Frank H. Peterson Academies

2014-15 School Improvement Plan

Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/fhp

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	57%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide all students with the tools and skills needed to realize their greatest potential by offering high quality academic and career-technical education and supporting the development of our students' work ethic, personal responsibility, and respect for others.

Provide the school's vision statement

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

School Environment

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

At the beginning of each school year teachers and students study, respond and discuss five Foundation lessons which bring to the fore front our expectations of mutual respect and acceptance for all. These lessons are built on the district's Student Code of Conduct by reinforcing policies of promptness, attendance, sexual harassment, bullying and affirmation of positive goal setting. These lessons encourage all shareholders to understand and embrace policies created and held for the benefit of all. During the first week of school there are student assemblies held by grade level and/or gender to address specific policies with a Q & A period. Throughout the year these policies and lessons are continued in our vocational career and academic classes with applications to current student learning and life expectations as well as many club options ie. Anime, Peterson Roses, Gay/Straight Alliance, Bible, Fitness/weightlifting, Spanish etc. We also have an active Community in Schools program that bridges any gap between student needs to allow teachers to give food, clothing, tutoring etc. for students in need. Our ELL interpreter greatly aids in communications between school and families of non-English speakers.

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

Teachers, staff and administration set the tone by welcoming all, being helpful, pleasant and approachable. This occurs by being present and actively involved with students before, during and after school; greeting each student at the door, establishing a relationship with students while being consistent of policies and expectations of safety and academic excellence. Students are encouraged to voice concerns or problems to teachers, staff, or administration, encouraged by our open door policy. Classrooms are secure and locked, routinely practicing fire drills and lock downs, showing control, safety and concern in all situations for all.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We are here to educate therefore our goal in discipline is to return students to instructional classrooms as quickly as possible after any infractions or offenses of the Code of Conduct. All faculty and staff are informed of changes or particular areas of concerns of the Student Code of Conduct

during pre-planning with expectations of how to uphold all policies. Students are informed of the Code of Conduct which is reinforced through Foundation Lessons and assemblies the first week of school. We have an established electronic referral system with a prescribed checklist of applicable discipline options for all offenses to expedite disciplinary actions with a quick return of students to the classroom. We have instituted several means to achieve this goal, for example, for dress code issues we have compliant loaner clothes that students change into before returning to the classroom, then return at the end of the day to exchange clothes. By making use of after school busing options we enroll students into our Academic Focus computer lab to use tutorial programs for academic gains while administering disciplinary actions. Before and after school work details are also disciplinary options used to keep students in class. When necessary we have an In School Suspension Program where students are removed from common areas during school hours, including lunch. We give instructors 24 hour notice of students in ISSP so we can provide work, textbooks and/or computers for students' use while in ISSP. ISSP maintains strict order as well as opportunity for mediation and conferencing for students with the ISSP facilitator, Dean or ELL interpreter. We have a Leadership class made up of 26 seniors who were nominated by faculty to be trained to be Peer Mediators and serve on Student Court. Student Court /Peer Mediation is held once a week to confer with students who have Level I and Level II violations. This has been an extremely successful program. The Dean and a district Truancy officer conduct Attendance Intervention Team meetings as needed throughout the year to handle absenteeism issues.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We ensure that all students are aware of the open door policy for easy access to all faculty and staff. All offices (main, dean, guidance, media center, clinic, student services, CIS) are available before during and after school hours daily. All teachers and staff are instructed to allow students access (within reason) to all offices and services. Confidentiality is strictly enforced. We provide information on community services as needed. Peer mentoring, Peer Mediation and Student Court are conducted through the Leadership class and the Dean of Discipline.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
GPA below a 2.0

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	7	4	13	24
Course failure in ELA or Math	49	58	22	10	139
Level 1 on statewide assessment	81	78	66	30	255

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Students exhibiting two or more indicators	34	24	27	4	89

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

Parent/student/admin/guidance contract meetings three times per year for students whose GPA falls between a 1.75 & 2.0.
Before and after school tutoring for ELA, math, social studies and science
Intensive reading classes for all students with level 1 on FCAT reading and for students with level 2 on FCAT and below grade level lexile score.
Intensive math classes for students who have not passed Algebra 1 EOC.
Teacher and admin mentors for seniors who have not met all graduation requirements.
AIT meetings begin at 10 absences.
Push-in tutoring during the school day
Incentive programs: Earn Your Wings ceremony for students who become industry certified and PSR; once meet requirement students get put in an academy class

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 available at the school site.

Description

Increase the number of parents attending Title 1 Parent Activities/Workshops by 5% and increase the number of parents that will attend the Parent Academy.

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

We have Advisory Board Meetings for AgScience, Automotive, Aviation, Communications, Cosmetology, Culinary Arts, Early Childhood Education and Robotics 4 times a year which include teachers, parents, students and business/community partners. These meetings are designed for all parties involved to collaborate, support and assist with student engagement and student achievement.

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
Barnes, Cathy	Principal
Banks, Antonio	Assistant Principal
Parrish, Jessica	Assistant Principal

Duties

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

The design team met with the Principal to assist in the development of the SIP. The deans provide the discipline and attendance data. The assisstant principals provide data in each discipline. The graduation coach provides data on post-secondary readiness, at-risk and acceleration data. The reading coach responds to specific instructional issues that arise in the weekly meetings. The counselor reports on graduation credits and readiness.

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

The leadership Team will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students.
The team meets weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions.
Title I funds will be used to purchase additional support for lower performing students in the means of reading and math teachers. SAI will be utlized to provide RTI as needed by students. CTE funds will be used to purchase field trips, training and equipment for specialized programs. Magnet school money will be used to purchase part time hourly teaching positions to assist in meeting industry certifications. State and local funds will be used to purchase teachers, support staff and supplies.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Angela Meadows meadowsa@duvalschools.org	Education Support Employee
Carlene Stitz stitzc@duvalschools.org	Education Support Employee
Kimberly Kirkland kirkland@coj.net	Business/Community
Gary Kimball kimball.32@comcast.net	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC was actively involved with the evaluation of the last year's SIP. They analyzed data and made appropriate recommendations. They stated involved through once a month meetings and tracked the status of programs and procedures.

Development of this school improvement plan

A SAC meeting was held prior to the development of the SIP to address their concerns. The SIP will be presented to the SAC at the next meeting.

Preparation of the school's annual budget and plan

The SAC is actively involved the annual budget and plan. The committee made recommendations for streamlining procedures. They made recommendations to build commitment and motivation considering the impact of less dollars for the school this year. They provide feedback directly and constructively.

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

Funds will be used to meet unfunded request from the school. The robotics programs has requested kits for competition.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Training of the SAC in regards to the compliance with section 1001.452.F.S. will be presented at the October SAC meeting. Documentation will be collected to correct this issue. Principal and SAC chair will maintain the documentation.

Literacy Leadership Team (LLT)

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

Name	Title
Parrish, Jessica	Assistant Principal
Barnes, Cathy	

Duties

Describe how the LLT promotes literacy within the school

The major tasks of the LLT are to show in increase in the FCAT scores of our lowest quartile in reading and mathematics, as well as to enrich the instructional practices and student accountability for our level 3, 4, and 5 students so that they continue to grow academically throughout the year. LLT meets to discuss student learning and effective common assessments.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule is designed to provide common planning for like content areas, as well as cohorted common planning times for academies and academic content areas to work together. The content areas meet weekly and the academy cohorts meet two times/month. The dates, times and locations are set up at the beginning of the school year and are published. Teams are provided with a guide sheet with the essential work the PLC or cohort ought to be working on and producing while collaborating. An administrator and/or coach attends each meeting to provide feedback, answer questions, provide ideas, etc. The PLCs develop common assessments, examine student work, discuss and implement effective teaching techniques, work with each other to determine positive . The cohorts develop interdisciplinary lessons that tie academic work to the academy specialization.

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

Year long comprehensive Professional Development schedule.
Regular meetings with new teachers and Principal or designee.
Partnering new teachers with veteran teachers.
Soliciting referrals for potential teachers from current employees.
Recognition for great lessons, student successes as a large group, in small groups and individually.
One on one coaching with administrator on teaching practices.
Collaborative PLCs for each content area and for academies.
Provide teachers with resources as requested as budget allows.
Transparency regarding budget.
Including teacher leaders on interview teams

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

Teachers new to our school are paired with a CET trained, veteran teacher. The novice teacher would be paired with a veteran that is within their content area. Each novice teacher and veteran teacher will attend a beginning of the year workshop with our Professional Development Facilitator. Throughout the year the novice teachers will also attend monthly workshops with our Professional Development Faciliator. Selection Criteria:
Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.
Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
• subject/ grade level
• certification
• disposition/interpersonal skills
• common planning

• level of expertise/ area of need
• additional training in Foundations of Mentoring is valued

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

For the area of 9th grade Enrichment, teachers will follow the county's recommended instructional program of Read to Achieve with the optional use of the county's recommended online reading program Achieve 3000. The focus of the Read to Achieve program is to re-establish a strong reading foundation for students which includes an overall focus for all students with differentiated instruction in a small group setting for struggling students. The following areas are covered within Read to Achieve: phonics (and phonemic awareness support as needed), vocabulary, fluency, and reading comprehension. All of these elements are addressed within the rotational model and all lessons are aligned to the Florida Standards.

For the area of 10th grade Enrichment, the teacher will follow the county's recommended instructional program of Plugged into Reading with optional use of the county's recommended online reading program Achieve 3000. The focus of Plugged into Reading is to provide students with high-interest novels with scaffolded activities to complete to strengthen their overall reading comprehension and/or to build upon weaker links within their comprehension (fluency, vocabulary, and overall comprehension). The focus will be to provide a strong foundation and to continue to build additional rigor throughout the year with less scaffolding. This class will also follow the rotational model with whole group instruction, independent work, independent reading, and a teacher-led group for differentiated instruction for struggling students. All lessons are aligned to the Florida Standards.

For the area of Language Arts in grades 9-12, teachers will be utilizing the county's recommended online reading program entitled Achieve 3000. This program is a 5-step reading comprehension program that addresses fluency, vocabulary, reading comprehension, and writing. All students will read the same article and information, but what they view on the screen is their personal Lexile-level version of the article. Students will rotate daily through Achieve 3000 in order to complete the lessons. Students will also have access for additional time through their reading classes and after school tutoring. In addition, students will also be utilizing the online writing program Write to Learn. This thorough online writing program assists the students in planning, writing, and multiple revisions. After each revision, the computer grades the writing on a rubric and displays for the student their area(s) of weakness prior to formal submission of the paper to the teacher. This online program is in alignment with the writing criteria for the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use a variety of data points to determine what students are struggling with and in what areas. For the whole picture, teachers will use Performance Matters to measure class performance on assessments. Teachers are then able to disaggregate the data to determine which items the whole class met and then analyze which specific students are somewhat proficient and which students need a reteach of the lesson. Teachers will then differentiate their instruction in a teacher-led small group for review and/or reteach based on the student data.

Teachers will also have data points from the individual instructional programs (iLit, Achieve 3000, and Write to Learn) to filter and determine the placement of mastery for each student. By visiting these

program's reporting tabs weekly, teachers and students will have the opportunity to track closely the progress, review, or reteach needed for students to be successful.

In addition, teachers meet weekly to discuss student work and strategies that they use in the classroom for either whole group or teacher-led differentiated instruction. This technique of sharing strategies provides a constant resource for teachers to pull from when they've exhausted their current efforts and the students are still not progressing. The sharing of student work provides teachers trends of what classes are progressing and how/why where others are not. This professional learning community is the heart of where teachers get together to self-monitor their effectiveness with their students and to gain further tools to assist students toward progress.

Teachers in the math department will utilize the Carnegie software program to assist students in learning standards-based concepts. This software will not only provide the student with classroom support of concepts, but also to prepare students for future testing of these concepts. The data used from Carnegie will provide teachers a resource to construct differentiated small-group instruction. Ongoing PERT testing by our Graduation Coach assists 11th and 12th grade students who have not yet passed the FCAT for their graduation requirement. The concordance score will be used in lieu of the FCAT score to satisfy their graduation requirement for testing.

An additional resource we offer our students to satisfy the FCAT graduation requirement is by offering ACT/SAT vouchers to students. Students must attend three after school ACT prep sessions in order to be eligible for a voucher in order for students to perform their very best on the assessment.

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

Strategy: Extended School Day

Minutes added to school year: 8,320

Provide one hour tutoring sessions for students in English, math, and science classes three day/week after school (activity buses run these days). Teachers will individually offer tutoring before/after school by appointment or designated day and time for students.

Strategy Rationale

Provide students additional practice time to work on assignments, log in more time on Achieve 3000 or Write to Learn, or direct instructional support from a teacher on items the students are struggling with in their classes.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Barnes, Cathy, barnesc@duvalschools.org

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

Sign-in sheets of students attending and monitoring student progress through teacher observation, data, and tests.

Strategy: Extended School Day

Minutes added to school year: 975

Provide students an activity period every other Wednesday that they choose to attend. Activities include college clubs, scholarship clubs, book clubs, art, guitar, etc.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Monitoring CGA scores

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

Most of our incoming cohorts are placed in a transitions class to assist them with study skills, time management and secondary school expectations.
Outgoing cohorts have internships and on job training to assist them in transitioning to work. Career/technical colleges and state colleges visit the academic and career technical classes with information that is important for them in transitioning to college and technical schools. Academic teachers and career technical teachers conduct field trips to colleges, universities and businesses.

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

Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college
recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes.

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

However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their

academy classes.
Industry certifications and academies are as follows:
Culinary Arts - ProStart and ServSafe
Automotive - ASE and FADA
Communications - Adobe Premiere Pro, Photoshop and Illustrator
Aviation - FAA Ground Pilot
AgriScience - FFA
Cosmetology - State Cosmetology License
Early Childhood Education - CDA
Robotics/Advance Manufacturing - MSSC

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

In an effort to increase the number of college ready graduates Frank H. Peterson has increased the number of students taking SLS. Senior English, math and science teachers are prepping students for the PERT. A counselor is assigned to the senior class to monitor graduation. A graduation coach is a part of the faculty and monitors postsecondary readiness. The graduation coach oversees the after school ACT/SAT prep course for reading and math, meets with students and parents, and schedules PERT test administration. All academies are scheduled in Cohorts. Academic teachers and CTE teachers meet weekly to provide integrated lessons related to the Academies. Instructional Focus lessons for CTE teachers are developed to coordinate vocabulary through the CTE curriculum. Many times a student's schedule is less flexible than one might imagine.

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

All juniors and seniors are encouraged to take the ACT, SAT or PERT to determine readiness for college courses. After school tutoring is offered in math and language arts to assist students in test preparation.
All teachers have increased course rigor in academics and career/technical classes.

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. The number of Algebra 1 EOC re-take students will increase to 60% proficiency.

G2. Increase the % of students scoring proficient on the US History exam by 5%.

G3. Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards.

G4. Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas.

G5. To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

G6. To increase the postsecondary readiness in reading by 5% which is 86% and to increase the postsecondary readiness in math by 5% which is 59%.

G7. To increase the postsecondary readiness of at-risks students in reading and math by 5%

G8. Continue to support our subgroups as it pertains to reading and their performance on the FSA assessment so these students can become stronger, more proficient readers, thinkers, and learners.

G9. To increase the number of students who take industry certification exams

G10. Increase the percentage of students performing at the level proficiency on the Biology I EOC exam by 5%.

G11. To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment.

G12. To decrease absences and increase classroom instructional contact time.

G13. Implement Restorative Justice to decrease suspension rate using Peer Mentoring, Peer Mediation and Student Accountability Board to establish positive peer relationships and interactions among students.

G14. Learning gains in Reading will increase from 77% to 82% for grades 9-10.

G15. Increase the percentage of students showing proficiency in math from 34% to 39% on the Algebra I EOC

G16. The number of students scoring proficiency on the Geometry EOC will increase from 45% to 50%.

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. The number of Algebra 1 EOC re-take students will increase to 60% proficiency. `1a`

🔍 G044452

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	60.0

Resources Available to Support the Goal `2`

- Carnegie Learning
- Algebra Nation
- Math Coach
- Teach for America
- Tutoring

Targeted Barriers to Achieving the Goal `3`

- Lack of pre-requisite knowledge

Plan to Monitor Progress Toward G1. `8`

PERT and Algebra 1 EOC retake in December and May

Person Responsible
Cathy Barnes

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

Evidence of Completion
Increase in PERT scores and Algebra 1 EOC scores throughout the year

G2. Increase the % of students scoring proficient on the US History exam by 5%. `1a`

`G044178`

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	75.5

Resources Available to Support the Goal `2`

- After school tutoring/review sessions Achieve 3000 to increase students' comprehension, vocab, fluency and writing skills Quizlet--US History EOC flashcards Guidance sessions Weekly PLC meetings with US History teachers

Targeted Barriers to Achieving the Goal `3`

- Motivating students to attend tutoring/review sessions Motivating students to use Achieve 3000 enough to have a significant impact on their literacy skills Availability of computers to use quizlet regularly

Plan to Monitor Progress Toward G2. `8`

Teacher-created common assessments according to item specs
Essays on content

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Test scores and their item analysis, essays Students must score 70% + on tests and on writing rubrics to demonstrate proficiency of standards

G3. Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards. `1a`

`G042174`

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	49.0

Resources Available to Support the Goal `2`

- This will be accomplished by teachers incorporating the gradual release model effectively, aligning all lesson plans to the Florida Standards, and utilizing challenging text in class with high level questioning and released student discussion (Socratic Seminar)

Targeted Barriers to Achieving the Goal `3`

- Teachers transitioning from a teacher-centered way to teaching to placing more responsibility of the learning on the students through gradual release.

Plan to Monitor Progress Toward G3. `8`

Looking at the level of rigor within the ELA honors classrooms.

Person Responsible
Cathy Barnes

Schedule
Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Lesson plans, student work, performance on assessment (teacher-made and district mandated).

G4. Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas. `1a`

🔍 G042175

Targets Supported `1b`

Indicator	Annual Target
FAA Reading Proficiency	46.0

Resources Available to Support the Goal `2`

- ELA teachers and the Reading Coach will provide specific reading strategy practices to teachers during Early Release days for all content areas based on the school-wide novel study, "Do I Really Have to Teach Reading?" by Cris Tovani.

Targeted Barriers to Achieving the Goal `3`

- Lack of depth of knowledge regarding reading strategies for teacher teaching subjects outside of Language Arts and Reading.

Plan to Monitor Progress Toward G4. `8`

To increase the number of students scoring a level 4 on FCAT Writing.

Person Responsible
Cathy Barnes

Schedule
Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Lesson plans, Instructional delivery/modeling, student work samples, district timed writing (January 2014), FCAT Writing (March 2014).

G5. To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment. `1a`

Targets Supported `1b`

🔑 G042176

Indicator	Annual Target
AMO Reading - ELL	37.0

Resources Available to Support the Goal `2`

- ESOL paraprofessional will ensure that EL students have a language appropriate dictionary and the necessary accommodations on classwork and assessments to be successful.

Targeted Barriers to Achieving the Goal `3`

- Teachers who are not ESOL endorsed.

Plan to Monitor Progress Toward G5. `8`

EL students are showing progress in the areas of listening, speaking, reading, and writing in English through student work, testing data, and oral language capabilities.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Lesson plans, PLC meetings, Performance Matter data (CGA data), student work, discussion with ESOL paraprofessional, and performance scores on the CELLA and FSA assessments.

G6. To increase the postsecondary readiness in reading by 5% which is 86% and to increase the postsecondary readiness in math by 5% which is 59%. `1a`

🔍 G042177

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Students will be enrolled in ACT/SAT courses, will have the opportunity to participate in after school tutoring in math and reading. Parents and students will receive PSR newsletters regarding information about testing tips. Students who are PSR in both reading and math and receive industry certification will receive special recognition with an honorary "Earn Your Wings" medallion for graduation

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G6. `8`

Postsecondary test scores by grade and by academy

Person Responsible

Cathy Barnes

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Data notebook which includes ACT/SAT tutor courses, student sign-in forms, copies of tests, registration tickets, student waiver documentation

Plan to Monitor Progress Toward G6. `8`

Graduation coach will post data charts and updated reports to design team at the beginning of each month.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Charts, reports included in minutes of meetings,

G7. To increase the postsecondary readiness of at-risks students in reading and math by 5% `1a`

G042178

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- ACT/SAT tutoring after school, mentoring program, parent contact, PSR newsletter for students and teachers

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G7. `8`

Students eligible for waivers will be contacted. Students will be encouraged to participate in after school tutoring program

Person Responsible

Cathy Barnes

Schedule

Monthly, from 8/28/2014 to 6/8/2015

Evidence of Completion

data notebook: logs of student contacts, parent calls, tutoring attendance forms

G8. Continue to support our subgroups as it pertains to reading and their performance on the FSA assessment so these students can become stronger, more proficient readers, thinkers, and learners. `1a`

🔍 G042180

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	

Resources Available to Support the Goal `2`

- The resources to enable us to reach this goal would be for weekly common planning, the support of a reading coach and district reading specialist, specialized assessments such as the Decoding Placement Test and the Achieve3000 level-set assessment to help determine specific gap in the student's reading foundation. SRA Corrective materials are used in the Reading Enrichment classes to reinforce fundamental reading skills that students may be lacking. Weekly common planning meetings with the reading coach and/or district specialist to provide teachers with additional skills, strategies, techniques, and methodologies to use with their students in the classroom.

Targeted Barriers to Achieving the Goal `3`

- Teachers lack of understanding of how to read and understand data not only by standard, but also by subgroup and how to scaffold and differentiate instruction based on data.

Plan to Monitor Progress Toward G8. `8`

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

Person Responsible

Cathy Barnes

Schedule

On 6/5/2015

Evidence of Completion

District and state assessments.

G9. To increase the number of students who take industry certification exams 1a

G042181

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- CTE instructor knowledge, practice exams

Targeted Barriers to Achieving the Goal 3

- Funding for vouchers to test students for industry certification pretests and industry certification tests

Plan to Monitor Progress Toward G9. 8

Increase in number of students eligible for testing by looking at academic data and pretest data

Person Responsible

Cathy Barnes

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data comparisons will be viewed and analyzed

G10. Increase the percentage of students performing at the level proficiency on the Biology I EOC exam by 5%. 1a

G042182

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	73.0

Resources Available to Support the Goal 2

- Common Planning District Science Specialist After school Tutoring/Review sessions Achieve 3000 to help develop comprehension, fluency and vocabulary of level 1 and 2 students Weekly PLC Meetings

Targeted Barriers to Achieving the Goal 3

- Comprehension of level 1 and 2 students who might have difficulty grasping the concepts. Motivating students to attend after school tutoring sessions Motivating students to use Achieve 3000 enough to make a significant impact on their literacy skill development

Plan to Monitor Progress Toward G10. 8

Examine student work and common assessment results.

Person Responsible
Jessica Parrish

Schedule
Weekly, from 9/11/2014 to 6/5/2015

Evidence of Completion
End-of-year EOC assessment.

G11. To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment. 1a

G042183

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- Reading enrichment class resources that would assist in this goal would be the Diagnostic Assessments for Reading (DAR), Reading to Achieve curriculum, Plugged Into Reading curriculum, the Apple iLit curriculum, and the Write to Learn software program. The Reading Coach will also provide weekly common planning sessions with a relevant focus. The District Specialist will also provide weekly support to the reading coach and teachers.

Targeted Barriers to Achieving the Goal 3

- Not all teachers have their reading endorsement or are CAR-PD trained to support struggling readers or understand strong literacy pedagogy.

Plan to Monitor Progress Toward G11. 8

Monitor progress on the FSA assessment.

Person Responsible

Cathy Barnes

Schedule

Daily, from 6/1/2015 to 6/1/2015

Evidence of Completion

Results from the FSA assessment will show student performance on the assessment and what gains were made by each student.

G12. To decrease absences and increase classroom instructional contact time. 1a

G042184

Targets Supported 1b

Indicator	Annual Target
Attendance rate	2.0

Resources Available to Support the Goal 2

- OnCourse and Genesis attendance daily summaries.

- Formation of an Attendance Intervention Team, to consist of the student's, dean, counselor, parent(s), and interventionist. Student/Parent Attendance Contract

Targeted Barriers to Achieving the Goal 3

- Student/Teacher conflict, Student/Student conflict

- Transportation Issues, Family Issues/Obligations

Plan to Monitor Progress Toward G12. 8

Daily attendance

Person Responsible
Cathy Barnes

Schedule
Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Decrease in absences recorded on OnCourse and/or Genesis

G13. Implement Restorative Justice to decrease suspension rate using Peer Mentoring, Peer Mediation and Student Accountability Board to establish positive peer relationships and interactions among students. `1a`

G042185

Targets Supported `1b`

Indicator	Annual Target
1+ Suspensions Grade 09	10.0

Resources Available to Support the Goal `2`

- Restorative Justice Team: Deans, Faculty Sponsor, six Seniors, and six Juniors Meetings to be held twice a month during Club Day (school hours)

Targeted Barriers to Achieving the Goal `3`

- Student absence and/or non-compliance

Plan to Monitor Progress Toward G13. `8`

Restorative Justice meetings

Person Responsible

Cathy Barnes

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decrease in referrals for students who have been referred to Restorative Justice

G14. Learning gains in Reading will increase from 77% to 82% for grades 9-10. 1a

G042186

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	82.0

Resources Available to Support the Goal 2

- Weekly PLC meetings with all ELA and Reading teachers together. Software programs: Achieve 3000, Write to Learn, iLit, DAR, rigorous curriculum with scaffolding as necessary with the intent to remove scaffoling once area of weakness has improved.

Targeted Barriers to Achieving the Goal 3

- Teachers not having an embedded teacher-led group during the work period to pull students based on data for differentiated instruction. Targeted groupings are reteach, review, and enrich to keep students academically propelled forward to more challenging material and skills.

Plan to Monitor Progress Toward G14. 8

Monitor CGA data, formative data, and the FSA assessment results.

Person Responsible
Cathy Barnes

Schedule
Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion
Results from CGA data, formative data, and the results from the FSA assessment.

G15. Increase the percentage of students showing proficiency in math from 34% to 39% on the Algebra I EOC 1a

🔍 G042188

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	39.0

Resources Available to Support the Goal 2

- Carnegie Learning
- Math Coach
- Common Planning with Administrator Present
- Algebra Nation
- District Math Specialist
- Teach for America

Targeted Barriers to Achieving the Goal 3

- Students lack of prerequisite knowledge

Plan to Monitor Progress Toward G15. 8

CGA's and common assessments will be tracked for mastery of standards.

Person Responsible
Cathy Barnes

Schedule
On 6/5/2015

Evidence of Completion
Data chats with individual students after each CGA assessment.

G16. The number of students scoring proficiency on the Geometry EOC will increase from 45% to 50%. `1a`

`G042189`

Targets Supported `1b`

Indicator	Annual Target
Geometry EOC Pass Rate	50.0

Resources Available to Support the Goal `2`

- Common planning
- Common assessments and focus lessons
- Teach for America Specialist
- Math Coach

Targeted Barriers to Achieving the Goal `3`

- Lack of prerequisite knowledge

Plan to Monitor Progress Toward G16. `8`

Common assessments and exit slips will demonstrate mastery

Person Responsible
Cathy Barnes

Schedule
Daily, from 9/9/2014 to 6/5/2015

Evidence of Completion
Grades on common assessments and exit slips

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

G2. Increase the % of students scoring proficient on the US History exam by 5%. [1]

🔑 G044178

G2.B1 Motivating students to attend tutoring/review sessions Motivating students to use Achieve 3000 enough to have a significant impact on their literacy skills Availability of computers to use quizlet regularly [2]

🔑 B108641

G2.B1.S1 Use the computer labs during the after school/tutoring sessions to utilize technology resources [4]

🔑 S120075

Strategy Rationale

This will provide access to Quizlet and Achieve 3000

Action Step 1 [5]

Reserve a computer lab for the dates of after school tutoring,

Person Responsible

Cathy Barnes

Schedule

Weekly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Test coordinator will schedule use of the labs as evident on the calender.

G2.B1.S2 Personally contact parents of students who are struggling to get their students to attend tutoring and use Achieve 3000. 4

S120076

Strategy Rationale

Parents want to be involved in their students' lives but sometimes don't know how to help. Providing them with concrete ways may increase student use of resources.

Action Step 1 5

During PLCs, identify students who need to attend tutoring, use Achieve and/or Quizlet. Call the parents of these students.

Person Responsible

Cathy Barnes

Schedule

Monthly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Teachers will keep a parent contact log

G3. Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards. 1

🔑 G042174

G3.B1 Teachers transitioning from a teacher-centered way to teaching to placing more responsibility of the learning on the students through gradual release. 2

🔑 B102787

G3.B1.S1 Reading Coach will meet with teachers on a weekly basis through the PLC to ensure lesson plans are differentiated between standard and honors with purposeful planning to ensure high levels of rigor with differentiated instruction for honors and the appropriate scaffolding and differentiation for standard students. 4

🔑 S113949

Strategy Rationale

This will alleviate teachers using one lesson plan (usually honors) for all classes (standard and honors) and to ensure the proper rigor is in place in honors classes.

Action Step 1 5

Common Planning

Person Responsible

Jessica Parrish

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans and classroom observations.

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

Rigor is being infused in English I and II honors classes

Person Responsible

Schedule

Evidence of Completion

Lesson plans, instructional delivery, and student work.

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

Rigor is being infused in English I and II honors classes

Person Responsible

Schedule

Evidence of Completion

Lesson plans, instructional delivery, and student work.

G4. Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas. `1`

🔑 G042175

G4.B1 Lack of depth of knowledge regarding reading strategies for teacher teaching subjects outside of Language Arts and Reading. `2`

🔑 B102788

G4.B1.S1 Research the FSA assessment and provide practice time for all content areas to experience the assessment for themselves. Provide professional development for teachers to learn specific reading strategies that will assist students as they navigate through challenging texts. Provide modeling and co-teaching opportunities for teachers to increase their knowledge of incorporating reading strategies and best practices within their content area. `4`

🔑 S113950

Strategy Rationale

Students need to be reading challenging text in every class while learning the necessary tools to successfully navigate through those texts to be successful on the FSA and the rest of their classes.

Action Step 1 `5`

To increase reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Lesson plans, student work samples, and instructional delivery/modeling.

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

To ensure that all teachers are incorporating strategic reading strategies within their lesson plans and in their instructional delivery.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Student work, lesson plans, and instructional delivery during classroom visits.

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

Student work samples should show evidence of strategic reading strategy and how it can be applied to classroom objective and subject matter.

Person Responsible

Cathy Barnes

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work samples, FSA and EOC assessments.

G5. To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment. 1

🔑 G042176

G5.B1 Teachers who are not ESOL endorsed. 2

🔑 B102789

G5.B1.S1 All classes on a daily basis will have their students reading, talking and writing. This will give EL students continuous practice with additional help from the ESOL paraprofessional in the classroom. 4

🔑 S113951

Strategy Rationale

This will give students additional practice with listening, speaking, writing, and reading. This will also allow the teacher to differentiate their instruction based on their individual levels of understanding.

Action Step 1 5

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

Person Responsible

Cathy Barnes

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, instruction delivery/modeling, student performance/student work, and classroom observation.

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

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

Person Responsible

Cathy Barnes

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, students work, student performance, classroom observations, and discussions with the ESOL paraprofessional.

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

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

Person Responsible

Cathy Barnes

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson plans, students performance on the CELLA and FSA assessments in Spring 2015, student work, classroom observation, and discussions with the ESOL paraprofessional.

G8. Continue to support our subgroups as it pertains to reading and their performance on the FSA assessment so these students can become stronger, more proficient readers, thinkers, and learners. 1

🔑 G042180

G8.B1 Teachers lack of understanding of how to read and understand data not only by standard, but also by subgroup and how to scaffold and differentiate instruction based on data. 2

🔑 B102793

G8.B1.S1 Weekly common planning to not only address the needs of the curriculum and assessments, but also understand what to do with the assessment data once it is uploaded onto Inform. Teaching teachers how to use the data to drive instruction, differentiate instruction, create groupings, and drill down instruction to a deeper level to enrich those students who understand the concept and to reteach concepts for those who need the concept explained in a different manner all together. 4

🔑 S113953

Strategy Rationale

Provide teachers multiple learning opportunities so they can enhance their craft in order to reach every student in their class and create individualized instruction to their students to ensure they are having their learning gaps filled and motivated to push farther into rigorous materials.

Action Step 1 5

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Lesson planning, instructional delivery, student work, and classroom observation.

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

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

Person Responsible

Schedule

Evidence of Completion

Lesson planning, student work, and instructional delivery.

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

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

Person Responsible

Schedule

Evidence of Completion

Teacher-made assessments, district assessments, and student work.

G9. To increase the number of students who take industry certification exams `1`

G042181

G9.B1 Funding for vouchers to test students for industry certification pretests and industry certification tests `2`

B102794

G9.B1.S1 Request assistance from Advisory Boards/Business Partners `4`

S113954

Strategy Rationale

Action Step 1 `5`

Meeting with Advisory Boards tied to specific career academies

Person Responsible

Jessica Parrish

Schedule

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

Evidence of Completion

Based on quarterly advisory board meetings

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

Business partners, staff, parental and student surveys as well as data will drive the action plan

Person Responsible

Schedule

Evidence of Completion

The evidence will be based on the number of industry certification tests as well as action items that will need improving based on surveys and data

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

Each academy lead teacher and designated Assistant Principal will provide feedback of number of students that show proficiency in reading and math that also show eligibility for industry certification and post secondary education readiness

Person Responsible

Schedule

Evidence of Completion

Increased number of students eligible to take industry certification tests as well as post secondary readiness

G9.B1.S2 Parental involvement 4

S113955

Strategy Rationale

Action Step 1 5

Celebrate Industry Certifications with Parents

Person Responsible

Cathy Barnes

Schedule

Semiannually, from 12/1/2014 to 6/5/2015

Evidence of Completion

Increase number of Earn Your Wings recipients by 50%

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G10. Increase the percentage of students performing at the level proficiency on the Biology I EOC exam by 5%. [1]

G042182

G10.B1 Comprehension of level 1 and 2 students who might have difficulty grasping the concepts. Motivating students to attend after school tutoring sessions Motivating students to use Achieve 3000 enough to make a significant impact on their literacy skill development [2]

B102795

G10.B1.S1 Utilizing common assessment data to determine which students need remediation and/or which classes need a focus lesson. [4]

S113956

Strategy Rationale

Using the data to determine needs will help improve the learning for the students who need it.

Action Step 1 [5]

Using common assessments to create focus lessons & tutoring sessions.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Student performance on common assessments.

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

Increase student proficiency on the Biology I EOC exam by 5%.

Person Responsible

Jessica Parrish

Schedule

On 6/5/2015

Evidence of Completion

Quarterly CGA's and end-of-year EOC assessment.

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

Increase the student proficiency on the EOC exam by 5%.

Person Responsible

Jessica Parrish

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Quarterly CGA's and end-of-year EOC assessment.

G10.B1.S2 Utilize Achieve 3000 in after school tutoring sessions to help build reading comprehension for level 1 and 2 students. `4`

🔑 S113957

Strategy Rationale

Students need to increase their overall literacy levels in order for them to read, study, comprehend and retain biology.

Action Step 1 `5`

Identify students and contact parents with dates and times to utilize Biology tutoring sessions and Achieve 3000.

Person Responsible

Jessica Parrish

Schedule

Monthly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Student performance on common assessments and end-of-year EOC assessment. Lexile score increases.

Plan to Monitor Fidelity of Implementation of G10.B1.S2 6

In PLCs, monitor students performance on common assessments.

Person Responsible

Jessica Parrish

Schedule

Weekly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Weekly PLC forms

Plan to Monitor Effectiveness of Implementation of G10.B1.S2 7

Increase the student proficiency on the EOC exam by 5%.

Person Responsible

Jessica Parrish

Schedule

Weekly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Quarterly CGA's and end-of-year EOC assessment. PLC documents

G11. To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment. 1

🔍 G042183

G11.B1 Not all teachers have their reading endorsement or are CAR-PD trained to support struggling readers or understand strong literacy pedagogy. 2

🔍 B102796

G11.B1.S1 Weekly purposeful common planning session centered around unwrapping a benchmark, analyzing data, discussing student work, and the coach coming into classrooms to model instructional delivery to high needs students for teachers to gain a better understanding of how to reach all students and their needs. 4

🔍 S113958

Strategy Rationale

Teachers are not strong in creating differentiated teacher-led groups based on data. Scaffolding they do use with students is not allowing students to gradually release to working independently after the scaffold has been in place for a while.

Action Step 1 5

To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment.

Person Responsible

Cathy Barnes

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Classroom visits, lesson plans, teacher-made assessments, district baseline assessment data, PLC meetings and teacher collaboration.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Monitor teacher instructional delivery, lesson plans, student work, student data.

Person Responsible

Cathy Barnes

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Planning, teach-made assessments, quarterly district assessments, student work, and instructional delivery.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

Students will show a better understanding of reading scaffolded texts with strategic reading strategies and transition to more rigorous texts while still utilizing the strategic reading strategies to ensure comprehension is still in place.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Lesson planning, student work, assessment data (formative and summative), removal of scaffolding.

G12. To decrease absences and increase classroom instructional contact time. `1`

🔍 G042184

G12.B1 Student/Teacher conflict, Student/Student conflict `2`

🔍 B102797

G12.B1.S1 Work with teachers on their CHAMPS and Foundations lesson plans `4`

🔍 S113959

Strategy Rationale

Action Step 1 `5`

Register teachers for Champs training

Person Responsible

Jessica Parrish

Schedule

Every 6 Weeks, from 10/6/2014 to 4/30/2015

Evidence of Completion

Administrative evaluations

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Classroom management

Person Responsible

Schedule

Evidence of Completion

Informal Evaluations

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Classroom management

Person Responsible

Schedule

Evidence of Completion

Few to no referrals

G12.B1.S2 Schedule Change as applicable 4

🔑 S113960

Strategy Rationale

Action Step 1 5

Schedule change

Person Responsible

Jessica Parrish

Schedule

Quarterly, from 10/6/2014 to 2/6/2015

Evidence of Completion

Student written statements, Teacher written statements

Plan to Monitor Fidelity of Implementation of G12.B1.S2 6

Schedule change

Person Responsible

Schedule

Evidence of Completion

Genesis

Plan to Monitor Effectiveness of Implementation of G12.B1.S2 7

Schedule change

Person Responsible

Schedule

Evidence of Completion

When no other issues arise

G12.B2 Transportation Issues, Family Issues/Obligations 2

🔑 B102798

G12.B2.S1 Add bus stop to route 4

🔑 S113961

Strategy Rationale

Action Step 1 5

Add a route to reduce time for transportation

Person Responsible

Antonio Banks

Schedule

On 10/1/2014

Evidence of Completion

Monitor attendance.

Plan to Monitor Fidelity of Implementation of G12.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G12.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G12.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G12.B2.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G13. Implement Restorative Justice to decrease suspension rate using Peer Mentoring, Peer Mediation and Student Accountability Board to establish positive peer relationships and interactions among students. `1`

🔑 G042185

G13.B1 Student absence and/or non-compliance `2`

🔑 B102799

G13.B1.S1 Providing a safe and secure environment that encourages students to communicate. `4`

🔑 S113963

Strategy Rationale

Action Step 1 `5`

Restorative Justice Team

Person Responsible

Antonio Banks

Schedule

Biweekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Written documentation

Plan to Monitor Fidelity of Implementation of G13.B1.S1 `6`

Restorative Justice Meetings

Person Responsible

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Written documentation of all students involved and the outcome

Plan to Monitor Effectiveness of Implementation of G13.B1.S1 `7`

Restorative Justice Meetings

Person Responsible

Schedule

Evidence of Completion

Chart progress (decrease in discipline issues) of each student referred to Restorative Justice

G14. Learning gains in Reading will increase from 77% to 82% for grades 9-10. 1

G042186

G14.B1 Teachers not having an embedded teacher-led group during the work period to pull students based on data for differentiated instruction. Targeted groupings are reteach, review, and enrich to keep students academically propelled forward to more challenging material and skills. 2

B102800

G14.B1.S1 Teachers will go on a limited coach cycle of modeling to learn how to incorporate a teacher-led small group for differentiation. 4

S113964

Strategy Rationale

Teachers do not know how a teacher-led group can work in their classroom and how to manage the class while they are teaching small group.

Action Step 1 5

Coach will start limited coach cycle with teachers modeling how the small teacher-led group for differentiation can work within their classroom dynamics.

Person Responsible

Cathy Barnes

Schedule

Weekly, from 9/22/2014 to 10/10/2014

Evidence of Completion

Coach modeling, lesson planning with teachers to Incorporate the small teacher-led group for differentiation, co-teaching, and releasing the teacher from the coach cycle based on Principal observation.

Plan to Monitor Fidelity of Implementation of G14.B1.S1 6

Teachers are incorporating a small teacher-led group for differentiation daily.

Person Responsible

Cathy Barnes

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Observing classes, student work for scaffolding or enrichment, student data, lesson plans.

Plan to Monitor Effectiveness of Implementation of G14.B1.S1 `7`

Observations and walkthroughs by Reading Coach, Principal, and/or Specialist.

Person Responsible

Cathy Barnes

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Observing the teacher in the teacher-led small group, student work, student data, lesson plans.

G15. Increase the percentage of students showing proficiency in math from 34% to 39% on the Algebra I EOC `1`

🔧 G042188

G15.B3 Students lack of prerequisite knowledge `2`

🔧 B108495

G15.B3.S1 Bottom quartile students will receive the Carnegie Learning as a resource to prepare for the Alg I EOC. `4`

🔧 S119922

Strategy Rationale

Last school year we noticed a decrease in proficiency with our bottom quartile students. For the 2014-2015 school year, our focus will be on instructions and resources that will support this group.

Action Step 1 `5`

Students assigned to Algebra I Enrichment will receive Algebra I instructions, that will be supported by Carnegie Learning software. Students will participate in rotations as the receive both Alg I instructions from the teacher, along with self-guided computer time using Carnegie Learning.

Person Responsible

Cathy Barnes

Schedule

Quarterly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Evidence will be obtained quarterly by assessing students CGA scores.

Plan to Monitor Fidelity of Implementation of G15.B3.S1 `6`

Student usage and proficiency data of the Carnegie Learning software will be monitored monthly.

Person Responsible

Cathy Barnes

Schedule

On 6/5/2015

Evidence of Completion

Fidelity will be measure by the amount of time and proficiency rate for students using the Carnegie Learning software.

Plan to Monitor Effectiveness of Implementation of G15.B3.S1 `7`

The effectiveness will be monitored by Alg I Credit Recovery instructors holding periodic data chats with students after completing each Carnegie Learning assessment.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Individual student data will be collected and reviewed as students complete each assessment within Carnegie Learning.

G16. The number of students scoring proficiency on the Geometry EOC will increase from 45% to 50%. [1]

🔑 G042189

G16.B1 Lack of prerequisite knowledge [2]

🔑 B102803

G16.B1.S1 Focus lessons daily to review prerequisite knowledge [4]

🔑 S113969

Strategy Rationale

Allow data to drive instruction into areas where students need additional focus.

Action Step 1 [5]

Teachers will write focus lessons based on skills needed for future lessons

Person Responsible

Cathy Barnes

Schedule

Daily, from 9/9/2014 to 6/5/2015

Evidence of Completion

Lessons will appear in daily lesson plans

Action Step 2 [5]

Teachers will write assessments that mimic the rigor and questioning on Geometry EOC based off CPALMS

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Student success on quarterly CGA's

Plan to Monitor Fidelity of Implementation of G16.B1.S1 6

Classroom observations and lesson plans

Person Responsible

Cathy Barnes

Schedule

Weekly, from 9/9/2014 to 6/5/2015

Evidence of Completion

CAST observation completion and lesson plans.

Plan to Monitor Effectiveness of Implementation of G16.B1.S1 7

Common assessments will demonstrate mastery

Person Responsible

Schedule

Daily, from 9/9/2014 to 6/5/2015

Evidence of Completion

Grades on assessments and daily exit slips.

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
G3.B1.S1.A1	Common Planning	Parrish, Jessica	8/18/2014	Lesson plans and classroom observations.	6/5/2015 one-time
G4.B1.S1.A1	To increase reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas.	Barnes, Cathy	9/29/2014	Lesson plans, student work samples, and instructional delivery/modeling.	5/29/2015 monthly
G5.B1.S1.A1	To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.	Barnes, Cathy	9/15/2014	Lesson plans, instruction delivery/ modeling, student performance/ student work, and classroom observation.	5/29/2015 biweekly
G8.B1.S1.A1	We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.	Barnes, Cathy	8/18/2014	Lesson planning, instructional delivery, student work, and classroom observation.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B1.S1.A1	Meeting with Advisory Boards tied to specific career academies	Parrish, Jessica	8/18/2014	Based on quarterly advisory board meetings	6/5/2015 monthly
G10.B1.S1.A1	Using common assessments to create focus lessons & tutoring sessions.	Barnes, Cathy	9/9/2014	Student performance on common assessments.	6/5/2015 monthly
G10.B1.S2.A1	Identify students and contact parents with dates and times to utilize Biology tutoring sessions and Achieve 3000.	Parrish, Jessica	9/11/2014	Student performance on common assessments and end-of-year EOC assessment. Lexile score increases.	6/5/2015 monthly
G11.B1.S1.A1	To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment.	Barnes, Cathy	9/15/2014	Classroom visits, lesson plans, teacher-made assessments, district baseline assessment data, PLC meetings and teacher collaboration.	5/29/2015 weekly
G12.B1.S1.A1	Register teachers for Champs training	Parrish, Jessica	10/6/2014	Administrative evaluations	4/30/2015 every-6-weeks
G12.B1.S2.A1	Schedule change	Parrish, Jessica	10/6/2014	Student written statements, Teacher written statements	2/6/2015 quarterly
G13.B1.S1.A1	Restorative Justice Team	Banks, Antonio	9/5/2014	Written documentation	6/5/2015 biweekly
G14.B1.S1.A1	Coach will start limited coach cycle with teachers modeling how the small teacher-led group for differentiation can work within their classroom dynamics.	Barnes, Cathy	9/22/2014	Coach modeling, lesson planning with teachers to Incorporate the small teacher-led group for differentiation, co-teaching, and releasing the teacher from the coach cycle based on Principal observation.	10/10/2014 weekly
G16.B1.S1.A1	Teachers will write focus lessons based on skills needed for future lessons	Barnes, Cathy	9/9/2014	Lessons will appear in daily lesson plans	6/5/2015 daily
G2.B1.S1.A1	Reserve a computer lab for the dates of after school tutoring,	Barnes, Cathy	9/10/2014	Test coordinator will schedule use of the labs as evident on the calender.	5/15/2015 weekly
G2.B1.S2.A1	During PLCs, identify students who need to attend tutoring, use Achieve and/or Quizlet. Call the parents of these students.	Barnes, Cathy	9/10/2014	Teachers will keep a parent contact log	5/15/2015 monthly
G15.B3.S1.A1	Students assigned to Algebra I Enrichment will receive Algebra I instructions, that will be supported by Carnegie Learning software. Students will participate in rotations as the receive both Alg I instructions from the teacher, along with self-guided computer time using Carnegie Learning.	Barnes, Cathy	9/9/2014	Evidence will be obtained quarterly by assessing students CGA scores.	6/5/2015 quarterly
G9.B1.S2.A1	Celebrate Industry Certifications with Parents	Barnes, Cathy	12/1/2014	Increase number of Earn Your Wings recipients by 50%	6/5/2015 semiannually
G12.B2.S1.A1	Add a route to reduce time for transportation	Banks, Antonio	8/18/2014	Monitor attendance.	10/1/2014 one-time
G16.B1.S1.A2	Teachers will write assessments that mimic the rigor and questioning on Geometry EOC based off CPALMS	Barnes, Cathy	9/9/2014	Student success on quarterly CGA's	6/5/2015 monthly
G1.MA1	PERT and Algebra 1 EOC retake in December and May	Barnes, Cathy	9/9/2014	Increase in PERT scores and Algebra 1 EOC scores throughout the year	6/5/2015 monthly
G2.MA1	Teacher-created common assessments according to item specs Essays on content	Barnes, Cathy	9/9/2014	Test scores and their item analysis, essays Students must score 70% + on tests and on writing rubrics to demonstrate proficiency of standards	6/5/2015 monthly
G3.MA1	Looking at the level of rigor within the ELA honors classrooms.	Barnes, Cathy	8/18/2014	Lesson plans, student work, performance on assessment (teacher-made and district mandated).	6/4/2015 weekly
G3.B1.S1.MA1	Rigor is being infused in English I and II honors classes		Lesson plans, instructional	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			delivery, and student work.		
G3.B1.S1.MA1	Rigor is being infused in English I and II honors classes		Lesson plans, instructional delivery, and student work.	once	
G4.MA1	To increase the number of students scoring a level 4 on FCAT Writing.	Barnes, Cathy	8/18/2014	Lesson plans, Instructional delivery/ modeling, student work samples, district timed writing (January 2014), FCAT Writing (March 2014).	6/4/2015 biweekly
G4.B1.S1.MA1	Student work samples should show evidence of strategic reading strategy and how it can be applied to classroom objective and subject matter.	Barnes, Cathy	10/6/2014	Lesson plans, student work samples, FSA and EOC assessments.	5/29/2015 weekly
G4.B1.S1.MA1	To ensure that all teachers are incorporating strategic reading strategies within their lesson plans and in their instructional delivery.	Barnes, Cathy	9/29/2014	Student work, lesson plans, and instructional delivery during classroom visits.	5/29/2015 weekly
G5.MA1	EL students are showing progress in the areas of listening, speaking, reading, and writing in English through student work, testing data, and oral language capabilities.	Barnes, Cathy	1/5/2015	Lesson plans, PLC meetings, Performance Matter data (CGA data), student work, discussion with ESOL paraprofessional, and performance scores on the CELLA and FSA assessments.	5/29/2015 monthly
G5.B1.S1.MA1	To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.	Barnes, Cathy	10/6/2014	Lesson plans, students performance on the CELLA and FSA assessments in Spring 2015, student work, classroom observation, and discussions with the ESOL paraprofessional.	5/29/2015 biweekly
G5.B1.S1.MA1	To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.	Barnes, Cathy	9/22/2014	Lesson plans, students work, student performance, classroom observations, and discussions with the ESOL paraprofessional.	5/29/2015 biweekly
G6.MA1	Postsecondary test scores by grade and by academy	Barnes, Cathy	8/28/2014	Data notebook which includes ACT/ SAT tutor courses, student sign-in forms, copies of tests, registration tickets, student waiver documentation	6/4/2015 monthly
G6.MA2	Graduation coach will post data charts and updated reports to design team at the beginning of each month.	Barnes, Cathy	9/8/2014	Charts, reports included in minutes of meetings,	6/8/2015 monthly
G7.MA1	Students eligible for waivers will be contacted. Students will be encouraged to participate in after school tutoring program	Barnes, Cathy	8/28/2014	data notebook: logs of student contacts, parent calls, tutoring attendance forms	6/8/2015 monthly
G8.MA1	We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.	Barnes, Cathy	8/18/2014	District and state assessments.	6/5/2015 one-time
G8.B1.S1.MA1	We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.		Teacher-made assessments, district assessments, and student work.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.MA1	We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.		Lesson planning, student work, and instructional delivery.	once	
G9.MA1	Increase in number of students eligible for testing by looking at academic data and pretest data	Barnes, Cathy	8/18/2014	Data comparisons will be viewed and analyzed	6/4/2015 weekly
G9.B1.S1.MA1	Each academy lead teacher and designated Assistant Principal will provide feedback of number of students that show proficiency in reading and math that also show eligibility for industry certification and post secondary education readiness		Increased number of students eligible to take industry certification tests as well as post secondary readiness	once	
G9.B1.S1.MA1	Business partners, staff, parental and student surveys as well as data will drive the action plan		The evidence will be based on the number of industry certification tests as well as action items that will need improving based on surveys and data	once	
G9.B1.S2.MA1	[no content entered]			once	
G9.B1.S2.MA1	[no content entered]			once	
G10.MA1	Examine student work and common assessment results.	Parrish, Jessica	9/11/2014	End-of-year EOC assessment.	6/5/2015 weekly
G10.B1.S1.MA1	Increase the student proficiency on the EOC exam by 5%.	Parrish, Jessica	9/11/2014	Quarterly CGA's and end-of-year EOC assessment.	6/5/2015 quarterly
G10.B1.S1.MA1	Increase student proficiency on the Biology I EOC exam by 5%.	Parrish, Jessica	9/11/2014	Quarterly CGA's and end-of-year EOC assessment.	6/5/2015 one-time
G10.B1.S2.MA1	Increase the student proficiency on the EOC exam by 5%.	Parrish, Jessica	9/11/2014	Quarterly CGA's and end-of-year EOC assessment. PLC documents	6/5/2015 weekly
G10.B1.S2.MA1	In PLCs, monitor students performance on common assessments.	Parrish, Jessica	9/11/2014	Weekly PLC forms	6/5/2015 weekly
G11.MA1	Monitor progress on the FSA assessment.	Barnes, Cathy	6/1/2015	Results from the FSA assessment will show student performance on the assessment and what gains were made by each student.	6/1/2015 daily
G11.B1.S1.MA1	Students will show a better understanding of reading scaffolded texts with strategic reading strategies and transition to more rigorous texts while still utilizing the strategic reading strategies to ensure comprehension is still in place.	Barnes, Cathy	1/5/2015	Lesson planning, student work, assessment data (formative and summative), removal of scaffolding.	5/29/2015 biweekly
G11.B1.S1.MA1	Monitor teacher instructional delivery, lesson plans, student work, student data.	Barnes, Cathy	9/15/2014	Lesson Planning, teach-made assessments, quarterly district assessments, student work, and instructional delivery.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G12.MA1	Daily attendance	Barnes, Cathy	8/18/2014	Decrease in absences recorded on OnCourse and/or Genesis	6/4/2015 weekly
G12.B1.S1.MA1	Classroom management		Few to no referrals	once	
G12.B1.S1.MA1	Classroom management		Informal Evaluations	once	
G12.B2.S1.MA1	[no content entered]			once	
G12.B2.S1.MA1	[no content entered]			once	
G12.B1.S2.MA1	Schedule change		When no other issues arise	once	
G12.B1.S2.MA1	Schedule change		Genesis	once	
G12.B2.S2.MA1	[no content entered]			once	
G12.B2.S2.MA1	[no content entered]			once	
G13.MA1	Restorative Justice meetings	Barnes, Cathy	8/18/2014	Decrease in referrals for students who have been referred to Restorative Justice	6/4/2015 weekly
G13.B1.S1.MA1	Restorative Justice Meetings		Chart progress (decrease in discipline issues) of each student referred to Restorative Justice	once	
G13.B1.S1.MA1	Restorative Justice Meetings		9/5/2014	Written documentation of all students involved and the outcome	6/5/2015 weekly
G14.MA1	Monitor CGA data, formative data, and the FSA assessment results.	Barnes, Cathy	10/13/2014	Results from CGA data, formative data, and the results from the FSA assessment.	6/5/2015 monthly
G14.B1.S1.MA1	Observations and walkthroughs by Reading Coach, Principal, and/or Specialist.	Barnes, Cathy	10/13/2014	Observing the teacher in the teacher-led small group, student work, student data, lesson plans.	5/29/2015 weekly
G14.B1.S1.MA1	Teachers are incorporating a small teacher-led group for differentiation daily.	Barnes, Cathy	10/6/2014	Observing classes, student work for scaffolding or enrichment, student data, lesson plans.	5/29/2015 weekly
G15.MA1	CGA's and common assessments will be tracked for mastery of standards.	Barnes, Cathy	9/9/2014	Data chats with individual students after each CGA assessment.	6/5/2015 one-time
G15.B3.S1.MA1	The effectiveness will be monitored by Alg I Credit Recovery instructors holding periodic data chats with students after completing each Carnegie Learning assessment.	Barnes, Cathy	9/9/2014	Individual student data will be collected and reviewed as students complete each assessment within Carnegie Learning.	6/5/2015 monthly
G15.B3.S1.MA1	Student usage and proficiency data of the Carnegie Learning software will be monitored monthly.	Barnes, Cathy	9/9/2014	Fidelity will be measure by the amount of time and proficiency rate for students using the Carnegie Learning software.	6/5/2015 one-time
G16.MA1	Common assessments and exit slips will demonstrate mastery	Barnes, Cathy	9/9/2014	Grades on common assessments and exit slips	6/5/2015 daily
G16.B1.S1.MA1	Common assessments will demonstrate mastery		9/9/2014	Grades on assessments and daily exit slips.	6/5/2015 daily
G16.B1.S1.MA1	Classroom observations and lesson plans	Barnes, Cathy	9/9/2014	CAST observation completion and lesson plans.	6/5/2015 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 Opportuntities

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

G3. Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards.

G3.B1 Teachers transitioning from a teacher-centered way to teaching to placing more responsibility of the learning on the students through gradual release.

G3.B1.S1 Reading Coach will meet with teachers on a weekly basis through the PLC to ensure lesson plans are differentiated between standard and honors with purposeful planning to ensure high levels of rigor with differentiated instruction for honors and the appropriate scaffolding and differentiation for standard students.

PD Opportunity 1

Common Planning

Facilitator

Denise Boddie, Reading Coach

Participants

ELA I and II teachers

Schedule

On 6/5/2015

G4. Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas.

G4.B1 Lack of depth of knowledge regarding reading strategies for teacher teaching subjects outside of Language Arts and Reading.

G4.B1.S1 Research the FSA assessment and provide practice time for all content areas to experience the assessment for themselves. Provide professional development for teachers to learn specific reading strategies that will assist students as they navigate through challenging texts. Provide modeling and co-teaching opportunities for teachers to increase their knowledge of incorporating reading strategies and best practices within their content area.

PD Opportunity 1

To increase reading proficiency scores in grades 9-10 by ensuring all teachers are provided and trained on strategic reading strategies in all content areas.

Facilitator

Denise Boddie, Reading Coach

Participants

All content area teachers.

Schedule

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

G5. To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

G5.B1 Teachers who are not ESOL endorsed.

G5.B1.S1 All classes on a daily basis will have their students reading, talking and writing. This will give EL students continuous practice with additional help from the ESOL paraprofessional in the classroom.

PD Opportunity 1

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

Facilitator

ESOL paraprofessional

Participants

All teachers with EL students

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

G8. Continue to support our subgroups as it pertains to reading and their performance on the FSA assessment so these students can become stronger, more proficient readers, thinkers, and learners.

G8.B1 Teachers lack of understanding of how to read and understand data not only by standard, but also by subgroup and how to scaffold and differentiate instruction based on data.

G8.B1.S1 Weekly common planning to not only address the needs of the curriculum and assessments, but also understand what to do with the assessment data once it is uploaded onto Inform. Teaching teachers how to use the data to drive instruction, differentiate instruction, create groupings, and drill down instruction to a deeper level to enrich those students who understand the concept and to reteach concepts for those who need the concept explained in a different manner all together.

PD Opportunity 1

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

Facilitator

Reading Coach

Participants

All teachers

Schedule

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

G11. To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment.

G11.B1 Not all teachers have their reading endorsement or are CAR-PD trained to support struggling readers or understand strong literacy pedagogy.

G11.B1.S1 Weekly purposeful common planning session centered around unwrapping a benchmark, analyzing data, discussing student work, and the coach coming into classrooms to model instructional delivery to high needs students for teachers to gain a better understanding of how to reach all students and their needs.

PD Opportunity 1

To ensure that all bottom quartile students make yearly academic gains in reading on the FSA assessment.

Facilitator

Reading Coach and Reading Specialist

Participants

ELA and Reading teachers

Schedule

Weekly, from 9/15/2014 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**
Grand Total	**0**