Lake Nona High

2014-15 School Improvement Plan

Lake Nona High

12500 NARCOOSSEE RD, Orlando, FL 32832

[no web address on file]

School Demographics

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

Alternative/ESE Center	Charter School	Minority
No	No	68%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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

Lake Nona High School offers multiple opportunities for teachers and students to interact in a culturally sensitive and positive way. There are multiple teacher sponsored clubs that offer opportunities for positive student and teacher interaction. Pawsitive Pride is an opportunity for teachers to recognize students for a variety of reasons including most improved.

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

Before, during and after school supervision is offered to maximize campus safety. Administrators, School Resource Officers, Security Guards and staff all contribute to campus safety by monitoring hallways, walkways, perimeter checks and even stand at classroom doors welcoming students to minimize delay in class entry and skipping. Students are addressed with respect and kindness even in difficult situations that may include student noncompliance.

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 school-wide behavioral system is setup to create a fair, firm, consistent, and respectful environment that minimizes distractions and promotes learning. Below are our established behavioral protocols/procedures that we have in place :
• First day of school – Students are informed of districts expectations through the Code of Student Conduct and LNHS expectations through our Top 5 Non-Negotiables
• We have established interventions that teachers should use prior to writing referrals
• LNHS Top 5 Non-Negotiables are posted throughout campus (classrooms, hallways)
• We review of the Code of Student Conduct every nine weeks (as required by the district)
• Professional Development is given to our new and existing teachers on behavioral expectations and interventions (classroom management)
• Behavioral training for discipline staff to ensure they are knowledgeable about district behavioral expectations and interventions

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

Students identified to have social emotional needs greater than those of peers their age and are struggling to maintain adequate academic progress are provided support in the form of a collaborative

effort. This effort may include team members from the ESE department, Guidance, Discipline and SAFE working together to ensure a student's needs are met so that they can focus on academic achievement and success.

Parent conferences, continual collaboration and communication across departments are common. Referrals to outside agencies, including OCPS approved School Based Services providers may be facilitated. Immediate assessments for "at risk" behavior is made and appropriate steps taken to secure a safe environment and in extreme cases School Resource Officer involvement for possible Baker Acts. The purpose of these interventions is to ensure the student is actively engaged in his/her academics and is able to experience success.

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

Each member of the administration team is responsible for collecting data for one of the following: attendance rates, discipline, level 1 on statewide assessments, and course failures. These lists are compiled and the students are placed on an intervention list. The administration meets once per week as an MTSS team to discuss the data results, and plans to decrease our number of students on those lists.

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	59	55	71	64	249
One or more suspensions	85	76	103	55	319
Course failure in ELA or Math	16	11	8	3	38
Level 1 on statewide assessment	61	63	5	1	130

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	44	46	30	13	133

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

Students who display two or more early warning indicators are placed on an intervention list. Those interventions include intensive math and/or reading for level one state test scores, a discipline plan for students with more than one suspension, tutoring opportunities and credit recovery for course failures, and an attendnace plan for students who fall below 90% attendance.

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

During the 2014-2015 school year, Lake Nona High School will continue to engage parents and encourage parental involvement through a variety of opportunities. This effort is made to give parents and guardians an opportunity to be active participants in their student's educational experience.

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

Lake Nona High School is part of the Partners in Education system through Orange County Public Schools. Teachers and administrators develop relationships with community businesses to help build resources for our school. Our Partners in Education support our school by donating resources to improve our school sports, clubs, and academics and in return, we support and endorse these businesses.

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
Browning, Paul	Assistant Principal
Fugate, Jennifer	Assistant Principal
Nampon, Margaret	Principal
Arscott, George	Dean
Chiles, Andrew	Other
Demott, Amy	Instructional Coach
Gautier, Nirsa	Instructional Coach
Hoffman, James	Assistant Principal
Reid-Santo Domingo, Karen	Dean
Rodriguez, Ann Marie	Other
Salazar, Adele	Assistant Principal

Duties

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

The Principal oversees and coordinates all MTSS activities and efforts to insure needs are being addressed and effective MTSS strategies are being developed and implemented. The Assistant Principals oversee respective content areas, assist teams with data analysis and progress monitoring, developing instructional strategies, and identifying academic needs. Assistant Principals also meet regularly with PLC's to facilitate collaboration among teachers and to address needs. The Discipline Deans monitor student behavior and report to the MTSS team any concerns they have related student behaviors that will negatively impact student achievement. They also work with the team to develop interventions for students who are behavior risks. The Academic Dean oversees all testing and assessment. She provides progress monitoring data from all formative assessments to the MTSS team in order that the team might develop support systems to help struggling students be successful. The CRT oversees all professional development. She works with teachers to improve instructional practice and strategies. She identifies those strategies most needed that target the greatest need among students and helps teachers to implement these strategies in daily instruction.

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

The MTSS Leadership Team meets on Thursdays during 2nd period to discuss progress with initiatives and trouble shoot issues with implementation and/or monitoring of student progress. Assistant Principals function as support for all grade levels and groups of students. Each Dean acts as a grade-level specific leader for intervention and implementation for identified students. They work with teachers directly to insure students are receiving appropriate interventions at the appropriate intensity. The Guidance Counselors act as additional support for identification and monitoring of students and their instructional/intervention needs. Curriculum Leaders assist in implementation across curricular areas and specific grade levels. The MTSS Leadership Team is comprised of members from all areas across the school organization. As a result, the efforts of MTSS are integrated into the processes for all areas. The weekly meetings provide a forum for exchange of information and monitoring of processes from all stakeholders and across all areas. MTSS is integrated into all strategies and facets of the school organization.
Title I -- N/A
Title II funds will be used for Professional Development to support Math and Reading. The majority of funds will be used to support the continued implementation of the Tabor Rotation model in our math classes. For reading, Title II funds will be used to support content area literacy training.
Title III – Funds are used to in support of closing the achievement gap that exists among ELL students. Funds are used to purchase additional support for ELL students -- CCT and ELL paraprofessional. An International Scholars program has been established to provide additional support for our first year language acquisition students.
Title VI -- N/A
Title X – LNHS currently has 6 homeless students and we follow all McKinney Vento guidelines with regard to providing access to education and adhering to FERPA regulations for these students. Our SAFE coordinator maintains a record of these students and assists with resources for these students and families.
SAI – Funds are used to pay for a resource teacher to support teachers with instructional improvement and CCSS implementation.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Margaret Nampon	Principal
Matthew Harrison	Student
Penny Lowe	Parent
Ingrid Ramos	Education Support Employee
Reina Daigle	Teacher
Kelley Cooke	Parent
Maryanne Simkulak	Parent
Stephanie Bednor	Parent
Jeanne Oakley	Teacher
Tianna Rosser	Student
Dana Rosser	Parent
Teresa Loomis	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

Evaluation of last year's SAC plan was on May 7, 2014 SAC members were present and all points of the plan were discussed and/or revised

Development of this school improvement plan

The LNHS meets monthly throughout the school year. During the meetings, school performance data is reviewd with the SAC and discussed. The goals that have been established in the improvement plan based upon performance data are evaluated. The SAC works together in a problem-solving method to develop strategies to help LNHS achieve improvement goals. The process is continuous throughout the year.SAC found it beneficial to focus on subgroups and areas of Lake Nona that are in greater need than others. The SAC members will review the school's student achievement data monthly and discuss these areas and advise the school on key issues.

Preparation of the school's annual budget and plan

The SAC committee joins at the beginning of each school year to discuss the annual budget and plan for Lake Nona High School. This is facilitated by the principal with the SAC board members. They go over the details of the budget and plan, make necessary adjustments and approve.

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

N/A

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Fugate, Jennifer	Assistant Principal
Nampon, Margaret	Principal
Demott, Amy	Instructional Coach
Gautier, Nirsa	Instructional Coach
Boada-Davila, Luis	Teacher, K-12
Linares, Melissa	Teacher, K-12
Krugh, Cristen	Teacher, K-12
Jaramillo, Heather	Teacher, K-12
Hannah, Susan	Instructional Media
Frenier, Tonya	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Implementation of active reading strategies into content area classrooms

Increased fluency and comprehension of students in intensive reading classes

Increased student use of self-selected reading strategies

Rigorous vocabulary taught to increase comprehension for lower level readers and ELL readers

Use of higher order thinking questions to increase comprehension for all content area reading

Using metacognition, background knowledge and inference skills to increase comprehension for all content area reading

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

It is an expectation at Lake Nona High School for instructional staff to use their PLC time to collaborate at least twice per month on student data and lesson planning within common classes. During this time teachers are able to discuss lesson plan revisions, new strategies,and positive ideas/activities that are going on in their classes and share them with their fellow teachers.

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

1. High quality professional learning opportunities (Principal/Assistant Principals/CRT/Academic Dean)
2. Comprehensive Interviewing Process (Principal/Assistant Principals)
3. New Teacher Induction/Mentoring (CRT/Academic Dean)
4. Professional Learning Communities (Principal/Assistant Principals/CRT/Deans)

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

Mentors are paired with their mentees according to common teaching assignments (e.g. – Algebra II with Algebra II) or common teaching fields (e.g.—English with English). Also, mentors and mentees are paired according to proximity. When proximity is minimal it allows for more frequent collaboration and professional discourse between the mentor and the mentee. The mentors also meet with the mentee informally on a weekly basis in order that the mentor may be able to address concerns, offer professional guidance, and suggest strategies for growth. In addition, quarterly new teacher meetings are held to address issues and or concerns for all new teachers.

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

Lake Nona High School uses core instructional programs that are put in place by the School District of Orange County. These programs are all aligned with 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

Lake Nona High School uses data to drive the instruction in classes. If data shows that the needs of the students are not being met, the teacher can revise their teaching to help those students who need assistance. Data is also used to help Lake Nona provide tutoring for those students who have difficulty attaining the proficient or advanced level on state assessments. Data is kept up to date so teachers, coaches, and administrative team are aware of what diffierentiation needs to take place in the classrooms.

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: Weekend Program

Minutes added to school year: 900

AP Tutuoring -- AP teachers provide Saturday tutoring to their students in their respective accelerated courses.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fugate, Jennifer , jennifer.fugate@ocps.net

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

Sign In Sheets

Strategy: After School Program

Minutes added to school year: 9,500

Tutoring is offered in multiple classes and subject areas after school each day.

Strategy Rationale

Students will receive help on specific subjects from teachers during the after school tutoring sessions.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fugate, Jennifer , jennifer.fugate@ocps.net

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

FCAT/EOC assessments, class assessments, AP test scores, report card grades

Strategy: Summer Program

Minutes added to school year: 1,920

Summer EOC Camp

Strategy Rationale

Students receive addition instruction and support in the lead up to the summer administration of EOC's.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Arscott, George, george.arscott@ocps.net

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

EOC assessments

Strategy: Summer Program
Minutes added to school year: 9,600

Summer School

Strategy Rationale

Students receive additional instruction and support during the summer to makeup any credits not received the previous school year.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Arscott, George, george.arscott@ocps.net

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

Teacher Assessments, Report Card Grades, FCAT/EOC Assessments

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

Guidance councelors are availabe and meet with students in the beginning, middle, and end of school to keep them aware of their credits and how many they need to graduate. Parent meetings are held for specific grade levels to prepare the students/parents of what is expected of them during the school year. Teachers prepare the students for classes for the following year by setting foundations of learning in their classes to help them prepare for the following grade level.

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

Guidance Counselors visit the classrooms at least twice a year and discuss course selection and future goals and planning. The Guidance Counselors also list a breakdown of suggested courses for each year of high school for three different post-secondary goals. In addition, we have evening presentations for students and parents regarding AP, Dual Enrollment, Colleges and college planning, and Financial Aid. Finally, we also discuss Technical Dual Enrollment and Valencia Dual Enrollment with students.

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

At Lake Nona High School, students have access to Advanced Placement Courses, College Dual Enrollment Courses, and Career and Technical Education Courses as part of their high school curriculum. In addition, teachers provide some interdisciplinary instruction that provides students examples of the integrated relationship among the courses they are taking. Lake Nona High School has developed programs in partnership with Valencia College as part of the Collegiate Academy; and with Sanford-Burnham Research Institute as part of the Science Research Cohort program, and

Florida Hospital as part of the Health Academy program. The administration and faculty of Lake Nona High School understand the important role that community partnerships can play in preparing students for their college and career choices. Through our on-campus business education courses, students are provided with instruction that will allow them to earn industry certifications. These certifications will assist as they enter the job market even during their high school career.

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

The Guidance Counselors go to the annual SUS, State University System, conference to learn about updates and changes from the Directors of Admissions of the 12 public universities in Florida. The counselors then bring the information back to our students in classroom visit settings. Lake Nona High School invites representatives from colleges, universities, and technical schools to our school to speak to our juniors and seniors about their programs and application process. In addition to this, LNHS has a college night and a financial aid night in order to promote college attendance and make students aware of available financial assistance programs.

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

Students who leave Lake Nona High School for postsecondary schools are prepared for that level of courses. Students at Lake Nona take college level classes while in high school and have the ability to attend Valencia College while still attending Lake Nona. Taking AP/dual enrollment classes helps those students know what to expect when entering the postsecondary level. As a result, students who completed dual enrollment science course went from 8.8% to 12.4% in 2012. The current goal is to increase the percentage of students who complete dual enrollment and AP courses at Lake Nona for 2014.

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.   Our goal is for teachers to gain competence in rigorous, standards based instruction and the instructional framework to increase achievement in reading and writing across all content areas and all student subgroups. The expectation is that by working to close the achievement gap, all students are being prepared for college and career success.

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. Our goal is for teachers to gain competence in rigorous, standards based instruction and the instructional framework to increase achievement in reading and writing across all content areas and all student subgroups. The expectation is that by working to close the achievement gap, all students are being prepared for college and career success. 1a

G040395

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	75.0

Resources Available to Support the Goal 2

- Professional learning literature including volumes by Robert Marzano

- An active and involved culture of Professional Learning Communities

- AVID Coordinator and trained AVID teachers to help increase AVID strategies across the curriculum

- LSI consultant

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of reading and writing strategies across all content areas

Plan to Monitor Progress Toward G1. 8

Classroom Walk Throughs and Observations, lesson plans,

Person Responsible

Margaret Nampon

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Benchmark assessments and classroom data

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Our goal is for teachers to gain competence in rigorous, standards based instruction and the instructional framework to increase achievement in reading and writing across all content areas and all student subgroups. The expectation is that by working to close the achievement gap, all students are being prepared for college and career success. `1`

🔑 G040395

G1.B1 Lack of knowledge of reading and writing strategies across all content areas `2`

🔑 B097675

G1.B1.S1 School wide professional development on reading strategies `4`

🔑 S108931

Strategy Rationale

Action Step 1 `5`

Close Reading, Academic Rigor, and Text Complexity professional developments during teachers' planning period. Teachers will be given an overview, view a model presentation and be given an opportunity to practice.

Person Responsible

Nirsa Gautier

Schedule

Quarterly, from 8/25/2014 to 5/31/2015

Evidence of Completion

Teachers will share reflections on the practice with PLC's

Action Step 2 `5`

Instructional rounds for new teachers to view/reflect on model reading and writing classrooms

Person Responsible

Nirsa Gautier

Schedule

On 5/29/2015

Evidence of Completion

Teachers will discuss and reflect their findings from the model classrooms in their PLC's

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

Lesson Plan Template, Classroom Walk throughs

Person Responsible

Margaret Nampon

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Classroom data, Benchmark Exams, EOCs and FCAT

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

Classroom Data, Benchmark Exams, Classroom Walkthroughs

Person Responsible

Margaret Nampon

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

End of year data along with teacher reflection and discussion

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	Close Reading, Academic Rigor, and Text Complexity professional developments during teachers' planning period. Teachers will be given an overview, view a model presentation and be given an opportunity to practice.	Gautier, Nirsa	8/25/2014	Teachers will share reflections on the practice with PLC's	5/31/2015 quarterly
G1.B1.S1.A2	Instructional rounds for new teachers to view/reflect on model reading and writing classrooms	Gautier, Nirsa	9/15/2014	Teachers will discuss and reflect their findings from the model classrooms in their PLC's	5/29/2015 one-time
G1.MA1	Classroom Walk Throughs and Observations, lesson plans,	Nampon, Margaret	9/15/2014	Benchmark assessments and classroom data	6/5/2015 monthly
G1.B1.S1.MA1	Classroom Data, Benchmark Exams, Classroom Walkthroughs	Nampon, Margaret	9/8/2014	End of year data along with teacher reflection and discussion	6/5/2015 monthly
G1.B1.S1.MA1	Lesson Plan Template, Classroom Walk throughs	Nampon, Margaret	9/15/2014	Classroom data, Benchmark Exams, EOCs and FCAT	6/5/2015 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 Opportuntities

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

G1. Our goal is for teachers to gain competence in rigorous, standards based instruction and the instructional framework to increase achievement in reading and writing across all content areas and all student subgroups. The expectation is that by working to close the achievement gap, all students are being prepared for college and career success.

G1.B1 Lack of knowledge of reading and writing strategies across all content areas

G1.B1.S1 School wide professional development on reading strategies

PD Opportunity 1

Close Reading, Academic Rigor, and Text Complexity professional developments during teachers' planning period. Teachers will be given an overview, view a model presentation and be given an opportunity to practice.

Facilitator

Principal and CRT

Participants

All instructional staff

Schedule

Quarterly, from 8/25/2014 to 5/31/2015

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**