

Winter Springs High School



2014-15 School Improvement Plan

Winter Springs High School

130 TUSKAWILLA RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0911>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

49%

Alternative/ESE Center

No

Charter School

No

Minority

41%

School Grades History

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

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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	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

Through the individual commitment of all, our students will graduate with values, skills, knowledge, and attitudes necessary to be productive citizens.

Provide the school's vision statement

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 through daily engagement in the classroom setting. Additionally, this year's school emphasis is ensuring teachers differentiate their instruction to increase student engagement which lends itself to strengthening relationships between teachers and students. Specifically, our school provides an opportunity for students to learn about African-American and Hispanic cultures through two annual programs that are available to all student learners. These types of events create a bridge between teachers and students throughout our entire school.

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

We have a Safe School Ambassador program that focuses on prevention of bullying and ensuring a safe environment for everyone at Winter Springs High School. There are areas established throughout our campus where students can go to report any incidents of bullying or issues that they may be having. On our campus we have distinguished specific locations that are labeled "Safe Place" and this is where students can anonymously talk about any issues related to bullying. The school has established supervision before, during and after school to create an environment where students feel safe and respected. Supervision is being provided by administration, security, teachers and support staff. . We also have our Positive Behavior Support (PBS) team where students are awarded randomly by our teachers on displaying positive behavior. The behaviors that are rewarded centers around Punctuality, Respect, Integrity, Diligence and Engagement. We award P.R.I.D.E. bucks to our students to maintain these positive behaviors which enhances respect amongst peers.

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 Deans of Students consistently monitor classroom behaviors by conducting walk-throughs. During the walk-throughs classroom management assistance is provided and helpful feedback to teachers is given year round. Repeat offenders are given referrals to our Behavioral Interventionist and New Horizons (Counseling Center) to address social issues. The established protocol for disciplinary incidents include the following steps:

- a) Parent Notification
- b) Verbal Warning
- c) Lunch/Work detail
- d) Detention
- e) In-School Suspension

f) Out-of-school suspension

Additionally, the premise of our behavioral system is to minimize the withdrawal of the student during academic instructional time.

Our teachers may also choose to voluntarily participate in the Non-Negotiables team. Members of the team post certain behaviors as non-negotiable in each classroom. Those behaviors include such things as coming to class on time, participate in all class activities, turning off electronic devices, leaving food outside, and following the dress code. Teachers on this team assign their own detention as a means of deterring misbehavior and avoiding a discipline referral..

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

Our school offers counseling that is provided from our Certified School Counselors, New Horizons counselor and our Behavioral Interventionist. Additionally, mentoring takes place from our administrative staff, trained parent and community volunteers, teachers, and peer mentors through our Safe School Ambassadors program. Mentoring efforts are focused with our lower-quartile population along with students with daily stressors that will impact their social-emotional needs affecting their academic situation.

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 parental involvement target for the parents at Winter Springs High School is to have a large majority of our parents logging into the Skyward Parent portal at least once during the school year. Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local

rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Reynolds, Mickey	Principal

Duties

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

Barbara Monte-Carlo-Administrator/Oversee & adhere implementation of the MTSS program
 Jaime Washington-Administrator/Oversee and adhere implemtnation of SIP goals
 McKenzie Kaplan-Guidance Counselor Lead-Facilitate all meetings
 Jozett Spence-Guidance Counselor-Monitor student progression whom have been identified
 Karman Nottage-Guidance Counselor-Monitor student progression whom have been identified
 Marsha McBryde-Guidance Counselor-Monitor student progression whom have been identified
 Cynthia Urena-Guidance Counselor-Monitor student progression whom have been identified
 Lori Bowman-Instructional Coach-Initiate intervention plan and support teacher with intervention strategies
 Janie Hogan-Behavior Intervention Specialist-Support students /teachers affected by MTSS
 General Education Teachers-Identify students, provide interventions, document progress monitoring data and analyze data

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

Winter Springs High School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. Winter Springs High School will coordinate Supplemental Academic Instruction 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. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I 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
Megan McKelvey	Student
Nora L'Heureux	Parent
Mohammad Alai	Parent
Bobbie Demme-San Filippo	Parent
LeAnne McKelvey	Parent
Carol Waters	Parent
Ashley Murray	Parent
Peter York	Parent
Gisela Garcia	Education Support Employee
Sandra Gomez	Teacher
Angel Collins	Teacher
Robert McIntosh	Teacher

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

Our School Advisory Council (SAC) is provided with updates annually on how our school performed in the different high-stakes area which correlates to our school improvement plan and school grade. Every month, our SAC addresses any needs requested from our faculty, staff and students to ensure that at all times academic achievement is kept at the forefront. Our SAC committee, addresses any weaknesses and/or strengths from our school data to ensure that we maintain our focus with our school improvement plan.

Development of this school improvement plan

The School Advisory Council was actively involved in the discussion and development of action steps taken to accomplish goals for performance on all high-stakes assessments as well as approving SAC budget items in support of achievement goals.

Preparation of the school's annual budget and plan

Our School Advisory Council (SAC) ensures that our allocation of the annual budget is centered around academic achievement amongst all stakeholders at the beginning of every school year. They ensure all requests are addressed timely and within the confines of the school improvement plan.

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

All of the SAC funds will be allocated towards academic tutoring, teacher grants and any request that may come from the instructional staff that would be in alignment with the SIP.

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
Monte-Carlo, Barbara	Assistant Principal
Bowman, Lori	Instructional Coach
Reynolds, Mickey	Principal
Jones, Travis	Teacher, K-12
Curran, Elise	Teacher, K-12
Beasley, Carmen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year is currently geared towards summer reading for all students here at WSHS. The competition consisted of awarding the top readers that read the most books throughout the summer. Prizes will be awarded during the 1st nine weeks.

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

Winter Springs High School elects a Collaborative Improvement Team (CIT) that ensures a positive working relationship between the teachers and administrative staff at our school. Additionally, as part of the development of our professional development calendar, our Professional Learning Communities (PLC) ensure consistent planning and instruction at least twice monthly and also serve as an opportunity to encourage positive working relationships. Furthermore, PLCs have an opportunity for release days to analyze assessment results, adjust lesson plans as well as instructional strategies, and evaluate student work. Our PLC's have an opportunity to meet on a regular basis due to the fact that our subject-area teachers are grouped together physically on our school campus. This proximity of the PLC's lends itself to the building of stronger relationships amongst peers. As part of our Professional development calendar, we ensure that PLC's have time monthly to work together to align themselves with their curriculum and debrief on student behavior and academic progress.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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!

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 is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher 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

The core curricula of Seminole County Public Schools are comprehensive systems employing research based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

Winter Springs High school offers all students that have exhibited a deficiency in reading, the option of being provided a reading block to focus on the addressed deficiencies for state assessments. As it relates to the Math curriculum for Algebra I, students are placed in our intensive math block. For the Biology EOC, students are given the opportunity to take Environmental Science prior to enrolling in Biology which offers a comprehensive review prior to going into the Biology curriculum. Our school ensures that student data is closely examined prior to completing master scheduling to ensure that the diverse needs of students are being provided for the school year in order to ensure academic achievement.

The student management system, Skyward, to track the majority of information. EdInsight is a user-friendly system that allows all teachers and administrators to track information in the form of reports. Teachers can see grades, attendance, at-risk information, progress monitoring data, scores, and MTSS information in various reports. Teachers can then use this information to generate appropriate lesson plans or individual accommodations for students.

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

Strategy: After School Program

Minutes added to school year: 5,400

Winter Springs High Schools offers after school tutoring in Math, English and Science. The instruction is benchmark-specific and taught by qualified teachers. Students are identified by current data, MTSS/student study team, or teacher recommendation. Tutoring is held for 90 minutes twice a week until testing. Instruction is individualized based on the student academic need.

Strategy Rationale

Tutoring after school lends itself to enrichment for the student by offering a smaller setting and enhancing the student academic need. This strategy lends itself to more targeted individualized attention with a targeted goal and increase the results on high-stakes testing.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Washington, Jaime, jaime_washington@scps.k12.fl.us

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

The data that will be collected will be from the progress monitoring offered through the Discovery Education system and the high-stakes data from the specific subject-matter. This information will be analyzed once the data is available to be seen by administration, counselors, teachers, students and instructional coach.

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

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

At Winter Springs High School, our guidance counselors provide the following services to ensure that all of our student's course of study is personally meaningful in a academic and/or career manner: conduct credit checks, personal visits to classrooms, college/career field trips, college visits by a variety of representatives along with academic advising to address all facets of life.

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

At Winter Springs High School, we offer a variety of courses in Career and Technical Education that range from Renewable Energy, certification in Computer Science, Digital & Web Design, Digital Video Editing, Culinary Academy, Construction Technology and Hospitality & Tourism. We offer 29 Advanced Placement courses that students are allowed to openly enroll for without any prerequisite being needed to register for the course. The entire faculty and staff members here at Winter Springs

High School goes the extra mile to get to know the students and uncover their future goals. By establishing a positive relationship with our students, the discussion evolves into the relevancy of how important it is for each and every student to graduate from high school to continue their path in life. Our school's theme this year is Welcome to the Den: Where Collaboration Meets Personalization!

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

Strategies that are used at Winter Springs High School for improving student readiness would be the progress monitoring that occurs throughout the school year to analyze individual weakness and strengths for each high-stakes testing area.. This monitoring zones in on weakened areas and assist with elevating students up to proficiency. Additionally, with the use of professional learning communities, teachers work on various instructional strategies to ensure student achievement in all curriculum areas. Literacy is a huge component and ensuring writing is done across all curriculums.

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

At Winter Springs High School we encourage all of our students to voluntarily enroll in any of our advanced placement and/or honors level courses. We host an annual Advanced Placement fair where all curriculums participate to make themselves available to address any concerns or questions that students may have for any AP course that we offer. We have created an AP committee that focuses on recruitment, retention and analysis of student scores for our AP program. In terms of College Readiness, we provide ACT strategies for all of our Juniors and Seniors in reading and English classes. We offer a free PSAT/SAT prep course during the fall semester for all students. Additionally, every Wednesday we invite and allow a variety of Colleges and State Universities to provide information on admissions and scholarships to any of our students who are interested. Finally, our senior level Math and English courses assist for the purpose of college readiness with the goal of having all students post a college ready score before the end of their senior year.

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.** Our goal is to implement effective teacher instructional strategies in alignment with the Florida standards that will result in both student engagement and the improvement of academic achievement for all student learners.

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. Our goal is to implement effective teacher instructional strategies in alignment with the Florida standards that will result in both student engagement and the improvement of academic achievement for all student learners. 1a

G053313

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
Math Gains	70.0

Resources Available to Support the Goal 2

- Highly qualified instructional personnel Progress Monitoring instruments for all stakes areas

Targeted Barriers to Achieving the Goal 3

- Cultural understanding; Fiscal resources; Socioeconomic status of student population; Parent support and resources; outdated teacher attitudes towards student assessment; limited staffing

Plan to Monitor Progress Toward G1. 8

Students whom are affected by high-stakes assessment testing will improve their scores by an average of 2 percentage points along with monthly walk throughs will be conducted by the supervising administrator to ensure student engagement is taking place.

Person Responsible

Jaime Washington

Schedule

On 5/29/2015

Evidence of Completion

Test results from progress monitoring and high stakes assessments.

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. Our goal is to implement effective teacher instructional strategies in alignment with the Florida standards that will result in both student engagement and the improvement of academic achievement for all student learners. **1**

 G053313

G1.B1 Cultural understanding; Fiscal resources; Socioeconomic status of student population; Parent support and resources; outdated teacher attitudes towards student assessment; limited staffing **2**

 B134474

G1.B1.S1 Design and implement ongoing support for teachers through structured PLCs. Design and deliver PD ongoing throughout the school year. Maintain that progress monitoring is occurring in high-stakes assessment areas. **4**

 S146320

Strategy Rationale

Our focus for the 2014-2015 school year is ensuring student engagement is taking place during the school year which will involve less teacher talk and more student talk.

Action Step 1 **5**

Design & Deliver Professional Development to support Teachers, Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.

Person Responsible

Lori Bowman

Schedule

On 5/25/2015

Evidence of Completion

PD plan, PLC minutes and test data from progress monitoring.

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

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administration meetings. Additional support will be given to staff if needed and resources are available.

Person Responsible

Jaime Washington

Schedule

On 5/25/2015

Evidence of Completion

Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.

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

Progress monitoring data will be collected from all high-stakes assessment areas.

Person Responsible

Jaime Washington


Schedule

On 5/4/2015

Evidence of Completion

Progress monitoring from Discovery Education will be collected and evaluated along with FCAT and/or EOC testing data will be used as evidence.

G1.B1.S2 Increase academic growth specifically for our free and reduced lunch population **4**

 S146321

Strategy Rationale

Our free and reduced lunch population is a population that historically has been underrepresented and it is vital to ensure that all of our students obtain academic achievement.

Action Step 1 **5**

Design & Deliver Professional Development to support Teachers, Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.

Person Responsible

Dennis McComb

Schedule

On 5/25/2015

Evidence of Completion

PD plan, PLC minutes and test data from progress monitoring.

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

Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administrative meetings. Additional support will be given to staff if needed and resources are available.

Person Responsible

Dennis McComb

Schedule

On 5/25/2015

Evidence of Completion

Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.

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

Progress monitoring data will be collected from all high-stakes assessment areas.

Person Responsible

Dennis McComb

Schedule

On 5/25/2015

Evidence of Completion

Progress monitoring from Discovery Education will be collected and evaluated along with FCAT and/or EOC testing data will be used as evidence.

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	Design & Deliver Professional Development to support Teachers, Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.	Bowman, Lori	8/4/2014	PD plan, PLC minutes and test data from progress monitoring.	5/25/2015 one-time
G1.B1.S2.A1	Design & Deliver Professional Development to support Teachers, Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.	McComb, Dennis	8/4/2014	PD plan, PLC minutes and test data from progress monitoring.	5/25/2015 one-time
G1.MA1	Students whom are affected by high-stakes assessment testing will improve their scores by an average of 2 percentage points along with monthly walk throughs will be conducted by the supervising administrator to ensure student engagement is taking place.	Washington, Jaime	9/1/2014	Test results from progress monitoring and high stakes assessments.	5/29/2015 one-time
G1.B1.S1.MA1	Progress monitoring data will be collected from all high-stakes assessment areas.	Washington, Jaime	9/1/2014	Progress monitoring from Discovery Education will be collected and evaluated along with FCAT and/or EOC testing data will be used as evidence.	5/4/2015 one-time
G1.B1.S1.MA1	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administration meetings. Additional support will be given to staff if needed and resources are available.	Washington, Jaime	9/1/2014	Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online system and data chats when assessment information is available.	5/25/2015 one-time
G1.B1.S2.MA1	Progress monitoring data will be collected from all high-stakes assessment areas.	McComb, Dennis	9/1/2014	Progress monitoring from Discovery Education will be collected and evaluated along with FCAT and/or EOC testing data will be used as evidence.	5/25/2015 one-time
G1.B1.S2.MA1	Evaluation of PLC minutes and/or progress monitoring data will be discussed on a monthly basis at administrative meetings. Additional	McComb, Dennis	9/1/2014	Monitoring of PLC Agendas and minutes; individual teacher PD plans are updated in effective educator online	5/25/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	support will be given to staff if needed and resources are available.			system and data chats when assessment information is available.	

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. Our goal is to implement effective teacher instructional strategies in alignment with the Florida standards that will result in both student engagement and the improvement of academic achievement for all student learners.

G1.B1 Cultural understanding; Fiscal resources; Socioeconomic status of student population; Parent support and resources; outdated teacher attitudes towards student assessment; limited staffing

G1.B1.S1 Design and implement ongoing support for teachers through structured PLCs. Design and deliver PD ongoing throughout the school year. Maintain that progress monitoring is occurring in high-stakes assessment areas.

PD Opportunity 1

Design & Deliver Professional Development to support Teachers, Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.

Facilitator

Barbara Monte-Carlo

Participants

All instructional staff members

Schedule

On 5/25/2015

G1.B1.S2 Increase academic growth specifically for our free and reduced lunch population

PD Opportunity 1

Design & Deliver Professional Development to support Teachers, Design and implement ongoing support for teachers through PLCs and maintain progress monitoring is occurring in high-stakes assessment areas.

Facilitator

Dennis McComb

Participants

Instructional staff

Schedule

On 5/25/2015

Budget Rollup

Summary

Description	Total
Goal 1: Our goal is to implement effective teacher instructional strategies in alignment with the Florida standards that will result in both student engagement and the improvement of academic achievement for all student learners.	2,000
Grand Total	2,000

Goal 1: Our goal is to implement effective teacher instructional strategies in alignment with the Florida standards that will result in both student engagement and the improvement of academic achievement for all student learners.

Description	Source	Total
B1.S1.A1 - PLC Substitutes	School Improvement Funds	2,000
B1.S2.A1 - Algebra II District PLC and Planning day for Algebra team	School Improvement Funds	0
B1.S2.A1 - Articulation Days for Reading teachers 9th-12th Articulation Days for English teachers 9th-11th	School Improvement Funds	0
B1.S2.A1 - Spring Board training Florida Standards Assessment training Writing Rubric training	General Fund	0
Total Goal 1		2,000