

Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

63%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Understanding where our students come from is vital to the success of closing the achievement gap and in fostering positive relationships between students and teachers. When we learn about where our students come from, the knowledge we gain will help us to better support our students in the classroom and assist our parents in the home which in turn will allow us to receive more support from home. This process includes representing the diverse languages and cultures of our English Language Learners, celebrating diversity via our Multicultural Day, connecting with the Tangelo Park Foundation, supporting the YMCA Afterschool zone, attending our extracurricular events for family support, and students receiving incentives for making positive behavior choices.

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

Southwest Middle School is a safe place of higher learning and we hold this dear to our hearts. Student safety and overall respect are a few of the pillars of the Southwest Way. This process includes, celebrating, recognizing, and understanding respect via continuous classroom activities, school wide respect day (wearing yellow every Wednesday to highlight the importance of respect), and providing resources for students and families to understand the "Southwest Way" and be able to understand our view point of respect. For safety, students are supervised before school, during school (lunch time, class change), and after school. We adhere to the district procedures involving visitors on campus. We practice various types of emergency/evacuation drills to ensure student and staff safety throughout the school year, and we consistently and fairly adhere to the Orange County Public Schools Code of Student Conduct components to help ensure that students can gain the greatest possible benefit from their education.

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

Our school has implemented the Sea Lion Pride Positive Behavior Support System. We use the Code of Student Conduct, as well as a schoolwide system that addresses the expected behaviors of students. Our expectations are distributed in several ways: printed information in the first week folders, information on the school website, and oral presentations delivered in every classroom on campus. Teachers have the Sea Lion Pride expectations posted in their classrooms and some are posted around the school hallways. School personnel are trained on the schoolwide behavioral system during pre-planning and email reminders and DisciplineTips emails are sent to staff monthly.

When disciplinary incidents occur, there is an established protocol that includes student, family, staff and administrative involvement to help the student get back on track to succeed. We utilize Positive Alternative to School Suspension (PASS) on a period by period basis to minimize students missing instructional time. The Multi Tiered Support System is implemented for students with repeated discipline 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

Southwest Middle School ensures that the social-emotional needs of all students are being met by offering support through grade level school counselors and the Exceptional Student Education Behavior Specialist. The school counselors and the Behavior Specialist work with students individually, in small groups, and through classroom visits. Counselors and the Behavior Specialist focus on helping students develop stronger coping strategies, social/personal skills, and respect for themselves and others. When requested by the parents, the counselors and the Behavior Specialist make available a list of mental health services which are provided by Orange County Public Schools.

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

- Our attendance clerk monitors our Student Management System (SMS) to see if students have had five or more absences and/or tardies. When students are identified, our attendance clerk works with the school administration and social worker.
- Our grade level deans monitor regular education students who have one or more In School and Out of School suspensions. Our Staffing Specialist monitors each Exceptional Student Education student with an In School and/or Out of School suspension.
- Teachers, counselors, and administrators monitor failing grades in English Language Arts and/or Mathematics on a frequent basis by looking at students with Ds and Fs.
- Teachers, counselors and administrators have identified and monitor students with a Level 1 score on statewide assessments in English Language Arts and/or Mathematics.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	25	31	39	95
One or more suspensions	39	47	50	136
Course failure in ELA or Math	10	10	1	21
Level 1 on statewide assessment	87	81	94	262

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	29	35	45	109

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

- For attendance issues; once a student has five absences and/or tardies the parent is notified of the attendance policy of Orange County Public Schools and is warned of possible truancy proceedings by the attendance clerk and/or school social worker. Parents failing to comply are subject to the truancy process involving the school social worker and school personnel.
- For suspensions; repeat offenders are put through the Multi Tiered Support System (MTSS) process and monitored weekly. Behavior plans are put in place and monitored by teachers, grade level deans and administration. The goal of the plans are to improve behavior in the classroom so students can better learn. We strive to keep students in school as much as possible by using Positive Alternative to School Suspension (PASS) and administrative detentions during non-instructional times.
- Course failure; teachers plan interventions individually and in their Professional Learning Communities (PLCs) for struggling students. Academic coaches help teachers with this plan and the monitoring of student progress. Counselors meet individually with failing students about their grades and topics related to their grades. Also, we have an Extra Help Center with tutors who assist students struggling with English Language Arts and Mathematics. This is available before and during school.
- All students who received a Level 1 in English Language Arts and/or Mathematics are placed in a double block intensive ELA and/or Mathematics course for the year where there is a heavy emphasis on progress monitoring.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- The school communicates the vision and mission with families and the community through the principal's weekly phone message, school website, annual open house and curriculum night, quarterly newsletter, and the school marquee.
- Teachers communicate student progress with families through ProgressBook, emails, phone calls, newsletters, edmodo, and parent teacher conferences.
- Our families and community members are always invited and attend our after and during school events sponsored by the Parent Teacher Student Association, National Junior Honor Society, Student Council, Fine Arts Department, district academic competitions, and sports.

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

Many local businesses contact the school to partner with us and vice versa. Our school builds and sustains these relationships because they support student achievement. These partnerships greatly support our Positive Behavior Support system through incentives that are used to recognize and reward students for positive academics and other behaviors. Our Partners In Education are invited to two yearly appreciation breakfasts, Open House and school events. We thank our Partners In Education by having

our fine arts students perform at their business location, thanking them in our school newsletters, school emails, school marquee, Parent Teacher Student Association and School Advisory Council meetings, and morning announcements.

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
Arnold, Matthew	Principal
Yockel, Raymond	Assistant Principal
Letzo, Charles	Assistant Principal
Leonard, Michelle	Assistant Principal
Northcutt, Ann	Instructional Coach
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Other
Anderson, Cheryl	Other
Blair, LaTonya	Dean
Myers, Richard	Dean
Belcher, Kathleen	Guidance Counselor
Singletary, Peter	Guidance Counselor
Mills, Tara	Guidance Counselor
Mcknight, Marcus	Other
Thibeau, Mary	Other
Handley, Karen	Other

Duties

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

- Arnold, Matthew: Principal
- Yockel, Raymond: Assistant Principal
- Letzo, Charles: Assistant Principal
- Leonard, Michelle: Assistant Principal
- Northcutt, Ann: Curriculum Resource/Instructional Coach
- Newbold, Elizabeth M.: Reading/Literacy Coach
- Thibeau, Mary D.: Math Coach/Teacher
- Daher, Maria E.: ESOL Compliance
- Anderson, Cheryl L.: Staffing Specialist
- Belcher, Kathleen Z.: Guidance Counselor
- Singletary, Peter: Guidance Counselor
- Mills, Tara: Guidance Counselor
- Blair, LaTonya: Dean/MTSS Coach
- Myers, Richard: Dean

Handley, Karen: Media

Mcknight, Marcus: Technology

-All members will help manifest a professional code of ethics and values.

-Facilitate and monitor the implementation of the Multi Tiered Support System.

-Analyze data to identify areas of improvement.

-Review data and align staff development with district wide initiatives and differentiated accountability requirements.

-Staying current on technology needs to enhance instruction and professional development.

-Progress Monitoring to increase student achievement and to assist in making data driven decisions about curriculum, instruction, interventions, and accommodations.

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

The school-based Multi Tiered Support System (MTSS) Leadership Team conducts monthly meetings to plan and monitor the implementation of the MTSS process for all grade levels. The MTSS Leadership Team members will each be assigned to a specific grade level as an MTSS Lead. The team members will meet bi-weekly with their grade levels to assist in the identification of student needs and resources (personnel and curricular) needed for interventions based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments, and to collaborate in the expansion of progress monitoring plans for students as needed. The MTSS team meets with the principal to coordinate how funding and programs are allotted. These resources are maintained by the MTSS team. We use the Florida Continuous Improvement Model to problem-solve and determine how to use resources for the highest impact.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cameron White	Parent
Kathi Belcher	Teacher
Bilinda Kaufman	Parent
Latonya Blair	Teacher
Sarah Haugh	Parent
Jennifer Patterson	Parent
Carla Blaco	Parent
Trish Digregorio	Parent
Cindy Hunter	Parent
Robin O'Donnell	Parent
Bohlor Dadid Minan	Parent
Katie Starkey	Parent
Grace Kahn	Student
Lisa Broalai	Parent
Jeff Switters	Parent
Richard Myers	Teacher
Vanessa Hodak	Parent
Ruth Ceyala	Parent
Judy Jenkins	Parent
Coretta Butler	Parent
Matthew Arnold	Principal

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 is a council made up of parents, teachers, our principal, administrators, and other interested community members. The SAC develops, analyzes, and communicates the results of the school's annual school survey. That combined with the school academic, attendance and behavioral data are used to evaluate the school's prior year school improvement plan.

Development of this school improvement plan

Utilizing SAC survey results and the most current school data, the SAC council and school personnel construct the school's improvement plan

Preparation of the school's annual budget and plan

The principal meets with members of the SAC and school personnel to discuss school improvement needs that need to be budgeted for. A budget is then prepared for those needs.

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

The SAC reviews the budget is it relates to professional development and resources allocated in the School Improvement Plan.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Arnold, Matthew	Principal
Yockel, Raymond	Assistant Principal
Letzo, Charles	Assistant Principal
Leonard, Michelle	Assistant Principal
Northcutt, Ann	Instructional Coach
Newbold, Elizabeth	Instructional Coach
Daher, Maria	Other
Anderson, Cheryl	Other
Handley, Karen	Other
Lawro, Virginia	Teacher, K-12
Thibeau, Mary	Teacher, K-12
Westbrook, Mary	Teacher, K-12
Sapp, Daniel	Teacher, K-12
Sellers, Lisa	Teacher, K-12
McWhite, Sha'ron	Teacher, K-12
Sutkowy, Michelle	Teacher, K-12
Blair, LaTonya	Dean

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for this year will be to reduce the number of students not meeting proficiency on the FSA reading and math assessments by 50% in the next 5 years to meet the annual measurable objective requirement. In order to meet this goal, the following will be implemented across all content areas:

- AVID Writing Inquiry Collaboration Organization Reading (WICOR) strategies
- Cornell Notes
- Within the reading classes continue to enhance the supplemental programs: Read 180, System 44, and Achieve 3000 that helps students improve silent fluency, comprehension, and vocabulary
- Continue the Reading Counts program to encourage extensive reading outside of the school day
- Closely track students through Professional Learning Communities (PLCs) in order to address students' specific literacy skill needs—both remediation as well as enrichment

- Teachers receive extra common planning time to focus on improving rigor in their lesson plans
- Focus on changes in the Marzano Protocol and elements addressing content

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

We have established working Professional Learning Communities with grade level subject areas which meet at least twice a week to review data and plan for unit and daily lessons. We hold monthly department meetings where instructional strategies are shared. At our monthly staff meetings our Partners in Education donate food items, information is shared and successes are celebrated.

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

For recruiting, school administration attends job fairs and utilizes the district's online recruiting program to select highly qualified candidates to be interviewed for open positions at the school. The Instructional Coach holds bi-weekly meetings/trainings for all teachers new to the school. The Principal and Instructional Coach assign all new teachers to the school either a mentor (if the teacher is a new teacher) or a buddy (if the teacher is just new to the school but has experience teaching). The leadership team works to retain teachers by providing professional development, collaborating with coaches, and promoting a positive collaborative environment through our Professional Learning Communities.

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

All new teachers are paired up with a content area experienced teacher who has demonstrated learning gains and has completed the district's mentoring program. The mentors and new teachers are expected to have daily interaction, plan together, and model classroom lessons. The mentors are located in close proximity to the teachers they are mentoring and most have a common planning time.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

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

All Professional Learning Communities meet for planning sessions two times per week. Each session starts with a review of the most recent data from common formative assessments (mini) to see which students had difficulty attaining proficiency on the standards taught for the week. Teachers brainstorm

and come up with a plan for remediation. Also, three times per year each Professional Learning Community has a full day of planning (a substitute teacher is provided) so teachers can plan together and to come up with a Weekly Focus Calendar for each grading period. The calendar consist of the standards that must be taught, how much time is needed for those standards, how to teach the standards to fully engage the students, how the standards will be assessed, how to remediate and reassess students who did not reach proficiency, and plan for enrichment for the students who already have a strong knowledge of the standard(s). Teachers also use this time to brainstorm and research resources which can be used to differentiate instruction.

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: Before School Program

Minutes added to school year: 10,800

The Extra Help Center is open before school hours from 8:30 until 9:30 a.m. so that students can receive tutoring in the Core Academic Subjects that they are struggling with.

Strategy Rationale

The Extra Help Center is used by students as a before school tutoring center in core academics. This program helps our students stay on track with their core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Yockel, Raymond, raymond.yockel@ocps.net

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

There is a sign in sheet for students to track who is utilizing the EHC. We then look at how well the students utilizing the EHC perform in class to determine the effectiveness of the EHC.

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

-For incoming students, counselors visit all feeder elementary schools with information about middle school and electives available. Then the feeder schools visit and tour our school during the school day. Next, we offer a 5th grade parent night to help orientate students and parents and answer questions. We have a strong Advancement Via Individual Determination (AVID) program. We have a team that will return to the elementary school to interview qualified students interested in being in that program. During pre-planning we invite 6th grade students and parents to orientation where students can get a copy of their schedule, meet their teachers, and get other important school information. During the first week of school the counselor and dean visit each classroom and have a welcome presentation for students. Our coaches meet with our feeder school coaches throughout the year to share data trends and best practices.

-For outgoing 8th grade students, the high school we feed into presents information about their school

to the students. Our counselors follow up with classroom visits helping students to select their high school schedule. The high school counselors then return on a second day to register our students for high school. We also offer information to the 8th grade students about the district's magnet program throughout the year. Our 8th grade Social Studies teachers meet with the 9th grade Social Studies teachers to share data trends and best practices. We are planning to send two 8th grade U.S. History teachers to the Advanced Placement (AP) Summer Institute so they know what is expected of the students and can help prepare them for AP Human Geography in the ninth grade.

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

-Southwest Middle School continues to refine our Advancement Via Individual Determination (AVID) College Readiness System. Our AVID site team will visit other National Demonstration Schools to help us enhance our AVID program. 24 teachers will be sent to the AVID summer Institute to strengthen their implementation of AVID strategies. All professional development will have an AVID strategy component. Faculty members have implemented Cornell Note taking in all classrooms along with incorporating writing, inquiry, collaboration, organization and reading (WICOR) strategies in every lesson. There are also logos for colleges around the country painted in all of our hallways to promote a college bound culture.

-Students visit the Choices website to take an interest and skills inventory which they are able to link to a variety of career opportunities. History teachers then require students to use this information to research different careers. In the spring, the guidance counselor will guide the students to link career interests to post-secondary education and build a four year high school plan that supports their long term goals.

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

Students may take Introduction to Information Technology which is a high school credit course that prepares students to participate in the Career and Professional Education Academy (CAPE). On the high school level, CAPE provides students with the opportunity to participate in industry-specific curriculum with career based courses. Students who successfully complete the CAPE program may be eligible for the Gold Seal Scholarship. Our teacher communicates and plans instruction with the high school Business Academy teachers.

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

Students are provided the opportunity to work on computers and iPads in core classes which broaden their technical skills and help them support academic success. We are planning to expand this initiative by purchasing 200 more laptop computers that teachers may check out for classroom use.

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

NA

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.** Increase academic achievement with our subgroups through the effective implementation of AVID strategies and unit lesson planning.

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. Increase academic achievement with our subgroups through the effective implementation of AVID strategies and unit lesson planning. 1a

G046054

Targets Supported 1b

Indicator	Annual Target
AMO Math - Asian	90.0
AMO Math - African American	60.0
AMO Math - ED	67.0
AMO Math - ELL	64.0
AMO Math - Hispanic	73.0
AMO Math - SWD	57.0
AMO Math - White	89.0
AMO Reading - Asian	85.0
AMO Reading - African American	63.0
AMO Reading - ED	67.0
AMO Reading - ELL	63.0
AMO Reading - Hispanic	74.0
AMO Reading - SWD	65.0
AMO Reading - White	90.0

Resources Available to Support the Goal 2

- Writing, Inquiry, Collaboration, Organization and Reading (WICOR) Strategies for Advancement Via Individual Determination (AVID) for college and career readiness
- Cornell Notes for students to interact with classroom content
- Grade level Advancement Via Individual Determination (AVID) electives with tutorials
- Schoolwide Advancement Via Individual Determination (AVID) strategies for enhancing classroom instruction
- Marzano's research based classroom strategies for effective instruction
- Orange County Public School's (OCPS) Measurement Topic Plan with the cognitive complexity level for each standard
- Orange County Public School's (OCPS) scope and sequence of instruction that outlines the order of instruction and how much time should be dedicated to standards
- Performance Matters is an Orange County Public School's (OCPS) resource for tracking state and local benchmark data
- Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) is Florida's website with lesson plans and activities addressing standards
- Safari Montage is a computer based program with research based resources that address that the Florida standards
- Florida Standards Assessment website which has item specifications, sample questions, etc.
- Orange County Public School's (OCPS) locally created quarterly standards assessment which helps us progress monitor student data

- Two Exceptional Student Education (ESE) teachers to support mainstreamed ESE students in reading and math classes
- Extra Help Center which is a place where students can go for individual tutoring for reading and math
- Regular language arts class with Double block intensive reading courses for level 1 reading students
- Regular language arts class with an intensive reading courses for level 2 reading students
- System 44 program for lowest level 1 readers that addresses basic reading skills
- Read 180 program for struggling level 1 and level 2 readers
- Achieve 3000 program for struggling level 1 and level 2 readers
- Fasst Math used in intensive math classes for basic skills review add, subtract, multiply, and divide whole numbers
- Fraction Nation used in intensive math classes for comparing and ordering fractions along with operations with fractions
- Aleks standards based algebra mini lessons used in the Extra Help Center
- Go Math online resources for students includes student tutors, practice tests and worksheets
- English Language Arts teachers (ELA) are using Springboard as their ELA program to teach the state standards
- Reading coach works with the English Language Arts (ELA) teachers and reading teachers on planning and instruction and with struggling students in small groups
- Math coach works with the math teachers on planning and instruction
- Curriculum Compliance Teacher (CCT) works with teachers who have English Language Learners (ELL) students on planning and instruction and with small groups of ELL students
- Reading Counts is a program for testing how well students comprehend texts they have selected

Targeted Barriers to Achieving the Goal 3

- The new standards require students to develop and organize ideas with supporting details, conventions, and proper sentence structure.
- Low level of rigor with instruction
- Teachers have difficulty with differentiating instruction to meet the learning needs of students
- Teachers needing a greater knowledge of strategies to plan for engaging and rigorous lessons

Plan to Monitor Progress Toward G1. 8

Common formative mini assessment data, all Orange County Benchmark Assessment results, classroom observation data

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common formative mini assessment data, all Orange County Benchmark Assessment results, classroom observation data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase academic achievement with our subgroups through the effective implementation of AVID strategies and unit lesson planning. **1**

 G046054

G1.B1 The new standards require students to develop and organize ideas with supporting details, conventions, and proper sentence structure. **2**

 B113978

G1.B1.S1 English Language Arts teachers will utilize Springboard as their core program to teach their curriculum. Springboard has a multitude of embedded writing activities throughout that are aligned with the Florida Standards writing standards. **4**

 S125642

Strategy Rationale

Springboard is a research based program that addresses the Florida Standards for writing with the rigor that meets the demands of the Florida Standards.

Action Step 1 **5**

Teachers are planning unit and daily lessons using Springboard as their primary program for instruction. They are planning with their Professional Learning Communities (PLCs). The PLCs are planning writing instruction revolved around the embedded writing activities and assessments in Springboard. This helps students develop and organize ideas, use supporting details, and use proper conventions and sentence structure.

Person Responsible

Elizabeth Newbold

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 2 5

Coaching/modeling support will be provided for English Language Arts teachers to facilitate effective implementation of the Springboard program.

Person Responsible

Elizabeth Newbold

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher Observation Results

Action Step 3 5

English Language Arts and Social Studies teachers will implement Springboard writing strategies.

Person Responsible

Elizabeth Newbold

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

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

Administrators will participate in grade level language arts and social studies Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing, iObservation Data

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

Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessments and Orange County Writes results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that the results of the common formative mini assessments and the Orange County Writes results are discussed.

Person Responsible

Raymond Yockel

Schedule

On 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing, Orange County Writes assessment result, iObservation Data

G1.B1.S2 All teachers will use the Writing and Organization components of Writing Inquiry Collaboration Organization and Reading (WICOR) in their lesson plans. 4

 S125643

Strategy Rationale

WICOR writing involves process writing, peer evaluation, and authentic writing which are all research based strategies for teaching writing. WICOR organization involves graphic organizers which enables students to organize their thoughts.

Action Step 1 5

Teachers are planning unit and daily lessons with their Professional Learning Communities (PLCs) incorporating Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.

Person Responsible

Elizabeth Newbold

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 2 5

Coaching/modeling support will be provided for English Language Arts and Social Studies teachers to facilitate effective implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.

Person Responsible

Elizabeth Newbold

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher Observation Results

Action Step 3 5

English Language Arts and Social Studies teachers will implement Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.

Person Responsible

Elizabeth Newbold

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

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

Administrators will participate in grade level language arts and social studies Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing

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

Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessments and Orange County Writes results and focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that the results of the common formative mini assessments and the Orange County Writes results are discussed.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing, Orange County Writes assessment results, iObservation Data

G1.B1.S3 The Marzano protocol for instruction includes research based elements that are considered best practices for addressing content. These strategies will be used by teachers while instructing writing.

4

 S125649

Strategy Rationale

The Marzano protocol for lesson segments addressing content promote rigor and are research based.

Action Step 1 5

Teachers are planning in their Professional Learning Communities (PLCs) unit and daily lessons incorporating the Marzano protocol strategies for use with unit and daily lessons to address organizing writing with supporting details, conventions, and proper sentence structure.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 2 5

Coaching/modeling support will be provided for teachers on the Marzano protocol strategies in relation to organizing writing with supporting details, conventions, and proper sentence structure.

Person Responsible

Elizabeth Newbold

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 3 5

English Language Arts and Social Studies teachers will implement Marzano protocol strategies when instructing organizing writing with supporting details, conventions, and proper sentence structure.

Person Responsible

Elizabeth Newbold

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

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

Administrators will participate in grade level language arts and social studies Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.

Person Responsible

Elizabeth Newbold

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing, Orange County Writes assessment results

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

Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessments and Orange County Writes results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that the results of the common formative mini assessments and the Orange County Writes results are discussed.

Person Responsible

Raymond Yockel


Schedule

Weekly, from 9/25/2014 to 6/3/2015


Evidence of Completion

Unit plans, daily lesson plans, student writing, Orange County Writes assessment result, iObservation Data

G1.B2 Low level of rigor with instruction 2

 B114110

G1.B2.S1 Implementation of Marzano lesson segments addressing content with fidelity 4

 S126011

Strategy Rationale

The Marzano protocol for instruction includes research based elements that are considered best practices for improving rigor while addressing content.

Action Step 1 5

Teachers will plan in their Professional Learning Communities (PLCs) and pay attention to the implementation of Marzano's lesson segments addressing content in their daily lesson plans.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, daily plans, sample student work, teacher observation results

Action Step 2 5

Coaching/modeling support will be provided to facilitate effective implementation of Marzano's lesson segments addressing content.

Person Responsible

Ann Northcutt

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 3 5

Teachers will implement Marzano's lesson segments addressing content.

Person Responsible

Ann Northcutt

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

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

Administrators will participate in grade level Professional Learning Community meetings (PLC) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing

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

Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessment and Orange County Writes results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of their use of the Marzano lesson elements addressing content in their daily lesson plans.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student writing, Orange County Writes assessment results

G1.B3 Teachers have difficulty with differentiating instruction to meet the learning needs of students 2

 B114111

G1.B3.S1 Teachers have a common planning time twice a week to create unit and lesson plans that address data and incorporate differentiated activities for students. Teachers will utilize their focus calendar when planning (including assessment and reassessment dates) 4

 S126585

Strategy Rationale

When teachers plan together they research and share instructional practices to address differentiated instructional needs for remediation and enrichment based on assessment results.

Action Step 1 5

Teachers are planning in their Professional Learning Communities (PLC) by utilizing their assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.

Person Responsible

Ann Northcutt

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Reassessment data, focus calendars, unit plans, daily plans, sample student work, teacher observation results

Action Step 2 5

Coaching/modeling support will be provided for teachers to facilitate effective use of assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.

Person Responsible

Ann Northcutt

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Reassessment data, focus calendars, unit plans, daily plans, sample student work, teacher observation results

Action Step 3 5

Teachers will use assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.

Person Responsible

Ann Northcutt

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Reassessment data, focus calendars, unit plans, daily plans, sample student work, teacher observation results

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

Administrators will participate in grade level Professional Learning Community meetings (PLC) and work with the PLCs to develop differentiated remediation and/or enrichment activities on lesson and unit plan development . Administrators will monitor lesson and unit plan implementation through classroom observations.

Person Responsible

Ann Northcutt

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student work samples, teacher observations

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

Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that differentiated lessons are being taught with fidelity and rigor. Administrators will monitor common formative mini assessment and Orange County Benchmark Assessment results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of differentiated lessons in their daily lesson plans.

Person Responsible

Ann Northcutt


Schedule

On 6/3/2015


Evidence of Completion

Unit plans, daily lesson plans, student work samples, Orange County Benchmark assessment results, teacher observations

G1.B4 Teachers needing a greater knowledge of strategies to plan for engaging and rigorous lessons **2**

 B114113

G1.B4.S1 All teachers will attend professional development activities on unit and lesson planning and work with their Professional Learning Communities (PLCs) to discuss the incorporation and implementation of Advancement Via Individual Determination (AVID) and Marzano teaching strategies into their plans to better engage students in rigorous lessons. **4**

 S130514

Strategy Rationale

Carefully planned unit and daily lessons that include AVID and Marzano teaching strategies that are designed to keep students engaged in rigorous lessons

Action Step 1 **5**

Teachers are attending monthly professional development activities on planning and meeting weekly with their Professional Learning Communities (PLCs) to discuss the implementation and incorporation of Advancement Via Individual Determination and Marzano instructional strategies into their unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 2 **5**

Coaching/modeling support will be provided to facilitate effective implementation and incorporation of Advancement Via Individual Determination and Marzano instructional strategies into unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.

Person Responsible

Ann Northcutt

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Action Step 3 5

Teachers will implement Advancement Via Individual Determination and Marzano instructional strategies into their unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.

Person Responsible

Ann Northcutt

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators will participate in grade level Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will collect and monitor lesson and unit plan implementation through classroom observations.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Plans, daily plans, sample student work, teacher observation results

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that differentiated lessons are engaging and being taught with fidelity and rigor. Administrators will monitor common formative mini assessment and Orange County Benchmark Assessment results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of engaging lessons in their daily lesson plans.

Person Responsible

Raymond Yockel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit plans, daily lesson plans, student work samples, Orange County Benchmark assessment results, teacher observations

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers are planning unit and daily lessons using Springboard as their primary program for instruction. They are planning with their Professional Learning Communities (PLCs). The PLCs are planning writing instruction revolved around the embedded writing activities and assessments in Springboard. This helps students develop and organize ideas, use supporting details, and use proper conventions and sentence structure.	Newbold, Elizabeth	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 weekly
G1.B2.S1.A1	Teachers will plan in their Professional Learning Communities (PLCs) and pay attention to the implementation of Marzano's lesson segments addressing content in their daily lesson plans.	Yockel, Raymond	8/18/2014	Unit Plans, daily plans, sample student work, teacher observation results	6/3/2015 weekly
G1.B3.S1.A1	Teachers are planning in their Professional Learning Communities (PLC) by utilizing their assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.	Northcutt, Ann	8/18/2014	Reassessment data, focus calendars, unit plans, daily plans, sample student work, teacher observation results	6/3/2015 weekly
G1.B4.S1.A1	Teachers are attending monthly professional development activities on planning and meeting weekly with their Professional Learning Communities (PLCs) to discuss the implementation and incorporation of Advancement Via Individual Determination and Marzano	Yockel, Raymond	8/11/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional strategies into their unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.				
G1.B1.S2.A1	Teachers are planning unit and daily lessons with their Professional Learning Communities (PLCs) incorporating Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.	Newbold, Elizabeth	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 weekly
G1.B1.S3.A1	Teachers are planning in their Professional Learning Communities (PLCs) unit and daily lessons incorporating the Marzano protocol strategies for use with unit and daily lessons to address organizing writing with supporting details, conventions, and proper sentence structure.	Yockel, Raymond	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 weekly
G1.B1.S1.A2	Coaching/modeling support will be provided for English Language Arts teachers to facilitate effective implementation of the Springboard program.	Newbold, Elizabeth	8/18/2014	Teacher Observation Results	6/3/2015 biweekly
G1.B1.S2.A2	Coaching/modeling support will be provided for English Language Arts and Social Studies teachers to facilitate effective implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.	Newbold, Elizabeth	8/18/2014	Teacher Observation Results	6/3/2015 biweekly
G1.B1.S3.A2	Coaching/modeling support will be provided for teachers on the Marzano protocol strategies in relation to organizing writing with supporting details, conventions, and proper sentence structure.	Newbold, Elizabeth	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 biweekly
G1.B2.S1.A2	Coaching/modeling support will be provided to facilitate effective implementation of Marzano's lesson segments addressing content.	Northcutt, Ann	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 biweekly
G1.B3.S1.A2	Coaching/modeling support will be provided for teachers to facilitate effective use of assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.	Northcutt, Ann	8/18/2014	Reassessment data, focus calendars, unit plans, daily plans, sample student work, teacher observation results	6/3/2015 weekly
G1.B4.S1.A2	Coaching/modeling support will be provided to facilitate effective implementation and incorporation of Advancement Via Individual Determination and Marzano instructional strategies into unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.	Northcutt, Ann	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	English Language Arts and Social Studies teachers will implement Springboard writing strategies.	Newbold, Elizabeth	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 daily
G1.B1.S2.A3	English Language Arts and Social Studies teachers will implement Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.	Newbold, Elizabeth	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 daily
G1.B1.S3.A3	English Language Arts and Social Studies teachers will implement Marzano protocol strategies when instructing organizing writing with supporting details, conventions, and proper sentence structure.	Newbold, Elizabeth	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 daily
G1.B2.S1.A3	Teachers will implement Marzano's lesson segments addressing content.	Northcutt, Ann	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 daily
G1.B3.S1.A3	Teachers will use assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.	Northcutt, Ann	8/18/2014	Reassessment data, focus calendars, unit plans, daily plans, sample student work, teacher observation results	6/3/2015 weekly
G1.B4.S1.A3	Teachers will implement Advancement Via Individual Determination and Marzano instructional strategies into their unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.	Northcutt, Ann	8/18/2014	Unit Plans, Daily Plans, Sample Student Work, Teacher Observation Results	6/3/2015 daily
G1.MA1	Common formative mini assessment data, all Orange County Benchmark Assessment results, classroom observation data	Yockel, Raymond	8/18/2014	Common formative mini assessment data, all Orange County Benchmark Assessment results, classroom observation data	6/3/2015 weekly
G1.B1.S1.MA1	Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessments and Orange County Writes results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that the results of the common formative mini assessments and the Orange County Writes results are discussed.	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student writing, Orange County Writes assessment result, iObservation Data	6/3/2015 one-time
G1.B1.S1.MA1	Administrators will participate in grade level language arts and social studies Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student writing, iObservation Data	6/3/2015 weekly
G1.B2.S1.MA1	Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student writing, Orange County Writes assessment results	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessment and Orange County Writes results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of their use of the Marzano lesson elements addressing content in their daily lesson plans.				
G1.B2.S1.MA1	Administrators will participate in grade level Professional Learning Community meetings (PLC) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student writing	6/3/2015 weekly
G1.B3.S1.MA1	Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that differentiated lessons are being taught with fidelity and rigor. Administrators will monitor common formative mini assessment and Orange County Benchmark Assessment results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of differentiated lessons in their daily lesson plans.	Northcutt, Ann	8/18/2014	Unit plans, daily lesson plans, student work samples, Orange County Benchmark assessment results, teacher observations	6/3/2015 one-time
G1.B3.S1.MA1	Administrators will participate in grade level Professional Learning Community meetings (PLC) and work with the PLCs to develop differentiated remediation and/or enrichment activities on lesson and unit plan development . Administrators will monitor lesson and unit plan implementation through classroom observations.	Northcutt, Ann	8/18/2014	Unit plans, daily lesson plans, student work samples, teacher observations	6/3/2015 weekly
G1.B4.S1.MA1	Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that differentiated lessons are engaging and being taught with fidelity and rigor. Administrators will monitor common formative mini assessment and Orange County Benchmark Assessment results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that teachers are reflecting on the effectiveness of engaging lessons in their daily lesson plans.	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student work samples, Orange County Benchmark assessment results, teacher observations	6/3/2015 weekly
G1.B4.S1.MA1	Administrators will participate in grade level Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will collect and monitor lesson and unit plan	Yockel, Raymond	8/18/2014	Unit Plans, daily plans, sample student work, teacher observation results	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation through classroom observations.				
G1.B1.S2.MA1	Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessments and Orange County Writes results and focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that the results of the common formative mini assessments and the Orange County Writes results are discussed.	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student writing, Orange County Writes assessment results, iObservation Data	6/3/2015 weekly
G1.B1.S2.MA1	Administrators will participate in grade level language arts and social studies Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.	Yockel, Raymond	8/18/2014	Unit plans, daily lesson plans, student writing	6/3/2015 weekly
G1.B1.S3.MA1	Administrators will monitor that unit and daily plans address the barrier and observe the lessons in the classrooms to ensure that they are being taught with fidelity and rigor. Administrators will monitor common formative mini assessments and Orange County Writes results with a focus on the items that address the elements in the barrier. Administrators will attend the Professional Learning Community (PLC) meetings to ensure that the results of the common formative mini assessments and the Orange County Writes results are discussed.	Yockel, Raymond	9/25/2014	Unit plans, daily lesson plans, student writing, Orange County Writes assessment result, iObservation Data	6/3/2015 weekly
G1.B1.S3.MA1	Administrators will participate in grade level language arts and social studies Professional Learning Community meetings (PLCs) and work with the PLCs on lesson and unit plan development. Administrators will monitor lesson and unit plan implementation through classroom observations.	Newbold, Elizabeth	8/18/2014	Unit plans, daily lesson plans, student writing, Orange County Writes assessment results	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase academic achievement with our subgroups through the effective implementation of AVID strategies and unit lesson planning.

G1.B1 The new standards require students to develop and organize ideas with supporting details, conventions, and proper sentence structure.

G1.B1.S1 English Language Arts teachers will utilize Springboard as their core program to teach their curriculum. Springboard has a multitude of embedded writing activities throughout that are aligned with the Florida Standards writing standards.

PD Opportunity 1

Teachers are planning unit and daily lessons using Springboard as their primary program for instruction. They are planning with their Professional Learning Communities (PLCs). The PLCs are planning writing instruction revolved around the embedded writing activities and assessments in Springboard. This helps students develop and organize ideas, use supporting details, and use proper conventions and sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Coaching/modeling support will be provided for English Language Arts teachers to facilitate effective implementation of the Springboard program.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA) Teachers

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

English Language Arts and Social Studies teachers will implement Springboard writing strategies.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B1.S2 All teachers will use the Writing and Organization components of Writing Inquiry Collaboration Organization and Reading (WICOR) in their lesson plans.

PD Opportunity 1

Teachers are planning unit and daily lessons with their Professional Learning Communities (PLCs) incorporating Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Coaching/modeling support will be provided for English Language Arts and Social Studies teachers to facilitate effective implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

English Language Arts and Social Studies teachers will implement Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies for writing and organization to address organizing writing with supporting details, conventions, and proper sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B1.S3 The Marzano protocol for instruction includes research based elements that are considered best practices for addressing content. These strategies will be used by teachers while instructing writing.

PD Opportunity 1

Teachers are planning in their Professional Learning Communities (PLCs) unit and daily lessons incorporating the Marzano protocol strategies for use with unit and daily lessons to address organizing writing with supporting details, conventions, and proper sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Coaching/modeling support will be provided for teachers on the Marzano protocol strategies in relation to organizing writing with supporting details, conventions, and proper sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

English Language Arts and Social Studies teachers will implement Marzano protocol strategies when instructing organizing writing with supporting details, conventions, and proper sentence structure.

Facilitator

Reading/Writing Coach

Participants

English Language Arts (ELA)/Social Studies Teachers

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B2 Low level of rigor with instruction

G1.B2.S1 Implementation of Marzano lesson segments addressing content with fidelity

PD Opportunity 1

Teachers will plan in their Professional Learning Communities (PLCs) and pay attention to the implementation of Marzano's lesson segments addressing content in their daily lesson plans.

Facilitator

Instructional Coach

Participants

Full Faculty

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Coaching/modeling support will be provided to facilitate effective implementation of Marzano's lesson segments addressing content.

Facilitator

Instructional Coach

Participants

Full Faculty

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

Teachers will implement Marzano's lesson segments addressing content.

Facilitator

Instructional Coach

Participants

Full Faculty

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B3 Teachers have difficulty with differentiating instruction to meet the learning needs of students

G1.B3.S1 Teachers have a common planning time twice a week to create unit and lesson plans that address data and incorporate differentiated activities for students. Teachers will utilize their focus calendar when planning (including assessment and reassessment dates)

PD Opportunity 1

Teachers are planning in their Professional Learning Communities (PLC) by utilizing their assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.

Facilitator

Instructional Coach

Participants

All Faculty

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Coaching/modeling support will be provided for teachers to facilitate effective use of assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.

Facilitator

Instructional Coach

Participants

All Faculty

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

Teachers will use assessment data to plan enrichment and/or remediation activities incorporating Marzano's elements addressing content in their daily lesson plans.

Facilitator

Instructional Coach

Participants

All Faculty

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G1.B4 Teachers needing a greater knowledge of strategies to plan for engaging and rigorous lessons

G1.B4.S1 All teachers will attend professional development activities on unit and lesson planning and work with their Professional Learning Communities (PLCs) to discuss the incorporation and implementation of Advancement Via Individual Determination (AVID) and Marzano teaching strategies into their plans to better engage students in rigorous lessons.

PD Opportunity 1

Teachers are attending monthly professional development activities on planning and meeting weekly with their Professional Learning Communities (PLCs) to discuss the implementation and incorporation of Advancement Via Individual Determination and Marzano instructional strategies into their unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.

Facilitator

Instructional Coach

Participants

All Faculty

Schedule

Weekly, from 8/11/2014 to 6/3/2015

PD Opportunity 2

Coaching/modeling support will be provided to facilitate effective implementation and incorporation of Advancement Via Individual Determination and Marzano instructional strategies into unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.

Facilitator

Instructional Coach

Participants

All Faculty

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 3

Teachers will implement Advancement Via Individual Determination and Marzano instructional strategies into their unit and daily lesson plans to increase student engagement in their classrooms through rigorous lessons.

Facilitator

Instructional Coach

Participants

Full Faculty

Schedule

Daily, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase academic achievement with our subgroups through the effective implementation of AVID strategies and unit lesson planning.	59,300
Grand Total	59,300

Goal 1: Increase academic achievement with our subgroups through the effective implementation of AVID strategies and unit lesson planning.

Description	Source	Total
B1.S2.A1 - Substitutes to cover CORE teachers as they attend 4 all day planning sessions	General Fund	20,000
B1.S2.A1 - Stipend to have CORE teachers come back the week before pre-planning in order to attend school based workshops on planning	General Fund	15,000
B1.S2.A1 - Advancement Via Individual Determination (AVID) Summer Institute	General Fund	20,000
B1.S2.A1 - Advancement Via Individual Determination (AVID) National Conference	General Fund	2,000
B1.S2.A1 - Visit to Advancement Via Individual Determination (AVID) National Demonstration School in Plant City	General Fund	300
B1.S2.A1 - Advancement Via Individual Determination (AVID) Leadership College Readiness Path Training	General Fund	2,000
Total Goal 1		59,300