



## Acceleration Academy West

2751 LAKE STANLEY RD, Orlando, FL 32818

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

### School Grades History

**Year**

**Grade**

### 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**

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### School Environment

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

Each student that enrolls at Acceleration Academy West completes an application which includes their commitment and their parent/guardian's commitment to their success and the school's success. They also have an interview with the principal or principal designee prior to enrollment to discuss the school's curriculum and culture. Due to our size and multiple core credits needed yearly to graduate in three years, all of our students have our teachers yearly and sometimes more than once a year. This builds and adds to the relationship between staff and students.

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

Before enrolling at AAW, each student has an interview with the principal to discuss the school's curriculum, size and culture. The interview allows students to meet and talk with the principal or designee before they enroll at AAW, which makes it more comfortable for them to approach staff about concerns when here. This interview also deters discipline issues. This is important due to our size and three-year accelerated program. Our school dress code allows all students and staff to quickly identify anyone on campus that does not belong and to notify admin or security staff. We have restricted areas identified on campus where students are not allowed before and during school and also after school on Monday and Thursday during tutoring.

##### **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**

AAWHS utilizes a modified version of CHAMPs which encourages teachers to regularly review and post classroom guidelines and expectations designed to prevent and/or minimize distractions and keep students engaged in learning. Consequences, such as LOPs – loss-of-privilege lunch detentions – and conferences are offered quickly and consistently for infractions and also in a manner which minimizes interruptions to the school day. Teachers are familiarized at the beginning of the year with the school's expectations for following the CHAMPs program in their classrooms, fairly and consistently enforcing those expectations, and informing the appropriate personnel of any infractions. Reviews are scheduled throughout the school year (at the beginning of each quarter) to remind the students what the behavioral expectations are and students are often rewarded for meeting and/or exceeding those expectations.

**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**

AAW helps to ensure that all students' social-emotional needs are met by providing an academic and socially safe learning environment. Counseling services are available at the school as well as through social service referrals through such organizations as SEDNET.

**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**

Attendance is monitored weekly by the guidance counselor and registrar. Parent contact, letters, and attendance contracts are created and enforced when a student reaches five unexcused absences. Student discipline is monitored closely due to our size and close knit campus. Meetings with the administration are held with students and parents after multiple referrals that have resulted in behavior modification, behavioral contract, or withdrawal.

Due to the three year accelerated program and eight period schedule at AAW, students who fail an ELA or mathematics course will either retake the class through Orange County Virtual School online or in their regular class schedule the next year if there is space available in their schedule. AAW offers OCVS classes each period of the day in a computer lab on campus for students who lack the resources to participate and complete online courses at home.

All students who receive a level 1 or level 2 on the previous year's state assessment in reading or math are scheduled into an Intensive class (reading and math) for added support.

**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
	8	9	10	11	
Attendance below 90 percent	7	7	14	5	33
One or more suspensions	2	1	2	3	8
Course failure in ELA or Math	0	1	1	0	2
Level 1 on statewide assessment	8	6	20	0	34

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

Indicator	Grade Level			Total
	8	9	10	
Students exhibiting two or more indicators	3	3	8	14

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

Attendance is monitored weekly by the guidance counselor and registrar. Parent contact, letters, and attendance contracts are created and enforced when a student reaches five unexcused absences. All students who receive a level 1 or level 2 on the previous year's state assessment in reading or math are scheduled into an Intensive class (reading and math) for added support.

After school tutoring is conducted all year long on Mondays and Thursdays from 2:30 until 4:00. It is

open to all students and includes any subject area. The school provides bus passes for students who require public transportation to get home from tutoring.

## 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/215494>.

#### 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**

AAW is a Provision 2 Title 1 school that serves multiple communities in the north, west and southwest areas of Orange County. We utilize retired educators that live in the community as volunteers to help staff and students on campus. The school also provides community service hours for seniors from area high schools to come on campus to support staff and students. The school partners up with the S.T.A.R.S. organization to procure school supplies for our students to utilize all year long. We also provide and accept food donations for our pantry which is used to supply our needy, especially homeless students, with available food items.

## 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
Morse, George	Principal
Mueller, Stephanie	Instructional Coach
Pluguez, George	Instructional Coach
Carswell, Shun	Guidance Counselor

#### Duties

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

Principal builds the master schedule to meet all the state requirements for curriculum and graduation requirements.

Principal and instructional coaches will write the SIP, monitor academic data and perform classroom observations.

Instructional coaches will coordinate and conduct all student assessments, monitor school-wide and student data, perform classroom observations and conduct professional development.

Guidance counselor will mentor and students, monitor student attendance, construct and monitor student schedules, monitor student progression and graduation requirements.

**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**

Daily, our leadership team discusses specific needs and pressing issues. The team also meets monthly to analyze data from benchmark testing, formative and summative classroom assessments and classroom observations and using the four-step problem solving model to identify large group problems and generate plans to address them:

Teachers collect and analyze formative and summative assessment data. Lesson plans follow the district scope and sequence to align with state standards and reflect differentiated instruction based on data analysis.

AAW is a provision 2 Title I school with over 96% of the students on F/R lunch status. We offer a complete free breakfast and lunch to every student every day.

The Title I funds help update the school's technology with new computers, Nooks for each student, and SMART Boards for classrooms.

Title I funds are also used for the after school tutoring program and Saturday EOC boot-camps.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
George Morse	Principal
George Pluguez	Teacher
Bill Chambers	Business/Community
Shun Carswell	Teacher
Veronica Bryant	Teacher
Jean Smithey	Education Support Employee
Renier Santiago	Parent
William Harp	Parent
Josue Louis	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 2013-2014 School improvement plan goals were reviewed, discussed and evaluated. While showing gains in some grade levels in reading and writing, we continue to have to improve our

proficiency rate in reading, writing and the algebra EOC for our students to be successful and graduate. That led us to the creation of our three main goals for the 2014-2015 school improvement plan, which is to increase the proficiency rate in those three areas.

*Development of this school improvement plan*

The SAC reviewed the SIP at the September meeting and the committee discussed its components. We discussed the academic areas that the school was focusing on, technology upgrades needed and also that the main focus for the SAC for this year would be to increase parental involvement and keep our school community up-to-date of the new assessments and its processes.

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

The SAC will review this years activities and expenses through the principal's report at the meetings and then make the plans for the annual 2015-2016 budget during our April meeting before it is submitted.

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

We do not have separate allocated school improvement funds for use. All funding for the school and SAC will come from the school budget including use of Title I 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
Pluguez, George	Instructional Coach
Mueller, Stephanie	Instructional Coach
Morse, George	Principal
Gore, Valerie	Teacher, K-12
Mooring, Gayle	Teacher, K-12
Rigsby, Henriann	Teacher, K-12
Rodriguez, Schandra	Teacher, K-12

**Duties**

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

The major initiatives to be addressed this year through the LLT will be increasing reading and writing proficiency for all grade levels. The LLT will meet monthly to monitor progression in our reading and writing data. The teachers will use data from district benchmark testing, Achieve3000, Reading Plus, OC Writes and formative and summative assessments to drive their instruction. Teachers will use common planning periods to share researched based ideas and instructional strategies that are effective with our school population. AAW also participates in the Accelerated Reader program. This program is used to motivate students to acquire stronger reading habits and to encourage them to

become life-long readers. Each student is provided a Nook and has access to the Orange County Library system for reading books electronically. Principal and instructional coaches will monitor use of the strategies in the classes through classroom observations and lesson plans.

## 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**

Teachers begin each school year with a welcome back breakfast on day one of pre-planning and a luncheon get together at the end of pre-planning week.

Teachers have a planning period each day with the multiple teacher department having a common planning period to collaborate, analyze data and build relationships.

The early release of students on Wednesdays allows an added hour weekly for teachers to collaborate with each other, participate in staff development and meet as a faculty group.

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

Principal and instructional coaches work with staff to enhance their classroom abilities through professional development for instructional strategies, using data to drive instruction and the continued development of the Marzano coaching/assessment system.

Instructional coaches serve as teacher mentors for all new category 1 teachers to provide mentoring support and to progress them professionally for retainment yearly.

Principal includes the teachers in the master scheduling process so they have input into course taught, course loads and planning time.

Principal only interviews certified in-field applicants for all vacancies.

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

AAW has two category 1 teachers on staff this year in need of a mentor. They are part of the OCPS Beginning Teacher Program and the Alternative Certification Program online. They are paired with the instructional coach over their department as a mentor. The teachers work closely with the instructional coaches, peers and the principal to learn and understand the educational environment and be effective instructors for the students.

## 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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **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**

AAW uses data from a variety of sources including state, district, and local benchmark assessments as well as data collected from educational programs such as Achieve3000, Reading Plus, and Algebra Nation to drive instructional practices. These data sources allow teachers to group students in a variety of ways in order to provide differentiated and scaffolded instruction to students based on their needs. Differentiation is first reflected in the teachers' lesson plans and then in daily instruction. In addition, instructional coaches use one on one and small group pull out programs that focus on specific skills to assist students having difficulty attaining the proficient or advanced level on state assessments. AAW offers after school tutoring programs for each core curriculum subject area. AAW offers Saturday EOC prep time prior to the Algebra I EOC.

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

**Strategy:** After School Program

**Minutes added to school year:** 5,400

After school tutoring in all subject areas is available to students from September through May on Mondays and Thursdays from 2:30 to 4:00.

**Strategy Rationale**

Allows students the ability to work on problem areas in any of subject area of need to enhance their academic standing.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Carswell, Shun, shunta'.crockett-carswell@ocps.net

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

Benchmark data and formative/summative assessment data is monitored by the Academic Tutoring Services Coordinator and teachers monthly.

**Strategy:** Weekend Program

**Minutes added to school year:** 480

Two-hour daily additive instruction/tutoring for four Saturdays prior to the Algebra I EOC assessment

**Strategy Rationale**

Prepare students for the best academic success on the Algebra I EOC by reinforcing the skills needed to be successful on the assessment.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Mueller, Stephanie, stephanie.mueller@ocps.net

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

Prior EOC assessment data, benchmark assessment data, algebra class assessment data

**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**

AAW provides students with a safe, secure, and caring learning environment. AAW provides our students with enrichment resources such as tutoring, intensive math and reading courses for added academic support. All students are provided opportunities for tutoring for academic courses. We maintain a flexible open door policy for both parents and students. We provide a low ratio of teacher to students. Incoming ninth grade students are provided an opportunity to do college and career interest inventories. The importance of all years of high school are stressed to all students starting with their first year taking high school courses. Post secondary choices (college, technical school, military, and work force) are introduced the first year of high school.

Outgoing students are provided with continued academic support. Scholarship, volunteer, testing, and employment information is provided. Assistance with completion of applications for post secondary admission, financial aid forms, scholarships, community services and employment is provided. AAW offers the ACT on campus during the school day once a year to all juniors and seniors to help those students who can't afford it and have transportation issues to attend a Saturday testing. AAW provides applicable students with financial assistance through assessment fee waivers (SAT or ACT). AAW provides students with opportunities to meet with post secondary and employment representatives.

**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**

Students are encouraged to participate in college/career fairs, visit post-secondary campuses in person and virtually. Students are provided interest inventory assessments for the purpose of potentially matching students likes with possible career choices.

School provides juniors and seniors a college visit to a nearby institution while being accompanied by

school staff.

The guidance counselor meets with students both individually and within a group to discuss courses needed for graduation, college admission, technical school admission and scholarships.

Testing information is provided for FSA, FCAT, EOC, SAT, ACT, PERT, and TABE.

Parent Information Night is held to inform parents about graduation requirements, testing requirements, dual enrollment opportunities and scholarship opportunities.

Financial Aid Night is provided to inform parents and students of the financial aid process for all post secondary institutions.

College and career information is disseminated through classroom visits and guidance conferences.

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

AAW offers dual enrollment opportunities to all of OCPS vocational tech center programs for those students that qualify.

AAW offers Introduction to Information Technology, Foundations of Web Design and User Interface Design on campus with industry certification assessments for all three programs.

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

Students are offered and placed in courses based on standardized testing scores, prior grades, teacher recommendations, student and parent requests. Students are offered a variety of courses based on their needs as well as potential college and career choices.

AAW offers dual enrollment opportunities to all of OCPS vocational tech center programs for those students that qualify.

AAW offers Introduction to Information Technology, Foundations of Web Design and User Interface Design on campus with industry certification assessments in all three programs.

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

We have not had a graduating class prior to 2015. Our students are provided with a rigorous curriculum as set forth by OCPS and FDOE. Core instructional resources are provided through the Instructional Management System (IMS) and are aligned to the Florida Standards. AAW utilizes the standards-based resources during daily instruction. We also provide our students with enrichment courses deemed necessary by FDOE standards. Academic tutoring is available during lunch and after school.

## 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.** Student performance on Algebra I EOC assessment will improve as a result of increasing teachers' understanding and use of the Florida Standards and Instructional Framework.
- G2.** Student proficiency in reading will increase as a result of increasing teacher effectiveness in planning and delivery of standards-based instruction.
- G3.** Student performance in writing will improve as a result of increasing teachers' understanding of Florida writing standards and embedding text-based writing across content areas.

## 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.** Student performance on Algebra I EOC assessment will improve as a result of increasing teachers' understanding and use of the Florida Standards and Instructional Framework. 1a

G047646

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	39.0

**Resources Available to Support the Goal** 2

- New Algebra Florida Standards
- Offer intensive math for students who have passed Algebra I but not the Algebra I EOC and for present Level 1 & 2 Algebra I students
- Admin and non-classroom instructional staff members to do individual and small group pull out sessions for those EOC retake students not able to be scheduled into intensive math.
- Placed strongest math teacher with our Algebra I and first year Intensive math students
- After school tutoring offered two days a week for 3 hours a week
- Saturday Algebra I boot-camp for a month prior to EOC administration

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack experience with new Florida Standards
- There are not enough intensive math sections for all retake students who have not passed the Algebra I EOC

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

Analysis of benchmark data

**Person Responsible**

Stephanie Mueller

**Schedule**

Quarterly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Data analysis meeting notes

**G2.** Student proficiency in reading will increase as a result of increasing teacher effectiveness in planning and delivery of standards-based instruction. 1a

G042158

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	28.0

**Resources Available to Support the Goal** 2

- Achieve 3000
- Reading Plus
- Benchmark assessments for progress monitoring
- Language Arts Florida Standards

**Targeted Barriers to Achieving the Goal** 3

- The transition from the Next Generation standards to the new Florida Standards.
- Lack of familiarity with the Florida Standards Assessment.

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

The leadership team will monitor progress toward the goal by meeting monthly to review benchmark assessment, teacher observation, and formative assessment data. The leadership team will review grade level and class data and utilize the 4 step problem solving model to identify problems and develop plans to address them.

**Person Responsible**

George Pluguez

**Schedule**

On 6/5/2015

**Evidence of Completion**

Meeting notes, actions plans based on the data analyzed

**G3.** Student performance in writing will improve as a result of increasing teachers' understanding of Florida writing standards and embedding text-based writing across content areas. 1a

G042159

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	18.0

**Resources Available to Support the Goal** 2

- OCPS Writes
- FSA ELA Text-Based Writing Rubric

**Targeted Barriers to Achieving the Goal** 3

- Lack of information and professional development for new writing test.
- Lack of familiarity and interaction the new text-based writing rubric.

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

The leadership team will meet regularly to analyze writing assessment data. Teachers will meet regularly to analyze assessment data and make necessary changes to instruction.

**Person Responsible**

George Pluguez

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, PLC or common planning meeting notes. MTSS notes

## 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.** Student performance on Algebra I EOC assessment will improve as a result of increasing teachers' understanding and use of the Florida Standards and Instructional Framework. **1**

 G047646

**G1.B1** Teachers lack experience with new Florida Standards **2**

 B118726

**G1.B1.S1** Provide a time and structure for collaboration between math teachers on our campus and teachers from another school. **4**

 S130516

### Strategy Rationale

Collaboration will allow teachers to share ideas and learn more about the State Standards and match them with effective instructional strategies

### Action Step 1 **5**

Collaboration with Acceleration Academy East

#### Person Responsible

George Morse

#### Schedule

Monthly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

PLC Collaboration notes

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

Review of PLC collaboration notes

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

PLC collaboration notes

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

Review lesson plans and conduct classroom observations

**Person Responsible**

Stephanie Mueller

**Schedule**

On 5/29/2015

***Evidence of Completion***

PLC collaboration notes and lesson plans

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

Informal observations and classroom walk throughs

**Person Responsible**

Stephanie Mueller

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

iObservation data, benchmark assessment data and FSA data

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

Review of lesson plans

**Person Responsible**

Stephanie Mueller

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Instructional strategies matched to content and align with district scope and sequence;  
benchmark assessment data

**G1.B1.S2 Offer district Algebra 1 content training to teachers** 4

 S130517

**Strategy Rationale**

The district training allows teachers to become familiar with the upcoming content standards in the Algebra scope and sequence. This will build teachers' content knowledge and familiarize them with the new standards prior to classroom instruction.

**Action Step 1** 5

The school will provide subs for the math teachers to attend district trainings.

**Person Responsible**

Stephanie Mueller

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans and classroom observations

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

Monitor teacher attendance and provide TDY days for district trainings.

**Person Responsible**

Stephanie Mueller

**Schedule**

On 5/29/2015

***Evidence of Completion***

Lesson plans and classroom observations for strategies learned at trainings

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

Review benchmark, formative and summative assessment data

**Person Responsible**

Stephanie Mueller

**Schedule**

On 5/29/2015

***Evidence of Completion***

Benchmark assessment, formative and summative assessment data

**G1.B1.S3 Offer job embedded professional development in the use of effective instructional strategies**

4

 S131851

**Strategy Rationale**

Effective instructional strategies will have have a positive effect on student achievement.

**Action Step 1** 5

The school will provide job embedded professional development for teachers in the use of effective instructional strategies

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Staff development calendar, sign in sheets

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

Create a calendar of professional development activities, monitor sign in sheets

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Sign in sheets, professional development calendar

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

Analyze benchmark formative and summative student achievement data

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

classroom observations, lesson plans, notes from data analysis meeting

**G1.B2** There are not enough intensive math sections for all retake students who have not passed the Algebra I EOC 2

 B118728

**G1.B2.S1** Provide more remedial instructional opportunities for those retake students not scheduled for an intensive math through tutoring, pullouts and lunch time instruction.. 4

 S131666

**Strategy Rationale**

Allow all students the opportunity to prepare for Algebra I EOC

**Action Step 1 5**

Identify those retake students not scheduled in an intensive math class

**Person Responsible**

Shun Carswell

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student achievement data and schedules

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

Review student data and schedules

**Person Responsible**

Shun Carswell

**Schedule**

On 5/29/2015

***Evidence of Completion***

Student schedules

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

Review benchmark, teacher formative and summative assessment data

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Benchmark assessments, teacher formative and summative assessments

**G2.** Student proficiency in reading will increase as a result of increasing teacher effectiveness in planning and delivery of standards-based instruction. 1

G042158

**G2.B1** The transition from the Next Generation standards to the new Florida Standards. 2

B102728

**G2.B1.S1** Teachers will attend district and locally provided professional development on LAFS. 4

S113846

### Strategy Rationale

Attending professional development on teaching the new standards will enable teachers to create the necessary shifts in instruction from the NGSS to the LAFS.

### Action Step 1 5

Provide time and substitutes for language arts and reading teachers to attend trainings.

#### Person Responsible

George Pluguez

#### Schedule

Quarterly, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans and classroom observations

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

Review of lesson plans, PLC collaboration notes and classroom observations

#### Person Responsible

George Pluguez

#### Schedule

Biweekly, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans, PLC collaboration notes and classroom observations

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

Review student formative and summative assessments, benchmark assessments

**Person Responsible**

George Morse

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Leadership team meeting notes and PLC collaboration notes including analysis of benchmark assessments.

**G2.B1.S2** Establish collaborative PLC's between Acceleration Academy and Acceleration Academy West high schools for teachers to share ideas and create unit plans based on the LAFS using the grade level scope and sequence provided by the district. 4

 S121971

**Strategy Rationale**

Collaborative PLC's will allow teachers to focus on district's scope and sequence and measurement topic plans, which are driven by the LAFS, as they build their unit plans.

**Action Step 1 5**

Collaboration with Acceleration Academy East

**Person Responsible**

George Morse

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC collaboration notes

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review of PLC collaboration notes

**Person Responsible**

George Pluguez

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

PLC collaboration notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Informal observations, classroom walk throughs

**Person Responsible**

George Pluguez

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

iObservation data, benchmark assessment data and FSA data

**G2.B1.S3** The school will provide job embedded professional development for teachers in the use of effective instructional strategies **4**

 S132756

### **Strategy Rationale**

Effective instructional strategies will have have a positive effect on student achievement.

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

Create a lesson plan and calendar for professional development activities, monitor sign-in sheets

#### **Person Responsible**

Stephanie Mueller

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

#### ***Evidence of Completion***

Staff development calendar, sign in sheets

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** **6**

Create a calendar of professional development activities and monitor sign in sheets.

#### **Person Responsible**

Stephanie Mueller

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

#### ***Evidence of Completion***

Sign in sheets, professional development calendar

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Analyze benchmark formative and summative student achievement data.

**Person Responsible**

George Pluguez

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Classroom observations, lesson plans, notes from data analysis meeting

**G2.B2** Lack of familiarity with the Florida Standards Assessment. 2

 B102729

**G2.B2.S1** Teachers will attend district and local professional development as they become available. 4

 S113847

**Strategy Rationale**

Attending professional development will familiarize teachers with the standards needed for students to be successful on the FSA.

**Action Step 1** 5

Have ELA and reading teachers attend professional development by district ELA and writing coaches.

**Person Responsible**

George Pluguez

**Schedule**

Quarterly, from 8/18/2014 to 4/30/2015

**Evidence of Completion**

Lesson plans, PLC notes

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

Review PLC collaboration notes, evaluate lesson plans

**Person Responsible**

George Pluguez

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

PLC collaboration notes, lesson plans

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

Conduct classroom walk throughs and informal observations, analyze student achievement data

**Person Responsible**

George Pluguez

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

iObservation data, benchmark assessment data

**G2.B2.S2** Establish collaborative PLC's so that teachers can share ideas and create unit plans. 4

S123588

**Strategy Rationale**

Collaboration with others teachers will allow teachers to gain a deeper understanding of the standards needed for students to be successful on the FSA.

**Action Step 1** 5

The school will provide common planning time for teachers to participate in effective PLC's.

**Person Responsible**

George Morse

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

PLC collaboration notes and lesson plans

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

Review and monitor PLC collaboration notes and lesson plans, perform classroom observations

**Person Responsible**

George Pluguez

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

PLC collaboration notes, lesson plans and classroom observations

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

Monitor and evaluate student formative and summative assessments, benchmark assessments.

**Person Responsible**

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student formative and summative assessments, benchmark assessments

**G3.** Student performance in writing will improve as a result of increasing teachers' understanding of Florida writing standards and embedding text-based writing across content areas. 1

 G042159

**G3.B1** Lack of information and professional development for new writing test. 2

 B112139

**G3.B1.S1** ELA, social studies and reading teachers will attend district and school based professional development for writing. 4

 S123543

### **Strategy Rationale**

Having teachers attend professional development for reading and writing will prepare them to teach according to the new reading and writing standards.

### **Action Step 1** 5

Teachers will attend district scheduled Core Connections training as well as writing trainings posted on PDS online.

#### **Person Responsible**

George Pluguez

#### **Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson plans, classroom observations, student essays.

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

Review and evaluate lesson plans, review and evaluate student writing, classroom observations

#### **Person Responsible**

George Pluguez

#### **Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson plans, PLC meeting notes, students papers

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

Evaluate writing data from OC Writes, review lesson plans, classroom observations

**Person Responsible**

George Pluguez

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, PLC meeting notes, writing data

**G3.B1.S2** Offer job embedded professional development for teachers in the use of effective instructional strategies. 4

 S132759

**Strategy Rationale**

Effective instructional strategies will have a positive effect on student achievement.

**Action Step 1** 5

The school will provide job embedded professional development for teachers in the use of effective instructional strategies.

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

staff development calendar and sign in sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Create a lesson plan and calendar for professional development opportunities and monitor sign in sheets.

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Sign in sheets, professional development lesson plans and calendar.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Analyze formative and summative student achievement data.

**Person Responsible**

Stephanie Mueller

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Classroom observations, lesson plans, notes from data analysis meetings

**G3.B2** Lack of familiarity and interaction the new text-based writing rubric. 2

 B112141

**G3.B2.S1** Teachers will use the new text-based writing rubric for not only district level writing assessments, but also for the writing assessments given as part of the classroom curriculum. 4

 S123546

**Strategy Rationale**

The more opportunities teachers have to use the rubric, the more familiarity teachers and students will have with the writing expectations.

**Action Step 1** 5

Teachers will participate in training for the effective use of the new writing rubric.

**Person Responsible**

George Pluguez

**Schedule**

Quarterly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

PLC meeting notes, students essays

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

Review and evaluate lesson plans, conduct classroom observations, review students essays

**Person Responsible**

George Pluguez

**Schedule**

Quarterly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

OC Writes data, student essays, lesson plans

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

Analysis of writing data from OC Writes, conduct classroom observations.

**Person Responsible**

George Pluguez

**Schedule**

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

**Evidence of Completion**

OC Writes Data, students essays scored using rubric

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Provide time and substitutes for language arts and reading teachers to attend trainings.	Pluguez, George	10/1/2014	Lesson plans and classroom observations	6/5/2015 quarterly
G1.B1.S1.A1	Collaboration with Acceleration Academy East	Morse, George	9/1/2014	PLC Collaboration notes	5/29/2015 monthly
G1.B2.S1.A1	Identify those retake students not scheduled in an intensive math class	Carswell, Shun	9/1/2014	Student achievement data and schedules	5/29/2015 one-time
G2.B2.S1.A1	Have ELA and reading teachers attend professional development by district ELA and writing coaches.	Pluguez, George	8/18/2014	Lesson plans, PLC notes	4/30/2015 quarterly
G2.B2.S2.A1	The school will provide common planning time for teachers to participate in effective PLC's.	Morse, George	8/18/2014	PLC collaboration notes and lesson plans	6/5/2015 daily
G3.B2.S1.A1	Teachers will participate in training for the effective use of the new writing rubric.	Pluguez, George	9/29/2014	PLC meeting notes, students essays	5/29/2015 quarterly
G1.B1.S3.A1	The school will provide job embedded professional development for teachers in the use of effective instructional strategies	Mueller, Stephanie	9/1/2014	Staff development calendar, sign in sheets	5/29/2015 monthly
G3.B1.S1.A1	Teachers will attend district scheduled Core Connections training as well as writing trainings posted on PDS online.	Pluguez, George	8/18/2014	Lesson plans, classroom observations, student essays.	5/29/2015 quarterly
G2.B1.S3.A1	Create a lesson plan and calendar for professional development activities, monitor sign-in sheets	Mueller, Stephanie	9/1/2014	Staff development calendar, sign in sheets	5/29/2015 monthly
G3.B1.S2.A1	The school will provide job embedded professional development for teachers in the use of effective instructional strategies.	Mueller, Stephanie	9/1/2014	staff development calendar and sign in sheets	5/29/2015 monthly
G2.B1.S2.A1	Collaboration with Acceleration Academy East	Morse, George	9/1/2014	PLC collaboration notes	5/29/2015 monthly
G1.B1.S2.A1	The school will provide subs for the math teachers to attend district trainings.	Mueller, Stephanie	9/1/2014	Lesson plans and classroom observations	5/29/2015 quarterly

**Orange - 1841 - Acceleration Academy West - 2014-15 SIP**  
Acceleration Academy West

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Analysis of benchmark data	Mueller, Stephanie	10/1/2014	Data analysis meeting notes	5/29/2015 quarterly
G1.B1.S1.MA1	Informal observations and classroom walk throughs	Mueller, Stephanie	9/1/2014	iObservation data, benchmark assessment data and FSA data	5/29/2015 biweekly
G1.B1.S1.MA3	Review of lesson plans	Mueller, Stephanie	9/1/2014	Instructional strategies matched to content and align with district scope and sequence; benchmark assessment data	5/29/2015 biweekly
G1.B1.S1.MA1	Review of PLC collaboration notes	Mueller, Stephanie	9/1/2014	PLC collaboration notes	5/29/2015 monthly
G1.B1.S1.MA4	Review lesson plans and conduct classroom observations	Mueller, Stephanie	9/1/2014	PLC collaboration notes and lesson plans	5/29/2015 one-time
G1.B2.S1.MA1	Review benchmark, teacher formative and summative assessment data	Mueller, Stephanie	9/2/2014	Benchmark assessments, teacher formative and summative assessments	5/29/2015 monthly
G1.B2.S1.MA1	Review student data and schedules	Carswell, Shun	9/1/2014	Student schedules	5/29/2015 one-time
G1.B1.S2.MA1	Review benchmark, formative and summative assessment data	Mueller, Stephanie	9/2/2014	Benchmark assessment, formative and summative assessment data	5/29/2015 one-time
G1.B1.S2.MA1	Monitor teacher attendance and provide TDY days for district trainings.	Mueller, Stephanie	5/29/2015	Lesson plans and classroom observations for strategies learned at trainings	5/29/2015 one-time
G1.B1.S3.MA1	Analyze benchmark formative and summative student achievement data	Mueller, Stephanie	9/1/2014	classroom observations, lesson plans, notes from data analysis meeting	5/29/2015 monthly
G1.B1.S3.MA1	Create a calendar of professional development activities, monitor sign in sheets	Mueller, Stephanie	9/1/2014	Sign in sheets, professional development calendar	5/29/2015 monthly
G2.MA1	The leadership team will monitor progress toward the goal by meeting monthly to review benchmark assessment, teacher observation, and formative assessment data. The leadership team will review grade level and class data and utilize the 4 step problem solving model to identify problems and develop plans to address them.	Pluguez, George	10/1/2014	Meeting notes, actions plans based on the data analyzed	6/5/2015 one-time
G2.B1.S1.MA1	Review student formative and summative assessments, benchmark assessments	Morse, George	10/1/2014	Leadership team meeting notes and PLC collaboration notes including analysis of benchmark assessments.	6/5/2015 biweekly
G2.B1.S1.MA1	Review of lesson plans, PLC collaboration notes and classroom observations	Pluguez, George	10/1/2014	Lesson plans, PLC collaboration notes and classroom observations	6/5/2015 biweekly
G2.B2.S1.MA1	Conduct classroom walk throughs and informal observations, analyze student achievement data	Pluguez, George	9/1/2014	iObservation data, benchmark assessment data	5/29/2015 quarterly
G2.B2.S1.MA1	Review PLC collaboration notes, evaluate lesson plans	Pluguez, George	9/1/2014	PLC collaboration notes, lesson plans	5/29/2015 quarterly
G2.B1.S2.MA1	Informal observations, classroom walk throughs	Pluguez, George	9/1/2014	iObservation data, benchmark assessment data and FSA data	5/29/2015 monthly
G2.B1.S2.MA1	Review of PLC collaboration notes	Pluguez, George	9/1/2014	PLC collaboration notes	5/29/2015 monthly
G2.B2.S2.MA1	Monitor and evaluate student formative and summative assessments, benchmark assessments.		9/1/2014	Student formative and summative assessments, benchmark assessments	5/29/2015 monthly
G2.B2.S2.MA1	Review and monitor PLC collaboration notes and lesson plans, perform classroom observations	Pluguez, George	8/18/2014	PLC collaboration notes, lesson plans and classroom observations	5/29/2015 biweekly
G2.B1.S3.MA1	Analyze benchmark formative and summative student achievement data.	Pluguez, George	9/1/2014	Classroom observations, lesson plans, notes from data analysis meeting	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1	Create a calendar of professional development activities and monitor sign in sheets.	Mueller, Stephanie	9/1/2014	Sign in sheets, professional development calendar	5/29/2015 monthly
G3.MA1	The leadership team will meet regularly to analyze writing assessment data. Teachers will meet regularly to analyze assessment data and make necessary changes to instruction.	Pluguez, George	10/1/2014	Lesson plans, PLC or common planning meeting notes. MTSS notes	6/5/2015 monthly
G3.B1.S1.MA1	Evaluate writing data from OC Writes, review lesson plans, classroom observations	Pluguez, George	8/18/2014	Lesson plans, PLC meeting notes, writing data	5/29/2015 biweekly
G3.B1.S1.MA1	Review and evaluate lesson plans, review and evaluate student writing, classroom observations	Pluguez, George	8/18/2014	Lesson plans, PLC meeting notes, students papers	5/29/2015 biweekly
G3.B2.S1.MA1	Analysis of writing data from OC Writes, conduct classroom observations.	Pluguez, George	9/29/2014	OC Writes Data, students essays scored using rubric	5/29/2015 biweekly
G3.B2.S1.MA1	Review and evaluate lesson plans, conduct classroom observations, review students essays	Pluguez, George	9/29/2014	OC Writes data, student essays, lesson plans	5/29/2015 quarterly
G3.B1.S2.MA1	Analyze formative and summative student achievement data.	Mueller, Stephanie	9/1/2014	Classroom observations, lesson plans, notes from data analysis meetings	5/29/2015 monthly
G3.B1.S2.MA1	Create a lesson plan and calendar for professional development opportunities and monitor sign in sheets.	Mueller, Stephanie	9/1/2014	Sign in sheets, professional development lesson plans and calendar.	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Student performance on Algebra I EOC assessment will improve as a result of increasing teachers' understanding and use of the Florida Standards and Instructional Framework.

**G1.B1** Teachers lack experience with new Florida Standards

**G1.B1.S2** Offer district Algebra 1 content training to teachers

### **PD Opportunity 1**

The school will provide subs for the math teachers to attend district trainings.

#### **Facilitator**

District Math coaches and Teaching and Learning department

#### **Participants**

Algebra teachers

#### **Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**G1.B1.S3** Offer job embedded professional development in the use of effective instructional strategies

### **PD Opportunity 1**

The school will provide job embedded professional development for teachers in the use of effective instructional strategies

#### **Facilitator**

Stephanie Mueller

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G2.** Student proficiency in reading will increase as a result of increasing teacher effectiveness in planning and delivery of standards-based instruction.

**G2.B1** The transition from the Next Generation standards to the new Florida Standards.

**G2.B1.S1** Teachers will attend district and locally provided professional development on LAFS.

**PD Opportunity 1**

Provide time and substitutes for language arts and reading teachers to attend trainings.

**Facilitator**

On campus and district FSA trainings

**Participants**

Language Arts and reading teachers

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**G2.B1.S3** The school will provide job embedded professional development for teachers in the use of effective instructional strategies

**PD Opportunity 1**

Create a lesson plan and calendar for professional development activities, monitor sign-in sheets

**Facilitator**

Stephanie Mueller

**Participants**

All teachers

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G2.B2** Lack of familiarity with the Florida Standards Assessment.

**G2.B2.S2** Establish collaborative PLC's so that teachers can share ideas and create unit plans.

**PD Opportunity 1**

The school will provide common planning time for teachers to participate in effective PLC's.

**Facilitator**

George Pluguez

**Participants**

ELA and reading teachers

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**G3.** Student performance in writing will improve as a result of increasing teachers' understanding of Florida writing standards and embedding text-based writing across content areas.

**G3.B1** Lack of information and professional development for new writing test.

**G3.B1.S1** ELA, social studies and reading teachers will attend district and school based professional development for writing.

**PD Opportunity 1**

Teachers will attend district scheduled Core Connections training as well as writing trainings posted on PDS online.

**Facilitator**

District writing coaches, George Pluguez

**Participants**

ELA, social studies and reading Teachers

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**G3.B1.S2** Offer job embedded professional development for teachers in the use of effective instructional strategies.

**PD Opportunity 1**

The school will provide job embedded professional development for teachers in the use of effective instructional strategies.

**Facilitator**

Stephanie Mueller

**Participants**

All teachers

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G3.B2** Lack of familiarity and interaction the new text-based writing rubric.

**G3.B2.S1** Teachers will use the new text-based writing rubric for not only district level writing assessments, but also for the writing assessments given as part of the classroom curriculum.

**PD Opportunity 1**

Teachers will participate in training for the effective use of the new writing rubric.

**Facilitator**

District Writing Coaches, George Pluguez

**Participants**

ELA, reading and social studies teachers.

**Schedule**

Quarterly, from 9/29/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Student performance on Algebra I EOC assessment will improve as a result of increasing teachers' understanding and use of the Florida Standards and Instructional Framework.	3,000
<b>Grand Total</b>	<b>3,000</b>

### Goal 1: Student performance on Algebra I EOC assessment will improve as a result of increasing teachers' understanding and use of the Florida Standards and Instructional Framework.

Description	Source	Total
<b>B1.S2.A1</b> - Substitutes	General Fund	2,000
<b>B1.S3.A1</b> - substitutes	General Fund	1,000
<b>Total Goal 1</b>		<b>3,000</b>