General Fund	4,000
Total Goal 1		4,000

Goal 2: Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math by 6%

Description	Source	Total
B1.S1.A1 - Notes Intensive math Supplemental Instruction (Pullouts) Utilize retired highly qualified math teachers to provide supplemental instruction for lowest 25%. District and Migrant	General Fund	4,000
Total Goal 2		4,000