Hernando High School

2014-15 School Improvement Plan

Hernando High School

700 BELL AVE, Brooksville, FL 34601

www.edline.net/pages/hcsb_hhs

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	58%

Alternative/ESE Center	Charter School	Minority
No	No	24%

School Grades History

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

School Board Approval

This plan was approved by the Hernando 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	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

Leopard Pride in all things. Bring it!

Provide the school's vision statement

We will graduate all students prepared to go to work or college.

School Environment

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

Teachers have access to Performance Matters which allows them to view all current and historical school, district and state assessment data for each of their students. In addition, teachers are encouraged to spend time within the first two weeks of school getting to know their students through questionnaires and student-interest inventories. Also, teachers attended a training REFORM (Raising Expectations for Optimal Results and Measures) which addressed how to attain optimal results to decrease the achievement gap through classroom expectations and relationships.

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

During the first week of school and at the beginning of each 9 weeks, students are shown a PowerPoint explaining the school-wide behavioral expectations and the zero tolerance for bullying expectations as part of our PBS program. Faculty and students participate during Anti-Bullying week with activities as directed through the district. In addition, two guidance counselors are part of the Anti-Bullying District Committee. Along with administration and guidance, HHS has a School Resource Officer on campus throughout the school day. Students are encouraged to seek assistance from their assigned guidance counselors for personal and academic issues that interfere with overall academic and social success.

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

Hernando High School's behavioral system is centered around FL Positive Behavioral Support (FLPBS) and Response to Intervention (RTI). The school has established behavioral expectations and consistent consequences as well as planned activities for positive reinforcement for each 9 weeks.
All teachers attend a training at the beginning of the school year regarding the procedures for PBS, the behavioral tracking form and the consequences and rewards involved. The school has established procedures and tracking forms for all level 1 behaviors, dress code, tardies, skipping, and electronic violations. Also, at the beginning of each 9 weeks, students are shown a PowerPoint clearly outlining and reviewing the behavior expectations as well as the consequences and rewards and the sequential steps if an infraction occurs.

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

Each student is assigned a guidance counselor and all ESE-identified students are assigned a case manager. In addition, Communities in Schools (CIS) is available on-site within the school day to provide additional mentoring and tutoring. Students with 3 or more Early Warning System (EWS) indicators in 9th and 10th grade will be monitored through the RTI process by the School Base Leadership Team (SBLT). In addition, each administrator is assigned a grade level and will meet with each student to support academic goals and progress that addresses EWS indicators.

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

The school's early warning system identifies students at-risk for failure because of attendance, behavior, or achievement. Indicators are gathered from assessment data from Performance Matters, attendance data from TERMS, and behavioral data from RTIB and PLASCO.
At the end of each year, teachers can nominate students with potential behavioral issues based on the previous year's data. These students are monitored by the SBLT. If necessary, these students are placed on a behavior contract and placed on Check in/Check out or referred to CIS for mentoring. Students with attendance issues are identified from the previous year's data and become part of a group monitored by administration for patterns of non-attendance. Administrators meet with each student personally.
Students at-risk academically, are placed in remedial classes when necessary and placed in designated study halls for additional tutoring. Data chats will take place during study hall between teachers and students.
Communities In Schools is available on campus for additional tutoring and mentoring for academics and behavior during lunch and throughout the day. Also, students with truancy issues are referred to the Child Study Team.

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

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	81	87	93	107	368
One or more suspensions	38	30	23	29	120
Course failure in ELA or Math	113	78	80	57	328
Level 1 on statewide assessment	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	113	107	107	88	415

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

Students with two or more academic indicators are placed in a designated study halls for additional tutoring. Also, students scoring a Level 1 on state-wide reading assessments are placed in reading remedial classes to help support reading instruction.
Students exhibiting behavioral issues that impede academic achievement are placed on Check in/ Check out with a mentor/teacher and monitored weekly or daily.
Students can be referred to Communities in Schools for tutoring and/or mentoring, as well as, for academic and/or behavioral issues.
Students with three or more EWS indicators will be identified and monitored by the RTI /SBLT team.

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

Hernando High School hosts a parent orientation during preschool and another Open House during the month of September. Both support the relationship with parents/guardians and the school. In addition, HHS hosts an annual informational/elective night for incoming and current students regarding the elective opportunities available at the school. HHS also hosts a Dual Enrollment and Advanced Placement informational night for students interested in either program.
HHS continually utilizes Edline email and the Global Connect System to communicate with parents regarding school procedures and activities. Edline is available to parents for access to students' grades and direct communication to each teacher as well as receive current school and district news.

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

HHS is involved with Kiwanis' and the Rotary Club's leadership program by nominating students for their programs. HHS' administration supports and encourages these leadership programs by being involved in the informational sessions and the interview process. HHS has a site-based representative from Communities in Schools which is a direct connection to the community and its resources. CIS offers mentors, tutoring, financial and emotional resources, and hosts local community events.
The School Advisory Council meets monthly at the school and includes administration as participants. During Homecoming week, the community becomes involved through sponsorship and/or participation in events and activities.

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
Booker, Leechele	Principal
Fields, Lorenzo	Assistant Principal
Miller, Angela	Assistant Principal
Johnston, Gerald	Teacher, K-12
Kavanagh, Loren	Teacher, K-12
Platt, Cheryl	Teacher, K-12
Warthen, Sharon	Teacher, ESE
LaRose, Ed	Assistant Principal
Stokes, Stephen	Teacher, K-12
Harrin, Joe	Teacher, K-12
Kostis, Chris	Teacher, K-12
Courtney, Erin	Instructional Coach
Crigger, J	Teacher, K-12
Melendez, D	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 administrative team oversees assigned instructional departments and is instrumental in weekly department meetings.
Administration conducts consistent walkthroughs and provides feedback to assist and facilitate best practices and instructional implementation of Comprehension Instructional Sequence, Gradual Release and Inquiry-based lessons. English and math teachers will participate in Lesson Study. All staff will participate in a Universal Designs of Learning module/professional development throughout October 2014.
Administration meets every other week with department chairs to discuss school-wide data and decision making. The school based leadership team (SBLT) meets every week to discuss and analyze data and make school-wide decisions.

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

Hernando High School will use its 2014-15 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, and REFORM (Raising Expectations for Optimal Results and Measures) workshops, which addressed how to attain optimal

results to decrease the achievement gap through classroom expectations and relationships and supports PS/RTI. Select Hernando High School teachers will also participate in district-wide Title II-funded professional development programs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Keith Kolasa	Parent
Rachel Clark	Parent
David Shrader	Parent
Michael Dow	Parent
Roger Jacobs	Parent
Jackie Carlton	Parent
Marnie Soderquist	Parent
Deann LaBarr	Parent
Sue Lisk	Teacher
MaryAlice Thornton	Education Support Employee
Adriann Stewart	Parent
Joe Murphy	Parent
Alison Pager	Student
Kelly Price	Parent
Roy Soderquist	Student
Lori Sowers	Parent
Melody Whitaker	Education Support Employee
Sherri Williams	Parent
Lisa Becker	Parent
Corrine Ertl	Parent
Angela Miller Royal	Education Support Employee

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 SIP was reviewed at the 2014-15 first SAC meeting. SAC members were presented with a rough draft copy of the SIP and asked to review and give feedback at the second meeting. Feedback was received and applied to applicable sections of the SIP. SAC approved the SIP on September 30, 2014.

Development of this school improvement plan

The SIP was reviewed at the 2014-15 first SAC meeting. SAC members were sent home with a rough draft copy of the SIP and asked to review and give feedback at the second meeting. In addition, on-

line access was offered to all SAC members. Feedback was received and applied to applicable sections of the SIP. SAC approved the SIP on September 30, 2014.

Preparation of the school's annual budget and plan

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

Calculators for Math Department $650.00

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
Courtney, Erin	Instructional Coach
Booker, Leechele	Principal
Miller, Angela	Assistant Principal
Hartwell, Stacey	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The team will meet and plan activities aligned with literacy week. The team will head up a school wide focus on content specific vocabulary to promote vocabulary acquisition.

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

Teachers attended a training titled REFORM (Raising Expectations for Optimal Results and Measures) during preschool week which addressed how to attain optimal results to decrease the achievement gap through classroom expectations and relationships and provide motivation and inspiration for the upcoming school year.
Throughout the year, HHS' administration will implement common planning for each discipline. In addition, ELA meets by grade-level to plan lessons and common assessments. All other disciplines meet by course to plan lessons and common assessments.
Each week, teachers attend a professional development session during their planning. Department chairs meet with administration every other Monday and departments meet on those weeks to disseminate information.
The entire HHS faculty meets once a month.

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

No experienced teacher will be hired at Hernando High School who is not rated at least effective and holds certification in-field.

Administration provides strong and committed mentors for new teachers that will monitor progress, model lessons, and offer constructive feedback with continued support.

New teachers will attend a monthly meeting with the principal to address concerns.

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

All teachers new to Hernando High School, new to teaching, or are struggling are provided mentoring by a Clinical Educator Training peer. New teacher and mentor will meet weekly during the first 9 weeks to increase mentee awareness of procedures at Hernando High School. Meetings will be monthly during the second and third 9 weeks, then as needed during the fourth 9 weeks.

New teachers will be paired with CET mentors with effective or better overall evaluations and implements best practices in the classroom.

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 school ensures its core instructional programs and material are aligned to Florida's standards by providing high-quality professional learning experiences that help teachers understand the shift to the new Florida Standards that are more aligned to the Common Core Standards. We identify the changes that we need to make in our curriculum and instruction in order for students to meet the Florida Standards expectations.

Participation in trainings on the Florida Standards in professional development will be coupled with teachers having regular and frequent, meaningful, data-informed discussions with their peers, coach, and mentor to support them in transferring new knowledge and skills to the classroom.

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

Our school uses data to provide effective teaching which involves the integrated use of the Sunshine Connections/Portal to Exceptional Education Resources tool. This tool and data is utilized to improve student learning. It is an online teaching tool that assists in students' unique learning and achievement. The resources in this system afford our educators the ability to write our students' Individual Education Plan therefore meeting their diverse needs.

Instruction is modified by use of supplementary aids and services. Supports include aids, services and other supports that are provided in general education classes or other educational settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in the least restrictive environment. The students' Individual Education Plan (IEP) is specific, projects date for initiation of services and the frequency, location and duration of such services, including, but not limited to, note taker, instructional materials in alternative format (e.g. large print books), extra time, highlighted work, behavior management and support plan, and test accommodations.

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

Strategy: Extended School Day

Minutes added to school year: 2,952

Our school has implemented two study halls per week which are designed to help students acquire useful organization and study skills in a classroom setting. In addition, tutoring is available three days a week in the core subject areas.

Strategy Rationale

This will enable students to work quietly, get help as needed, improve grades, utilize material effectively, which will increase academic credit and success. In addition to having time to complete assignments and study for other classes, students will also engage in organizational activities specifically focused on helping them develop good habits, make good decisions for themselves and ultimately take responsibility for their education.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Booker, Leechele, booker_l@hcsb.k12.fl.us

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

The data will be collected through survey questionnaires, teacher dialogue, data chats, skill specific tutoring, homework completion, observations, and use of student cumulative folders.

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

Guidance counselors visit each 9th and 10th grade English classrooms to address graduation requirements and college admission process and information. Guidance counselors begin meeting individually with students beginning in 9th Grade on an as-needed basis. Elective Extravaganza is held in the spring to display different Career and Technical Programs offered at HHS. Also, HHS hosts AP/Dual Enrollment night to appeal to our college-bound students. Counselors help students become familiar with and to choose classes to help them reach their future plans and goals. Guidance implements individual credit checks for all students beginning in 11th grade continuing through 12th grade. Throughout the 12th grade year, guidance counselors meet with each student to monitor their progression toward graduation.
Also, assigned guidance counselors attend Child Study Meetings to address truancy and participate in the planning and goal setting for the student.

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

HHS offers several Career and Technical education courses that prepare students to successfully become Industry Certified prior to graduation allowing them to enter the workforce. These courses include hands-on instruction with real-world applications. Advanced Placement and Dual Enrollment courses prepare students for education beyond high school by increasing the academic rigor in a college-like classroom settings. Elective Extravaganza is held in the spring to display different Career and Technical Programs offered at HHS. Also, HHS hosts AP/Dual Enrollment night to appeal to our college-bound students.

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

All Career and Technical Programs offered at Hernando High School prepare students to become certified in at least one industry certification. The CTE programs and associated industry certifications are as follows:
• Administrative Office Specialist – Microsoft Office Bundle (MOS)
• Agritechnology – Certified Agriculture Technician (CAT)
• Allied Health Assisting – Certified Medical Administrative Assistant (CMAA)
• Automotive Maintenance and Light Repair – Florida Automotive Dealers Certification (FADA)
• Commercial Art – Adobe Photoshop, Adobe Illustrator
• Culinary Arts – ServSafe
• Entrepreneurship – Adobe Flash, Adobe Photoshop, Adobe Dreamweaver
• Painting and Decorating – NCCER Painting 1,2,3
• Veterinary Assisting – Certified Veterinary Assistant (CVA)

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

Hernando High School Career and Technical teachers incorporate reading, language arts, writing and mathematical skills within their courses. Additionally there are two Career Academies, Veterinary and Agriscience Technology (VAST) and Allied Health Assisting, where teachers work collaboratively with core instructors to prepare integrated lessons. Several CTE teachers have become Next Generation Content Area Reading Professional Development (NGCARPD) certified and professional development is offered through professional development/PLCs to all CTE teachers to promote improved instruction that incorporates core academic skills within the CTE 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

Hernando High School offers a variety of strategies to improve student readiness for postsecondary education. In the fall of each school year, the district provides a College Night so that students in all grades may begin learning of the post secondary educational institutions and their programs available to them. All students in 11th grade take the PERT assessment to determine readiness for post secondary education. Additionally the Postsecondary Education Readiness Test (PERT) is offered to underclassmen to determine eligibility for dual enrollment courses. For those who need additional instruction College Readiness courses are offered in both Mathematics and English. During the spring of each year students are encouraged to enroll for Bright Futures eligibility and are provided information in order to successfully navigate applying for financial aid. Each year Pasco Hernando State College provides freshmen orientation on campus during the school day. Students in CTE courses who successfully earn industry certifications are made aware of the Statewide Articulation Agreements available to them. Both the SAT and ACT are offered throughout the year on the Hernando High School campus. Guidance Counselors hold a Dual Enrollment/AP Night to provide information to both students and parents regarding the opportunities to earn postsecondary credit while still a high school student. And Guidance Counselors also provide individual counseling to assist students in their planning for post secondary education.

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.   All staff will improve literacy through rigor and relevance by unpacking the standards and increasing achievement and student engagement as measured by the growth indicators.

G2.   Staff will improve student math proficiency through rigor and relevance by unpacking the standards and increasing math achievement through student engagement.

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. All staff will improve literacy through rigor and relevance by unpacking the standards and increasing achievement and student engagement as measured by the growth indicators. 1a

🔑 G056544

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	76.0
Attendance Below 90%	15.0
One or More Suspensions	15.0

Resources Available to Support the Goal 2

- Collaborative planning to design instruction and monitor Progress Monitoring Reporting Network (PMRN) data for instructional implications.

- Attending professional development/PLC's that inform teachers on how to unpack the new Florida Standards to increase effective lesson planning that targets specific standards.

- Use of formative assessments spiraled throughout instructional lessons.

- The use of individual headphones purchased through SAC will help increase student enagement.

Targeted Barriers to Achieving the Goal 3

- Teachers are in need of additional support in order to thoroughly unpack the new Florida Standards to effectively set objectives and plan lessons for mastery of specific standards.

Plan to Monitor Progress Toward G1. 8

Walk-throughs/ observations and lesson plan review

Person Responsible
Leechele Booker

Schedule
Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion
Walk through/observation data shared with staff at data chats.

Plan to Monitor Progress Toward G1. 8

FCIM Assessment data

Person Responsible
Angela Miller

Schedule
Weekly, from 9/15/2014 to 4/30/2015

Evidence of Completion
FCIM assessment data

G2. Staff will improve student math proficiency through rigor and relevance by unpacking the standards and increasing math achievement through student engagement. `1a`

🔍 G056545

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	31.0
Geometry EOC Pass Rate	36.0
Math Gains	56.0
Math Lowest 25% Gains	62.0

Resources Available to Support the Goal `2`

- District wide trainings will be provided for math teachers to learn how to maximize the math curriculum to support the new Florida math standards.

- Attending PLCs that informs teachers on how to unpack the new Florida standards to increase effective lesson planning that targets specific standards.

- Math targeted PLC that informs teachers on how to utilize CPalms and associated resources to plan engaging lessons.

- Common planning established to allow teachers of common subjects to co-plan to discuss student assessment data and create engaging, data-driven lessons and common FCIM mini lessons.

- SAC Funding for Algebra 1 EOC and PERTtutoring/review Boot Camps after school.

- The use of individual calcultaors purchased through SAC will help increase student enagement.

Targeted Barriers to Achieving the Goal `3`

- Instructional Strategies: (1) Math curriculum is not geared towards inquiry-based lessons and teachers must design/originate inquiry based lessons (2) Lack of ability to differentiate instruction based on students prior knowledge and skill levels. (3) Teachers lack of experience with teaching to the new Florida standards that include performance task requirements and use mathematical practices within the classroom.

Plan to Monitor Progress Toward G2. `8`

Calculate the percentage of teachers that attend the math professional development.

Person Responsible
Ed LaRose

Schedule
Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion
Utilize the sign in documentation from the training and Lesson Plan review

Plan to Monitor Progress Toward G2. `8`

Utilize the FCIM Assessment data by benchmark to verify that students are making progress towards passing their end of course exams.

> #### Person Responsible
> Ed LaRose
>
> #### Schedule
> Monthly, from 8/26/2014 to 5/29/2015
>
> #### *Evidence of Completion*
> FCIM assessment data by subject area.

Plan to Monitor Progress Toward G2. `8`

Algebra retake and PERT scores will be monitored for progress and effectiveness of the turoting/review Boot Camp sessions.

> #### Person Responsible
> Ed LaRose
>
> #### Schedule
> Every 2 Months, from 8/18/2014 to 5/29/2015
>
> #### *Evidence of Completion*
> The evidence will be attendance rosters for participants and their assessment 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. All staff will improve literacy through rigor and relevance by unpacking the standards and increasing achievement and student engagement as measured by the growth indicators. 1

🔧 G056544

G1.B2 Teachers are in need of additional support in order to thoroughly unpack the new Florida Standards to effectively set objectives and plan lessons for mastery of specific standards. 2

🔧 B142891

G1.B2.S1 Professional Development on how to effectively unpack the new Literacy Florida Standards. 4

🔧 S154992

Strategy Rationale

Increasing a teacher's understanding of the new Florida Standards will lead to engaging lessons that lead to better student performance on the end of year outcome measure.

Action Step 1 5

Professional Development on how to effectively unpack the new literacy Florida Standards.

Person Responsible

Angela Miller

Schedule

On 5/29/2015

Evidence of Completion

Professional development attendance records, documentation through lesson plans, and observations/ walk-throughs data

Action Step 2 `5`

Implement district FCIM mini lessons

Person Responsible

Angela Miller

Schedule

Weekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

FCIM assessment data

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

Walk-throughs and review of lesson plans.

Person Responsible

Leechele Booker

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Walk-through observations tools and notes, along with lesson plan checklist.

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

Walk-throughs and review of lesson plans utilizing checkoff and checklist sheets.

Person Responsible

Leechele Booker

Schedule

On 5/29/2015

Evidence of Completion

Walk-through observation tool and lesson plan checklist.

G2. Staff will improve student math proficiency through rigor and relevance by unpacking the standards and increasing math achievement through student engagement. 1

🔑 G056545

G2.B2 Instructional Strategies: (1) Math curriculum is not geared towards inquiry-based lessons and teachers must design/originate inquiry based lessons (2) Lack of ability to differentiate instruction based on students prior knowledge and skill levels. (3) Teachers lack of experience with teaching to the new Florida standards that include performance task requirements and use mathematical practices within the classroom. 2

🔑 B142894

G2.B2.S3 Provide professional development for math teachers that specifically focus on unpacking the new Florida math standards and item specifications so that teachers better understand what students will be evaluated on in the end of course exams and can better prepare students for these exams. 4

🔑 S154995

Strategy Rationale

Professional development related to the new Florida standards will increase the teachers experience and ease the implementation of teaching to the new standards.

Action Step 1 5

Professional Development for Unpacking the new Florida Standards focusing on the math standards and "Developing Mathematical Discourse" training provided by Pearson.

Person Responsible

Ed LaRose

Schedule

Biweekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Sign-in documentation from training, Sign-in documentation from training, walkthrough observation data, Lesson Plan review

Action Step 2 `5`

Develop and implement FCIM by subject area that focuses on the Florida Standards and the item specifications by subject area.

Person Responsible

Ed LaRose

Schedule

Biweekly, from 8/26/2014 to 5/8/2015

Evidence of Completion

A bank of test questions based on the item specifications for each benchmark will be created for Algebra 1 and Geometry. Data will be collected by teacher, by subject for bi-weekly FCIM assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Review the training sign in documentation and the FCIM question banks.

Person Responsible

Ed LaRose

Schedule

On 5/29/2015

Evidence of Completion

Copies of the subject area meeting minutes that includes the FCIM creation activities. Copies of the training sign in documentation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

All math teachers attend the professional development trainings provided.

Person Responsible

Ed LaRose

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Provide updates on the percentage of teachers that attended these trainings at leadership and/or department meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Implementation of FCIM that is based on the Florida standards item specifications.

Person Responsible

Ed LaRose

Schedule

Monthly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Provide updates on the implementation of FCIM by subject area at leadership and/or department meetings.

G2.B2.S4 Provide additonal tutoring and review for students taking the Algebra 1 EOC and PERT assessment through an afterschool Boot Camp. `4`

🔑 S157798

Strategy Rationale

Reviewing and refreshing Algebra 1 and PERT skills prior to the assessment will help students be better prepared for success on the assessments.

Action Step 1 `5`

HHS will provide an afterschool tutoring/review (Boot Camp) for students taking the Algebra 1 and PERT assessments throughout the year the week prior to each assessment.

Person Responsible

Ed LaRose

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

The evidence will be the attendance roster of participants and their assessment scores.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Administration will review the materials presented at the sessions and monitor assessment scores for effectivenes of the sessions. on achievement

Person Responsible

Ed LaRose

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance rosters for participants and their assessment scores.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Administration will review the materials presented at the sessions and monitor assessment scores for effectivenes of the sessions. on achievement

Person Responsible

Ed LaRose

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance roster for participants and their assessment 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.B2.S1.A1	Professional Development on how to effectively unpack the new literacy Florida Standards.	Miller, Angela	10/8/2014	Professional development attendance records, documentation through lesson plans, and observations/ walk-throughs data	5/29/2015 one-time
G2.B2.S3.A1	Professional Development for Unpacking the new Florida Standards focusing on the math standards and "Developing Mathematical Discourse" training provided by Pearson.	LaRose, Ed	8/12/2014	Sign-in documentation from training, Sign-in documentation from training, walkthrough observation data, Lesson Plan review	5/29/2015 biweekly
G2.B2.S4.A1	HHS will provide an afterschool tutoring/review (Boot Camp) for students taking the Algebra 1 and PERT assessments throughout the year the week prior to each assessment.	LaRose, Ed	8/18/2014	The evidence will be the attendance roster of participants and their assessment scores.	5/29/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A2	Implement district FCIM mini lessons	Miller, Angela	9/15/2014	FCIM assessment data	4/30/2015 weekly
G2.B2.S3.A2	Develop and implement FCIM by subject area that focuses on the Florida Standards and the item specifications by subject area.	LaRose, Ed	8/26/2014	A bank of test questions based on the item specifications for each benchmark will be created for Algebra 1 and Geometry. Data will be collected by teacher, by subject for bi-weekly FCIM assessments.	5/8/2015 biweekly
G1.MA1	Walk-throughs/ observations and lesson plan review	Booker, Leechele	9/2/2014	Walk through/observation data shared with staff at data chats.	5/29/2015 weekly
G1.MA2	FCIM Assessment data	Miller, Angela	9/15/2014	FCIM assessment data	4/30/2015 weekly
G1.B2.S1.MA1	Walk-throughs and review of lesson plans utilizing checkoff and checklist sheets.	Booker, Leechele	9/2/2014	Walk-through observation tool and lesson plan checklist.	5/29/2015 one-time
G1.B2.S1.MA1	Walk-throughs and review of lesson plans.	Booker, Leechele	9/2/2014	Walk-through observations tools and notes, along with lesson plan checklist.	5/29/2015 monthly
G2.MA1	Calculate the percentage of teachers that attend the math professional development.	LaRose, Ed	8/26/2014	Utilize the sign in documentation from the training and Lesson Plan review	5/29/2015 quarterly
G2.MA1	Utilize the FCIM Assessment data by benchmark to verify that students are making progress towards passing their end of course exams.	LaRose, Ed	8/26/2014	FCIM assessment data by subject area.	5/29/2015 monthly
G2.MA3	Algebra retake and PERT scores will be monitored for progress and effectiveness of the turoting/review Boot Camp sessions.	LaRose, Ed	8/18/2014	The evidence will be attendance rosters for participants and their assessment scores.	5/29/2015 every-2-months
G2.B2.S3.MA1	All math teachers attend the professional development trainings provided.	LaRose, Ed	8/26/2014	Provide updates on the percentage of teachers that attended these trainings at leadership and/or department meetings.	5/29/2015 quarterly
G2.B2.S3.MA3	Implementation of FCIM that is based on the Florida standards item specifications.	LaRose, Ed	8/26/2014	Provide updates on the implementation of FCIM by subject area at leadership and/or department meetings.	5/29/2015 monthly
G2.B2.S3.MA1	Review the training sign in documentation and the FCIM question banks.	LaRose, Ed	9/1/2014	Copies of the subject area meeting minutes that includes the FCIM creation activities. Copies of the training sign in documentation.	5/29/2015 one-time
G2.B2.S4.MA1	Administration will review the materials presented at the sessions and monitor assessment scores for effectivenes of the sessions. on achievement	LaRose, Ed	8/18/2014	Attendance roster for participants and their assessment scores.	5/29/2015 every-2-months
G2.B2.S4.MA1	Administration will review the materials presented at the sessions and monitor assessment scores for effectivenes of the sessions. on achievement	LaRose, Ed	8/18/2014	Attendance rosters for participants and their assessment scores.	5/29/2015 every-2-months

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. All staff will improve literacy through rigor and relevance by unpacking the standards and increasing achievement and student engagement as measured by the growth indicators.

G1.B2 Teachers are in need of additional support in order to thoroughly unpack the new Florida Standards to effectively set objectives and plan lessons for mastery of specific standards.

G1.B2.S1 Professional Development on how to effectively unpack the new Literacy Florida Standards.

PD Opportunity 1

Professional Development on how to effectively unpack the new literacy Florida Standards.

Facilitator

Erin Courtney

Participants

all instructional staff

Schedule

On 5/29/2015

PD Opportunity 2

Implement district FCIM mini lessons

Facilitator

Erin Courtney

Participants

All 9th and 10th Grade ELA teachers

Schedule

Weekly, from 9/15/2014 to 4/30/2015

G2. Staff will improve student math proficiency through rigor and relevance by unpacking the standards and increasing math achievement through student engagement.

G2.B2 Instructional Strategies: (1) Math curriculum is not geared towards inquiry-based lessons and teachers must design/originate inquiry based lessons (2) Lack of ability to differentiate instruction based on students prior knowledge and skill levels. (3) Teachers lack of experience with teaching to the new Florida standards that include performance task requirements and use mathematical practices within the classroom.

G2.B2.S3 Provide professional development for math teachers that specifically focus on unpacking the new Florida math standards and item specifications so that teachers better understand what students will be evaluated on in the end of course exams and can better prepare students for these exams.

PD Opportunity 1

Professional Development for Unpacking the new Florida Standards focusing on the math standards and "Developing Mathematical Discourse" training provided by Pearson.

Facilitator

Pearson, Erin Courtney

Participants

All math teachers

Schedule

Biweekly, from 8/12/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: All staff will improve literacy through rigor and relevance by unpacking the standards and increasing achievement and student engagement as measured by the growth indicators.	693
Goal 2: Staff will improve student math proficiency through rigor and relevance by unpacking the standards and increasing math achievement through student engagement.	0
Grand Total	**693**

Goal 1: All staff will improve literacy through rigor and relevance by unpacking the standards and increasing achievement and student engagement as measured by the growth indicators.		
Description	**Source**	**Total**
B2.S1.A1 - Professional Development during preschool through Florida Standards Implementation Academy for math and English teachers	General Fund	0
B2.S1.A1 - Professional Development during Preschool to support increasing student engagement through Raising Expectations For Optimal Results and Measures	Title II	693
Total Goal 1		**693**

Goal 2: Staff will improve student math proficiency through rigor and relevance by unpacking the standards and increasing math achievement through student engagement.		
Description	**Source**	**Total**
B2.S3.A1 - Math teachrs attended "Developing MAthematical Discourse" training by Pearson	Other	0
B2.S3.A2 - Teachers will meet bi-weekly and create FCIM	Other	0
Total Goal 2		**0**