

Yulee High School



2014-15 School Improvement Plan

Yulee High School

85375 MINER RD, Yulee, FL 32097

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

41%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

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

School Board Approval

This plan is pending approval by the Nassau 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement

Our vision for all members of Yulee High School is to provide a safe environment, maintain and model professionalism and high expectations which will result in continuous academic growth, excellence, and increased post graduation opportunities.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

Ensure teachers are trained in Classroom management strategies.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3.

Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.

B. Responsible parenting is promoted and supported.

C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House
- School Edline web page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, School Reach, and face-to face meetings
- College and Career Fairs
- School Matters Publication

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

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

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
Drake, Natasha	Principal
Joinville, Yvon	Assistant Principal
Norfleet, Rachel	Guidance Counselor
Grunewald, Amy	Guidance Counselor
Parker, Sharla	Instructional Coach
Amos, Lori	Teacher, K-12
Cook, Dominique	Teacher, K-12
Dombkowski, Ethan	Teacher, K-12
Faulk, Natalie	Teacher, K-12
Hicken, Candace	Teacher, K-12
Jackson, Donna	Teacher, K-12
Marcum, Adam	Dean
Minor, William	Teacher, K-12
Perry, Donna	Instructional Media
Schweitzer, Richard	Teacher, K-12
Starks, Deondra	Teacher, K-12

Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through databased decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits. In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a

curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders? Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model. The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention. Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies. Supplemental Academic Instruction (SAI) These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Paule Ann Ceci	Business/Community
Elizabeth Landrum	Business/Community
Wanda Jensen	Parent
Rebecca Scarberry	Teacher
Natasha Drake	Principal
Tracy Miller	Parent
Amy Davis	Parent
Katherine Morrison	Parent
Melissa Tremblay	Parent
Roody Joinville	Education Support Employee
Kellie Sweat	Education Support Employee
Gail Green	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

When looking at the School Improvement Plan for the 2013-2014 school year, Yulee High School met all of the goals with the exception of students proficient in math; students fell 8%. However, we feel this is justified based off of the data for Geometry for the 2012-2013 school year. During this school year, YHS was transitioning in their math progression resulting in only needing to offer Geometry Honors that year. The students who tested for the Geometry EOC where only honors, as a result for the 2012-2013 school year Geometry EOC had a 100% pass rate. During the 2014-2015 school year, both Geometry and Geometry Honors were offered. As a result the proficiency level in math dropped.

Development of this school improvement plan

Our School Advisory Council takes a leading role in the development of this school improvement. SAC shares the vision of the school and represents the liaison between the community and our school. The administrative team makes sure that SAC is aware of our academic goals, and we plan a joint effort to materialize the mission and vision of our school. In addition, SAC member will assist with the analysis of climate survey data, monitor adequate progress, and identify and recommend programs and projects that contribute to a positive and safe learning environment.

Preparation of the school's annual budget and plan

The annual budget is developed based on a needs assessment conducted targeting the needs of the students and supporting the learning environment.

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

We are projected to receive approximately two thousands dollars. The funds will be primarily allocated for school supplies, paying for students who can not afford to take the SAT or ACT.

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
Drake, Natasha	Principal
Joinville, Yvon	Assistant Principal
Amos, Lori	Teacher, K-12
Parker, Sharla	Instructional Coach
Norfleet, Rachel	Guidance Counselor
Grunewald, Amy	Guidance Counselor
Perry, Donna	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will support instructional strategies to improve reading comprehension and the Florida State Standards Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

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

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

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

1. Provision of mentoring, training and coaching for:

a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and

b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Florida State Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:
The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include

representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

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

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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: 7,200

Communities In Schools (CIS): After school tutoring for students. The tutoring sessions are held on-campus and conducted by YHS teachers. Students must enroll in the program by completion of the CIS registration form.

Strategy Rationale

The purpose is to provide additional support by reteaching and remediating skills that were taught during the school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The Communities in Schools (CIS) school representative monitors the progress of all students enrolled in the after school program. Progress monitoring is conducted by running classroom grade reports, FCAT scores, and communicating with teachers and guidance counselors to ensure student success.

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

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

Several initiatives and programs have been established to foster college-going culture and to support and assist students as they work toward achieving college and career readiness.

Students receive daily instruction and support to prepare them for college and careers. These academic strategies impact students school-wide as strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes. In class students learn organizational skills, study skills, and work on critical thinking skills that will better prepare them for college and career readiness.

Initiatives include: AP and Dual Enrollment courses, SAT school day test administration, College and Career Fairs, college and career field trips, and assemblies with guest speakers.

The Nassau County Economic Development Board conducts soft-skills training and seminars on employment seeking to the district's students as a component of their partnership with the district.

Other business partners assist in career education curriculum development and placement efforts through their participation in program area advisory boards. Partners include trade organizations such

as the First Coast Manufacturing Association and the Northeast Florida Builders Association, and numerous employers in the area.

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

Course Title Industry Certification
Introduction to Information Technology Word
Administration Office Technology I Powerpoint
Business Software Applications Excel
Culinary Arts I & II ServeSafe
Culinary Arts III Prostart Level I (Exam Only)
Culinary Arts IV Prostart Level II (Exam Only)
Automotive Service and Light Repair ASE G1 (Auto Maintenance and Light Repair)
AST 3 ASE A1 (Engine Repair)
AST 6 ASE A4 (Suspension and Steering)
AST 7 ASE A5 (Brakes)
Building Construction I NCCER Core
Building Construction II NCCER Masonry I or NCCER Carpentry I
Building Construction III NCCER Masonry II or NCCER Carpentry II
HVAC 1 NCCER HVAC Level 1
HVAC 2 NCCER HVAC Level 2
Electricity 2 NCCER Electricity Level 1
Foundations of Web Design Dreamweaver
User Interface Design Photoshop
Web Scripting Fundamentals Flash
Media Integration Essentials Adobe Illustrator
Game & Simulation Programming Flash
Drafting 1 AutoDesk Certified User - AutoCAD
Drafting 2 AutoDesk Certified Professional - AutoCAD
Nursing Assistant III C.N.A

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

Career Education teachers have received staff development training in teaching reading through the content area. Other career education courses such as Drafting, Culinary Arts, HVAC/Electrical, and Machining include application of mathematical principles. Health Science and Biomedical sciences programs curriculum includes instruction in Anatomy and Physiology and other science concepts.

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

To be considered “college and career” ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics that have been identified through a cross-sector collaborative effort by Florida’s K12, college and university faculty. Students demonstrate proficiency by achieving passing-level scores in reading, writing and mathematics on the Postsecondary Education Readiness Test or an approved alternative. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete remedial courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, college-credit courses.

Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and

the skilled workforce. These higher levels of competency may be measured by SAT and/or ACT scores, in addition to earning postsecondary credits through AP, Dual Enrollment, or by earning state-approved industry certifications.

Strategies:

- Remediation classes are offered
- School-wide SAT day
- SAT/ACT prep given in content area classes
- After school/Sat. review classes offered

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.** To close the achievement gap by preparing all students for college readiness.
- G2.** Increase the percentage of students scoring at or above the proficiency level on the US History EOC Exam
- G3.** Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam.
- G4.** Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA).
- G5.** Increase the percentage of students scoring at or above the proficiency level on the New Florida Standards Assessments (FSA) End-of-Course Exams (EOC) for Algebra 1, Algebra 2, and Geometry.

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. To close the achievement gap by preparing all students for college readiness. 1a

G052010

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	62.0

Resources Available to Support the Goal 2

- Reading, Math, New ELA Florida Standards Assessment, State and District EOC Exams, School Day SAT, School -wide ACT and SAT testing site, and PERT Assessment.

Targeted Barriers to Achieving the Goal 3

- Students lack the knowledge needed to demonstrate college readiness on college entrance exams.

G2. Increase the percentage of students scoring at or above the proficiency level on the US History EOC Exam 1a

G048884

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- Social Studies, United States History End of Course exam, AP Summer Institute, District Professional Development

Targeted Barriers to Achieving the Goal 3

- Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

Plan to Monitor Progress Toward G2. 8

Will provide additional practice in the analysis and evaluation of primary and secondary sources.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

As evidence by weekly curriculum teaching plans and student work samples.

G3. Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam. 1a

G048883

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0

Resources Available to Support the Goal 2

- Study Island, Discovery Education, Marzano's Arts and Science of Teaching Framework, Science labs, AP Summer Institutes, District Science Resource Teacher

Targeted Barriers to Achieving the Goal 3

- Students may have difficulty understanding the scientific concepts.

Plan to Monitor Progress Toward G3. 8

Provide students with opportunities to increase level achievement.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

As evidenced by weekly curriculum teaching plans and classroom assessments.

G4. Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA). 1a

G048824

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Florida Standards Assessment online portal, CPALMS, Achieve 3000, Student Writing Exemplars, Florida's writing rubrics, HMH curriculum.

Targeted Barriers to Achieving the Goal 3

- Students may lack experience with text-based writing prompts.
- Students may lack experience with the New ELA Florida Standards Assessment question types (open response, multiple choice, two part answers, ect.).

Plan to Monitor Progress Toward G4. 8

Progress towards meeting goals.

Person Responsible

Natasha Drake

Schedule

On 5/22/2015

Evidence of Completion

As evidenced by weekly curriculum teaching plans, student work samples, assessments

G5. Increase the percentage of students scoring at or above the proficiency level on the New Florida Standards Assessments (FSA) End-of-Course Exams (EOC) for Algebra 1, Algebra 2, and Geometry. 1a

G048796

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	66.0
Algebra I EOC Pass Rate	66.0

Resources Available to Support the Goal 2

- Study Island, Professional Learning Communities, Remediation program, Preparation Workbooks, Cognitive Tutor software, Kuta Software AP Summer Institutes, District Professional Development, Florida Standards training materials.

Targeted Barriers to Achieving the Goal 3

- Students may fail to see the connection between classroom activities and learning goals. Students may not relate what is being addressed in class to their personal interests.
- Students may lack experience with the New Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

Plan to Monitor Progress Toward G5. 8

Progress towards meeting goals.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, student interviews, administrative walk-throughs, Algebra 1 EOC, and Geometry EOC.

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. To close the achievement gap by preparing all students for college readiness. **1**


 G052010

G1.B1 Students lack the knowledge needed to demonstrate college readiness on college entrance exams.

2

 B130854

G1.B1.S1 The school will develop a Professional Learning Community (PLC) comprised of teachers, counselors and administrators to plan instructional and academic support activities, and monitor the implementation of the activities. **4**

 S145065

Strategy Rationale

Action Step 1 **5**

PLC Strand and Department Meetings

Person Responsible

Natasha Drake

Schedule

Biweekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

PLC Feedback forms

G1.B1.S2 The school will provide teachers and staff with professional development to prepare them to integrate college readiness strategies into their instruction and to help them create, a strong college-going culture within the school. 4

 S145066

Strategy Rationale

Action Step 1 5

All teachers will collaborate in planning using CPALMS as the foundation of lesson plans.

Person Responsible

Natasha Drake


Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans.

G1.B1.S3 The school will offer an elective class that focuses on the following skills needed for success in college: writing, critical thinking, collaboration, organization, and academic reading. 4

 S145067

Strategy Rationale

Action Step 1 5

Teachers will collaborate during PLC to discuss ways to integrate writing, critical thinking, collaboration, organization, and academic reading within elective courses.

Person Responsible

Natasha Drake

Schedule

Biweekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

PLC Feedback forms.

G2. Increase the percentage of students scoring at or above the proficiency level on the US History EOC Exam

1

G048884

G2.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

2

B122162

G2.B1.S1 Teachers will implement FSA content literacy standards. 4

S134123

Strategy Rationale

Action Step 1 5

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

As evidence by weekly curriculum teaching plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans and activities by the implementation of the FSA content literacy standards using Marzano Arts and Science of Teaching.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person Responsible

Natasha Drake


Schedule

Daily, from 8/6/2014 to 5/22/2015


Evidence of Completion

As evidence by the implementation of FSA literacy standards by using Marzano Arts and Science of Teaching.

G3. Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam. 1

 G048883

G3.B1 Students may have difficulty understanding the scientific concepts. 2

 B122161

G3.B1.S1 Teachers will use cooperative learning, and hands on learning strategies to enhance student interest in Biology. 4

 S134117

Strategy Rationale

Action Step 1 5

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by implementation of cooperative learning and hands on strategies as evidence by using Marzano Arts and Science of Teaching.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by implementation of cooperative learning and hands on strategies as evidence by using Marzano Arts and Science of Teaching.

G4. Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA). 1

G048824

G4.B1 Students may lack experience with text-based writing prompts. 2

B122130

G4.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics and give quality feedback on student writing. 4

S134095

Strategy Rationale

Action Step 1 5

All teachers will collaborate to expand the writing curriculum.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by formative and summative assessments.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor progress towards meeting goals.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Student work samples, assessments, lesson plan activities, administrative observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will collaborate to expand the writing curriculum.

Person Responsible

Natasha Drake


Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by curriculum teaching plans, student work samples, and increase in assessment scores.

G4.B1.S2 Improve the quality of text-based writing for the ELA Writing Component. 4

 S142873

Strategy Rationale

Action Step 1 5

All teachers will collaborate to expand the writing curriculum.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015


Evidence of Completion

Evidenced by formative and summative assessments.

G4.B2 Students may lack experience with the New ELA Florida Standards Assessment question types (open response, multiple choice, two part answers, ect.). 2

 B122141

G4.B2.S1 Teachers will rewrite assessments and assignments that align to the new standards and assessment types and give students daily practice. 4

 S134114

Strategy Rationale

Action Step 1 5

Review lesson plans and assessments.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, administrative walk-throughs, student work samples

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Review lesson plans, administrative walk-throughs, assessments

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, administrative walk-throughs, student work samples

G5. Increase the percentage of students scoring at or above the proficiency level on the New Florida Standards Assessments (FSA) End-of-Course Exams (EOC) for Algebra 1, Algebra 2, and Geometry. 1

G048796

G5.B1 Students may fail to see the connection between classroom activities and learning goals. Students may not relate what is being addressed in class to their personal interests. 2

B121853

G5.B1.S1 Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework) 4

S133780

Strategy Rationale

Monitor effectiveness of implementation of effective learning strategies.

Action Step 1 5

Monitor effectiveness of implementation of effective learning strategies.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by increased scores on assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor effectiveness of implementation of effective learning strategies.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by assessment data, student interviews, administrative walk-throughs

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor effectiveness of implementation of effective learning strategies.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015


Evidence of Completion

Evidenced by assessment data, student interviews, administrative walk-throughs.

G5.B2 • Students may lack experience with the New Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –) 2

 B122077

G5.B2.S1 Teachers will rewrite assessments and assignments that align to the new standards and assessment types and give students daily practice. 4

 S134005

Strategy Rationale

Action Step 1 5

Review lesson plans and assessments.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Evidenced by increased scores on assessments.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Review lesson plans and assessments.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, administrative walk-throughs, student work samples.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Review lesson plans and assessments.

Person Responsible

Natasha Drake

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, administrative walk-throughs, student work samples

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
G5.B1.S1.A1	Monitor effectiveness of implementation of effective learning strategies.	Drake, Natasha	8/6/2014	Evidenced by increased scores on assessments.	5/22/2015 daily
G5.B2.S1.A1	Review lesson plans and assessments.	Drake, Natasha	8/6/2014	Evidenced by increased scores on assessments.	5/22/2015 daily
G4.B1.S1.A1	All teachers will collaborate to expand the writing curriculum.	Drake, Natasha	8/6/2014	Evidenced by formative and summative assessments.	5/22/2015 daily
G4.B2.S1.A1	Review lesson plans and assessments.	Drake, Natasha	8/6/2014	Assessment data, administrative walk-throughs, student work samples	5/22/2015 daily
G3.B1.S1.A1	Implement lesson plan format focusing on Marzano's strategies to improve student achievement.	Drake, Natasha	8/6/2014	Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.	5/22/2015 daily
G2.B1.S1.A1	Implement lesson plan format focusing on Marzano's strategies to improve student achievement.	Drake, Natasha	8/6/2014	As evidence by weekly curriculum teaching plans.	5/22/2015 daily
G4.B1.S2.A1	All teachers will collaborate to expand the writing curriculum.	Drake, Natasha	8/6/2014	Evidenced by formative and summative assessments.	5/22/2015 daily

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	PLC Strand and Department Meetings	Drake, Natasha	8/6/2014	PLC Feedback forms	5/22/2015 biweekly
G1.B1.S2.A1	All teachers will collaborate in planning using CPALMS as the foundation of lesson plans.	Drake, Natasha	8/6/2014	Lesson Plans.	5/22/2015 daily
G1.B1.S3.A1	Teachers will collaborate during PLC to discuss ways to integrate writing, critical thinking, collaboration, organization, and academic reading within elective courses.	Drake, Natasha	8/6/2014	PLC Feedback forms.	5/22/2015 biweekly
G2.MA1	Will provide additional practice in the analysis and evaluation of primary and secondary sources.	Drake, Natasha	8/6/2014	As evidence by weekly curriculum teaching plans and student work samples.	5/22/2015 daily
G2.B1.S1.MA1	Implement lesson plan format focusing on Marzano's strategies to improve student achievement.	Drake, Natasha	8/6/2014	As evidence by the implementation of FSA literacy standards by using Marzano Arts and Science of Teaching.	5/22/2015 daily
G2.B1.S1.MA1	Implement lesson plan format focusing on Marzano's strategies to improve student achievement.	Drake, Natasha	8/6/2014	Lesson plans and activities by the implementation of the FSA content literacy standards using Marzano Arts and Science of Teaching.	5/22/2015 daily
G3.MA1	Provide students with opportunities to increase level achievement.	Drake, Natasha	8/6/2014	As evidenced by weekly curriculum teaching plans and classroom assessments.	5/22/2015 daily
G3.B1.S1.MA1	Implement lesson plan format focusing on Marzano's strategies to improve student achievement.	Drake, Natasha	8/6/2014	Evidenced by implementation of cooperative learning and hands on strategies as evidence by using Marzano Arts and Science of Teaching.	5/22/2015 daily
G3.B1.S1.MA1	Implement lesson plan format focusing on Marzano's strategies to improve student achievement.	Drake, Natasha	8/6/2014	Evidenced by implementation of cooperative learning and hands on strategies as evidence by using Marzano Arts and Science of Teaching.	5/22/2015 daily
G4.MA1	Progress towards meeting goals.	Drake, Natasha	8/6/2014	As evidenced by weekly curriculum teaching plans, student work samples, assessments	5/22/2015 one-time
G4.B1.S1.MA1	Teachers will collaborate to expand the writing curriculum.	Drake, Natasha	8/6/2014	Evidenced by curriculum teaching plans, student work samples, and increase in assessment scores.	5/22/2015 daily
G4.B1.S1.MA1	Monitor progress towards meeting goals.	Drake, Natasha	8/6/2014	Student work samples, assessments, lesson plan activities, administrative observations	5/22/2015 daily
G4.B2.S1.MA1	Review lesson plans, administrative walk-throughs, assessments	Drake, Natasha	8/6/2014	Assessment data, administrative walk-throughs, student work samples	5/22/2015 daily
G5.MA1	Progress towards meeting goals.	Drake, Natasha	8/6/2014	Assessment data, student interviews, administrative walk-throughs, Algebra 1 EOC, and Geometry EOC.	5/22/2015 daily
G5.B1.S1.MA1	Monitor effectiveness of implementation of effective learning strategies.	Drake, Natasha	8/6/2014	Evidenced by assessment data, student interviews, administrative walk-throughs.	5/22/2015 daily
G5.B1.S1.MA1	Monitor effectiveness of implementation of effective learning strategies.	Drake, Natasha	8/6/2014	Evidenced by assessment data, student interviews, administrative walk-throughs	5/22/2015 daily
G5.B2.S1.MA1	Review lesson plans and assessments.	Drake, Natasha	8/6/2014	Assessment data, administrative walk-throughs, student work samples	5/22/2015 daily
G5.B2.S1.MA1	Review lesson plans and assessments.	Drake, Natasha	8/6/2014	Assessment data, administrative walk-throughs, student work samples.	5/22/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase the percentage of students scoring at or above the proficiency level on the US History EOC Exam

G2.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

G2.B1.S1 Teachers will implement FSA content literacy standards.

PD Opportunity 1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Facilitator

Social Studies Department Chair (CPALMS and planning through PLCs)

Participants

Social Studies Department

Schedule

Daily, from 8/6/2014 to 5/22/2015

G3. Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam.

G3.B1 Students may have difficulty understanding the scientific concepts.

G3.B1.S1 Teachers will use cooperative learning, and hands on learning strategies to enhance student interest in Biology.

PD Opportunity 1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Facilitator

Science Department Chair (CPALMS and planning through PLCs)

Participants

Science Department

Schedule

Daily, from 8/6/2014 to 5/22/2015

G4. Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA).

G4.B1 Students may lack experience with text-based writing prompts.

G4.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics and give quality feedback on student writing.

PD Opportunity 1

All teachers will collaborate to expand the writing curriculum.

Facilitator

English Department Chair and Reading Coach (CPALMS and www.fsassessment.com through PLC)

Participants

English Department Chair

Schedule

Daily, from 8/6/2014 to 5/22/2015

G4.B2 Students may lack experience with the New ELA Florida Standards Assessment question types (open response, multiple choice, two part answers, ect.).

G4.B2.S1 Teachers will rewrite assessments and assignments that align to the new standards and assessment types and give students daily practice.

PD Opportunity 1

Review lesson plans and assessments.

Facilitator

Angela Wolfe/Pam Wilkerson (Houghton Mifflin Harcourt new textbook training)

Participants

ELA teachers 6-12

Schedule

Daily, from 8/6/2014 to 5/22/2015

G5. Increase the percentage of students scoring at or above the proficiency level on the New Florida Standards Assessments (FSA) End-of-Course Exams (EOC) for Algebra 1, Algebra 2, and Geometry.

G5.B2 • Students may lack experience with the New Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

G5.B2.S1 Teachers will rewrite assessments and assignments that align to the new standards and assessment types and give students daily practice.

PD Opportunity 1

Review lesson plans and assessments.

Facilitator

Math Department Chair/ through PLC (Topic: CPalms and www.FSAssessments.com)

Participants

Math Teachers

Schedule

Daily, from 8/6/2014 to 5/22/2015