Baldwin Middle Senior High School

2014-15 School Improvement Plan

Baldwin Middle Senior High School

291 MILL ST W, Baldwin, FL 32234

http://www.duvalschools.org/bmhs

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	46%

Alternative/ESE Center	Charter School	Minority
No	No	28%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Baldwin Middle-Senior High School is dedicated to providing high quality educational opportunities for all students. Students are engaged in learning across curriculum and every child is expected to graduate on time – with a career choice in mind. We are preparing a well-rounded, literate, character-filled cohort of American citizens who have the knowledge and skills needed to succeed in a global economy and diverse population.

Provide the school's vision statement

All students at Baldwin Middle-Senior High School will graduate with the knowledge and skills to be successful in their post-secondary education and/or the workforce.

School Environment

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

Baldwin is a 6-12 combination school. The school learns about the students' cultures and builds relationships between teachers and students in a variety of ways. Firstly, the school stresses teacher-student connections. This is initiated before school starts when orientation is held. For four nights, teachers are in their rooms and students come and pick up their schedules. Students then walk their class route and meet teachers to become familiar with the school and the adult faces they will encounter every day to increase the comfort level among students, so that instruction begins on Day 1. Teachers begin their school year with an eye toward interest inventories to learn the students' needs, likes, family backgrounds, motivating factors, and academic goals. Guidance counselors meet with each student individually throughout the year - seniors are seen a minimum of twice in private conferences to extend rapport. Teachers are actively engaged in clubs and provide after school activities, both academic and athletic, for students to have a deeper connection to the school and the culture. Additionally, this year, the school participated in Challenge Day, which is a three-day exercise that allows teachers and students to connect on an interpersonal level. Here, in a safe space, students can detail their backgrounds and reveal challenges that will break down barriers and help educators find additional ways of support for the student to mature and excel. The school also has a mentoring program, specifically for at-risk students, wherein faculty members "adopt" a student to become that "one adult in the building" to whom they can talk and find a constant source of guidance.

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

The school has a Foundations Committee that met before school began to go over the Safe and Civil Schools policies, and other procedures related to safety and well-being. During the first three days of school, each teacher dedicated a portion of class to going over Foundations of the school, including the rules of decorum in school, the importance of getting to class on time, how to follow the rules and why the rules are necessary for a safe and orderly school. Students are supervised by administration and security before school. The new county no-use-of-cell-phones-on-campus policy has increased the students area of safe space where they can have casual conversations and appropriate social interactions without the increased worry of social media causing anxiety and outside stress to social. After school, students are allowed to attend tutoring with teachers, and must be supervised on the campus. In the event that tutoring ends before the student has secured a ride home, students may sit

with an adult in charge of detention to ensure supervision at all times. Our building is secured at 4 p.m.

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

The school-wide behavioral system has been centralized through the district office. The county's decision to initially remove ATOSS as a disciplinary tool for most Class 2 offenses expanded the need for creative in-house redirection of student behavior in the in-school suspension class, which is supervised by a teacher member of the leadership team. ATOSS was reinstated when funding was secured beginning in October, but the school plans to use this as a discipline step that will deter out-of-school suspension to increase student access to academic services.
The school has two deans, one each for middle and high school, to guide students and to apply disciplinary actions. Students are informed during the first week of school about the Code of Conduct requirements and specifically given guidance through Foundation's powerpoints in each class during the first three days. Additional behavioral expectations are posted in classrooms, and teachers are provided CHAMPS training to ensure students are aware of factors that lead to academic success.

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' emotional needs are met in a variety of ways. As mentioned in previous section, high school students are allowed to attend Challenge Day, a three-day activity to allow them to get in touch with their feelings and to find a safe space and the courage to talk about problems, dreams, and social acceptance. The students are tracked after they have attended small-group settings, and an adult facilitator follows up with a guidance counselor who checks in with the students who are identified as having social issues that require adult interaction and possible referral to outside counseling. In the main setting, counselors refer students to a variety of outside support settings for social-emotional issues that can compromise decision making, including SOS. SOS is a program that students attend with their parents, following a school referral, if a student shows behaviors that include alcohol and drug abuse. A referral for behavioral issues to deal with peer pressures can also be provided, but SOS attendance in that scenario is voluntary. There are peer mentoring groups set up across the age groups, such as upperclassmen being paired with middle-school students to provide a transition bridge and encourage responsible behaviors for the older students. The school uses the student survey information collected annually to plan its programs to meet student needs.

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

All students who score below proficiency on statewide, standardized assessments, particularly the FCAT (administered through 2013-2014), are scheduled into intervention classes for additional support, including Intensive Reading and Intensive Math. These classes have specific strategies and core academic skills reinforced to allow students direct, differentiated instruction from teachers in small "centers" settings.
In the discipline venue, all suspensions are tracked and the district has implemented new programs to deter out-of-school suspensions by increasing in-school suspension days where a variety of programs are applied to correct non-academic behavior, including guidance intervention sessions and restorative justice.
Attendance and tardy issues are tracked and the county truant officer conducts monthly attendance

meetings with parents whose students are chronically absent. Teachers call home if a student has missed more than three days of class, and an automated system calls nightly to a student's home if the student missed one or more class periods.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	10	8	11	10	18	20	32	109
One or more suspensions	32	30	25	11	32	20	17	167
Course failure in ELA or Math	39	23	8	34	5	5	5	119
Level 1 on statewide assessment	43	85	72	40	31	36	48	355

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	19	18	16	9	13	7	11	93

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

All students who exhibit less-than-satisfactory mastery on statewide assessments are assigned a support course in a core class to help them gain stronger skills to show mastery in a subsequent administration of the assessment. Such growth is charted at the district level through assessments and at the school level through regular monitoring. Additionally, students who have failed a course are evaluated for correlations in attendance and contact with the parent is initiated at the school level and through attendance teams to ascertain the problem and possible increased supports. Students with similar trends in discipline (i.e. discipline/course failure) receive additional counseling and teacher support to broaden the student's use of academic behavior tools that would allow the student more time in an instructional setting. A mentoring program is also in place where upper classmen are paired with middle school students struggling academically or behaviorally, to form a peer support system for success.

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

The school has a variety of interactive ways to communicate with parents. The first face-to-face interaction involved a four-day-long orientation session, broken up by grade level. This orientation, conducted the week before school started, was held in the evening hours so parents could attend after work. Students were allowed to register, and their parents could have their questions answered by all administration and staff personnel about various school procedures. Additionally, students were allowed to pick up their schedules, visit their classrooms, and meet and talk with their teachers about the course and to increase familiarity with the school facility. This was in addition to the annual Open House event.

The school also provides a hard-copy newsletter, mailed to parents quarterly. The school has employed an innovative tool to allow parents more interaction with their student's academic track by the use of an electronic course registration system. Students and parents work together to see academic paths, and to note special interests and classes that leads to more parent partnership in academic decisions. Within the district, OnCourse, an electronic tool, is available for parents and students to track the progress of their coursework via the internet. The traditional paper progress report is handed out to students at the midway point in each nine weeks and teachers communicate specifics about class progress through data chats or individual progress reports at the mid-term or if a student's work falls below a C, whereby a scholarship warning is issued.

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 school has an active School Advisory Council, comprised of parents, local business, and community leaders who meet monthly to monitor school progress and discuss supports for the school. Additionally, the school has a business-partner plan to reach out to local businesses to solicit funding and to increase visibility. Also, the school has embarked on a partnership with a company that produces a school-written newsletter. The 8-page newsletter is mailed out quarterly and contains information about school happenings, tips on academic success, and a connection to local businesses. This is in addition to an on-line school website where parents can interact with the school to not only schedule classes for their child, but can download athletic forms, and advertise local partnerships, such as the end-of-summer backpack giveaway, which was supported by our faculty and community.

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
Hall, Denise	Principal
Harter, Andrea	Assistant Principal
Tuccillo, Jeffery	Assistant Principal
Lamp, Bonnie	Instructional Coach
Westberry, Lori	Instructional Coach
Ballard, Nancy	Instructional Coach
Larkins, Tanisha	Dean
Shields, Steve	Dean
Goodman, Alexis	Teacher, K-12

Duties

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

Dr. Denise Hall, principal - Dr. Hall is the architect of the plan to increase student performance. She directs teams as solution centers to persistently seek answers and strategies for students who are performing below grade level. She also monitors interventions through results and feedback from parents, students, guidance counselors, and teachers. Additional data monitoring is provided in the form of observations, and through data disaggregation from multi-assessed skills in all core content areas through state and district testing and problems.

Andrea Harter, assistant principal - Mrs. Harter assists and supports through planning, teacher observations and feedback, instructional design and monitoring, and in academic training sessions with instructors on strategies to spot RtI trends or behaviors that require intervention or alternative learning strategies. Additional duties include facility management.

Jeffery Tuccillo, assistant principal - Mr. Tuccillo is tasked with creating and implementing a course master and schedules for all students that provides instructional time to address group deficiency. Additionally, he supervises the guidance department and monitors plans that are developed for students to reach mastery. Mr. Tuccillo also is tasked with the printing and distribution of progress reports, report cards, and of parent contact via ParentLink to notify parents of academic changes or school events. His supervision of the guidance department includes the direction of a newsletter delivered electronically when appropriately that provides student support in terms of testing and studying strategies that parents can review with their student at home.

Jennifer Saoud, testing coordinator - Mrs. Saoud organizes, coordinates, and executes a series of state and district test and facilitates the collection and dissemination of data, and assists in spotting trends and solutions for academic spots that need additional shoring.

Bonnie Lamp, academic coach, high school reading and ELA, professional development facilitator - Mrs. Saoud provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement. Additionally, she conducts teacher trainings for beginning teacher to help them understand the data they are collecting and to make sense of the signals that show a child needs additional support.

Nancy Ballard, academic coach, middle school reading and ELA - Provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement.

Lori Westberry, academic coach, mathematics - Mrs. Westberry provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement.

Steven Shields, dean, high school discipline - Mr. Shields collects discipline data and is involved in the positive behavior interventions that are the underpinning of successful academic behaviors in the classroom and on campus.

Tanisha Larkins, dean, middle school discipline - Ms. Larkins collects discipline data and is involved in the positive behavior interventions that are the underpinning of successful academic behaviors in the classroom and on campus.

Alexis Goodman, teacher, ISSP coordinator - Mrs. Goodman conducts and supervises ISSP students and designs programs to assist in corrective behaviors which include diversity instruction and restorative justice.

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 school uses a variety of data to identify students, and groups of students, in need of intervention services. The most basic is FCAT, which experienced the last full-scale administration in 2013-2014. The FCAT reading, writing, math, and science scores at the middle-school level were used for planning purposes to develop a support curriculum with targeted support for students performing below grade level. Additionally, other data, including discipline reports, district and teacher-made tests, are all used as indicators of a student needing additional supports to gain mastery, including Achieve 3000. Teacher supports to recognize students who need these additional instruction or strategies is provided through professional development, and in department and Professional Learning Community meetings or Team meetings, which are grouped either by content, grade, or cohort. Additional monitoring by guidance counselors, including, but not limited to academic history audits, individual student meetings, and parent-student interaction, provide additional support to the core instruction. The problem-solving process involves an evaluation of data from the previous year's end and strategies needed to support students to meet their annual growth goals. Anticipated barriers to student's growth are evaluated and a course of action is plotted out with supports to encounter and overcome those obstacles. The students' progress towards growth is evaluated, and the supports, too, are evaluated for their effectiveness and realigned or enhanced, as necessary.

Our school has expanded the CTE offerings to include all 11th and 12th graders in digital media classes, and has enhanced its offerings in the middle school grades to include computer classes so that students can enhance use and proficiency as they move into expanded CTE offerings. Last year, Microsoft Office was offered as a certification course. The school reviews annually certificates that are of the most beneficial in a post-secondary offering, and attempts to match or to anticipate areas of growth in the community, in an effort to provide students with coursework that will allow them a competitive edge in the marketplace following graduation.

Additionally, guidance counselors conduct year-long anti-bullying sessions with students to education them about the power of positive relationships and about speaking up and respecting other lifestyles and backgrounds that students encounter.

The leadership team meets a minimum of weekly to monitor programs and their effectiveness and highest impact as well as design-team meetings with the principal for academic ramp-up, tracking, and program alignment.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Chris Drum	Business/Community
Dan Search	Business/Community
L. Fish	Business/Community
Denise Hall	Principal
C. Oca	Parent
L. Westberry	Education Support Employee
Stefan Arredondo	Student
Alexis Goodman	Teacher
Elise Fair	Business/Community

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

SAC supported the school last year in a variety of ways, particularly in visible support, volunteering at student events ranging from the Day 1, Million Father Take-Your-Child-To-School day, to providing human capital during instructional reviews. SAC was involved in monthly discussions on the implementation and growth of several instructional initiatives, including outside-of-school instructional camps (FCAT Writes, FCAT reading, Senior breakfast, back-to-school breakfast for faculty). SAC received quarterly instructional review updates and provided input about the goals to increase student achievement and benchmarks.

Development of this school improvement plan

SAC has described areas of interest, particularly in Common Core, in leadership conversations, and during the SAC meeting on Sept. 11, 2014. SAC is committed to contuning increased community involvement. Additionally, SAC supported and will continue to support student achievement by participating in events such as the school-supply backpack giveaway and support other academic expansion programs afterschool, including the Wow Wednesdays for students at the West Regional Branch Library, which is held on early-release days when teacher professional development is scheduled. SAC members discussed and became involved in the conversation on how to increase EOC scores and to be aware of the new measurements in various assessments so that they can help all stakeholders understand the rating systems and brainstorm ways to provide new and innovative supports to increase student achievement. SAC has access to the plan, and has a monthly meetings to provide input in ways to increase student performance and school operations.

Preparation of the school's annual budget and plan

The school's annual budget is prepared by the principal and discussed with SAC, including the staff and faculty slots, expansion of classes, and class size, as determined by district budget guidelines. Staffing and funding are included in SAC meeting discussions.

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

SAC will use the funds it receives to provide basic student and staff supplies.

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
Harter, Andrea	Assistant Principal
Lamp, Bonnie	Instructional Coach
Ballard, Nancy	Instructional Coach
Hall, Denise	Principal
Tuccillo, Jeffery	Assistant Principal
Saoud, Jennifer	Other

Duties

Describe how the LLT promotes literacy within the school

Sustainability of reading levels of 3 or higher and a increases for students on the bubble, through monthly strategies that can be used across multiple content areas. Strategy examples will be posted in classrooms and the LLT will designate an area where the focus strategy can be posted for student view in a common area. The LLT works together to design a series of professional learning sessions for teachers to increase their communication about literacy standards and tools to become more literate.

As for the physical plant, the ELA bulletin boards promote a variety of reading suggestions, and the school newspaper is a draw for students to read beyond their academic texts. An annual spelling bee is held at the middle school level, which brings attention to the issue of spelling and its association with literacy. Within the academic framework, middle school students who did not score a 3 or higher on the FCAT also receive specialized reading support in the SRA program which is designed to sharpen word recognition skills and comprehension, leading to stronger literacy. High school students receive a different support system, which includes SRA: Read to Achieve and iLit, a computer program that tracks student responses and allows for choice.

A BaldwinReads campaign is being drawn up to encourage teachers and adults to share with students the titles of the books they have read and the benefits that generated, and possible student read-a-thons outside of required reading logs are teacher initiatives being considered.

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

Collaboration between teachers is encouraged and is the professional norm at Baldwin. Departments have common planning periods, and one of those periods each week is dedicated to a Professional Learning Community that follows a teacher-led, coach facilitated format to examine data, instructional goals and outcomes, higher-order questions and activities, and dilemmas. Teachers have early-release, duty-free periods twice monthly to collaborate in a non-structured environment, in addition to their non-scheduled common planning time during the week. Teachers are also afforded, by department, at least one training day during the school year where they can collaborate with their peers and hone best-practices techniques and apply it to their lesson planning.

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

The school uses district-based resources and teacher networks to recruit teachers. The school is in a rural area on the outskirts of a large metropolitan area. More than 23 percent of the teachers who work at Baldwin went to school here and have returned due to the sense of community. Advertisement is not formal at this juncture. The recruitment is an administrative function, split between the Principal Dr. Denise Hall, Assistant Principal Andrea Harter, and Assistant Principal Jeffery Tuccillo. Placements are also structured by the district office in years where there exists a surplus of employees due to changing school demographics or school design.

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

Our school uses the MINT program for new teachers and also assigns new teacher mentors from the seasoned staff. Mentoring sessions take place on a formal schedule (monthly) and an informal basis, almost daily, as each new staff member is paired with a teacher so they can inquire about best practices, on-site school rituals and routines, and provide a professional support base. Our pairings are generally

within core areas, and the mentees and mentors also meet with the PDF at least monthly to compare notes and reflections, to support new faculty members. MINT support activities include: mentor observation cycles in which new teachers receive formative feedback and targeted coaching, new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices, PDF monthly MINT learning sessions that focus on identified areas of need, collaborative learning groups or PLCs provide additional layers of support and learning opportunities, and coaching cycles that give specific support for new teachers learning the craft.

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

• subject/ grade level
• certification
• disposition/interpersonal skills
• common planning
• level of expertise/ area of need
• additional training in Foundations of Mentoring is valued

Recruiting mentors begins with leadership conversations about desired outcomes, needs for the individual teacher, and skill sets available on staff. Once this is evaluated, potential mentors are approached by a leadership team member and a dialogue of interest is started with the needs and expectations. Mentor-candidates can choose to accept or decline based on their current workload and perceived ability to provide assistance. Generally, acceptance is forthcoming. Mentors are recognized at the end of the year luncheon. Mentors also include their mentoring activities in their professional portfolios, which become part of their evidence to support building school capacity outside of their classrooms.

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

Through intensive workshops, teachers are provided an opportunity to gain mastery on unpacking the benchmarks and breaking down standards into examples of culminating tasks judged on an alignment rubric.

The same rubric is used when visiting classrooms and upon examination of lesson plans, which brings the conversation into tighter focus that standard's-based instruction is a primary focus.

Teachers are learning the new Florida standards and expanding their approaches to expand student's critical thinking in concert with student products.

The district has specialists assigned for core alignment and weekly visits to support the school are part of the protocol, in addition to administrative classroom visits for alignment checks.

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

The school has implemented use of a lesson plan format that allows teachers to use data to plan their DI groups, in centers or in a rotation setting for small-group teacher interaction. Students with IEPs receive additional accommodations for testing and assignments, and our ESE resources (paras and certified ESE teachers) are deployed in every classroom where a special-needs learner is scheduled. Additionally, data-identified students who need additional instruction are often candidates for instructional camps and pull-out sessions for specific remediation on skills needed to demonstrate mastery on the state assessments. After-school tutoring and computer-aided help sessions are available after school for students. Based on the data provided by the college-readiness exams, all students are eligible to attend a three-Saturday session to help them prepare academically for the ACT, and those students are grouped and regrouped according to entry and exit test-performance data.

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: 1,440

Provide students with ACT Prep on weekends beginning in October to prepare students for the content, rigor, and the test-taking strategies needed to be successful on the test. This session is aimed for students who may already be college-ready according to state guidelines, but are seeking to better their scores and the likelihood of college acceptance at the student's first-choice. this is also a support for students who are enrolled in the regular-day ACT/SAT class, but may require more testing practice or a different delivery in content information.

Strategy Rationale

Students who receive direct instruction in skill and in test methodology on this particular assessments show gains of 2 to 4 points on average in the composite score, as determined by six-years of data collected through this proram.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Harter, Andrea, hartera@duvalschools.org

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

Data is collected at the beginning of the school year with an eye toward determining who is Post Secondary Ready. Those students are identified and invited to attend the session. Students cold test when they enter the room. While that data is being processed, students are instructed about how the test is set up and how to master the selected sections of focus. When the data is processed (about 30 minutes later) students are given their results and a whole-group instruction of the most frequent errors are discussed. Direct content instruction is used based on predictive errors and actual errors. Two continuous hours of practice in problem areas is offered. Students then re-test and are given their results immediately to chart grown and plan for additional resources or tutoring.

Strategy: Extended School Day

Minutes added to school year: 6,720

Student study hall for any student involved in after-school activities, including athletics. Students spend a two-hour block weekly working on school work or receive extra help from athletic coaches prior to participating in that day's activity. On early-release, they go to study hall as well, and are supervised and assisted by substitute teachers; This accounts for 2,400 minutes annually.

Strategy Rationale

Schools that emphasize a commitment to academics in concert with whole-child development are more successful in student engagement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Shields, Steve , shieldss@duvalschools.org

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

Student eligibility for after-school events, maintenance or increase in these grades.

Strategy: Extended School Day

Minutes added to school year: 27,360

Direct instruction through tutoring, after school, minimum of four teachers a week, at one three-hour session per teacher for 38 weeks. Tutoring schedules are posted by teacher and tutoring sessions can either be teacher or parent initiated.

Strategy Rationale

Teachers who connect with students and provide additional time and identify individual issues and develop stronger bonds with students, which are key indicators in student success and teacher efficiency when constructing future student-data-driven DI.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tuccillo, Jeffery, tuccilloj@duvalschools.org

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

Individual student data collected and monitored by the teacher following their own RtI plan.

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

Students are met at their level when they begin the transition process to middle school from elementary school with counselor visits, ambassador visits from other students, and a specific welcome that sets them apart as new-to-the-school. For example, orientation sessions are combined for most grade levels, with the exception of the 6th graders, who get a whole night of teacher and staff attention and freedom to explore the campus without the distractions from older, more comfortable students. On the first day of school, 6th graders are escorted to the cafeteria and taken to class by their first-period teacher to ease the transition. Middle schoolers are escorted to and from lunch by their teachers, and they find an additional safety net to allow for transitioning to a combination school with their own Dean and the use of the Red Line. The Red Line is a painted strip that delineates the middle school from the high school. Middle schoolers can venture into high school areas, but not vice versa.

Eighth graders transitioning to high school have a ceremony that recognizes the accomplishment, but it is not called a graduation. In a combination school, the term "graduation" is a sacred term and used to that signify students have successfully completed all of the requirements to be awarded such distinction. As such, seniors are held in special regard, and are given access to supports to ensure timely graduation, application for college, and Bright Futures registration. Seniors are required to meet with their guidance counselors twice a year to ensure all information about post-high school options have been received to plan for the best possible outcome.

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

The counselors meet individually with students in each grade level, and expand those meeting with seniors to include twice-a-year meetings, supplemented by classroom visits and talks about post-secondary options, which include college and/or entering the workforce or the military. ACT/SAT practice is offered in the remedial reading courses for 11th and 12th graders to allow for other reading support options. The push for Post-Secondary Readiness is enhanced by a "gold card" seniors can apply for, which includes off-campus lunch privileges, once a student has earned post-secondary-ready status.

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

The high school course progression is designed to weave in academic courses with courses that lead to industry certification, which culminates in an industry certification course or an accelerated course of learning that will enhance college success. We offer a full range of Digital Media courses including Digital Media Fundamentals, Digital Media Delivery and Digital Media Production. Through these courses students have the opportunity to earn industry certifications in the following Adobe applications: Dreamweaver, Premiere Pro, and Photoshop.

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

The technical and career classes offered at Baldwin are a cornerstone of the developing Communications Academy path, where students can link their experiences on-line with those in a traditional print medium, such as journalism, and pre-broadcast (public speaking/speech), in addition to enhancing their computer skills for presentations in all other classes. As we continually move to more student-driven learning in the classroom, the digital media course comes in handy as the school transitions to a writing platform that requires computer composition on demand.

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

The high school feedback report was last updated for Baldwin in 2012. The data listed on the High School feedback report for Baldwin for recent years shows that there is a gradual increase in the numbers of high school graduates who were eligible for the maximum Bright Futures award. The percentage for the years available, show that the population was gaining at the rate of about a half-percent annually, topping out around 7 percent. Since the time the report was made, however, there has been an overhaul to the Bright Futures threshold levels, which now require a student to make the highest score to date to gain Bright Futures scholarship opportunities (29 on the ACT; 1170 SAT). We anticipate this to be a hurdle that is being tackled by education campaigns in the classroom and also with extended practice on the weekends for those key admission tests.

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. Launch a professional development piece in Professional Learning Communities, by subject, that will allow teachers hand's-on, supported exposure to the new standards, content-limits on assessments, and item specs to develop rigorous, aligned tasks for students.

G2. Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 55 percent

G3. Increase the number of middle school students enrolled in industry-certification courses from 30 percent to 40 percent

G4. Increase math learning gains to 55 percent

G5. Increase the graduation rate by 5 percent

G6. Align to meet AMO Math target at 59 percent proficient or higher

G7. Increase the number of students eligible to earn industry certifications by 10 percent

G8. Identify students who are struggling to attain proficiency in reading, either through state assessments or teacher observations, and provide DI standard-specific tools to the teacher to increase student comprehension.

G9. Increase AMO student proficiency in reading and comprehension by from 59 percent to state target of 63 percent

G10. Create a detention program to decrease out-of-school suspensions by 10 percent

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. Launch a professional development piece in Professional Learning Communities, by subject, that will allow teachers hand's-on, supported exposure to the new standards, content-limits on assessments, and item specs to develop rigorous, aligned tasks for students. `1a`

🔍 G051534

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal `2`

- Atlas Protocols custom designed for Baldwin. Data provided by Performance Matters and teacher-generated. Item Specs for new standards. Curriculum frameworks.

Targeted Barriers to Achieving the Goal `3`

- Teachers are unfamiliar with the new standards and the task demands for each item, which is required to provide rigorous activities and instruction every day.

Plan to Monitor Progress Toward G1. `8`

Monitor rigorous task implementation with standard alignment.

Person Responsible

Denise Hall

Schedule

Weekly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Observations, district walk-throughs, feedback from district specialists

G2. Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 55 percent

`1a`

Targets Supported `1b`

🔍 G040606

Indicator	Annual Target
Postsecondary Enrollments	55.0
College Readiness Reading	70.0

Resources Available to Support the Goal `2`

- ACT/SAT training offered on weekends for selection sessions, practice tests, bulletin boards announcing the day.

Targeted Barriers to Achieving the Goal `3`

- Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time.

Plan to Monitor Progress Toward G2. `8`

Monitor numbers of students who are tested and who are PSR

Person Responsible

Jeffery Tuccillo

Schedule

Biweekly, from 9/1/2014 to 9/22/2014

Evidence of Completion

PSR reports from the county

G3. Increase the number of middle school students enrolled in industry-certification courses from 30 percent to 40 percent 1a

🔍 G040607

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	40.0

Resources Available to Support the Goal 2

- Additional course offerings; teachers; Internet training; laptops

Targeted Barriers to Achieving the Goal 3

- Teachers who have not yet attained the professional industry certification may not know the content limits on the test of all programs.

Plan to Monitor Progress Toward G3. 8

Students track and assess their own strengths and weaknesses as part of data chats with teachers.

Person Responsible

Jeffery Tuccillo

Schedule

On 6/1/2015

Evidence of Completion

data chats and outcomes presented in formal observations and also during classroom observations.

G4. Increase math learning gains to 55 percent [1a]

🔍 G040608

Targets Supported [1b]

Indicator	Annual Target
Math Gains	55.0

Resources Available to Support the Goal [2]

- Master schedule, FCAT Data; Surveys; teacher-made observation monitoring instrument

Targeted Barriers to Achieving the Goal [3]

- lack of textbook, new standards that require deeper student skill base, lack of student skill base to allow teachers to begin teaching at the standard for whole-group instruction, limited time for DI in classroom rotations.

Plan to Monitor Progress Toward G4. [8]

Monitor and chart standard proficiency gains

Person Responsible

Lori Westberry

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Gains and actions to increase and sustain gains from coaching logs

G5. Increase the graduation rate by 5 percent 1a

G040609

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- Guidance counselors, parent education, targeted instruction, mentoring, close-monitoring in curriculum

Targeted Barriers to Achieving the Goal 3

- Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation.

Plan to Monitor Progress Toward G5. 8

Analyze data and propose next steps or interventions

Person Responsible

Andrea Harter

Schedule

Monthly, from 8/11/2014 to 6/30/2015

Evidence of Completion

observation notes. leadership team meeting notes on graduate progress or plans to increase graduation rates.

G6. Align to meet AMO Math target at 59 percent proficient or higher `1a`

G040610

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal `2`

- Mathematics book study, Coach-led PLCs, County support for material, Carnegie and other technology-supported mathematics tools.

Targeted Barriers to Achieving the Goal `3`

- Technology not delivered on time to support students

- Lack of rigor

Plan to Monitor Progress Toward G6. `8`

Evaluate lesson plans

Person Responsible

Denise Hall

Schedule

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

Evidence of Completion

observation notes/coach notes/lesson plans with standards-based lessons and assessments.

G7. Increase the number of students eligible to earn industry certifications by 10 percent `1a`

G040611

Targets Supported `1b`

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	30.0

Resources Available to Support the Goal `2`

- Scheduling and expansion of certification opportunities

Targeted Barriers to Achieving the Goal `3`

- Scheduling restrictions due to size of school.

Plan to Monitor Progress Toward G7. `8`

Numbers of students scheduled and numbers of students passing CTE offerings

Person Responsible

Jeffery Tuccillo

Schedule

On 5/26/2015

Evidence of Completion

Actual certifications achieved

G8. Identify students who are struggling to attain proficiency in reading, either through state assessments or teacher observations, and provide DI standard-specific tools to the teacher to increase student comprehension. 1a

🔑 G040612

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- Faculty and staff, academic coaches, administrators, guidance counselors, parent-teacher collaborations.

Targeted Barriers to Achieving the Goal 3

- Some new teachers do not understand the types of DI needed or how to collect and turn the data in a timely fashion benefit students.

Plan to Monitor Progress Toward G8. 8

Data-driven instruction that is driven by differentiated instruction.

Person Responsible
Andrea Harter

Schedule
Monthly, from 9/1/2014 to 10/24/2014

Evidence of Completion
Through formal and informal observations

G9. Increase AMO student proficiency in reading and comprehension by from 59 percent to state target of 63 percent `1a`

Targets Supported `1b`

🔑 G040615

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal `2`

- Teacher plans and practices that increase comprehension of content-area reading

Targeted Barriers to Achieving the Goal `3`

- Lack of vocabulary

- Lack of reading comprehension on long passages

Plan to Monitor Progress Toward G9. `8`

Analyze results of tests juxtaposed against observed, delivered instruction

Person Responsible

Andrea Harter

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

classroom visits, summative and formative assessments with targeted benchmarks

G10. Create a detention program to decrease out-of-school suspensions by 10 percent 1a

🔍 G040616

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal 2

- Institution of after-school detention in a three-hour block as an aid to curb undesired behaviors without detracting from instructional time.

Targeted Barriers to Achieving the Goal 3

- No funding to pay for instructional personnel to supervise detention.

Plan to Monitor Progress Toward G10. 8

Data on numbers of students assigned detention verses suspensions

Person Responsible

Denise Hall

Schedule

Weekly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Data presented by discipline deans at leadership meeting, each Wednesday from 2:30 to 4 p.m.

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. Launch a professional development piece in Professional Learning Communities, by subject, that will allow teachers hand's-on, supported exposure to the new standards, content-limits on assessments, and item specs to develop rigorous, aligned tasks for students. 1

🔑 G051534

G1.B1 Teachers are unfamiliar with the new standards and the task demands for each item, which is required to provide rigorous activities and instruction every day. 2

🔑 B129438

G1.B1.S1 Conduct a detailed training to allow teachers to become familiar with the standard and to unpack the standards. 4

🔑 S141582

Strategy Rationale

Unpacking the standards will allow teachers to categorize the skills needed and plan for rigorous activities, along with scaffolded support in questioning that leads to the culminating task.

Action Step 1　5

Meet with the principal and set specific protocols and adapt Atlas model for PLCs. Roll out PLC model in pre-planning and facilitate the protocol during PLCs.

Person Responsible

Bonnie Lamp

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

PLCs agendas and meeting notes.

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

Monitor to see that protocols are followed and a routine is developed.

Person Responsible

Andrea Harter

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Notes and debriefing coaching logs.

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

Literacy team will meet weekly to assess the effectiveness of the protocol to advance the rigorous nature of the assignments.

Person Responsible

Denise Hall

Schedule

On 5/27/2015

Evidence of Completion

Feedback from teachers on weekly reflections, products from TDE day of training, and revamped protocol design schematics based on new needs.

G1.B1.S2 Provide teachers with a hard-copy of the new standards and a copy of the item specs, and refer them to the electronic copy, too. 4

🔑 S141583

Strategy Rationale

It's difficult to see a progression for some in electronic form only.

Action Step 1 5

Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.

Person Responsible

Bonnie Lamp

Schedule

Semiannually, from 8/25/2014 to 5/27/2015

Evidence of Completion

Agenda for Trainings Days and the products and the feedback from from teachers.

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

Review of comments and products generated from using the item-spec books and curriculum binders. Monitoring is by subject-area coach/admin

Person Responsible

Andrea Harter

Schedule

Biweekly, from 9/11/2014 to 5/27/2015

Evidence of Completion

Notes from PLCs will show the type of product. Coaching cycles and logs of cycles initiated for lack of rigorous instruction or plans will indicate effectiveness or implementation issue.

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

Classroom observations and product inspection on task demand, in addition to lesson plan scrutiny

Person Responsible

Denise Hall

Schedule

Biweekly, from 9/29/2014 to 5/20/2015

Evidence of Completion

Notes that recommend coaching cycles. CAST data indicating good and rigorous instruction and lesson planning.

G2. Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 55 percent `1`

🔍 G040606

G2.B1 Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time. `2`

🔍 B098273

G2.B1.S1 Teach college-entrance test-taking strategies and information about the test through class visits and Saturday instruction. `4`

🔍 S109556

Strategy Rationale

An information campaign that is constant will increase the chances that students will attempt the college-entrance test.

Action Step 1 `5`

Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.

Person Responsible

Andrea Harter

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

Evidence of Completion

increased participation in college-entrance exam tests given off campus.

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

ACT/SAT/PERT data

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Copies of the students' ACT sign up sheets or counseling sessions with guidance.

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

Fidelity of AC/SAT/PERT data and publicity and information campaign

Person Responsible

Jeffery Tuccillo

Schedule

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

Evidence of Completion

growth from quarter to quarter and from previous year to current year.

G3. Increase the number of middle school students enrolled in industry-certification courses from 30 percent to 40 percent 1

🔑 G040607

G3.B1 Teachers who have not yet attained the professional industry certification may not know the content limits on the test of all programs. 2

🔑 B098275

G3.B1.S1 Conduct in-house training sessions about the content and scope of the industry-certification course (Photoshop and DreamWeaver) and offer resources and strategies about the test and how to master it. 4

🔑 S109558

Strategy Rationale

Hand's-on activities help students become familiar and confident with the programs they are expected to manipulate.

Action Step 1 5

Plan for direct instruction and curriculum instruction with CTE teachers

Person Responsible

Jeffery Tuccillo

Schedule

Semiannually, from 9/1/2014 to 6/1/2015

Evidence of Completion

Pacing guide, authentic lesson plans, and practice

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

Lesson plans for direct instruction

Person Responsible

Jeffery Tuccillo

Schedule

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

Evidence of Completion

Lesson plans that meet with approved pacing schedules, supplemented by county support when materials arrive.

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

Student progress on practice materials and industry certification tests

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Test score reports

G4. Increase math learning gains to 55 percent `1`

🔍 G040608

G4.B1 lack of textbook, new standards that require deeper student skill base, lack of student skill base to allow teachers to begin teaching at the standard for whole-group instruction, limited time for DI in classroom rotations. `2`

🔍 B098277

G4.B1.S1 Collecting purposeful data for efficient use of DI `4`

🔍 S109561

Strategy Rationale

The collection of data that puts a mirror on standards taught that may need to be readdressed and standards scheduled for instruction is an important component of the DI cycle to maximize instructional time.

Action Step 1 `5`

Train teachers on the use of Performance Matters to collect purposeful data

Person Responsible

Lori Westberry

Schedule

On 2/2/2015

Evidence of Completion

Integration of the data into the weekly PLCs as noted by coach notes and by meeting minutes.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Monitor for teacher data chats with students based on Performance Matters data

Person Responsible

Denise Hall

Schedule

Every 6 Weeks, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teacher data-chat logs, observations.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 [7]

CGA results on the standards

Person Responsible

Jennifer Saoud

Schedule

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

Evidence of Completion

CGA data will be used to gather whether the teacher was successful teaching the standards. Results are mined by teachers; coach and admin

G5. Increase the graduation rate by 5 percent 1

G040609

G5.B1 Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation. 2

B098278

G5.B1.S1 Offer test specific tips and practice prior to the test (test-taking strategies and question identification/classification). Students self-assess using their previous data to focus on weak areas. 4

S109562

Strategy Rationale

Student confidence and practice with particular question sets will increase their familiarity with the academic language and assess what skill they must employ to reach the correct answer.

Action Step 1 5

Conduct weekend sessions for test-taking strategies. Teach students to self assess

Person Responsible

Andrea Harter

Schedule

Monthly, from 9/1/2014 to 6/8/2015

Evidence of Completion

Student attendance and testing records and surveys from ACT prep

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

Monitor status of senior checks

Person Responsible

Jeffery Tuccillo

Schedule

On 6/8/2015

Evidence of Completion

Senior check report

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

Evaluate the number of students on track to graduate

Person Responsible

Jeffery Tuccillo

Schedule

On 6/8/2015

Evidence of Completion

On-time graduation report

G5.B1.S2 Provide teachers with direct instruction support on FCAT benchmarks for re-take students to provided enriched, targeted instruction on areas of non-mastery 4

🔑 S109563

Strategy Rationale

Teacher understanding of the content limits and the style of selection for the four primary reporting categories is essential to proper delivery.

Action Step 1 5

Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.

Person Responsible

Bonnie Lamp

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Coaching logs with specific interventions with teachers on FCAT data and materials students needs to work on.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Monitor fidelity of benchmark delivery and authentic student practice

Person Responsible

Andrea Harter

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Support logs, student work samples and rubric protocol practice

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

FCAT retake scores

Person Responsible

Andrea Harter

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

Oct. 2-3 Camp/ camp plans, data from pre- and post tests. Nov. 30 - FCAT retake data and action plans that result from those results.

G6. Align to meet AMO Math target at 59 percent proficient or higher [1]

G040610

G6.B1 Technology not delivered on time to support students [2]

B098279

G6.B1.S1 Develop additional lessons that support the benchmarks, aligned to the CGAs, to deliver direct instruction while waiting for technology supports. [4]

S109564

Strategy Rationale

Teachers must be able to explain the standards in a context that does not involve technology when it is not available. Standard-based instruction cannot be forestalled for lack of technology.

Action Step 1 [5]

Direct instruction plans as a gap for missing technology support

Person Responsible

Lori Westberry

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson plans

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

Check for implementation of common lesson plans

Person Responsible

Lori Westberry

Schedule

On 6/8/2015

Evidence of Completion

teacher observations/coach notes

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

Evaluate engagement

Person Responsible

Denise Hall

Schedule

On 6/1/2015

Evidence of Completion

End of the year CGA assessments and other county measurables.

G6.B3 Lack of rigor `2`

🔑 B098281

G6.B3.S1 Train Teachers on key benchmarks and delivery systems. `4`

🔑 S109565

Strategy Rationale

Action Step 1 `5`

Train Teachers on key benchmarks and delivery systems.

Person Responsible

Lori Westberry

Schedule

On 6/1/2015

Evidence of Completion

in TDE days and trainings outside of PLCs.

Plan to Monitor Fidelity of Implementation of G6.B3.S1 `6`

Check for benchmark incorporation and deliver via lesson plans and classroom observation

Person Responsible

Denise Hall

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

observations, designing coherent instruction. Student work

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Evaluate scores on EOC and district benchmark scores

Person Responsible

Lori Westberry

Schedule

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

Evidence of Completion

District benchmark progress markers each nine weeks.

G7. Increase the number of students eligible to earn industry certifications by 10 percent 1

G040611

G7.B1 Scheduling restrictions due to size of school. 2

B098283

G7.B1.S1 Identify students with specific needs and credit eligibility and schedule those students first into computer-dependent courses to maximize student exposure to the content area and certification option. 4

S109566

Strategy Rationale

Students who have flexibility in their schedules may have developed organizational skills to allow them to attempt a higher-level course.

Action Step 1 5

Priority scheduling

Person Responsible

Jeffery Tuccillo

Schedule

On 9/1/2014

Evidence of Completion

Master schedule/ results from tests

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Monitor results of certification - students exposed verses students passing certification exam

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 3/2/2015 to 6/5/2015

Evidence of Completion

minutes in leadership meetings

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

CTE scheduling and testing schedule

Person Responsible

Jennifer Saoud

Schedule

Semiannually, from 10/1/2014 to 6/1/2015

Evidence of Completion

Report out at leadership meeting

G8. Identify students who are struggling to attain proficiency in reading, either through state assessments or teacher observations, and provide DI standard-specific tools to the teacher to increase student comprehension. `1`

🔍 G040612

G8.B1 Some new teachers do not understand the types of DI needed or how to collect and turn the data in a timely fashion benefit students. `2`

🔍 B098284

G8.B1.S1 Introduce and demonstrate proficiency on new data gathering program `4`

🔍 S109567

Strategy Rationale

Teachers cannot manipulate data and make meaningful connections and observations or adjustments unless they can have some degree of comfort with the data tracking piece and relevance

Action Step 1 `5`

Conduct a series of trainings on Performance Matters

Person Responsible

Jennifer Saoud

Schedule

On 6/1/2015

Evidence of Completion

Deliver initial training and follow-up.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Report out on progress of new teacher training

Person Responsible

Bonnie Lamp

Schedule

Monthly, from 9/1/2014 to 10/30/2014

Evidence of Completion

Notes in administration meetings.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Evidence of training and use of performance data

Person Responsible

Bonnie Lamp

Schedule

Monthly, from 9/1/2014 to 10/1/2014

Evidence of Completion

Agendas, PLC notes and using data

G9. Increase AMO student proficiency in reading and comprehension by from 59 percent to state target of 63 percent 1

G040615

G9.B1 Lack of vocabulary 2

B098289

G9.B1.S1 Implement text-oriented vocabulary to the daily lesson across the curriculum, that is content-specific and includes academic language. 4

S109572

Strategy Rationale

Vocabulary is imbedded in the reading and specific questions will be context and content based.

Action Step 1 5

Lead teachers in Implementing text-oriented vocabulary to the daily lesson across the curriculum, both in content and in academic focus areas

Person Responsible

Bonnie Lamp

Schedule

On 5/25/2015

Evidence of Completion

practice that incorporates daily, targeted vocabulary instruction

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Vocabulary instruction in classrooms

Person Responsible

Andrea Harter

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Common Board Configurations: formal, daily, and informal observations

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Intentional vocabulary instruction should increase student proficiency on FCAT, new Fla. Standards, and other similar assessments.

Person Responsible

Bonnie Lamp

Schedule

Monthly, from 6/1/2015 to 6/1/2015

Evidence of Completion

increased vocabulary performance on tests and overall increased demonstrated performance on high-stakes tests

G9.B2 Lack of reading comprehension on long passages `2`

🔧 B098290

G9.B2.S1 Build in a school-wide plan to focus on content reading each class with teacher modeling on how to break down text `4`

🔧 S109573

Strategy Rationale

Action Step 1 `5`

Instruct teachers in how to create meaningful reading opportunities and model from content-based material in class through TDE training on gradual release

Person Responsible

Bonnie Lamp

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Coach-presented lessons, professional articles, lesson plans/observations

Plan to Monitor Fidelity of Implementation of G9.B2.S1 `6`

Monitor Coach's plans and teacher engagement in TDE training. Model help if necessary

Person Responsible

Andrea Harter

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

observations, Focus instructional plan, coaches notes and agendas.

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 `7`

Observe if teachers are successfully deploying gradual release in teaching reading strategies and students are implementing those strategies

Person Responsible

Andrea Harter

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson plans, observations

G10. Create a detention program to decrease out-of-school suspensions by 10 percent 1

G040616

G10.B1 No funding to pay for instructional personnel to supervise detention. 2

B098291

G10.B1.S1 Seek funding for instructional personnel 4

S109574

Strategy Rationale

Action Step 1 5

Implementation of a detention schedule

Person Responsible

Steve Shields

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

schedule

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Monitor to make sure detention is scheduled and covered

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

minutes from leadership meeting(s), detention schedule

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Schedule implemented and students are supervised until release at 5:15 p.m.

Person Responsible

Steve Shields

Schedule

On 6/1/2015

Evidence of Completion

Schedule. Attendance roster of students who attend/do not attend/sent out for behavior non-compliance

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
G2.B1.S1.A1	Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.	Harter, Andrea	9/1/2014	increased participation in college-entrance exam tests given off campus.	5/1/2015 semiannually
G3.B1.S1.A1	Plan for direct instruction and curriculum instruction with CTE teachers	Tuccillo, Jeffery	9/1/2014	Pacing guide, authentic lesson plans, and practice	6/1/2015 semiannually
G4.B1.S1.A1	Train teachers on the use of Performance Matters to collect purposeful data	Westberry, Lori	9/1/2014	Integration of the data into the weekly PLCs as noted by coach notes and by meeting minutes.	2/2/2015 one-time
G5.B1.S1.A1	Conduct weekend sessions for test-taking strategies. Teach students to self assess	Harter, Andrea	9/1/2014	Student attendance and testing records and surveys from ACT prep	6/8/2015 monthly
G5.B1.S2.A1	Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.	Lamp, Bonnie	9/1/2014	Coaching logs with specific interventions with teachers on FCAT data and materials students needs to work on.	6/1/2015 monthly
G6.B1.S1.A1	Direct instruction plans as a gap for missing technology support	Westberry, Lori	9/1/2014	Lesson plans	6/3/2015 weekly
G6.B3.S1.A1	Train Teachers on key benchmarks and delivery systems.	Westberry, Lori	9/1/2014	in TDE days and trainings outside of PLCs.	6/1/2015 one-time
G7.B1.S1.A1	Priority scheduling	Tuccillo, Jeffery	8/18/2014	Master schedule/ results from tests	9/1/2014 one-time
G8.B1.S1.A1	Conduct a series of trainings on Performance Matters	Saoud, Jennifer	9/1/2014	Deliver initial training and follow-up.	6/1/2015 one-time
G9.B1.S1.A1	Lead teachers in Implementing text-oriented vocabulary to the daily lesson across the curriculum, both in content and in academic focus areas	Lamp, Bonnie	9/1/2014	practice that incorporates daily, targeted vocabulary instruction	5/25/2015 one-time
G9.B2.S1.A1	Instruct teachers in how to create meaningful reading opportunities and model from content-based material in	Lamp, Bonnie	9/1/2014	Coach-presented lessons, professional articles, lesson plans/observations	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	class through TDE training on gradual release				
G10.B1.S1.A1	Implementation of a detention schedule	Shields, Steve	9/1/2014	schedule	5/1/2015 monthly
G1.B1.S1.A1	Meet with the principal and set specific protocols and adapt Atlas model for PLCs. Roll out PLC model in pre-planning and facilitate the protocol during PLCs.	Lamp, Bonnie	8/25/2014	PLCs agendas and meeting notes.	5/27/2015 weekly
G1.B1.S2.A1	Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.	Lamp, Bonnie	8/25/2014	Agenda for Trainings Days and the products and the feedback from from teachers.	5/27/2015 semiannually
G1.MA1	Monitor rigorous task implementation with standard alignment.	Hall, Denise	8/18/2014	Observations, district walk-throughs, feedback from district specialists	5/27/2015 weekly
G1.B1.S1.MA1	Literacy team will meet weekly to assess the effectiveness of the protocol to advance the rigorous nature of the assignments.	Hall, Denise	8/20/2014	Feedback from teachers on weekly reflections, products from TDE day of training, and revamped protocol design schematics based on new needs.	5/27/2015 one-time
G1.B1.S1.MA1	Monitor to see that protocols are followed and a routine is developed.	Harter, Andrea	8/20/2014	Notes and debriefing coaching logs.	5/27/2015 weekly
G1.B1.S2.MA1	Classroom observations and product inspection on task demand, in addition to lesson plan scrutiny	Hall, Denise	9/29/2014	Notes that recommend coaching cycles. CAST data indicating good and rigorous instruction and lesson planning.	5/20/2015 biweekly
G1.B1.S2.MA1	Review of comments and products generated from using the item-spec books and curriculum binders. Monitoring is by subject-area coach/admin	Harter, Andrea	9/11/2014	Notes from PLCs will show the type of product. Coaching cycles and logs of cycles initiated for lack of rigorous instruction or plans will indicate effectiveness or implementation issue.	5/27/2015 biweekly
G2.MA1	Monitor numbers of students who are tested and who are PSR	Tuccillo, Jeffery	9/1/2014	PSR reports from the county	9/22/2014 biweekly
G2.B1.S1.MA1	Fidelity of AC/SAT/PERT data and publicity and information campaign	Tuccillo, Jeffery	9/1/2014	growth from quarter to quarter and from previous year to current year.	6/1/2015 quarterly
G2.B1.S1.MA1	ACT/SAT/PERT data	Tuccillo, Jeffery	9/1/2014	Copies of the students' ACT sign up sheets or counseling sessions with guidance.	6/1/2015 monthly
G3.MA1	Students track and assess their own strengths and weaknesses as part of data chats with teachers.	Tuccillo, Jeffery	9/1/2014	data chats and outcomes presented in formal observations and also during classroom observations.	6/1/2015 one-time
G3.B1.S1.MA1	Student progress on practice materials and industry certification tests	Tuccillo, Jeffery	12/1/2014	Test score reports	6/1/2015 monthly
G3.B1.S1.MA1	Lesson plans for direct instruction	Tuccillo, Jeffery	8/18/2014	Lesson plans that meet with approved pacing schedules, supplemented by county support when materials arrive.	6/1/2015 monthly
G4.MA1	Monitor and chart standard proficiency gains	Westberry, Lori	9/1/2014	Gains and actions to increase and sustain gains from coaching logs	6/1/2015 monthly
G4.B1.S1.MA1	CGA results on the standards	Saoud, Jennifer	9/1/2014	CGA data will be used to gather whether the teacher was successful teaching the standards. Results are mined by teachers; coach and admin	6/1/2015 quarterly
G4.B1.S1.MA1	Monitor for teacher data chats with students based on Performance Matters data	Hall, Denise	9/1/2014	Teacher data-chat logs, observations.	6/1/2015 every-6-weeks
G5.MA1	Analyze data and propose next steps or interventions	Harter, Andrea	8/11/2014	observation notes. leadership team meeting notes on graduate progress or plans to increase graduation rates.	6/30/2015 monthly
G5.B1.S1.MA1	Evaluate the number of students on track to graduate	Tuccillo, Jeffery	8/18/2014	On-time graduation report	6/8/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1	Monitor status of senior checks	Tuccillo, Jeffery	8/18/2014	Senior check report	6/8/2015 one-time
G5.B1.S2.MA1	FCAT retake scores	Harter, Andrea	10/1/2014	Oct. 2-3 Camp/ camp plans, data from pre- and post tests. Nov. 30 - FCAT retake data and action plans that result from those results.	5/1/2015 semiannually
G5.B1.S2.MA1	Monitor fidelity of benchmark delivery and authentic student practice	Harter, Andrea	9/1/2014	Support logs, student work samples and rubric protocol practice	6/1/2015 monthly
G6.MA1	Evaluate lesson plans	Hall, Denise	8/18/2014	observation notes/coach notes/lesson plans with standards-based lessons and assessments.	6/1/2015 monthly
G6.B1.S1.MA1	Evaluate engagement	Hall, Denise	9/1/2014	End of the year CGA assessments and other county measurables.	6/1/2015 one-time
G6.B1.S1.MA1	Check for implementation of common lesson plans	Westberry, Lori	8/18/2014	teacher observations/coach notes	6/8/2015 one-time
G6.B3.S1.MA1	Evaluate scores on EOC and district benchmark scores	Westberry, Lori	9/1/2014	District benchmark progress markers each nine weeks.	6/1/2015 quarterly
G6.B3.S1.MA1	Check for benchmark incorporation and deliver via lesson plans and classroom observation	Hall, Denise	9/1/2014	observations, designing coherent instruction. Student work	6/1/2015 monthly
G7.MA1	Numbers of students scheduled and numbers of students passing CTE offerings	Tuccillo, Jeffery	5/1/2015	Actual certifications achieved	5/26/2015 one-time
G7.B1.S1.MA1	CTE scheduling and testing schedule	Saoud, Jennifer	10/1/2014	Report out at leadership meeting	6/1/2015 semiannually
G7.B1.S1.MA1	Monitor results of certification - students exposed verses students passing certification exam	Tuccillo, Jeffery	3/2/2015	minutes in leadership meetings	6/5/2015 monthly
G8.MA1	Data-driven instruction that is driven by differentiated instruction.	Harter, Andrea	9/1/2014	Through formal and informal observations	10/24/2014 monthly
G8.B1.S1.MA1	Evidence of training and use of performance data	Lamp, Bonnie	9/1/2014	Agendas, PLC notes and using data	10/1/2014 monthly
G8.B1.S1.MA1	Report out on progress of new teacher training	Lamp, Bonnie	9/1/2014	Notes in administration meetings.	10/30/2014 monthly
G9.MA1	Analyze results of tests juxtaposed against observed, delivered instruction	Harter, Andrea	9/1/2014	classroom visits, summative and formative assessments with targeted benchmarks	6/1/2015 weekly
G9.B1.S1.MA1	Intentional vocabulary instruction should increase student proficiency on FCAT, new Fla. Standards, and other similar assessments.	Lamp, Bonnie	6/1/2015	increased vocabulary performance on tests and overall increased demonstrated performance on high-stakes tests	6/1/2015 monthly
G9.B1.S1.MA1	Vocabulary instruction in classrooms	Harter, Andrea	9/1/2014	Common Board Configurations: formal, daily, and informal observations	6/1/2015 weekly
G9.B2.S1.MA1	Observe if teachers are successfully deploying gradual release in teaching reading strategies and students are implementing those strategies	Harter, Andrea	9/1/2014	Lesson plans, observations	6/1/2015 monthly
G9.B2.S1.MA1	Monitor Coach's plans and teacher engagement in TDE training. Model help if necessary	Harter, Andrea	9/1/2014	observations, Focus instructional plan, coaches notes and agendas.	5/1/2015 monthly
G10.MA1	Data on numbers of students assigned detention verses suspensions	Hall, Denise	9/1/2014	Data presented by discipline deans at leadership meeting, each Wednesday from 2:30 to 4 p.m.	5/1/2015 weekly
G10.B1.S1.MA1	Schedule implemented and students are supervised until release at 5:15 p.m.	Shields, Steve	9/1/2014	Schedule. Attendance roster of students who attend/do not attend/sent out for behavior non-compliance	6/1/2015 one-time
G10.B1.S1.MA1	Monitor to make sure detention is scheduled and covered	Tuccillo, Jeffery	9/1/2014	minutes from leadership meeting(s), detention schedule	6/1/2015 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. Launch a professional development piece in Professional Learning Communities, by subject, that will allow teachers hand's-on, supported exposure to the new standards, content-limits on assessments, and item specs to develop rigorous, aligned tasks for students.

G1.B1 Teachers are unfamiliar with the new standards and the task demands for each item, which is required to provide rigorous activities and instruction every day.

G1.B1.S2 Provide teachers with a hard-copy of the new standards and a copy of the item specs, and refer them to the electronic copy, too.

PD Opportunity 1

Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.

Facilitator

Lamp, Ballard, Harter, Tuccillo, Saoud, Westberry

Participants

ELA, SS, Sci., Math

Schedule

Semiannually, from 8/25/2014 to 5/27/2015

G2. Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 55 percent

G2.B1 Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time.

G2.B1.S1 Teach college-entrance test-taking strategies and information about the test through class visits and Saturday instruction.

PD Opportunity 1

Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.

Facilitator

Harter

Participants

All ACT teachers in the Saturday session; those offering after-school tutoring, too. Mullis, Turk-Domio, Ferguson, Smiley, Graham, Saoud, Kelley, E. Miller, and Westberry.

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

G3. Increase the number of middle school students enrolled in industry-certification courses from 30 percent to 40 percent

G3.B1 Teachers who have not yet attained the professional industry certification may not know the content limits on the test of all programs.

G3.B1.S1 Conduct in-house training sessions about the content and scope of the industry-certification course (Photoshop and DreamWeaver) and offer resources and strategies about the test and how to master it.

PD Opportunity 1

Plan for direct instruction and curriculum instruction with CTE teachers

Facilitator

Tuccillo; Lamp

Participants

All CTE teachers

Schedule

Semiannually, from 9/1/2014 to 6/1/2015

G4. Increase math learning gains to 55 percent

G4.B1 lack of textbook, new standards that require deeper student skill base, lack of student skill base to allow teachers to begin teaching at the standard for whole-group instruction, limited time for DI in classroom rotations.

G4.B1.S1 Collecting purposeful data for efficient use of DI

PD Opportunity 1

Train teachers on the use of Performance Matters to collect purposeful data

Facilitator

Andrea Harter/Westberry

Participants

All math teachers.

Schedule

On 2/2/2015

G5. Increase the graduation rate by 5 percent

G5.B1 Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation.

G5.B1.S2 Provide teachers with direct instruction support on FCAT benchmarks for re-take students to provided enriched, targeted instruction on areas of non-mastery

PD Opportunity 1

Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.

Facilitator

Bonnie Lamp// district coach

Participants

All reading teachers in retake classes.

Schedule

Monthly, from 9/1/2014 to 6/1/2015

G6. Align to meet AMO Math target at 59 percent proficient or higher

G6.B1 Technology not delivered on time to support students

G6.B1.S1 Develop additional lessons that support the benchmarks, aligned to the CGAs, to deliver direct instruction while waiting for technology supports.

PD Opportunity 1

Direct instruction plans as a gap for missing technology support

Facilitator

County Math Coach

Participants

All Math teachers and coaches

Schedule

Weekly, from 9/1/2014 to 6/3/2015

G6.B3 Lack of rigor

G6.B3.S1 Train Teachers on key benchmarks and delivery systems.

PD Opportunity 1

Train Teachers on key benchmarks and delivery systems.

Facilitator

Math Coach

Participants

All math teachers

Schedule

On 6/1/2015

G8. Identify students who are struggling to attain proficiency in reading, either through state assessments or teacher observations, and provide DI standard-specific tools to the teacher to increase student comprehension.

G8.B1 Some new teachers do not understand the types of DI needed or how to collect and turn the data in a timely fashion benefit students.

G8.B1.S1 Introduce and demonstrate proficiency on new data gathering program

PD Opportunity 1

Conduct a series of trainings on Performance Matters

Facilitator

Lamp; Ballard; Saoud

Participants

all ELA and reading teachers; Sci and SS.

Schedule

On 6/1/2015

G9. Increase AMO student proficiency in reading and comprehension by from 59 percent to state target of 63 percent

G9.B1 Lack of vocabulary

G9.B1.S1 Implement text-oriented vocabulary to the daily lesson across the curriculum, that is content-specific and includes academic language.

PD Opportunity 1

Lead teachers in Implementing text-oriented vocabulary to the daily lesson across the curriculum, both in content and in academic focus areas

Facilitator

Nancy Ballard, Bonnie Lamp, Lori Westberry, and admin

Participants

All ELA, Social Studies, Math

Schedule

On 5/25/2015

G9.B2 Lack of reading comprehension on long passages

G9.B2.S1 Build in a school-wide plan to focus on content reading each class with teacher modeling on how to break down text

PD Opportunity 1

Instruct teachers in how to create meaningful reading opportunities and model from content-based material in class through TDE training on gradual release

Facilitator

District Coach/Bonnie Lamp/Ballard/Lori Westberry

Participants

all content areas

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**