Hagerty High School

2014-15 School Improvement Plan

Hagerty High School

3225 LOCKWOOD BLVD, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0931

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	22%

Alternative/ESE Center	Charter School	Minority
No	No	29%

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 Seminole County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hagerty High School will provide a secure, nurturing learning environment that prepares students to think critically, act responsibly, and perform successfully while becoming lifelong learners and responsible citizens in a technological and multi-cultural society. Since students learn differently, we will utilize creativity, collaboration, and advanced instructional activities that challenge all students to grow and achieve at their highest level. We will model respect and tolerance within our community.

Provide the school's vision statement

The vision of Paul J. Hagerty High School is working together to continue our tradition of excellence.

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through various activities held during the school year. For example, the Guidance Department continues to foster growth with its activities for all new students to Hagerty HS. During student orientation in the summer, families have the opportunity to meet with faculty/staff, clubs sponsors and members. During Open House and Curriculum Night the community (parents & students) is encouraged to meet with teachers and Counselors to understand the functioning of the classroom and campus.

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

The school has an open door policy welcoming families to schedule tours to the school before enrolling new students. Students are encouraged to find a safe place in various offices such as Guidance and Administration and among faculty and staff.

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

The school reviews class procedures and schedule several public announcements describing the expectations of all students. The Code of Conduct is located on the County's website, as well as the school's website. Each student is provided with a student planner that outlines the school's rules, which are reviewed with students at the beginning of the school year and reinforced throughout the year.

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

Counseling is provided through the guidance department, administration offices and the New Horizons program.
Hagerty HS also offers Positive Behavior Support, student recognitions and an Anti-bullying club.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Intervention Strategies employed by the school to improve the academic performance of the at risk students include a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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 has many activities in place to build positive relationships with families, which include Open House, Teach-In, and Guidance events. The school uses its website, newsletter and Remind 101 to promote activities and events occurring at the school. Members of PTSA, SAC, Booster Clubs (Athletic, Band, Dance) are very active in the daily functions of the school.

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 has business partners and dividends who are members of PTSA, SAC, and various Booster Clubs.

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
Williams-Young, Mary	Principal
Cruickshank, Paula	Dean
Walker, Jesse	Assistant Principal
Blasewitz, Brian	Assistant Principal
Bryce, Christy	Assistant Principal
Cotto, Gisela	Assistant Principal
Howard, Michael	Assistant Principal
Brett, Hamilton	Dean
Cain, Camille	Other

Duties

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

The roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making is to identify at risk graduation general education students and oversee specific departments.
Monitoring student data and their progress through the MTSS team meetings with an Assistant Principal overseeing the MTSS process. Assigning interventions and monitoring their implementation. Referrals to Exceptional Student Education when necessary.
Records in Edinsight.

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 core Multi-Tiered System of Supports (MTSS) problem solving team in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Hagerty High School will coordinate Supplemental Academic Instruction and Millage funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Williams, Mary	Principal
Cruickshank, Paula	Teacher
Workman, Karisa	Parent
Bradley, Rich	Parent
Duren, Concetta	Parent
Alan Fasone	Parent
Karen Gayle-Penna	Parent
Lisa Medla	Parent
Angela Miller	Teacher
Kathy Mills	Education Support Employee
Nellie Montecalvo	Education Support Employee
Donna Mullins-Parker	Teacher
Elaine Sayre	Teacher
Dawn Williams	Parent
Christian Rosa	Student
Emma Delis	Student
Michael Bradley	Student
Siobhan Pitters	Parent
Brianna Peery	Student
Rodney Shaw	Student
Cheryl Hittel	Parent
Erika Seger	Parent

Duties

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

Evaluation of last year's school improvement plan

The mission of SAC shall be to serve in an advisory capacity to the principal; to assist in development of the educational program; to assist in the preparation and evaluation of the School Improvement Plan, hereinafter, also referred to as SIP; to assist in the preparation of the school's

annual budget; and to serve as the steering committee for school improvement under the rules and regulations of the Southern Association of Colleges and Schools. A copy of the plan was first emailed to all members and later reviewed during a regular scheduled meeting before submission to the Board for approval.

Development of this school improvement plan

Faculty and staff participated in the gathering information and writing sections of the School Improvement Plan. The plan was later reviewed by the Administrative team and members of SAC. Changes were made prior to submitting to the School Board for approval.

Preparation of the school's annual budget and plan

Total budget for 2014-2015 is $10,874.37, which will be used for grants and trainings.

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

Each month, teachers and staff had the opportunity to apply for a SAC grant. The grant was presented and the members of SAC voted on the approval or denial of the grant. The maximum grant amount is $1,200.00. Recipients were asked to present a written evaluation on the use and/or success of services from the grant. The following projects received funding in 2013-2014 through SAC funds:
1. Dress Code/School - $300.00
2. PSAT Crash Course - $300.00
3. Geometry Success - $1,050.00
4 Challenge Day - $3,000.00 (partial funded by PTSA)
5. Anti-Bullying Club - $250.00
6. Technology in Arts - $700.00
7. PBS - $750.00.00
8. Summer Reading Books - $118.80

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
Williams-Young, Mary	Principal
Trausi, Ann	Instructional Coach
Blasewitz, Brian	Assistant Principal
Cain, Camille	Other
Cotto, Gisela	Assistant Principal
Bryce, Christy	Assistant Principal
Gendreau, Lisa	Teacher, K-12
Hamilton, Lauren	Teacher, K-12
Reed, Helen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year, a major initiative(s) of the Literacy Leadership Team (LLT) will be writing. The writing plan will be consistent among English, Reading and Support Facilitation Teachers.
A cohort of teachers reviewed the 2013-2014 data during a preplan meeting in August 2014. During the weekly Administrative meeting, each administrator made a brief presentation of their subject area data. Assistant Principals will provide the data to their department for closer review.
All ELA, Reading and SF teachers will continue to participate in the writing initiative to maintain high proficiency of writing scores. The teachers will maintain and streamline the writing process with the targeted group of 9th & 10th grade English Language Arts and Reading students.

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

PLC are encouraged within the departments and content areas. Department and content PLC meet at least once a month for a minimum of 30 minutes. Department retreats for common planning are encouraged.

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

Recruitment is based on the need. One of the county's strategies is the partnership with State and private colleges and universities. Annually, the district participates in many university job fairs and minority and veteran job fairs. Applications are carefully reviewed to obtain highly qualified, certified teachers to teach our students. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year. The county and school provide continual professional development and training for all teachers.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to

important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

1. Digital Learning Leaders are dedicated to providing students with access to learning opportunities 24/7/365, and to personalization of instruction for all learners including students and teachers! Principals were asked to select teacher leaders from their campus that are enthusiastic about technology, who are willing to try new things, and who will share knowledge with peers.
The Digital Leaders will participate in 3 after school training opportunities... one in September, one in November/December, and one in March. Not only will the Leaders share what they have learned with staff members, but also participate in surveys to help determine if digital learning in general is working. Moreover, they will be an advocate for students, model the use of technology and digital learning to engage learners, and share their passion and ideas with others.
2. Discovery Education Assessment provides a snapshot of student progress as they master required standards throughout the school year. Teachers, parents, and school staff use results to assist students with moving to the next level of learning.

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

1. The SCPS Digital Learning Team will provide training, support, and all materials needed to replicate training and support on campus. An Edmodo group was created to serve as our collaborative virtual space.
2. Discovery Education assessments are given up to three times throughout the school year. Discovery Education assessments measure progress towards the content expectations described in the Florida State Standards to define student performance expectations through achievement and performance level descriptions.
The Achievement Level Descriptors (or ALDs) are grouped by subject and grade. Each ALD provides a sample of the types of content knowledge and skills students are expected to know and be able to do in each achievement level. The assessments are designed to measure student performance related to the content knowledge and skills. The ALDs are not intended to be exhaustive, but are cumulative in nature. The sampling of content knowledge and skills at the highest level (Level 4) should be interpreted to include the knowledge and skills in all lower levels (Levels 1, 2, and 3). As an example, a student performing at Achievement Level 2 should know and be able to do the kinds of content knowledge and skills for both Level 1 and Level 2. Likewise, a student performing at Achievement Level 3 should know and be able to do the kinds of content knowledge and skills for Levels 1, 2, and 3. The cut scores reflect the value on the scale that best distinguishes between the achievement levels and the knowledge, skills, and expectations associated with them.

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: 540

Afterschool tutoring in math and/or reading.

Strategy Rationale

The course will better prepare students for various tests.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams-Young, Mary, mary_williams-young@scps.k12.fl.us

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

Data will be collected after the administration of the exams. to determine the areas of students performances. It will also assist if further remediation is needed. This year, the goal is to again show an increase test scores.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Not Applicable

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

Each year teachers counsel students in course placements for the following year. Guidance Counselors also meet with juniors and seniors to complete graduation checks.
The Guidance Office welcomes many colleges and universities to make presentations to juniors and seniors. Students are encouraged to schedule campus tours. Senior English and math course placement are partially determined by College Ready scores on ACT/SAT/PERT in the junior year. Students who do not pass the Algebra 1 EOC are placed in a double math courses in order to review skills necessary to pass the EOC.

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

Career and Technical Education program (3 to 4 sequential courses in one area) is the opportunity to obtain industry certificates. The following is a list of some of the industry certifications that can be achieved when completing a CTE program:
1. Autodesk – AutoCAD

2. Photoshop
3. Web Design and Digital 1-4
4. Food Preparation
5. Child Care 1-5
6. Nutrition and Wellness
7. Interior Design 1-4
8. Culinary Arts 1-4
9. Modeling and Simulation 1-3
10. Robotics
11. Computer Programing 1-4
12. ROTC 1-4
13. OJT
14. TV Productions

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

Senior English and math course placement are partially determined by College Ready scores on ACT/SAT/PERT in the junior year.
Several Industry certifications are now available to students.
Through the Dual Enrollment program, the school works closely with the local colleges and university for students to take classes on its campuses.

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

All juniors who do not have an ACT or SAT demonstrating college-readiness are given the PERT assessment in their junior year. Students who don't demonstrate college-ready skills on this assessment are placed in senior English and math classes specifically designed to teach these needed skills.

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. Teachers will prepare students to be successful in achieving the requirements necessary for graduation.

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. Teachers will prepare students to be successful in achieving the requirements necessary for graduation. `1a`

G049733

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	94.0
Algebra I EOC Pass Rate	65.0
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal `2`

- Math Resources: At-risk students who have failed Algebra 1 will be placed in a double block geometry math course, which would include a block of intensive math. Students must pass the algebra 1 EOC to earn a Standard Diploma. 1. Common Assessments, spiraling curriculum, extra tutoring provided by all teachers. 2. Homework help online, Blackboard, use of REMIND 101 3. Test corrections, remediation, scales 4. Student self-reflections, cooperative groups, technology-online homework calculators 5. Team/partner quizzes

- Reading Resources: The reading goal will help students increase reading proficiency and learning gains as measured on FSA. Students will prepare for success with the Florida Standard Assessments in Literacy using PMA's. PMA's will be administered through English classes in October, November, January and February. 1. Technology: Study Island; Reading PLUS; Journeys II and III; FCAT Focus; FCAT Explorer; ACT Prep; and C-Palms 2. Additional materials: Teengagement; Upfront; USA Today; FCAT 2.0 Retakes workbooks; Building College Reading; Improving College Reading; Advanced College Reading and SAT-Vocab Power Plus (ELL students)

Targeted Barriers to Achieving the Goal `3`

- Math barriers: Teachers need more technology available to them in the laboratories and classrooms.

- Teachers need effective professional development on New Standards and C-PALMS.

Plan to Monitor Progress Toward G1. `8`

Student's data indicating progress on math class assignments and test scores.

Person Responsible

Michael Howard

Schedule

On 5/27/2015

Evidence of Completion

The number of students whose scores improved after using the tablets.

Plan to Monitor Progress Toward G1. 8

Student data collected from reading and writing noting area of achievements or areas for improvement.

Person Responsible
Brian Blasewitz

Schedule
On 5/27/2015

Evidence of Completion
Quiz/test scores during the year and the FSA scores.

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. Teachers will prepare students to be successful in achieving the requirements necessary for graduation.
[1]

🔑 G049733

G1.B1 Math barriers: Teachers need more technology available to them in the laboratories and classrooms.
[2]

🔑 B124529

G1.B1.S1 The school needs to purchase additional tablets for teachers to use in the classrooms and laboratories to differentiate instruction. [4]

🔑 S136479

Strategy Rationale

The purchase of additional tablets would prepare students for successfully achieving passing scores.

Action Step 1 [5]

Discovery Education Training and technical assistance

Person Responsible

Michael Howard

Schedule

On 5/27/2015

Evidence of Completion

Pass scores on the EOC

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

Students will show improvement in scores on practice tests using the proper test generator.

Person Responsible

Michael Howard

Schedule

On 5/27/2015

Evidence of Completion

Passing scores

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

Reliable equipment

Person Responsible

Michael Howard

Schedule

On 5/27/2015

Evidence of Completion

Teacher observations by department supervisor and students' scores after using the equipment. The number of students whose scores improved after using the tablets.

G1.B8 Teachers need effective professional development on New Standards and C-PALMS. 2

🔑 B127064

G1.B8.S1 Provide Professional Development for teachers so that they can effectively instruct their students on the new FSA reading and writing tests. 4

🔑 S141036

Strategy Rationale

Students need to successfully pass the new FSA reading and writing tests

Action Step 1 5

Teachers learn the scoring rubric in writing and reading.

Person Responsible

Brian Blasewitz

Schedule

On 5/27/2015

Evidence of Completion

FSA test scores

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

FSA Writing Training

Person Responsible

Brian Blasewitz

Schedule

On 10/30/2014

Evidence of Completion

Teachers will learn to successfully score the FSA writing test.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Teachers conducting and scoring the PMAs

Person Responsible

Brian Blasewitz

Schedule

On 5/27/2015

Evidence of Completion

Students successful scores

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	Discovery Education Training and technical assistance	Howard, Michael	8/11/2014	Pass scores on the EOC	5/27/2015 one-time
G1.B8.S1.A1	Teachers learn the scoring rubric in writing and reading.	Blasewitz, Brian	8/11/2014	FSA test scores	5/27/2015 one-time
G1.MA1	Student's data indicating progress on math class assignments and test scores.	Howard, Michael	8/11/2014	The number of students whose scores improved after using the tablets.	5/27/2015 one-time
G1.MA2	Student data collected from reading and writing noting area of achievements or areas for improvement.	Blasewitz, Brian	8/11/2014	Quiz/test scores during the year and the FSA scores.	5/27/2015 one-time
G1.B1.S1.MA1	Reliable equipment	Howard, Michael	8/11/2014	Teacher observations by department supervisor and students' scores after using the equipment. The number of students whose scores improved after using the tablets.	5/27/2015 one-time
G1.B1.S1.MA1	Students will show improvement in scores on practice tests using the proper test generator.	Howard, Michael	8/11/2014	Passing scores	5/27/2015 one-time
G1.B8.S1.MA1	Teachers conducting and scoring the PMAs	Blasewitz, Brian	8/11/2014	Students successful scores	5/27/2015 one-time
G1.B8.S1.MA1	FSA Writing Training	Blasewitz, Brian	10/30/2014	Teachers will learn to successfully score the FSA writing test.	10/30/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Teachers will prepare students to be successful in achieving the requirements necessary for graduation.

G1.B1 Math barriers: Teachers need more technology available to them in the laboratories and classrooms.

G1.B1.S1 The school needs to purchase additional tablets for teachers to use in the classrooms and laboratories to differentiate instruction.

PD Opportunity 1

Discovery Education Training and technical assistance

Facilitator

Diana Barnett & Michael Howard

Participants

Math teachers

Schedule

On 5/27/2015

G1.B8 Teachers need effective professional development on New Standards and C-PALMS.

G1.B8.S1 Provide Professional Development for teachers so that they can effectively instruct their students on the new FSA reading and writing tests.

PD Opportunity 1

Teachers learn the scoring rubric in writing and reading.

Facilitator

Brian Blasewitz, Joyce Joseph

Participants

EnglishTeachers

Schedule

On 5/27/2015

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: Teachers will prepare students to be successful in achieving the requirements necessary for graduation.	10,300
Grand Total	**10,300**

Goal 1: Teachers will prepare students to be successful in achieving the requirements necessary for graduation.		
Description	**Source**	**Total**
B1.S1.A1 - Substitutes	General Fund	10,000
B5.S1.A1 - If approved, SAC grant up to $1,200.00	Other	0
B8.S1.A1 - Substitues	General Fund	300
Total Goal 1		**10,300**