

Sail



2014-15 School Improvement Plan

Sail

2006 JACKSON BLUFF RD, Tallahassee, FL 32304

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

42%

Alternative/ESE Center

No

Charter School

No

Minority

23%

School Grades History

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

School Board Approval

This plan was approved by the Leon County School Board on 11/19/2014.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	31

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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide an educational choice for high school students in Leon County. By way of an innovative, high-quality, respectful and caring environment, SAIL seeks to provide a diverse student population with the foundation necessary to become responsible citizens in a global community.

Provide the school's vision statement

SAIL will be a haven for students who are looking for an engaging, safe, and respectful learning environment that embraces individuality and produces students who value diversity, and are conscientious contributors to society as a whole.

School Environment

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

At SAIL we have multiple opportunities each quarter for students to break off into family groups. The family groups are small discussion groups of 20 or less students who come together to get to know one another in an intimate "family style" setting. The groups are led by a teacher and topics relevant to the students are visited: sexual harassment, bullying, peer pressure, finding your way in high school, friendships, and many other topics will be visited. We also address cultural topics throughout the year in our second and third period classes during "Word Up" through school-wide readings. We have school assemblies with cultural themes and week long celebrations of various cultural groups, Hispanic heritage festival, African American, and several others. We celebrate diversity through music and the arts with presentations in the band shell during lunch.

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

SAIL fosters a family feel that pairs with our small size with each class (9-12 grade) at approximately 100 students, the students get to know each other well. This is further accomplished through our family group meetings, student government led assemblies, and a multitude of clubs that reflect the students diverse interests. The staff meets collectively each Tuesday to discuss student needs and provide staff development to support student learning and facilitate professional growth. Teachers/ staff clarify their expectations in these meetings for positive interpersonal interactions and gain a clear understanding of the processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

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

We have a conference style and mediation approach to meet student needs. If a students needs a time out to regain focus, they can get a pass to the front office to meet with an administrator, our dean, our guidance counselor, or our front office staff. Our guiding principal at SAIL is respect. It is our expectation that both students and teachers treat one another with respect. This is emphasized in

our assemblies and family groups. We have recognition quarterly for students with perfect attendance, good citizenship, and good grades. In addition students that have good attendance and grades have opportunities to participate in dances and school wide intensive study week.

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

We meet as a staff every Tuesday to ensure that the staff as whole has an understanding of individual student's barriers to academic and social successes. We have probation students assigned to administrative mentors and teacher mentors. We work with outside agencies to provide counseling for students both on campus (CCYS, Oasis for Girls, and Turn About) and off campus (Lee's Place - we have a fund to assist families in need). Our school guidance counselor works closely with our problem solving team to address the needs of individual students. This entity's decision making is guided by data-driven decision making, identifying interventions to remove the barriers to successful learning. Our guidance counselor also provides a range of services to meet individual student needs, such as: core (classroom guidance, workshops, and assemblies), supplemental services (small group counseling), and intensive supports (individual counseling/advisement, referrals to community services).

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

We will work towards more parental involvement in after school programs such as parent information nights related to curriculum, graduation, college preparedness, financial aid, recruitment, and test preparedness.

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 SAIL Parent, Teacher, and Student Organization (PTSO) has a volunteer coordinator, mentor coordinator, and a business partner coordinator who work on behalf of the school to invite our community members/stakeholders to participate and support school initiatives and activities.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Williams, Tiffany	Principal
Taylor, Barry	Dean
Page, Erica	Guidance Counselor
Bell, Emily	Instructional Coach
Robshaw, Charles	Teacher, ESE
Cone, Marcia	Teacher, K-12
Alovus, Lao	Teacher, K-12
Nilles, Sheri	Teacher, K-12
Rychlik, Mike	Teacher, K-12
Schaller, John	Teacher, K-12
Perez de Alejo, Peejay	Teacher, K-12
Hansen, Catherine	Assistant Principal

Duties

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

Tiffany Thomas – Principal

Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Cathrine Hansen- Assistant Principal

Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies assists with design and delivery of professional development relative to implementation of effective reading strategies.

Erica Page – Guidance Counselor

Provides information about guidance services and coordinates outside interventions for students.

Charles Robshaw – ESE Teacher

Provides information about ESE services and Tier 1/2/3 interventions.

Emily Bell – Media Specialist and Reading Coach

Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Barry Taylor – Dean & Teacher

Provides information about attendance history and discipline data. Assists with data analysis, intervention planning, and program evaluation.

Select General Education Teachers- A teacher leader from each department

Provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

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 RtI leadership team works with grade level and department teams to identify school needs and strengths. The team works with the entire staff to develop specific tier 1 strategies for reading, math, writing and science. The RTI Leadership team also meets with the administration and other staff

representatives to help develop the SIP. The team also collaborates with the School Advisory Council to obtain input from the council. The team provides data, helps to set goals and expectations, and suggests strategies that would ensure attainment of instructional goals.

Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs of all students. Title II funds support professional development for teachers and staff in literacy, technology, and best practices. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

Leon County Schools has partnered with the Department of Agriculture to sponsor the Nutrition in Schools grant. SAIL is the only High School currently participating in the pilot. Each week a trained chef visits our school and models updated cooking techniques through scratch cooking. Local produce is utilized to provide students with healthy food options, including vegetarian and vegan options.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tiffany Thomas	Principal
Tiffany Greenwood	Teacher
Emily Bell	Education Support Employee
Pablo Perez de Alejo	Teacher
Millye Harden	Parent
Sue Wiley	Parent
Tammy Lavine	Business/Community
Bridgette Keel	Parent
Carol Rose	Parent
Ellen Hurlbut	Parent
Sandy Thompson	Teacher
Trisha Stapleton	Parent
Hunter Bailey	Student

Duties

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

Evaluation of last year's school improvement plan

The school presented the data to the SAC on the school improvement goals and actual scores. The decisions were made with departmental recommendations and approved by the SAC members.

Development of this school improvement plan

The School Advisory Committee gave input to the Parent Involvement section of the School Improvement Plan. They will also give input to the goals for each curriculum area. Their approval will be solicited on the prior to submitting the School Improvement Plan to the State.

Preparation of the school's annual budget and plan

The annual budget is broken down and discussed with the parents in PTSO and SAC meetings.

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

Not applicable, did not receive funds.

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
Bell, Emily	Instructional Coach
Hansen, Catherine	Assistant Principal
Cone, Marcia	Teacher, K-12
Matherne, Marlow	Teacher, K-12
Pell, Robert	Teacher, K-12
Rychlik, Mike	Teacher, K-12
Robshaw, Charles	Teacher, ESE
Greenwood, Tiffany	Teacher, K-12
Smith, Emily	Teacher, K-12
Perez de Alejo, Peejay	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of educators is comprised of teachers who are well-versed in literacy. The first initiative is to plan literacy in-service opportunities for the staff. There will be focused literacy activities each month and small group follow up and assessment. In addition the LLT will work with all departments to improve students' critical reading skills. The team will be supporting literacy initiatives through cross curricular activities, professional development, leaders coaching and modeling, teachers with open doors, summer literacy development, supporting the Superintendent's Million Book Challenge, providing instructional and student resources and materials, and other initiatives.

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

The teachers and staff participate in weekly staff meetings. The foci of these meetings are staff development, department collaboration, committee sharing, student needs and assessments. Student growth is monitored and instructional practices informed by decisions made in the staff meetings.

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

1. Recruit teachers with multiple certifications via school web site and District web site. Tiffany Thomas, Principal On-going as vacancies occur
2. SAIL has an extremely high teacher retention rate due to strong commitment to the SAIL mission and democratic way of work. The climate survey showed 100% of teachers believe SAIL has a quality planning process. Tiffany Thomas, Principal On-going
3. Teacher Mentoring Program Cathrine Hansen, Assistant Principal Completed annually for all new teachers
4. Provide Leadership Opportunities Tiffany Thomas, Principal Annually
5. Professional Development Cathrine Hansen, Assistant Principal Annually
6. Regular Meetings of New Teachers with Principal Tiffany Thomas, Principal Monthly

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

The Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, participation in the teachers with open doors program, and post-observation feedback conferences.

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

The school provides ongoing opportunities for teachers to gain a better understanding of the Florida Standards, to plan and discuss reading and writing curriculum that aligns to the standards. This is done through department meetings and grade level meetings. In the department meetings the department chairs share district information and best practices. The teachers are also able to share their discoveries through their own best practices in staff meetings/staff development.

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 Problem Solving Team meets twice a month to discuss students who are demonstrating difficulty in attaining proficiency levels on state assessments. This team makes recommendations for interventions and procedures to aid students in increasing their proficiency. Students scoring below proficiency levels in ELA are placed in Intensive Reading classes. Students scoring below proficiency levels in Math are placed in an additional support class in Math. The PST determine whether or not interventions are benefiting the student and determine what the next step should be.

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

Strategy: Extended School Day

Minutes added to school year: 19,440

SAIL offers an after-school tutoring program on Mondays, Wednesdays and Fridays from 3:00 to 4:00 p.m. The students are given support and instruction in Math, Reading, and any core curriculum class that they are struggling with. The students sign in each day of attendance and are given a ticket to take to class which may count for extra credit or a homework assignment, dependent on the class.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

The students are tracked through the sign in. The lead paraprofessional tracks the student progress through their progress reports and report cards. The paraprofessionals report out during staff meetings to share information about the students' progress and potential needs.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

The teachers meet in their grade level groups to discuss the goals for each grade level. This is in turn shared at our staff meetings. Collaboration to assist student learning gains occurs across grade levels, content areas, and across departments.

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

Student's interests are taken into account through interest and career planning surveys. College readiness math and English courses prepare students for college assessments, research papers, college visits and other technical/vocational school options.

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

SAIL offers a wide variety of academic and elective courses. Departments plan interdisciplinary lessons and projects that allow students to apply academic concepts to real world applications like planning a trip or researching a college. Teachers also incorporate student's interest in their classroom planning and instruction

Some electives course offering include: fiber arts, gardening, robotics, computer skills, photography, art, and digital design 1 and 2,

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

SAIL provides dual-enrollment course, SAT/ACT preparation, college readiness courses, exam prep for PERT, and research strategies. A survey is issued to seniors provides feedback on college readiness resources.

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

Some strategies in place include: school based committee devoted to college and career readiness, Saturday test preparation classes, after school tutoring, guidance counselor giving classroom guidance and individual counseling sessions with students, parent meetings geared towards college application and financial aid, college visits and local college and post-secondary institution visits.

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.** On the new Florida Standards Assessment (FSA), which encompasses Reading Comprehension and Written Response to Text, the 9th, 10th, and 11th grade students will score at proficiency levels (50%) or higher.
- G2.** On the Biology End of Course Exam 85% of the students will score a level 3 or higher.
- G3.** 40 to 45% of students taking the 2014 Algebra I End of Course Assessment will score at a level 3 or above.
- G4.** 65% of the students taking the 2014 Geometry End of Course Assessment will score at a level 3 or higher.

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. On the new Florida Standards Assessment (FSA), which encompasses Reading Comprehension and Written Response to Text, the 9th, 10th, and 11th grade students will score at proficiency levels (50%) or higher. 1a

G041318

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Common Assessments aligned with the Florida State Standards, Achieve 3000, FCAT practice.

Targeted Barriers to Achieving the Goal 3

- Student Goal Setting

Plan to Monitor Progress Toward G1. 8

The quarterly written assessments and the students' performance on the FSA.

Person Responsible

Tiffany Williams

Schedule

Annually, from 8/18/2014 to 6/30/2015

Evidence of Completion

Data will be collected from the quarterly written assessments and from the students' performance on the FSA at the end of the school year.

G2. On the Biology End of Course Exam 85% of the students will score a level 3 or higher. 1a

G041319

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	85.0

Resources Available to Support the Goal 2

- Classroom assessments, Labs, FCAT Explorer, Non-fiction reading passages from text.

Targeted Barriers to Achieving the Goal 3

- Students lack skills that enable them to look for errors in logic or reasoning.

Plan to Monitor Progress Toward G2. 8

Classroom assessments and mid-year progress monitoring.

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.

G3. 40 to 45% of students taking the 2014 Algebra I End of Course Assessment will score at a level 3 or above. 1a

 G041320

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	40.0

Resources Available to Support the Goal 2

- District Progress Monitoring, Teacher Created tests.

Targeted Barriers to Achieving the Goal 3

- Reading Skills

Plan to Monitor Progress Toward G3. 8

Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

Person Responsible

Marcia Cone

Schedule

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

Evidence of Completion

Improved performance on progress monitoring and on the Algebra I EOC.

G4. 65% of the students taking the 2014 Geometry End of Course Assessment will score at a level 3 or higher. 1a

 G041321

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	65.0

Resources Available to Support the Goal 2

- Accelerated Math, District progress monitoring assessments

Targeted Barriers to Achieving the Goal 3

- Students lack the basic math skills to build on new concepts. As a result, students are unmotivated to show effort.

Plan to Monitor Progress Toward G4. 8

Individualized instruction and feedback

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

Student work samples, Progress reports, Report Cards, Classroom Assessments through Pinpoint

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. On the new Florida Standards Assessment (FSA), which encompasses Reading Comprehension and Written Response to Text, the 9th, 10th, and 11th grade students will score at proficiency levels (50%) or higher. **1**

 G041318

G1.B1 Student Goal Setting **2**

 B100076

G1.B1.S1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success. **4**

 S111357

Strategy Rationale

Students will be goal oriented and have a better understanding of why the standards they are learning are important to their success.

Action Step 1 **5**

Monitoring of progress towards goals, progress reports, and 9 week grades.

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

Benchmark assessments, teacher-created assessments, Achieve 3000 progress reports, and iObservations

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

Lesson plans reflecting learning goals and rubrics

Person Responsible

Tiffany Williams

Schedule

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

Evidence of Completion

i Observation, classroom assessments, curriculum maps

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

Provide documentation in lesson plans of instruction of learning goals, have progress chats with students at progress report and reports cards.

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

iObservation, Progress Reports, Report Cards.

G2. On the Biology End of Course Exam 85% of the students will score a level 3 or higher. 1

 G041319

G2.B1 Students lack skills that enable them to look for errors in logic or reasoning. 2

 B100077

G2.B1.S1 The teacher will help the students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information provided. 4

 S111358

Strategy Rationale

Through repeated practice and exposure to exam questions that require these problem solving strategies; students will become more able to determine errors in logic or reasoning.

Action Step 1 5

District department meetings/collegial conversations/individual planning days

Person Responsible

John Schaller

Schedule

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

Evidence of Completion

Classroom assessments

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

Students will take mid-term progress monitoring/teacher assessment

Person Responsible

Catherine Hansen

Schedule

On 6/1/2015

Evidence of Completion

Progress Monitoring

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

Classroom assessments and mid-year progress monitoring.

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.

G3. 40 to 45% of students taking the 2014 Algebra I End of Course Assessment will score at a level 3 or above. 1

 G041320

G3.B1 Reading Skills 2

 B100078

G3.B1.S1 The teacher will teach vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences. 4

 S111359

Strategy Rationale

The students lack of comprehension of word problems and math centered vocabulary is a significant impediment to their successful completion/scoring on the Algebra I EOC.

Action Step 1 5

Vocabulary instruction

Person Responsible

Catherine Hansen

Schedule

On 6/1/2015

Evidence of Completion

Improved performance on verbal sections of math tests and classroom observations.

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

Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

Person Responsible

Tiffany Williams

Schedule

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

Evidence of Completion

Improved performance on progress monitoring and on the Algebra I EOC.

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

Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

Person Responsible

Tiffany Williams

Schedule

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

Evidence of Completion

Improved performance on progress monitoring and on the Algebra I EOC.

G4. 65% of the students taking the 2014 Geometry End of Course Assessment will score at a level 3 or higher.

1

G041321

G4.B1 Students lack the basic math skills to build on new concepts. As a result, students are unmotivated to show effort. 2

B100079

G4.B1.S1 Provide students with individualized instruction and feedback. 4

S111360

Strategy Rationale

The one on one attention will allow students to recognize their stumbling blocks and get a clearer understanding of the Math standards in practice.

Action Step 1 5

Data Director

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

Assessment Data, Data chats

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

Tracking student progress

Person Responsible

Catherine Hansen

Schedule

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

Evidence of Completion

Observation feedback

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

Learning goals and scales

Person Responsible

Tiffany Williams

Schedule

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

Evidence of Completion

observation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monitoring of progress towards goals, progress reports, and 9 week grades.	Hansen, Catherine	8/18/2014	Benchmark assessments, teacher-created assessments, Achieve 3000 progress reports, and iObservations	6/1/2015 quarterly
G2.B1.S1.A1	District department meetings/collegial conversations/individual planning days	Schaller, John	8/18/2014	Classroom assessments	6/1/2015 quarterly
G3.B1.S1.A1	Vocabulary instruction	Hansen, Catherine	8/18/2014	Improved performance on verbal sections of math tests and classroom observations.	6/1/2015 one-time
G4.B1.S1.A1	Data Director	Hansen, Catherine	8/18/2014	Assessment Data, Data chats	6/1/2015 quarterly
G1.MA1	The quarterly written assessments and the students' performance on the FSA.	Williams, Tiffany	8/18/2014	Data will be collected from the quarterly written assessments and from the students' performance on the FSA at the end of the school year.	6/30/2015 annually
G1.B1.S1.MA1	Provide documentation in lesson plans of instruction of learning goals, have progress chats with students at progress report and reports cards.	Hansen, Catherine	8/18/2014	iObservation, Progress Reports, Report Cards.	6/1/2015 quarterly
G1.B1.S1.MA1	Lesson plans reflecting learning goals and rubrics	Williams, Tiffany	8/18/2014	i Observation, classroom assessments, curriculum maps	6/1/2015 quarterly
G2.MA1	Classroom assessments and mid-year progress monitoring.	Hansen, Catherine	8/18/2014	Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.	6/1/2015 quarterly
G2.B1.S1.MA1	Classroom assessments and mid-year progress monitoring.	Hansen, Catherine	8/18/2014	Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.	6/1/2015 quarterly
G2.B1.S1.MA1	Students will take mid-term progress monitoring/teacher assessment	Hansen, Catherine	8/18/2014	Progress Monitoring	6/1/2015 one-time
G3.MA1	Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.	Cone, Marcia	8/18/2014	Improved performance on progress monitoring and on the Algebra I EOC.	6/1/2015 quarterly
G3.B1.S1.MA1	Instruction of vocabulary skills to help build comprehension for word problems	Williams, Tiffany	8/18/2014	Improved performance on progress monitoring and on the Algebra I EOC.	6/1/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and translating verbal sentences to algebraic sentences.				
G3.B1.S1.MA1	Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.	Williams, Tiffany	8/18/2014	Improved performance on progress monitoring and on the Algebra I EOC.	6/1/2015 quarterly
G4.MA1	Individualized instruction and feedback	Hansen, Catherine	8/18/2014	Student work samples, Progress reports, Report Cards, Classroom Assessments through Pinpoint	6/1/2015 quarterly
G4.B1.S1.MA1	Learning goals and scales	Williams, Tiffany	8/18/2014	lobservation	6/1/2015 quarterly
G4.B1.S1.MA1	Tracking student progress	Hansen, Catherine	8/18/2014	Observation feedback	6/1/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. On the new Florida Standards Assessment (FSA), which encompasses Reading Comprehension and Written Response to Text, the 9th, 10th, and 11th grade students will score at proficiency levels (50%) or higher.

G1.B1 Student Goal Setting

G1.B1.S1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success.

PD Opportunity 1

Monitoring of progress towards goals, progress reports, and 9 week grades.

Facilitator

Literacy Team/departments

Participants

All teachers during staff professional development.

Schedule

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

G2. On the Biology End of Course Exam 85% of the students will score a level 3 or higher.

G2.B1 Students lack skills that enable them to look for errors in logic or reasoning.

G2.B1.S1 The teacher will help the students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information provided.

PD Opportunity 1

District department meetings/collegial conversations/individual planning days

Facilitator

District Science Developers

Participants

High School Biology teachers

Schedule

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

G3. 40 to 45% of students taking the 2014 Algebra I End of Course Assessment will score at a level 3 or above.

G3.B1 Reading Skills

G3.B1.S1 The teacher will teach vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

PD Opportunity 1

Vocabulary instruction

Facilitator

Math Department and Distract Math developer

Participants

Math Department

Schedule

On 6/1/2015

G4. 65% of the students taking the 2014 Geometry End of Course Assessment will score at a level 3 or higher.

G4.B1 Students lack the basic math skills to build on new concepts. As a result, students are unmotivated to show effort.

G4.B1.S1 Provide students with individualized instruction and feedback.

PD Opportunity 1

Data Director

Facilitator

Staff Meetings, Department Meetings for staff development

Participants

Math department

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: On the new Florida Standards Assessment (FSA), which encompasses Reading Comprehension and Written Response to Text, the 9th, 10th, and 11th grade students will score at proficiency levels (50%) or higher.	500
Goal 2: On the Biology End of Course Exam 85% of the students will score a level 3 or higher.	400
Goal 3: 40 to 45% of students taking the 2014 Algebra I End of Course Assessment will score at a level 3 or above.	500
Goal 4: 65% of the students taking the 2014 Geometry End of Course Assessment will score at a level 3 or higher.	500
Grand Total	1,900

Goal 1: On the new Florida Standards Assessment (FSA), which encompasses Reading Comprehension and Written Response to Text, the 9th, 10th, and 11th grade students will score at proficiency levels (50%) or higher.

Description	Source	Total
B1.S1.A1	School Improvement Funds	500
Total Goal 1		500

Goal 2: On the Biology End of Course Exam 85% of the students will score a level 3 or higher.

Description	Source	Total
B1.S1.A1		400
Total Goal 2		400

Goal 3: 40 to 45% of students taking the 2014 Algebra I End of Course Assessment will score at a level 3 or above.

Description	Source	Total
B1.S1.A1	School Improvement Funds	500
Total Goal 3		500

Goal 4: 65% of the students taking the 2014 Geometry End of Course Assessment will score at a level 3 or higher.

Description	Source	Total
B1.S1.A1	School Improvement Funds	500
Total Goal 4		500