Franklin County Schools Pk 12

2014-15 School Improvement Plan

Franklin County Schools Pk 12

1250 US HIGHWAY 98, Eastpoint, FL 32328

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	18%

School Grades History

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

School Board Approval

This plan is pending approval by the Franklin County School Board.

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	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To inspire our students, our colleagues, and ourselves to soar with pride in our daily endeavors, offering the best of ourselves at every opportunity, and to lead with humility, understanding that our greatest accomplishments lie in working together to achieve excellence.

Provide the school's vision statement

To create an educational atmosphere that inspires students to reach their maximum potential through the love of learning and the development of responsible citizenship, while providing an appropriate education that results in success for all students.

School Environment

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

Franklin County School implements yearly school induction, mentoring, and student leadership programs. These help establish and maintain positive relationship between teachers and students.
*Freshmen induction for new students - this allows new students to become acquainted with our campus, the faculty, students and school policies.
*Mentoring - Take Stock in Children
*Student leadership programs - Student Government, National Honor Society & Beta Club provide cohesiveness
between students, faculty and staff.

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

Franklin County School believes that by implementing a school wide management plan that includes "Guidelines for Success: Be Respectful, Be Responsible, and Be Safe" students will feel safe and respected before, during and after school.
* School leadership along with teachers, provide effective monitoring of campus throughout the school day. Through this visibility, the students have access to adults to express any concerns.
* The school has multiple counselors and an on site school psychologist to provide students with the support needed in case of incidences requiring immediate intervention.
* The school established a "Bullying Committee" that provides a safe avenue for students to report bullying issues. This committee investigates the allegations and follows procedures that ensure the safety of all students.

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

Franklin County School supports teachers by providing classroom management training that includes the following: High expectations for student success, building positive relationships with students, creating consistent, predictable classroom routines, explicitly teaching student how to behave successfully, providing frequent positive feedback, and correcting misbehavior in a calm, consistent,

logical manner.

Instructional time is a priority. The on site truant officer tracks student attendance and holds students and parents accountable for absences and tardies. The Dean of Discipline handles student misconduct immediately and with minimal interruption to instruction. All non-essential announcements are held until the end of the school day.

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

Franklin County School does its best to ensure that the social-emotional needs of all students are met by promoting communication between students and staff; promoting the development of positive and healthy relationships between students themselves, as well as between staff and students; and making access to support services readily available. To help students cope in times of distress or crisis, we provide emotional and mental health supports through four different mental health counselors, two guidance counselors, and one school psychologist. We convene a bullying committee to quickly investigate and address any allegations of bullying.

Students are referred for more specific emotional and mental health services through a variety of avenues, including, but not limited to, teacher referrals, student self-referrals, parental requests, multi-tier system of support team referrals, bullying committee referrals, as well as concerns communicated from both the dean of discipline and the attendance officer.

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

Franklin County PK-12 School will utilize the Problem-Solving System of Supports to identify and address those students that meet the criteria for early warning intervention. The indicators are as follows:

* One or more suspensions either in or out of school
* Course failure in English Language Arts, Mathematics or retention in one or more grades
* Number or prior retentions
* Office discipline referrals
* Attendance below 90%
* Level 1 on the statewide, standardized assessments in ELA or mathematics.

Students meeting any of the criteria will be referred by a teacher, guidance counselor and staff member to the PSSS team for interventions. The PSSS team will follow the procedures outlined in the PSSS Manual.

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	37	24	19	28	11	15	19	17	20	30	28	27	32	307
One or more suspensions	4	8	15	13	11	5	49	22	19	25	13	12	6	202
Course failure in ELA or Math	7	7	1	5	2	3	7	2	4	19	8	5	0	70
Level 1 on statewide assessment	0	0	0	19	12	14	30	27	23	17	18	4	6	170

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	7	4	20	17	17	17	25	19	16	10	9	9	175

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

Indicators that impact the academic performance of students that are elevated (attendance, discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through the school PSSS Team (Problem-Solving System of Support). Data is then collected and considered and evidenced-based interventions are developed to address the areas of concern.
Indicators that are sensitive to behavioral issues that impact academic performance are addressed by the Dean of Discipline and the PSSS Team.
The Interventionist will track those students identified by the early warning system to determine if interventions are successful.

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?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/48882.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Franklin County PK-12 School provides several avenues of communication with parents, staff, and the community. These include report cards (every nine weeks), mid-nine weeks progress reports, parent portal to student grades and attendance (24/ access), conference (upon request), Facebook page (updated as needed), Seahawk Scoop (daily), local newspaper and radio.
The school encourages the participation of all community members in the activities and events at the school and off campus. The school has many partnerships with local agencies such as the Florida Department of Health in Franklin County, Franklin's Promise, DISC Village, Capital City Youth services, Take Stock in Kids, Head Start, and the Early Learning Coalition. The community partnerships include the Franklin County Seafood Festival committee, the Estuary, Maritime Museum, and local artist and musicians.

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
Bray, Kris	Principal
Walker, Harolyn	Assistant Principal
Robinson , Roderick	Guidance Counselor
Teat , Wanda	Guidance Counselor
King, Laura	Instructional Coach
Creamer , Patty	Instructional Media
York , Aaron	Dean
Collins , Scott	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 Assistant Principal's (AP) function is to serve as the administrative voice of the team. The AP's responsibilities are to ensure the student's fundamental needs are being met as from the prospective of administration. The Guidance Counselor's (GC) functions are to serve as the enrollment specialists of the team. The GCs responsibilities are to ensure the student's attendance is on track, their grades are accurate, their credits are up to date and to facilitate the PSSS process.. The School Psychologist's (SP) function is to serve as the specialist in psychological reports. The SP's responsibilities are to conduct all intellectual/behavioral screenings and/or evaluations, and to conduct student observations, . The Intervention Specialist (IS) function is to serve as the intervention specialist for the entire school. The IS's responsibilities are to schedule and monitor the progress monitoring for the school on the Florida Assessment for Instruction in Reading (FAIR) and Discovery Education (Think Link). The IS's other responsibilities are assisting all teachers, K-12, in intervention strategies. The Dean of Discipline's (DD) function is to serve as the specialist on the Code of Conduct. The DD's responsibilities are to pull all disciplinary history, as well as provide behavioral interventions for any student with behavioral difficulties.

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

Processes for implementation and monitoring of PSSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual needs begins with the 80/20 structure of PSSS. 80% of the students are served on Tier I of PSSS. Within Tier I, these students are presented with the core curriculum through differentiated instruction to better teach every student. The 20% of the student population that does not find success, proceeds to Tier II, beginning with teacher review of student data and referral to the PSSS team. This PSSS team addresses core instruction, resource allocation, teacher support systems, small group and individual student needs.
Regular meetings of the PSSS team ensure that the interventions are being implemented and data is collected. At each meeting the team reviews the most recent data and determines if the intervention is producing the desired effect. If the answer is yes the intervention continues, if not a different intervention is implemented and data collect for review at the next scheduled PSSS meeting. If the

interventions are not having the desired effect and the students needs can not be meet without special education services the student is referred to the exception student education department for further evaluations.

Through the District Strategic Plan and District/School Leadership teams the various federal, state and local resources will be integrated and coordinated to meet the goals and objectives of the school improvement plan. As goals and objectives are identified in the District Strategic Plan the various resources will be utilized to implement the activities that will increase student achievement and engagement.

Funds from Title I, Title II, Comprehensive Reading Plan, and IDEA will be used to provide professional development to teachers that are providing additional instructional supports to students in the core content areas. PD will include mentoring, instructional coaching, modeling, professional learning communities and communities of practice. Teachers and administrators will determine the areas for improvement based on teacher observations, walkthroughs and teacher self reflection and evaluation.

Funds from Title I, IDEA and SAI will be used to provide tutoring for student identified as in need of additional instruction time and intensive interventions for academic success. Highly qualified and effective teachers will provide the additional instruction to student in small groups based on assessment and diagnostic evaluations.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Paul Marxsen	Business/Community
Kris Bray	Principal
Elizabeth Kirvin	Parent
David Butler	Business/Community
Dr. Caitlin	Business/Community
Robert Davis	Business/Community
Ashley Bartlett	Parent
Patricia Hale	Parent
Frank Mathes	Parent
Dan Rozier	Business/Community

Duties

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

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership met to engage in the 8 steps to Problem solving starting with Step Zero. Our school leadership team then shared the results with our faculty/staff as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The goals and targets set in this plan are based on suggestions from parents, students, and school administration. After information was entered into the plan, the school advisory council reconvened to

make any further amendments. The advisory council also made a personal connection with the parent involvement section in order to create more opportunities for parents to be engaged at FCS.

Preparation of the school's annual budget and plan

The schools annual budget and plan are shared for input and and discussion at the first SAC's meeting each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC Meetings.

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

At the end of 2013-2014 school year, the SAC fund totaled $. The 2014-2015 school year received 0. The ending total for SAC Funds is $.

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
Bray, Kris	Principal
Walker, Harolyn	Assistant Principal
Hathcock , Katie	Teacher, K-12
Jones , Stephanie	Teacher, K-12
Clark, Lynn	Teacher, K-12
Malcolm , Kassi	Teacher, K-12
Creamer , Patty	Instructional Media
King, Laura	Teacher, K-12
Cadwallader , Kay	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

LLT supports teachers and paraprofessionals growth through job imbedded PD, PLC and walkthroughs. The LLT encourages teachers to share best practice in their learning communities. The LLT supports the parent involvement plan and participates in the parent involvement activities providing parent workshops and best practices for student literacy activities.
LLT conduct various activities throughout the year to support and promote literacy in the Franklin County PK-12 School.

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

Common planning and academic coaching are critical practices to help build positive and collaborative relationships among teachers.
* Common planning allows teachers the opportunity to participate in weekly meetings to review and discuss formative assessment data, plan for and adjust their instruction accordingly.
* Academic coaches are available to assist with teacher collaboration. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed.

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

Franklin County School District makes every effort to hire and retain highly qualified, certified and effective teachers. We advertise in the local paper, on website and through PAEC. The district provides professional development and support to teachers in an effort to retain qualified and highly effective teachers. Teachers are provided timely feedback, PD and support in areas identified as needs improvement during the evaluation process.
New teachers are assigned a mentor to provide guidance through the Franklin County School Mentoring Program.

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

Beginning teachers are assigned a mentor based on grade levels and/or subject areas taught. The mentor teacher must have at least 5 years of successful teaching experience to serve as a mentor and have completed Clinical Educator training.
Mentors are to meet weekly with the mentee to review lesson plans, intervention strategies, accommodations, grading practices and/or other areas the mentee requests. Notes and action steps are recorded and with follow up during the next weekly meeting. The mentor is to observe the mentee at least three times during each nine weeks period and provide feedback and coaching.

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

Franklin County School will provide teachers with professional development focusing on Item specs and test design to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. Teachers will be given professional development on the implementation of the curriculum maps, resources and assessments. Teachers will provide lesson plans to instructional coaches for immediate feedback and support.
During common planning teachers have the opportunity to analyze instructional materials to ensure that they are aligned to Florida Standards, well-paced, engaging and rigorous.

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

Franklin County School provides common planning which allows teachers to participate in weekly meetings, to review formative and summative assessment data and continuously adjust their instruction accordingly. Discovery Education ThinkLink data is used to identify groups of students to receive targeted instruction during an intervention period. When necessary, teachers make recommendations for students to be reviewed and assisted by the PSSS team. Additionally, grade level meetings are held to review student data and address specific academic, behavioral and absentee concerns across the content area. Through these meetings, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.Franklin County Teachers will create data walls to display individualized classroom data focusing on student growth and achievement based on Florida Standards.

Instructional Reviews and administrative walkthroughs provide leadership with data to identify areas in which additional follow-up coaching and/or mentoring is needed.

*Franklin County School has contracted with Magnifying Minds (tutoring) to provide elementary students who require intensive reading remediation with additional support.

*Franklin County School provides additional reading remediation for first and second grade students during the instructional day using the program Great Leaps.

*Middle and high school students requiring intensive reading remediation are placed in a double block intensive reading class.

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: 6,000

Targeted students receive reading and math tutoring twice each week, for 120 minutes each day. Tutoring continues throughout the school year. Students will be provided data driven instruction to insure that they master basic reading skills to increase fluency which leads to reading comprehension.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts. Students who are targeted to receive this assistance may vary according to progress monitoring data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Laura , lking@franklin.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Student Transition and Readiness

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

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

For Elementary:
FCS, in conjunction with the local Head Start agency, Early Learning Coalition, and VPK coordinate efforts to promote continuity of service and effective transitions for children and their families. These include:
* Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
* Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
* Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten
* Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
For Middle School:
FCS provides an orientation for incoming 6th grade students. This orientation gives students/parents the opportunity to meet teachers and students. The orientation also provides students/parents valuable information concerning middle school expectations (grading, discipline, ect...)
For High School:
FCS provides an orientation for incoming 9th grade FCS students along with Apalachicola Bay Charter students. The guidance counselor leads the orientation with information concerning school policy, procedures, course requirements, course offerings and course mapping. It includes a campus tour, ice breaker and informational session and activity. All of the above is included in a freshmen orientation packet.

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

Franklin County School offers students elective courses in art, business, technology and carpentry. Many of these courses focus on job skills and offer students the opportunity to earn a certification. Every year in the spring semester, students and parents participate in a Career Fair. This exposes students to a variety of careers such as military, nursing and banking.
Every year in the spring semester, the guidance counselor meets with students and parents in a course selection meeting. Students complete the course selection forms for the following year.
FCS offers Dual Enrollment to students who pass the PERT and have the required gpa.

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

Franklin County School offers students elective courses in art, business, technology and carpentry. Many of these courses focus on job skills and offer students the opportunity to earn a certification:
*Microsoft Office Specialist Certification (MOS)
*Nation Center for Construction Education and Research (NCCER)

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

Career academies provide the model for integrating career and technical education with academic courses. Academies incorporate integrated curriculum which includes an exploration of a subject, theme, interest, or career area.
We are in the process of implementing a high school digital science classroom. Every student will be

provided with a laptop. The classroom will have a sixty-five inch interactive Mimio touch display. The lab will have a Mimio interactive projector. The microscopes will be equipped with digital display.

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

Data from the High School Feedback Report is available is available at http://data.fldoe.org/readiness
In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and/or initiatives that are used at the school and district level:
*Career Academies and Career and Technical Education Classes
*Dual Enrollment
*College Expo and Transition Fair
*College Tours and College Rep Visits
*High School Showcase

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.   Through collaborative instructional teams, teachers will use data to plan and implement Florida Standards through differentiated instruction with high expectations for all stakeholders. If implemented with fidelity, percentile ranks will increase significantly in all areas.

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. Through collaborative instructional teams, teachers will use data to plan and implement Florida Standards through differentiated instruction with high expectations for all stakeholders. If implemented with fidelity, percentile ranks will increase significantly in all areas. 1a

🔍 G046483

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- *Personnel *Technology - hardware and software *Common planning time *Intensive Reading double block (middle school/high school) *Seahawk Success (elementary) *Intervention (elementary) *After school tutoring (elementary, middle and high school)

Targeted Barriers to Achieving the Goal 3

- Lack of basic reading skills and fluency

Plan to Monitor Progress Toward G1. 8

Quarterly software reports monitoring student progress in reading (STAR, Classworks, Discovery Education)

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Quarterly software reports will be collected and reviewed by the teacher and the instructional data team to determine whether progress is being made toward the targeted goals.

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. Through collaborative instructional teams, teachers will use data to plan and implement Florida Standards through differentiated instruction with high expectations for all stakeholders. If implemented with fidelity, percentile ranks will increase significantly in all areas. `1`

🔑 G046483

G1.B1 Lack of basic reading skills and fluency `2`

🔑 B127151

G1.B1.S1 Students will utilize software programs to increase their basic reading skills and fluency. `4`

🔑 S139190

Strategy Rationale

To monitor and improve student reading skills and fluency.

Action Step 1 `5`

Quarterly software reports (ex. Discovery Ed, Fair, Classworks) will be collected and reviewed by the teacher and the instructional data team to determine whether progress is being made toward the targeted goals.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Quarterly reports

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

Students data will be collected quarterly.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Quarterly reports from software programs.

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

After disaggregating the quarterly data, the intervention team (PSSS) along with the teachers will develop an intervention plan.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Quarterly progress reports

G1.B1.S2 Teachers will participate in professional development opportunities to increase understanding in reading curriculum and instruction. 4

S139291

Strategy Rationale

Teachers will utilize the reading curriculum to differentiate instruction to increase students' understanding of reading skills and fluency.

Action Step 1 5

Teachers will participate in professional development opportunities (Ex. Springboard, Kagan) to increase understanding in reading curriculum and instruction.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and professional development points

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

Professional development, sign in sheets and observation of skills learned.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Professional development, sign in sheets, observation of skills learned.

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

Professional development, sign in sheets, and observation of skills learned.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Professional development, sign in sheets, and observation of skills learned

G1.B1.S3 Teachers will collaborate during common planning time to generate materials, share strategies, identify skills that need to be modeled and practiced to more effectively implement Florida Standards. `4`

S139296

Strategy Rationale

Teachers will collaborate weekly to plan differentiated instructional activities for implementation of Florida Standards.

Action Step 1 `5`

Teachers will collaborate weekly to plan differentiated instructional activities for implementation of Florida Standards.

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Weekly grade level/subject area meeting minutes

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

Collection and monitoring of grade level and/or subject area meeting minutes

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Grade level and/or subject area meeting minutes and observation of skills learned.

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

Collection and monitoring of minutes

Person Responsible

Kris Bray

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Grade level/subject area minutes, professional development, sign in sheets, observation of skills learned and increase in student achievement.

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	Quarterly software reports (ex. Discovery Ed, Fair, Classworks) will be collected and reviewed by the teacher and the instructional data team to determine whether progress is being made toward the targeted goals.	Bray, Kris	9/29/2014	Quarterly reports	5/29/2015 quarterly
G1.B1.S2.A1	Teachers will participate in professional development opportunities (Ex. Springboard, Kagan) to increase understanding in reading curriculum and instruction.	Bray, Kris	9/29/2014	Sign in sheets and professional development points	5/29/2015 quarterly
G1.B1.S3.A1	Teachers will collaborate weekly to plan differentiated instructional activities for implementation of Florida Standards.	Bray, Kris	9/29/2014	Weekly grade level/subject area meeting minutes	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Quarterly software reports monitoring student progress in reading (STAR, Classworks, Discovery Education)	Bray, Kris	9/29/2014	Quarterly software reports will be collected and reviewed by the teacher and the instructional data team to determine whether progress is being made toward the targeted goals.	5/29/2015 quarterly
G1.B1.S1.MA1	After disaggregating the quarterly data, the intervention team (PSSS) along with the teachers will develop an intervention plan.	Bray, Kris	9/29/2014	Quarterly progress reports	5/29/2015 quarterly
G1.B1.S1.MA1	Students data will be collected quarterly.	Bray, Kris	9/29/2014	Quarterly reports from software programs.	5/29/2015 quarterly
G1.B1.S2.MA1	Professional development, sign in sheets, and observation of skills learned.	Bray, Kris	9/29/2014	Professional development, sign in sheets, and observation of skills learned	5/29/2015 quarterly
G1.B1.S2.MA1	Professional development, sign in sheets and observation of skills learned.	Bray, Kris	9/29/2014	Professional development, sign in sheets, observation of skills learned.	5/29/2015 quarterly
G1.B1.S3.MA1	Collection and monitoring of minutes	Bray, Kris	9/29/2014	Grade level/subject area minutes, professional development, sign in sheets, observation of skills learned and increase in student achievement.	5/29/2015 quarterly
G1.B1.S3.MA1	Collection and monitoring of grade level and/or subject area meeting minutes	Bray, Kris	9/29/2014	Grade level and/or subject area meeting minutes and observation of skills learned.	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Through collaborative instructional teams, teachers will use data to plan and implement Florida Standards through differentiated instruction with high expectations for all stakeholders. If implemented with fidelity, percentile ranks will increase significantly in all areas.

G1.B1 Lack of basic reading skills and fluency

G1.B1.S2 Teachers will participate in professional development opportunities to increase understanding in reading curriculum and instruction.

PD Opportunity 1

Teachers will participate in professional development opportunities (Ex. Springboard, Kagan) to increase understanding in reading curriculum and instruction.

Facilitator

PAEC

Participants

Teachers/Paras

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Technical Assistance Items

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

G1. Through collaborative instructional teams, teachers will use data to plan and implement Florida Standards through differentiated instruction with high expectations for all stakeholders. If implemented with fidelity, percentile ranks will increase significantly in all areas.

G1.B1 Lack of basic reading skills and fluency

G1.B1.S1 Students will utilize software programs to increase their basic reading skills and fluency.

PD Opportunity 1

Quarterly software reports (ex. Discovery Ed, Fair, Classworks) will be collected and reviewed by the teacher and the instructional data team to determine whether progress is being made toward the targeted goals.

Facilitator

Kay Cadwallader/Laura King

Participants

classroom teachers

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**