

Schwettman Education Center



2014-15 School Improvement Plan

Schwettman Education Center

5520 GRAND BLVD, New Port Richey, FL 34652

www.pasco.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

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>.

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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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to positively engage students in their education and facilitate a successful transition to their home school.

Provide the school's vision statement

Establish and maintain a consistent approach to all components of administration, curriculum, support methods, behavioral management, and overall school environment.

Work collaboratively to maintain an educational environment that ensures appropriate student/teacher ratio.

We will fairly and consistently motivate students to replace negative behaviors with positive and appropriate behaviors.

Create and maintain a positive learning environment.

Provide an environment which fosters teamwork, open communication, and is supported by strong leadership at both school and district levels.

To provide appropriate curriculum and academic support to help all students achieve gains toward success of the SSS by recognizing each student's needs and abilities.

We will be consistent in staff modeling appropriate "Professional" behavior.

Provide our students with the physical space and instructional resources to be successful in reaching their individual potential.

School Environment

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

One of the luxuries of having a smaller environment at HSEC is that the entire staff is able to focus on establishing meaningful relationships with students and parents. Teachers, support staff, custodial staff and office persons all have opportunities to bond with and learn about students on a deeper level. Some of the opportunities that lend themselves to these moments are as follows:

bus, breakfast, lunch and hallway/transition duties

processing groups (classroom and therapeutic)

Why Try

Club Days

1st period - homeroom

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

HSEC has a full support staff made up of a SRO, guidance counselor, school psychologist, behavior specialist, social worker, nurse, ESE graduate enhancement specialist, and Discipline IA, who are almost all full time. Support staff members are always available to students and parents in order to address any issues that may arise in regards to safety and respect. All students have a safe place and adult to go to if the need arises. Additionally, there is a no tolerance policy district wide. The entire staff is trained on this policy and adheres to the guidelines and is aware of the safeguard for students.

By the end of the semester, the entire staff will have received non-violent CPI training which also aides in the safety of our campus.

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 staff is trained on PBIS. There is a PBIS data committee as well for fidelity checks. There is a school wide behavioral system in place which students are trained and refreshed on consistently. The leadership team and staff meet prior to each new school year to reflect on successes and update needs to the level system. Revisions are collaboratively made based on data and the staff is trained with opportunities for role plays in order to increase reliability and remove as much subjectivity as possible. Students receive a week of training on the level system week 1 of school. To accommodate our new registrants, students are orientated at registration and on their first day. Additionally, there is a school wide training at the start of each quarter.

Our phase or level system helps reinforce students in positive behaviors. The pillars of our system include: respect, responsibility, safety, positive decision making, and compliance. The level system helps reinforce academic engagement, attendance, and positive behaviors every moment of the school day and is linked to several reward, motivators, and consequences. There is a clear link between backwards movement on the level system and disciplinary consequences.

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

There are several systems in place within Schwettman's infrastructure that help ensure that the social-emotional needs of our students are met. Our support staff offers crisis and on the spot brief and solution-focused counseling/consultation. Additionally, we have small group counseling, one-to-one, and classroom sessions of resiliency and other social skills education. Our entire population of 8th grade recovery students receive Why Try and the students in the Intensive Therapeutic Emotionally Behaviorally Disturbed unit receive personalized services based on their IEP and behavior plans.

Students in need of social-emotional support self identify or can be referred by parents, teachers, or PLC teams.

Lastly, the school social worker can refer students to an outside agency that contracts with Pasco county and comes to our school to meet with students and families.

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

We use Pasco's Early Warning System. All of the information about students filters into Pasco Star which then feed the EWS. The at-risk high school indicators include: course performance, GPA, credits, attendance, and office discipline referrals. The middle school at-risk indicators are the same minus credits.

All of the above listed indicators are used in the EWS and recorded by the state of FL.

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
	7	8	9	10	11	12	
Attendance below 90 percent	7	56	16	22	9	2	112
One or more suspensions	7	59	15	21	9	2	113
Course failure in ELA or Math	7	65	13	19	7	2	113
Level 1 on statewide assessment	6	56	10	15	5	0	92

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	70	16	22	9	2	126

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

Because of the nature of our school and our at risk population, several of the issues must be addressed and attended to in order to direct the students' focus to academics. Our school wide PBIS (level system) addresses attendance, behavior, and grades, which are all factors correlated with academic achievement. All of our students are assessed several times a year to track need and progress. We use differentiated instruction in all classes and all classes are small for more one to one attention for students, especially those with multiple risk factors. Our credit recovery programs during and after school also help struggling students who have fallen behind. We place Instructional Assistants in classes where students have the most difficulty and could benefit from more individualized instruction.

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

All parents of 8R students were invited to a HSEC School Orientation before the beginning of the school year. Additionally, anyone who registers meets with the guidance counselor who orients them to HSEC. There is a fall open house for all families. Parent/Teacher conferences and calls are encouraged/made throughout the school year. The school website and E-Semler also aid in increasing communication.

HSEC holds a holiday luncheon where all families are invited. Some other things that help promote the home-school partnership include food baskets, supply and other give-aways, and a full-time social worker.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school SAC committee has community members that help make up the committee and thus assist in promoting community partnerships. HSEC also has partnerships with outside resources families may utilize, such as Gulf Coast for counseling. Our counseling is school based and we facilitate the entire process.

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
Koenigsfeld, Randy	Principal
Sanchez, Roxana	Psychologist
Teskey, Lori	Teacher, K-12
Kuzniewski, Carolyn	Instructional Coach
Ray, Tina	Other
Cockrell, Danica	Attendance/Social Work
Damato, Cindy	Guidance Counselor
Huyck, Eilis	Teacher, K-12
Perkins, Chris	Teacher, K-12
Maguire, Amy	Teacher, K-12

Duties

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

The school based leadership team is made up of the following staff members: principal, instructional coach, 3 graduation enhancement teachers (2 of which are also PLC facilitators), school psychologist (also a PLC facilitator), a reading teacher, behavior specialist, and the school guidance counselor. The responsibility of each of the school based leadership team member varies. There are many times where team members wear several hats. All members attend grade level and content area PLC's and bring data to and from the PLC's to the leadership team meetings. Some team members facilitate their PLC's and some are liaisons between PLC's and S-BIT. Support staff members on the team collect and analyze behavioral data through the use of the level system, TERMS, in-school support/referral forms, EWS, and ODR's. Teachers on the team collect data on academic matters related to the common core standards and assist in rolling out the standards in their PLC's. All members are responsible for analyzing school wide demographic data, climate data, assessment data, and look for trends in data on the level system and EWS in order to enhance the school's PBIS. All members also help in the development and implementation of Tier 1, 2, and 3 data-based interventions. The principal provides guidance throughout all of the processes via observation and direct feedback.

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

HSEC uses a data-based problem solving process in order to identify and align all available resources in order to meet the needs of all students and maximize desired student outcomes. By analyzing the data, we identify our needs and can properly and with fidelity allocate our personnel, instruction, and curriculum.

We receive Title 1, Part D funds to supplement instruction for at risk youth, credit retrieval, our HSEC Satellite Education Program for those who need to recover courses/credits or who are not able to attend the regular day program, and parent involvement efforts. Title I Part D funding provides staff development throughout the year also.

The principal is responsible for coordinating the leadership and SAC meeting where some financial decisions are made. The principal also makes decisions on how an inventory of resources is maintained after he has received input from data analysis meetings showing what resources and activities are most effective.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marilyn DeChant	Business/Community
Paul Freidlander	Business/Community
Sue Grassin	Business/Community
Stephanie Pascalli	Business/Community
J'Sean Waters	Student
TBA	Parent
Rick Brown	Business/Community
Val Abram	Business/Community
Amy Maguire	Teacher
Randy Koenigsfeld	Principal
Michael Macciarola	Education Support Employee
Becky Barnett	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the goals and strategies for last year's school improvement plan. Goals are modified based on the effectiveness and appropriateness of the plan.

Development of this school improvement plan

The SAC provided feedback throughout the development of this plan. Throughout the year progress reports will be given to the SAC for discussion and response.

Preparation of the school's annual budget and plan

The SAC members assist is the budget development for each calendar year.

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

The school improvement funds helped supplement the positive incentive programs that are developed for the alternative school population.
\$1500

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
Koenigsfeld, Randy	Principal
Kuzniewski, Carolyn	Instructional Coach
Teskey, Lori	Teacher, K-12
Douglas, Anita	Teacher, K-12
Custeau, Lisa	Teacher, K-12
Huyck, Eilis	Teacher, K-12
Sanford, Mike	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT help promote literacy and the infusion of technology in the school. They focus on the improvement of Reading Comprehension and writing skills through data collection and evaluation (Discovery Ed) and promoting common core literacy shifts.

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

Positive working relationships amongst teacher and support staff and reinforced weekly, mainly through PLC meetings. At these meetings, building, classroom and students concerns are voiced and approached through collaborative problem solving process. There are also PLC's established to discuss curriculum and encourage collaboration. School leadership and staff meetings further encourage the positive working relationships in the building.

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

District guidelines will be followed to recruit and retain highly qualified, certified-in-field, and effective teachers. The Principal is responsible for following these guidelines.

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

The district has a mentor training program which pairs qualified mentors with teachers who are new to the district. Mentoring activities include classroom management activities, curriculum development, professional learning community development, common core development, and lesson planning. New teachers are also given an in-house mentor and an IA that starts off in their classroom several (sometimes all) periods until the teacher has established a comfort level with the routines and policies at HSEC.

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

All teachers in the school are part of a subject area Professional Learning Communities. In these meetings, common core is discussed and lessons are planned, which ensures alignment with Florida's 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

Because of the nature of our school and the small environment, differentiated instruction can be implemented with all students. Credit recovery programs are available to middle and high school students. At-risk students are identified with the use of the EWS. Additionally, we use data from frequent assessments (Discovery Ed), specifically in the areas of reading and math. Those receiving a level 1 or 2 are placed in intensive reading. 9th graders who need intensive math remediation, are placed in a double block of math.

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

Strategy: After School Program

Minutes added to school year: 2,500

HSEC has a Satellite After School Education Program. This program provides additional time and support through tutoring, computer based learning, blended classes, FLVS, eSchool guidance, and make-up work time. It will also allow students to accelerate their credit/course recovery. Students may also attend in lieu of expulsion from HSEC.

Strategy Rationale

The data shows that several students are behind in credits. If students are on track with their credits, they are more likely to graduate on time which encourages them to stay in school. Additionally, some students have been unsuccessful in traditional setting. This give them another option for instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Koenigsfeld, Randy, rkoenigs@pasco.k12.fl.us

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

Attendance, grades, and program completion data will be collected.

1. Attendance logs
2. Student grades
3. eSchool completion
4. Course recovery completion (info from Edgenuity)
5. Assessment improvements

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

HSEC implements strategies for the 8R students and their transition to high school. There is an orientation before the school year begins and a transition vent before the year ends. This event is visited by all feeder pattern high schools.

All students are orientated the first week of school and at the beginning of each quarter on the level system and rules.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The guidance counselor creates graduation plans for each student that is individually tailored for the students' goals and current situation. She also gives aptitude and interest assessments, creates lessons that are job focused, and advises students on ways to meet their post-high school goals. We also use student data to place in classes when there are choices for their grade levels.

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

Marchman Technical center offers technical training and several certifications (e.g., auto mechanics, culinary arts, etc) for HS students,

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

Teachers incorporate applied lessons throughout the year to stimulate relevance and rigor necessary with our at risk population. Students are motivated to make connections using a hands on approach in the classroom,

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

Reading classes and electives are paired with content so that these teachers can teach at the students' grade level. We also offer Math for College Readiness and Reading for College Readiness for our high school seniors.

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 student learning gains in reading and math by 5%.

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 student learning gains in reading and math by 5%. 1a

G047749

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
ELA/Reading Gains	50.0

Resources Available to Support the Goal 2

- District regional support staff, including the Literacy Team, Compliance Team, CTE Department, and Office of Student Support and Programs.
- We receive Part D funds to supplement instruction, credit recovery, and parent involvement efforts.
- Online curriculum such as Edgenuity and use of technology.

Targeted Barriers to Achieving the Goal 3

- Students transition in and out of Schwettman Education Center weekly, including up to FCAT testing time; additionally, it is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates.
- Social-emotional and behavioral issues in the student's personal lives often overshadow the student's academic focus.

Plan to Monitor Progress Toward G1. 8

Data from Assessments, grades, course recovery progress, and GPA will be collected

Person Responsible

Randy Koenigsfeld

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Progress in quarterly evaluations including data from early warning sign data, level system data, and quarter assessments, etc will be collected.

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 student learning gains in reading and math by 5%. **1**

 G047749

G1.B1 Students transition in and out of Schwettman Education Center weekly, including up to FCAT testing time; additionally, it is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates. **2**

 B118960

G1.B1.S1 Implement frequent ongoing assessments upon entry and throughout the school year to recognize individual needs. Professional learning communities will focus on data collection, analysis, and individual plan implementation using common core standards; use differentiated instruction individually and in small groups; utilize instructional assistants. **4**

 S130759

Strategy Rationale

Frequent data checks are best practice and differentiated instruction is a research based intervention.

Action Step 1 **5**

The instructional coach will provide training and support on who to best use differentiated teaching strategic in the classroom.

Person Responsible

Carolyn Kuzniewski

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Progress evaluation on assessments and improvement in school level system

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

Data Analysis meetings
Classroom visits to support a teacher growth model

Person Responsible

Randy Koenigsfeld

Schedule

Semiannually, from 8/25/2014 to 5/29/2015

Evidence of Completion

Progress on quarterly evaluations, grades, and end of course exams

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

Review assessment progress

Person Responsible

Randy Koenigsfeld

Schedule

Semiannually, from 9/8/2014 to 5/29/2015

Evidence of Completion

Data Analysis of Assessments

G1.B2 Social-emotional and behavioral issues in the student's personal lives often overshadow the student's academic focus. 2

B118961

G1.B2.S1 There are several support staff members on campus daily who help students deal/cope with social emotional issues. We also contract with outside agencies to provide counseling and support for families. In school there are groups and one to one consultation resources available as well as the Why Try resilience program. 4

S130760

Strategy Rationale

Providing students with a support system and teaching them coping skills is effective when dealing with social emotional issues. Several of the programs and techniques used are data based and shown to have a high success rate with at risk populations.

Action Step 1 5

A counseling program will be implemented school wide.

Person Responsible

Roxana Sanchez

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

We will collect/analyze behavioral data in our grade level meetings from the point card and STAR to monitor progress and measure success rates.

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

In order to monitor fidelity of the implementation of the counseling program, data will be reviewed quarterly at the support team meetings.

Person Responsible

Roxana Sanchez

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

A meeting dates log will be reviewed for each type of counseling implemented (one to one, group, and whole class).

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

Behavioral data will be collected and reviewed by each grade level team to determine the effectiveness of the program

Person Responsible

Randy Koenigsfeld

Schedule

Every 6 Weeks, from 8/25/2014 to 6/3/2015

Evidence of Completion

The leadership team will review meeting logs and behavioral data in order to ensure strategies are effective.

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	The instructional coach will provide training and support on who to best use differentiated teaching strategic in the classroom.	Kuzniewski, Carolyn	8/25/2014	Progress evaluation on assessments and improvement in school level system	6/3/2015 monthly
G1.B2.S1.A1	A counseling program will be implemented school wide.	Sanchez, Roxana	8/25/2014	We will collect/analyze behavioral data in our grade level meetings from the point card and STAR to monitor progress and measure success rates.	6/3/2015 weekly
G1.MA1	Data from Assessments, grades, course recovery progress, and GPA will be collected	Koenigsfeld, Randy	8/25/2014	Progress in quarterly evaluations including data from early warning sign data, level system data, and quarter assessments, etc will be collected.	5/29/2015 monthly
G1.B1.S1.MA1	Review assessment progress	Koenigsfeld, Randy	9/8/2014	Data Analysis of Assessments	5/29/2015 semiannually
G1.B1.S1.MA1	Data Analysis meetings Classroom visits to support a teacher growth model	Koenigsfeld, Randy	8/25/2014	Progress on quarterly evaluations, grades, and end of course exams	5/29/2015 semiannually
G1.B2.S1.MA1	Behavioral data will be collected and reviewed by each grade level team to determine the effectiveness of the program	Koenigsfeld, Randy	8/25/2014	The leadership team will review meeting logs and behavioral data in order to ensure strategies are effective.	6/3/2015 every-6-weeks
G1.B2.S1.MA1	In order to monitor fidelity of the implementation of the counseling program, data will be reviewed quarterly at the support team meetings.	Sanchez, Roxana	8/25/2014	A meeting dates log will be reviewed for each type of counseling implemented (one to one, group, and whole class).	6/3/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student learning gains in reading and math by 5%.

G1.B1 Students transition in and out of Schwettman Education Center weekly, including up to FCAT testing time; additionally, it is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates.

G1.B1.S1 Implement frequent ongoing assessments upon entry and throughout the school year to recognize individual needs. Professional learning communities will focus on data collection, analysis, and individual plan implementation using common core standards; use differentiated instruction individually and in small groups; utilize instructional assistants.

PD Opportunity 1

The instructional coach will provide training and support on who to best use differentiated teaching strategic in the classroom.

Facilitator

Principal, ICT Literacy Coach, Regional Coach

Participants

Classroom Teachers, PLC

Schedule

Monthly, from 8/25/2014 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
Grand Total	0