

# Positive Pathways Transition Center



2014-15 School Improvement Plan

## Positive Pathways Transition Center

6125 N ORANGE BLOSSOM TRL, Orlando, FL 32810

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

81%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

87%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Mission of Positive Pathways Transition Center is to provide a positive cooperative learning environment which stresses academic excellence and high self-esteem by developing each student's potential, utilizing a curriculum emphasizing problem-solving through real life experiences and active parent participation.

##### **Provide the school's vision statement**

The Transition Center's vision is to develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world, where all are involved, inspired to learn, and encouraged to reach their full potential.

#### School Environment

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

Positive Pathways Transition Center (PPTC) school and its staff are culturally aware of the needs of the students from different ethnic and diverse backgrounds. To meet the needs each individual student we enlist the assistance of staff members from our school to assist us with translating, interpreting, and assisting us with interacting with the parents. Parents are informed in their native language whenever possible about school activities as well as with the use of visuals to provide examples/illustrations. To meet the needs of our parents with disabilities, materials will be provided in large print, using technology supports (i.e. Smart Board; audio enhancements), and clarifying language. Additionally, for migratory children, our main focus is the continuity of school studies by using our self-paced, accredited online high school courses with APEX and OCVS. Parents will be made aware of all the benefits associated with this opportunity.

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

The Transition Center has a strictly enforced "professional" dress code to prepare students for the workplace, where employees must adhere to a dress code and is highly valued and workplaces in which employees have regular face-to-face contact with customers and/or clients. Additionally, students may never have been told that how they dress can hold them back professionally and it is something to be practiced as a means of fostering respect, unity and productivity. This will create a general atmosphere of professionalism to discourage sexual harassment in the workplace. This includes preventing women from wearing revealing attire or men from wearing overly form-fitting items such as muscle shirts. The Transition Center is a safe environment which has a zero tolerance for bullying and sexual harassment and fosters positive body image and self-esteem.

##### **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**

PPTC team members provide a wide-range of quality services and expertise designed to assist in student interventions using the RtI/MTSS model. The Transition Center's Leadership team is charged with providing a common vision for the utilization of data based decision-making and facilitates data-based decision-making instructional team planning activities. This team ensures the implementation of intervention support and documentation, and provides opportunities for professional development to support student achievement. The Leadership Team identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The team works to maintain a common vision for the use of data-based decision-making, implementing and assessing RtI/MTSS. The PPTC RtI/MTSS team has developed processes to monitor and address students in needs of interventions based on attendance, academic performance, behavior and performance on progress monitoring and standardized test results. These processes involve the coordination of and collaboration of data team studies, a professional development and the professional development calendar based on comprehensive data studies, as well as a collaboration of teachers through vertical, horizontal, and interdisciplinary teamwork.

**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**

Each member of PPTC's Leadership and Discipline Team will provide support to the teachers and help establish contact with the families. They will help identify the issues, problem areas, and establish a clear set of objectives and goals for each staff member relating to student success. Checks and balances are used to consistently monitor the results of the implementation of new strategies and what needs to be modified.

Our guidance counselors, deans, behavior specialist provide information regarding the social/emotional needs, academic needs, as well as counseling services for our students. Counselors utilize their skills and knowledge to assist students in academic and career planning. The ESE Specialist disseminates information regarding individual needs as referenced in Individual Education Plan (IEP) along with information regarding the social/emotional needs, and academic history to the team.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The MTSS team reviews diagnostic information to assist in targeting the reading needs of students, enabling more students to be effectively served through common core reading and mathematics programs. This allows us to focus on providing one on one instruction for Tier II and III students.

The student's level of need dictates the level of support. Data will be reviewed and analyzed to drive appropriate instruction.

EWS are:

- (1) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- (2) One or more suspensions, whether in school or out of school
- (3) Course failure in English Language Arts or mathematics
- (4) A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- (5) Students with grade point average less than 2.0
- (6) Students who receive two or more behavior referrals
- (7) Students in ninth grade with one or more absences within the first 20 days

**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	21	29	45	64	52	34	33	278	
One or more suspensions	21	22	33	45	29	17	9	176	
Course failure in ELA or Math	1	0	0	18	12	3	4	38	
Level 1 on statewide assessment	12	17	29	30	32	13	1	134	
	0	0	0	0	0	0	0		

**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	22	26	39	49	39	17	13	205	

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

1. Assess the baseline needs of all students and develop a school-wide and site-specific intervention plan on targeted prerequisite skills.
2. Use the CIM process to target and adjust math and reading interventions for students who need prerequisite skills.
3. Ongoing check system to make sure all students are evaluated.
4. Improve achievement through consistent application of CIM process and progress monitoring for all students.
5. Provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.
6. Before or after school tutorial program

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185939>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Positive Pathways plan to conduct a series of workshops designed to assist our parents with improving the communications between them, their children, and the community which will enhance learning while in school. They will cover other topics as suggested by the staff as well.

Additionally, our school contracts with Home Builders Institute (HBI) who facilitates an onsite (and throughout the community) pre-apprenticeship program for construction. Students seeing a high school diploma may take this training as one to three class periods.

Parents are encouraged to participate in: the annual parent meeting, parent-teacher meetings, MTSS data meetings, creating the parental involvement plan and school-parent compact, and participating in field trip outings.

**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
Pons, Joe	Principal
Allen, Keith	Dean
Levi, Amana	Instructional Coach
Carter, Jeremiah	Dean
Young, Michell	Dean

**Duties**

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

The Leadership Team (comprised of all administrators and instructional coaches) support teachers within their classrooms and content areas. All members are consistently analyzing data, reviewing lesson plans, having conversations that matter with teachers, students/parents, and departments, and conducting classroom walkthroughs and observations. Additionally, the leadership team will meet monthly to problem solve and collaborate on methods of improving classroom instruction through use of the decision making model driven by the essential strategies necessary to reach our goals.

***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***

Support will occur through MTSS weekly meetings focused on academics and behavior. Plans devised during these meetings are pushed out to the faculty and staff for effective implementation and data is gathered using a variety of systems such as weekly classroom walkthroughs where all classes are visited by the Leadership Team, monthly PLC meetings, common planning time twice a week in which

instructional coaches ensure compliance, and a monthly Leadership team meeting to make sure proper interventions are occurring. Strategies that are effective will continue to be used while those not gaining desired results will be redesigned or replaced. Teacher lesson plans will also be reviewed for evidence of MTSS in the planning process.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Dale Johns	Principal
Jeremiah Carter	Teacher
Michell Young	Teacher
Brian Collier	Business/Community
Keith Allen	Teacher
Robert Taylor	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*

Positive Pathways Transition Center was under William Tovine with Alternative Education Centers. This year our school has merged with Excel Alternatives Center to create a new Transition Center site and thus last year's school improvement plan does not exist under our current model. The Transition Center is an interim placement school for 45 - 180 days, the SAC is comprised of faculty, volunteers, students, community members and parents when they arrive at orientation. Our SAC chair is Robert C. Taylor.

We have students enrolling on a regular basis and send students back to their zoned school once they have met the behavioral and academic requirements for dismissal. This creates a situation where we have a large transient population and makes it difficult to keep student and parent membership. School Messenger will be utilized to advertise the dates and times of our SAC meetings. When students exit the Transition Center, parents are encouraged to continue involvement at their child's home school.

*Development of this school improvement plan*

The SAC will be reviewed at each orientation where parents will be provided with input forms on their survey when their child exits. The meetings are for anyone to attend and reviews will be held each bi-annually.

*Preparation of the school's annual budget and plan*

The SAC will be involved:

- Holding quarterly award ceremonies to recognize students' academic and behavioral successes.
- Providing Title I information to students and parents.
- Helping students and parents with test-taking tips and resources to help students be successful.

- Asking for recommendations to help with school improvement.
- Sharing progress monitoring data to drive instruction.

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

Positive Pathways Transition Center was under William Tovine with Alternative Education Centers. This year our school has merged with Excel Alternatives Center to create a new Transition Center site and thus last year's school improvement plan does not exist under our current model. The Transition Center is an interim placement school for 45 - 180 days, the SAC is comprised of faculty, volunteers, community members and parents when they arrive at orientation. Our SAC chair is Robert C. Taylor.

We have students enrolling on a regular basis and send students back to their zoned school once they have met the behavioral and academic requirements for dismissal. This creates a situation where we have a large transient population and makes it difficult to keep student and parent membership. School Messenger will be utilized to advertise the dates and times of our SAC meetings. When students exit the Transition Center, parents are encouraged to continue involvement at their child's home school.

**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*

Parents will be notified of meetings at orientation, by email, by Connect Orange, School Messenger and newsletters. Parents are encouraged to participate in the SAC of their child's home school when they have completed their interim placement at Positive Pathways Transition Center.

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Pons, Joe	Principal
Levi, Amana	Instructional Coach
Young, Michell	Dean
Allen, Keith	Dean
Carter, Jeremiah	Dean
Brookes-Romney, Merlyn	Guidance Counselor
Mertz, Christopher	Other

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership team convenes bi-monthly to plan, monitor/adjust, evaluate, and address school based issues and activities. The LLT will meet to discuss the needs of students regarding literacy. The literacy team collaborates in planning our school-based curriculum calendar to ensure that literacy is embedded within all content areas. The LLT guides, models, and evaluates implementation of core reading programs, assists in design and implementation of progress monitoring and data collection.

Guidance Counselor/Behavior Team: Provides academic input for student progression along with behavioral documentation and scheduling needs/concerns.

CRT/Academic Dean: Spend a minimum of 25% of their time in classrooms, supporting SIP goals by professional development, modeling, observation and reflective conversation. Research scientifically based curriculum, assessment and intervention approaches. Help to disaggregate student data, provide assistance with interpretation of data and assist teachers with implementation of differentiated instruction. They also maintain a reflective log which record data on implementation of SIP goals by instructional staff, and meet biweekly to analyze the data and make staff development decisions through the CIM process.

Principal: Oversees the implementation of the district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop research-based methods for faculty to impact student achievement through professional development.

## 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**

PPTC encourages positive working relationships between teachers through the implementation of Professional Learning Communities (PLCs) which will improve the effectiveness of curriculum implementation through common assessments. Additionally, through PLCs, data team, and MTSS meetings, all staff members are encouraged to establish group norms prior to meetings. By establishing this process, all teachers can receive assistance with interpretation of data and application of CIM process and provide peer coaching opportunities.

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

1. Professional Learning on site and resources provided to assist teachers in acquiring multiple certifications that are needed to be highly qualified at Positive Pathways Transition Center (PPTC). Person responsible: Principal, CRT/Instructional Coach.
2. Seek teachers with multiple certifications. Person responsible: Principal, Site Administrator/Administrative team.
3. Resource team offers Extensive Professional Learning which assists teachers to renew certifications. Person responsible: Administrative Team, CRT, Instructional Coach, Lead Teacher.
4. Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers. Person responsible: CRT, Instructional Coaches, Instructional Leaders.
5. School decision making process is open to active input from teachers. Person responsible: Principal, Site Administrator, Administrative Team.

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

The following activities will be implemented for teachers that require mentoring, observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation. Pairings of mentors and mentees are based on an experienced classroom teacher, staff developer, and/ or coach and someone who is highly qualified in their subject area.

## 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 Transition Center ensures its core instructional programs and materials are aligned to Florida's standards by use of the OCPS Literacy Framework (K-12 Plan), district tools for lesson planning (MTPs/IMS) as well as available HMH resources by using:

- a.) the Marzano research-based model of instruction to develop effective teaching in every classroom and implementing the differentiated instruction teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.
- b.) collaboratively work with staff in implementing Florida's literacy and math standards in the content areas to ensure alignment with state standards to increase student achievement through DOK scales and rubrics, gradual release, data analysis, and common lesson planning/PLCs.
- c.) use current state adopted text and curriculum already aligned to Florida's standards (i.e. - Go Math, Pearson, HMH, Springboard, Collections).

### 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 Transition Center Leadership Team provides professional development in the area of data analysis and its use in differentiating instruction through PLCs. PLC's meet weekly to discuss data and common assessment results that are relevant to teachers particular subject of instruction. Differentiated instruction training which is ongoing, will continue to be provided to teachers through instructional coaches and mentor teachers. A safe and professional learning environment is established through the listed support systems as well as the duty schedule for all instructional coaches and administration team for supervision during the day.

***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:** 3,600

Provide before and after school small group tutoring, through Title I, Part D funding, to prepare students for FCAT retakes, FSAs and EOC exams.

***Strategy Rationale***

Before and after school program center is open for students who fail assessments/common assessments in order to increase their understanding of the subject matter.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Allen, Keith, keith.allen@ocps.net

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

Student data will include benchmark, mini-benchmark, Achieve 3000, FAIR, and additional extended learning assessments (APEX and OCVS tutorial completion) will be collected and analyzed. Data will be disaggregated into subgroups, ensuring that we meet the needs of Level 1, 2, 3, 4, and 5 students in reading, writing, math, social studies, and science. Data will be further disaggregated into subgroups to analyze the needs of each group and subsequently make decisions to increase student achievement in all subgroups. Further monitoring and support will take place in PLC's to analyze the learning data on a monthly basis to see if students receiving tutoring are achieving at a higher level than they were prior to tutoring.

**Strategy: After School Program**

**Minutes added to school year: 1,800**

The Transition Center is offering remediation and enrichment with an academic focus 5 days after school (4:30 PM - 6:30 PM). Areas of focus for remediation will begin with reading, mathematics and language arts. Areas for enrichment will focus on test preparation for the ACT exam.

**Strategy Rationale**

These programs offer additional opportunities for literacy, academic advancement, as well as provide students with enrichment activities.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Allen, Keith, keith.allen@ocps.net

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

Student attendance lists are compiled while student achievement data is reviewed and discussed based on a variety of assessments including district benchmark assessments, End of Course Exams (EOCs), the FCAT/EOC retakes, and teacher-made assessments.

**Strategy: Before School Program**

**Minutes added to school year: 1,800**

The Transition Center is offering remediation with an academic focus 5 days before school in a 0 period (8:00 AM - 10:00 AM). Areas of focus for remediation will begin with reading, mathematics and language arts. Areas for enrichment will focus on test preparation for the ACT exam.

**Strategy Rationale**

These programs offer additional opportunities for literacy, academic advancement, as well as provide students with enrichment activities.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Allen, Keith, keith.allen@ocps.net

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

Success in this program will be determined by participation and an increase in success on reading and math benchmarks, EOC/FCAT retakes, and teacher-made assessments.

**Student Transition and Readiness**

## PreK-12 Transition

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

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Students are encouraged to challenge themselves and attempt higher level courses while identifying the needs to be ready for college and the real world.

- a.) The Transition Center counselors meet with students on a regular basis and provide academic planning while setting college and career goals. Counselors provide classroom instruction in collaboration with teachers by using the Florida Choices program, a career interest inventory whereby students are engaged in various lessons to motivate their learning while exercising their schemata.
- b.) Counselors meet with each student and provide a course checklist, outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan to discuss courses needed for the current year and the years thereafter. Students will feel involved and empowered when selecting courses alongside their counselor. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities/colleges, and federal financial aid.
- c.) Both the guidance counselors and ESE staffing specialist (as needed) meet with each student regarding their academic schedule and career goals to develop a plan of action. Guidance Counselors conduct academic seminars for students which will focus on strategies and skills needed to be successful in a postsecondary setting including Community College, Universities, and career settings.

## 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 Transition Center counselors meet with students on a regular basis and provide academic planning while setting college and career goals. Students will be given an opportunity to explore and work toward obtaining employment through: career exploration, participation in career training, and vocational employability training with the Home Builders Institute (HBI).

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

The Home Builders Institute (HBI) prepares students with the skills and experience they need for careers in the building, retail, or hospitality industries. Its programs benefit a variety of people, including at-risk and underserved populations. Students may receive mentoring, pre-apprenticeship certificate training, and job placement services.

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

Through our APEX learning and Orange County Virtual School (OCVS) students are encouraged to take Driver Education/Traffic Safety as well as Computing for College and Careers which utilizes Microsoft programs to solve real-world problems thus supporting career and technical education with academic courses to support student achievement.

### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Students are encouraged to challenge themselves and attempt higher level courses while identifying the needs to be ready for college and the real world.

- a.) The Transition Center counselors meet with students on a regular basis and provide academic planning while setting college and career goals. Counselors provide classroom instruction in collaboration with teachers by using the Florida Choices program, a career interest inventory whereby students are engaged in various lessons to motivate their learning while exercising their schemata.
- b.) Counselors meet with each student and provide a course checklist, outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan to discuss courses needed for the current year and the years thereafter. Students will feel involved and empowered when selecting courses alongside their counselor. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities, colleges, and federal financial aid.
- c.) Guidance counselors and ESE staffing specialist (as needed) meet with each student regarding their academic schedule and career goals to develop a plan of action. Guidance Counselors conduct academic seminars for students which will focus on strategies and skills needed to be successful in a postsecondary setting including Community College, Universities, and career settings.
- d.) To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To strengthen reading proficiency through all content areas.
- G2.** To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.
- G3.** Increase proficiency for all students in reading through the use and comprehension of complex text aligned with DOK levels & Common Core Standards using scaffolded instruction (strategic gradual release) including AMO groups not reaching proficiency.
- G4.** Improve achievement through consistent application of CIM process and progress monitoring for all students.

## 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. To strengthen reading proficiency through all content areas. 1a**

G043079

**Targets Supported 1b**

Indicator	Annual Target
Effective Teachers (Performance Rating)	80.0
ELA/Reading Gains	30.0
FCAT 2.0 Science Proficiency	35.0
College Readiness Mathematics	50.0

**Resources Available to Support the Goal 2**

- Achieve 3000
- Student achievement data sources
- "Becoming a Reflective Teacher" by Robert Marzano

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack an understanding of data analysis and how to provide appropriate academic interventions.
- Teachers lack an understanding of effective delivery of vocabulary instruction.
- Teachers lack an understanding of how to utilize available technology resources.

**Plan to Monitor Progress Toward G1. 8**

Planning and reflection meetings with teachers

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Weekly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

Teacher assessment data.

**Plan to Monitor Progress Toward G1. 8**

Utilize data walls, department meetings, data chats

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Weekly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

Data walls, meeting agendas, student achievement data.

**G2.** To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model. 1a

G043052

**Targets Supported** 1b

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

Effective+ Teachers (Performance Rating)

**Resources Available to Support the Goal** 2

- "The Art and Science of Teaching" by Robert Marzano
- collaborative resources found within iObservation
- "Coaching Classroom Instruction" by Robert Marzano

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack an understanding of how to differentiate instruction.

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

Planning and reflection meetings with teachers

**Person Responsible**

Administration/ Leadership Team

**Schedule**

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

**Evidence of Completion**

Teacher assessment data.

**G3.** Increase proficiency for all students in reading through the use and comprehension of complex text aligned with DOK levels & Common Core Standards using scaffolded instruction (strategic gradual release) including AMO groups not reaching proficiency. 1a

G042767

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	
Bio I EOC Pass	
Math Lowest 25% Gains	
College Readiness Mathematics	

**Resources Available to Support the Goal** 2

- DOK charts and Matrices
- Marzano resources for lesson planning
- CLOSE reading instructional resources
- Collaborative Planning Teams/PLCs
- District Professional Development Courses - on signmeup.ocps.net
- FLDRS (Florida Diagnostic and Learning Resource System)
- Collaborative resources found within iObservation

**Targeted Barriers to Achieving the Goal** 3

- Teachers at different levels of pedagogy needed to identify, use, and scaffold complex text at rigorous levels of Webb's Depth of Knowledge for struggling learners.
- Students lack proficiency in comprehending complex texts, answering questions requiring higher-order thinking.

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

Data collected by the leadership team on amount of close reading and rigor observed in classrooms and in lesson plans is analyzed at weekly leadership meetings and subsequent administrative meetings [Analyze Reading Benchmark, Mini-Assessments, FAIR, Achieve 3000, and classroom progress monitoring assessments to determine student proficiency. Teacher will hold data chats with individual students and determine next steps].

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Weekly, from 9/5/2014 to 5/22/2015

**Evidence of Completion**

Analysis of benchmarks, mini-Assessments, and progress monitoring data as well as FCAT Reading Retakes (11th and 12th grades); data charts showing improvement on multiple choice standard tests and writing; Reflective logs (sign-in sheets and agenedas) indicate PD, modeling and observation of close reading and rigor as well as coach/observers evaluation of progress. Implementation data generated through observations and lesson plans is tracked from month to month and either shows increases or problem-solving is initiated.

**G4. Improve achievement through consistent application of CIM process and progress monitoring for all students.** 1a

G043194

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Mathematics	
Math Gains	
Math Lowest 25% Gains	
ELA/Reading Lowest 25% Gains	
Bio I EOC Pass	
FAA Science Proficiency	
FAA Writing Proficiency	
CELLA Writing Proficiency	
Discipline incidents	
Highly Qualified Teachers	

**Resources Available to Support the Goal** 2

- Coaches/CRT
- Leadership team
- Teacher resource books and websites.

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent utilization of progress monitoring to drive instruction in all content areas.

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

## 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.** To strengthen reading proficiency through all content areas. **1**

 G043079

**G1.B1** Teachers lack an understanding of data analysis and how to provide appropriate academic interventions. **2**

 B105289

**G1.B1.S1** Provide professional development in the area of data analysis and its use in differentiating instruction through PLC's. **4**

 S116571

### Strategy Rationale

#### Action Step 1 **5**

Provide professional development on the systems used to access data (SMS, EDW, IMS, Performance Matters)

#### Person Responsible

Michell Young

#### Schedule

Weekly, from 8/11/2014 to 12/12/2014

#### Evidence of Completion

Training agendas, exit slips, sign in sheets

**Action Step 2** 5

Provide follow-up meetings

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Weekly, from 9/1/2014 to 5/18/2015

**Evidence of Completion**

Meeting agendas, evidence of targeted differentiated instruction in lesson plans.

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

PLC and Data Meetings

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Monthly, from 9/15/2014 to 5/18/2015

**Evidence of Completion**

Agendas, meeting minutes, collected data

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

Collection of student data as prepared and turned in by teachers based the instructional focus calendar and relevant benchmarks.

**Person Responsible**

Michell Young

**Schedule**

Monthly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

Student achievement data collected from teachers, usage reports from systems that allow such reports such as Progress Book.

**G1.B2** Teachers lack an understanding of effective delivery of vocabulary instruction. **2**

 B105290

**G1.B2.S1** Teachers will participate in PLC's and common planning to create lessons with an intense focus on content specific vocabulary. **4**

 S116619

### Strategy Rationale

#### Action Step 1 **5**

Content area leads and instructional coach will participate in PLC meetings and common planning meetings to assist with increasing rigorous vocabulary intervention within lesson plans.

#### **Person Responsible**

Administration/ Leadership Team

#### **Schedule**

Monthly, from 9/8/2014 to 5/18/2015

#### **Evidence of Completion**

Lesson plan review, meeting agendas, teacher reflections

#### Action Step 2 **5**

Provide opportunities for teachers to observe classrooms with highly effective vocabulary strategies within/across subject areas.

#### **Person Responsible**

Administration/ Leadership Team

#### **Schedule**

Weekly, from 9/8/2014 to 5/18/2015

#### **Evidence of Completion**

Teacher reflections, observation agendas

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

Classroom walkthroughs, lesson plan feedback, PLC meetings, informal and formal teacher observations.

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Classroom walkthrough results, teacher observation results, lesson plans, meeting agendas

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

Progress monitoring of student achievement results within the specific category of vocabulary.

**Person Responsible**

Administration/ Leadership Team

**Schedule**

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

**Evidence of Completion**

Formal and informal student assessment data.

**G1.B3** Teachers lack an understanding of how to utilize available technology resources. 2

 B105291

**G1.B3.S1** Provide target professional development on the use of each individual system such as our Instructional Management System (IMS), Student Management System (SMS), Performance Matters, Education Data Warehouse (EDW), etc. 4

 S116620

### Strategy Rationale

#### Action Step 1 5

Identify the appropriate program usage that should be occurring in classrooms regarding Achieve 3000, Read 180, APEX, OCVS, HMH, etc.

#### **Person Responsible**

Administration/ Leadership Team

#### **Schedule**

Weekly, from 9/8/2014 to 10/31/2014

#### **Evidence of Completion**

List of teachers using the system.

#### Action Step 2 5

Provide professional development broken down into sections relating to each individual program.

#### **Person Responsible**

Administration/ Leadership Team

#### **Schedule**

Weekly, from 9/8/2014 to 10/31/2014

#### **Evidence of Completion**

Sign in sheets, agenda, exit slips.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Perform classroom walkthroughs, look for evidence of software use in lesson plans

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plan feedback, classroom walk-through feedback, conversations with teachers, software usage reports.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administer assessments using Achieve 3000, Read 180, Performance Matters Benchmark materials.

**Person Responsible**

Christopher Mertz

**Schedule**

***Evidence of Completion***

Student achievement data

**G2.** To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model. 1

G043052

**G2.B2** Teachers lack an understanding of how to differentiate instruction. 2

B105223

**G2.B2.S2** Provide professional development on how to differentiate instruction using Marzano's Instructional Model. 4

S116500

### Strategy Rationale

Ongoing planning and reflective feedback meetings with teachers will increase understanding of how to differentiate instruction.

### Action Step 1 5

Provide professional development on writing rigorous and academically relevant learning goals and scales.

#### Person Responsible

Administration/ Leadership Team

#### Schedule

Weekly, from 9/8/2014 to 5/25/2015

#### Evidence of Completion

Evidence of learning goals and scales on lesson plans, classroom walkthroughs, training agendas.

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Perform classroom walktrhoughs

#### Person Responsible

Administration/ Leadership Team

#### Schedule

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

#### Evidence of Completion

Classroom walk-through results as detailed on coaching forms, feedback given to teachers

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Informal and formal teacher observations

**Person Responsible**

Joe Pons

**Schedule**

Daily, from 9/22/2014 to 4/20/2015

**Evidence of Completion**

Teacher observation scores on Design Question 1, element 1.

**G3.** Increase proficiency for all students in reading through the use and comprehension of complex text aligned with DOK levels & Common Core Standards using scaffolded instruction (strategic gradual release) including AMO groups not reaching proficiency. 1

 G042767

**G3.B1** Teachers at different levels of pedagogy needed to identify, use, and scaffold complex text at rigorous levels of Webb's Depth of Knowledge for struggling learners. 2

 B104488

**G3.B1.S1** Provide professional development for teachers on Webb's Depth of Knowledge and Common Core State Standards. 4

 S115718

**Strategy Rationale**

Instructional Coach/CRT and Academic Dean will schedule and monitor the implementation of complex text at the DOK level of the benchmark.

**Action Step 1 5**

Post complex text selection tools, sources of text and close and careful reading videos on Edmodo or Sharepoint. Coach/CRT models and then observe both close reading teaching techniques and rigorous interaction in all classrooms.

**Person Responsible**

Amana Levi

**Schedule**

On 5/18/2015

**Evidence of Completion**

Reflective Logs.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.B2** Students lack proficiency in comprehending complex texts, answering questions requiring higher-order thinking. 2

 B104515

**G3.B2.S1** Provide support in all settings for increased teacher capacity to use close and careful reading of complex text and higher order thinking in instruction. Coach models and then observes both close reading teaching techniques and rigorous interaction in all classrooms. 4

 S116743

**Strategy Rationale**

**Action Step 1** 5

Coach/CRT models and then observe both close reading teaching techniques and rigorous interaction in all classrooms.

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Monthly, from 9/29/2014 to 5/18/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Data collected by coach and administrators on amount of close reading and rigor observed in classrooms and in lesson plans.

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Monthly, from 10/1/2014 to 5/25/2015

***Evidence of Completion***

Reflective logs, agendas, and sign-in sheets indicate PD, modeling and observing of close reading and rigor as well as coach evaluations of progress. Implementation data generated through observations and lesson plans is tracked from month to month and either shows increases or problem-solving is initiated.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Students display increased ability to problem-solve while reading complex text and to answer questions that require higher order thinking.

**Person Responsible**

Administration/ Leadership Team

**Schedule**

Monthly, from 10/1/2014 to 5/18/2015

***Evidence of Completion***

At least 75% of students display increased ability to problem-solve while reading complex text as measured by a reading rubric and academic journals reflect increased ability to answer questions that require higher order thinking as measured by the 7 rigor elements of the Marzano framework.

**G4.** Improve achievement through consistent application of CIM process and progress monitoring for all students. 1

G043194

**G4.B1** Inconsistent utilization of progress monitoring to drive instruction in all content areas. 2

B105636

**G4.B1.S1** Problem solve to target and adjust instruction following the continuous improvement model (CIM). 4

S116934

### Strategy Rationale

#### Action Step 1 5

Develop teacher's capacity to use CIM through the Transition Center's data meeting and data cycle.

#### Person Responsible

Amana Levi

#### Schedule

Monthly, from 9/15/2014 to 5/25/2015

#### Evidence of Completion

Improved effectiveness and autonomy in problem-solving and applying interventions, as observed by CRT and leadership team at monthly data meeting; coaches' observations as recorded in coaches' reflective logs, discussions at coaches' meetings and subsequent leadership team meetings.

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

Multiple baseline data sources will be reviewed to determine Reading and Math target skills for 10+ day students. Instructional team will meet weekly to discuss these students and to determine appropriate interventions. The students will conference with the assigned teacher to discuss the target skill, intervention and goal for the next two weeks. Instructional Team will monitor the progress of these students weekly and adjust interventions, as needed.

#### Person Responsible

Administration/ Leadership Team

#### Schedule

Weekly, from 9/8/2014 to 5/25/2015

#### Evidence of Completion

Student data chat meeting logs and pre and post test results regarding targeted skill(s).

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

Monitor student progress on target skill(s)

**Person Responsible**

Administration/ Leadership Team

**Schedule**

**Evidence of Completion**

Pre and post test data on target skill

**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.B2.S2.A1	Provide professional development on writing rigorous and academically relevant learning goals and scales.	Leadership Team, Administration/	9/8/2014	Evidence of learning goals and scales on lesson plans, classroom walkthroughs, training agendas.	5/25/2015 weekly
G1.B1.S1.A1	Provide professional development on the systems used to access data (SMS, EDW, IMS, Performance Matters)	Young, Michell	8/11/2014	Training agendas, exit slips, sign in sheets	12/12/2014 weekly
G1.B2.S1.A1	Content area leads and instructional coach will participate in PLC meetings and common planning meetings to assist with increasing rigorous vocabulary intervention within lesson plans.	Leadership Team, Administration/	9/8/2014	Lesson plan review, meeting agendas, teacher reflections	5/18/2015 monthly
G1.B3.S1.A1	Identify the appropriate program usage that should be occurring in classrooms regarding Achieve 3000, Read 180, APEX, OCVS, HMM, etc.	Leadership Team, Administration/	9/8/2014	List of teachers using the system.	10/31/2014 weekly
G3.B1.S1.A1	Post complex text selection tools, sources of text and close and careful reading videos on Edmodo or Sharepoint. Coach/CRT models and then observe both close reading teaching techniques and rigorous interaction in all classrooms.	Levi, Amana	9/29/2014	Reflective Logs.	5/18/2015 one-time
G3.B2.S1.A1	Coach/CRT models and then observe both close reading teaching techniques and rigorous interaction in all classrooms.	Leadership Team, Administration/	9/29/2014		5/18/2015 monthly
G4.B1.S1.A1	Develop teacher's capacity to use CIM through the Transition Center's data meeting and data cycle.	Levi, Amana	9/15/2014	Improved effectiveness and autonomy in problem-solving and applying interventions, as observed by CRT and leadership team at monthly data meeting; coaches' observations as recorded in coaches' reflective logs, discussions at coaches' meetings and subsequent leadership team meetings.	5/25/2015 monthly

**Orange - 0122 - Positive Pathways Transition Center - 2014-15 SIP**  
*Positive Pathways Transition Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Provide follow-up meetings	Leadership Team, Administration/	9/1/2014	Meeting agendas, evidence of targeted differentiated instruction in lesson plans.	5/18/2015 weekly
G1.B2.S1.A2	Provide opportunities for teachers to observe classrooms with highly effective vocabulary strategies within/ across subject areas.	Leadership Team, Administration/	9/8/2014	Teacher reflections, observation agendas	5/18/2015 weekly
G1.B3.S1.A2	Provide professional development broken down into sections relating to each individual program.	Leadership Team, Administration/	9/8/2014	Sign in sheets, agenda, exit slips.	10/31/2014 weekly
G1.MA1	Planning and reflection meetings with teachers	Leadership Team, Administration/	9/15/2014	Teacher assessment data.	5/25/2015 weekly
G1.MA1	Utilize data walls, department meetings, data chats	Leadership Team, Administration/	9/15/2014	Data walls, meeting agendas, student achievement data.	5/25/2015 weekly
G1.B1.S1.MA1	Collection of student data as prepared and turned in by teachers based the instructional focus calendar and relevant benchmarks.	Young, Michell	9/15/2014	Student achievement data collected from teachers, usage reports from systems that allow such reports such as Progress Book.	5/25/2015 monthly
G1.B1.S1.MA1	PLC and Data Meetings	Leadership Team, Administration/	9/15/2014	Agendas, meeting minutes, collected data	5/18/2015 monthly
G1.B2.S1.MA1	Progress monitoring of student achievement results within the specific category of vocabulary.	Leadership Team, Administration/	10/1/2014	Formal and informal student assessment data.	6/1/2015 monthly
G1.B2.S1.MA1	Classroom walkthroughs, lesson plan feedback, PLC meetings, informal and formal teacher observations.	Leadership Team, Administration/	9/8/2014	Classroom walkthrough results, teacher observation results, lesson plans, meeting agendas	5/22/2015 monthly
G1.B3.S1.MA1	Administer assessments using Achieve 3000, Read 180, Performance Matters Benchmark materials.	Mertz, Christopher	Student achievement data	monthly	
G1.B3.S1.MA1	Perform classroom walkthroughs, look for evidence of software use in lesson plans		Lesson plan feedback, classroom walk-through feedback, conversations with teachers, software usage reports.	weekly	
G2.MA1	Planning and reflection meetings with teachers	Leadership Team, Administration/	9/1/2014	Teacher assessment data.	6/1/2015 weekly
G2.B2.S2.MA1	Informal and formal teacher observations	Pons, Joe	9/22/2014	Teacher observation scores on Design Question 1, element 1.	4/20/2015 daily
G2.B2.S2.MA1	Perform classroom walktroughs	Leadership Team, Administration/	9/1/2014	Classroom walk-through results as detailed on coaching forms, feedback given to teachers	6/1/2015 weekly
G3.MA1	Data collected by the leadership team on amount of close reading and rigor observed in classrooms and in lesson plans is analyzed at weekly leadership meetings and subsequent administrative meetings [Analyze Reading Benchmark, Mini-Assessments, FAIR, Achieve 3000, and classroom progress monitoring assessments to determine student proficiency. Teacher will hold data chats with individual students and determine next steps].	Leadership Team, Administration/	9/5/2014	Analysis of benchmarks, mini-Assessments, and progress monitoring data as well as FCAT Reading Retakes (11th and 12th grades); data charts showing improvement on multiple choice standard tests and writing; Reflective logs (sign-in sheets and agenedas) indicate PD, modeling and observation of close reading and rigor as well as coach/observers evaluation of progress. Implementation data generated through observations and lesson plans is tracked from month to month and either shows increases or problem-solving is initiated.	5/22/2015 weekly
G3.B1.S1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	Students display increased ability to problem-solve while reading complex text and to answer questions that require higher order thinking.	Leadership Team, Administration/	10/1/2014	At least 75% of students display increased ability to problem-solve while reading complex text as measured by a reading rubric and academic journals reflect increased ability to answer questions that require higher order thinking as measured by the 7 rigor elements of the Marzano framework.	5/18/2015 monthly
G3.B2.S1.MA1	Data collected by coach and administrators on amount of close reading and rigor observed in classrooms and in lesson plans.	Leadership Team, Administration/	10/1/2014	Reflective logs, agendas, and sign-in sheets indicate PD, modeling and observing of close reading and rigor as well as coach evaluations of progress. Implementation data generated through observations and lesson plans is tracked from month to month and either shows increases or problem-solving is initiated.	5/25/2015 monthly
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Monitor student progress on target skill(s)	Leadership Team, Administration/	Pre and post test data on target skill	weekly	
G4.B1.S1.MA1	Multiple baseline data sources will be reviewed to determine Reading and Math target skills for 10+ day students. Instructional team will meet weekly to discuss these students and to determine appropriate interventions. The students will conference with the assigned teacher to discuss the target skill, intervention and goal for the next two weeks. Instructional Team will monitor the progress of these students weekly and adjust interventions, as needed.	Leadership Team, Administration/	9/8/2014	Student data chat meeting logs and pre and post test results regarding targeted skill(s).	5/25/2015 weekly

## 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. To strengthen reading proficiency through all content areas.

**G1.B1** Teachers lack an understanding of data analysis and how to provide appropriate academic interventions.

**G1.B1.S1** Provide professional development in the area of data analysis and its use in differentiating instruction through PLC's.

#### PD Opportunity 1

Provide professional development on the systems used to access data (SMS, EDW, IMS, Performance Matters)

##### Facilitator

Leadership Team

##### Participants

Classroom Teachers

##### Schedule

Weekly, from 8/11/2014 to 12/12/2014

#### PD Opportunity 2

Provide follow-up meetings

##### Facilitator

Leadership Team

##### Participants

Classroom Teachers

##### Schedule

Weekly, from 9/1/2014 to 5/18/2015

**G1.B2** Teachers lack an understanding of effective delivery of vocabulary instruction.

**G1.B2.S1** Teachers will participate in PLC's and common planning to create lessons with an intense focus on content specific vocabulary.

**PD Opportunity 1**

Content area leads and instructional coach will participate in PLC meetings and common planning meetings to assist with increasing rigorous vocabulary intervention within lesson plans.

**Facilitator**

Leadership Team

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 9/8/2014 to 5/18/2015

**PD Opportunity 2**

Provide opportunities for teachers to observe classrooms with highly effective vocabulary strategies within/across subject areas.

**Facilitator**

Administration/Leadership Team

**Participants**

Classroom Teachers

**Schedule**

Weekly, from 9/8/2014 to 5/18/2015

**G1.B3** Teachers lack an understanding of how to utilize available technology resources.

**G1.B3.S1** Provide target professional development on the use of each individual system such as our Instructional Management System (IMS), Student Management System (SMS), Performance Matters, Education Data Warehouse (EDW), etc.

**PD Opportunity 1**

Provide professional development broken down into sections relating to each individual program.

**Facilitator**

Leadership Team

**Participants**

Classroom Teachers

**Schedule**

Weekly, from 9/8/2014 to 10/31/2014

**G2.** To strengthen the use of appropriate and rigorous learning goals and scales as supported by the Marzano Instructional Model.

**G2.B2** Teachers lack an understanding of how to differentiate instruction.

**G2.B2.S2** Provide professional development on how to differentiate instruction using Marzano's Instructional Model.

**PD Opportunity 1**

Provide professional development on writing rigorous and academically relevant learning goals and scales.

**Facilitator**

Leadership Team

**Participants**

Classroom Teachers

**Schedule**

Weekly, from 9/8/2014 to 5/25/2015

**G3.** Increase proficiency for all students in reading through the use and comprehension of complex text aligned with DOK levels & Common Core Standards using scaffolded instruction (strategic gradual release) including AMO groups not reaching proficiency.

**G3.B1** Teachers at different levels of pedagogy needed to identify, use, and scaffold complex text at rigorous levels of Webb's Depth of Knowledge for struggling learners.

**G3.B1.S1** Provide professional development for teachers on Webb's Depth of Knowledge and Common Core State Standards.

### **PD Opportunity 1**

Post complex text selection tools, sources of text and close and careful reading videos on Edmodo or Sharepoint. Coach/CRT models and then observe both close reading teaching techniques and rigorous interaction in all classrooms.

#### **Facilitator**

Leadership Team/CRT

#### **Participants**

Teachers in content areas.

#### **Schedule**

On 5/18/2015

**G3.B2** Students lack proficiency in comprehending complex texts, answering questions requiring higher-order thinking.

**G3.B2.S1** Provide support in all settings for increased teacher capacity to use close and careful reading of complex text and higher order thinking in instruction. Coach models and then observes both close reading teaching techniques and rigorous interaction in all classrooms.

### **PD Opportunity 1**

Coach/CRT models and then observe both close reading teaching techniques and rigorous interaction in all classrooms.

#### **Facilitator**

Leadership Team/CRT

#### **Participants**

Teachers in content areas.

#### **Schedule**

Monthly, from 9/29/2014 to 5/18/2015

## Technical Assistance Items

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