Keystone Heights Junior/ Senior High

2015-16 School Improvement Plan

Keystone Heights Junior/Senior High

900 ORCHID AVE, Keystone Heights, FL 32656

http://khh.oneclay.net

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	No	50%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	9%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Clay 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous and relevant; which transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

KHHS exists to prepare life-long learners for success in a global and competitive workplace, and help them acquire applicable life skills.

School Environment

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

KHHS recognizes that a good relationship between teachers and students forms the foundation for behavioral, social and academic learning. This relationship is a direct result of unconditional acceptance between the teacher and the student. Through this acceptance the teacher shows the student he or she is valued as an individual worthy of respect. We offer several programs to build relationships between teachers and students. We offer a teacher-sponsored event, "Book Bash" where teachers interact with students through games and activities. We also offer several teacher-sponsored clubs and activities during and after school. These activities include but are not limited to book clubs, Key Club, Senior Girls, and individual class groups. We have a strong working relationship with Right Path Services which offers safe and confidential counseling for eligible students in overwhelming or difficult situations. We also work with specialists with the Take Stock in Children Program which links students with mentors as early as 7th grade.

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

Florida Statute 1003.31 in parts states students enrolled in school shall be supervised; during the time she or he is attending school; during the time she or he is on the school premises participating with authorization in a school-sponsored activity; during a reasonable time before and after the student is on the premises for attendance at school or for authorized participation in a school-sponsored activity, and only when on the premises, be under the control and direction of school personnel. Our school provides supervision 30 minutes prior to school starting and 40 minutes after the school day ends. Students are also supervised during extra-curricular activities as well as 30 minutes before and after. School board supervision beyond this limit cannot be assumed.
Teachers and support staff assume designated safety positions during class changes.
KHHS has a student concern box available for students to write concerns privately that can then be addressed by guidance or administration.
KHHS also has a school-based resource officer available before, during, and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The authority set forth in Florida Statues, Chapter 230.23(6-c), vests in the school board the responsibility to "adopt rules and regulations for the control (and) disciplining of Pupils…" To accomplish this objective, rules and regulations must be made and enforced. Rules are based on Florida Statutes, State Board of Education Policies, Clay County School Board Policies, the Clay County Codes of Student Conduct, and KHHS Administrative Policies.

At KHHS, each student receives a copy of the Student-Parent Handbook, and the Code of Student Conduct. Both are reviewed with students on the first day of school in homeroom. All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. When a student interferes with the learning process of any students, including themselves, it will be necessary for the teacher to find effective ways to correct inappropriate behaviors. These methods may be in-class discipline, student-teacher conferences, and parent-teacher conferences by phone or at school and after school detentions. If these methods fail to correct inappropriate conduct, the teacher will refer the student to the administration for disciplinary action. Violations sent to the administration will result in one or more of the following actions being taken:

Counseling, parent conference or guidance referral
After School Detention
Lunch Detention
Alternative to Out-of-School Suspension
Out-of-School Suspension.
Administrative Placement to Bannerman Learning Center
Expulsion
A violation of the rules will occur if the improper conduct takes place on the school premises at any time, off the school grounds at a school activity, function, or event, or en-route to or from school on a bus.
In addition to this, we have formed a Foundations Team. The team's focus will be to create and develop school-wide goals and ideas for positive behavior interventions. The team will meet bi-monthly to review school-wide behavior data.

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

KHHS ensures the social-emotional needs of all students are being met.
On Tuesdays during our 20 minute reading block, students in grades 9-12th grade watch a video from Ted Talks. These videos address goals, struggles, and accomplishments.
We have a strong working relationship with Right Path Services which offers safe and confidential counseling for students in overwhelming or difficult situations. Right Path counselors are available on school site throughout each school day to provide services for eligible students. Counselors also pull students out of class on a regular basis to provide ongoing counseling.
Administration, school social worker, and guidance counselors meet weekly for Care Team meetings. Each week they discuss individual students who have been referred due to personal and attendance issues.
The guidance department is especially concerned with students and their academic success. The department provides many services that will guide students through the school year. The counselors work to help each student learn more about themselves, their abilities and interests that they may pursue in later years. The guidance staff can provide help and information to students in the following areas:
Personal problems that interfere with academic success
Career information

School work and study habits
Future plans, college, jobs, trade schools
Credit checks for promotion and graduation
Withdrawing and transferring from school
College financial aid programs and scholarships
College Dual Enrollment
Registration for courses and graduation requirement packets are available through the guidance department
Testing services-Florida Standardized Assessments, ACT, SAT, ASVAB, PSAT, PLAN, PERT, End-of-Course Exams
Career Specialist
Academy Coach
The guidance office is located in the front office area. Students will get to know the guidance counselor that is assigned to their grade level or academy. The following resource services are available to assist our students through the guidance department when appropriate:
School psychologist,
Exceptional education staffing specialists
Speech therapist
School Resource Officer
Department of Children and Family Services
Right Path Service counselor
Attendance/social worker

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	7	8	
Attendance below 90 percent	8	10	18
One or more suspensions	12	10	22
Course failure in ELA or Math	3	3	6
Level 1 on statewide assessment	8	11	19

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	8	11	19

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

For Attendance:
Attendance Contract, Doctor's Note, Social Work Referral
For Grades:
Tutoring, Remediation and Coaching during TTR
For Discipline:
Behavior Contract, School Service Work, Detention, Alternative to Out of School Suspension
Testing:
Intensive Reading, Intensive Math

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

KHHS continuously updates the school website to give parents access to FOCUS, school activity calendars, and faculty and staff contact information. Parents can email or call teachers directly from links on the website. Our grading program, FOCUS, is updated weekly by teachers. Parents can view student's progress and can directly email teachers with concerns.
KHHS also uses social media to keep parents informed. The One Clay App is a way for the community to stary connected to the school and district. The school's Facebook page is also used and is updated daily with announcements and information regarding students, extracurricular activities, and school happenings. At the current time, 2,430 people in the school community regularly check the Facebook page.
The School Advisory Council encourages community members and parents to be involved. This group works together to discuss the school's mission and vision statements, school goals, the school improvement plan, and funding proposals from teachers.
KHHS also invites all community members and parents to volunteer. Such volunteer activities include assistance in the classroom, media center, front office, etc. Volunteers also act as chaperones, tutors, mentors, etc.
KHHS uses Parent Link, a phone call home system, to provide school information and reminders to parents and guardians.

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

KHHS engages the community in school planning, leadership, and meaningful volunteer opportunities. We also connect students and families to community resources that strengthen and support students' learning and well-being.

KHHS builds and sustains school-community partnerships and facilitates families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education. We establish school-business partnerships to provide students mentoring, internships, and onsite experiential learning opportunities. We also connect students and families to service-learning projects in the community and invite community partners to share resources at annual open houses or parent-teacher conferences.

KHHS has created strong community-partnerships with the following local businesses and organizations:
School Advisory Council
Bright Minds Summer Program/Tutoring Services
Clay Electric Coop.
Santa Fe Community College
Locker Room Clothing Store
Beall's Outlet
Ace Hardware
Johnny's Bar-B-Que
Keystone Heights Rotary Club
Kiwanas
Jostens
First Baptist Church
Orange Park Community Theater
Channel 4 News
Lake Swan Camp

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:

Name	Title
Denmark, Sarah	Teacher, K-12
Cox, Brian	Assistant Principal
Underwood, Barry	Assistant Principal
McGhghy, Linda	Assistant Principal
Lee, Patsy	Instructional Coach
Anderson, Charles	Instructional Coach
Gentry, Angela	Principal
Borko, Jason	Teacher, K-12
Loose, Cindy	Teacher, K-12
Phillips, Peyton	Teacher, K-12
Qualls, Bobby	Teacher, K-12

Duties

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

All K-10 and level 1 & 2 11th and 12th grade students take a benchmark assessment 3 times per year. School-based leadership teams meet after each assessment period to review student data. Quality of Tier 1 instruction is analyzed within these meetings. Administrators meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers look at specific student data and initiate Tier 2 plans for those students who are struggling to meet grade level/course expectations. Students unsuccessful in Tier 1 and 2 are referred to the MTSS facilitator to begin Tier 3 interventions. These monthly meetings focus on student achievement and the provision of appropriate, effective interventions. District and school resources are allocated based upon individual student needs.

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

All K-10 and level 1 & 2 11th and 12th grade students take a benchmark assessments during the year. The School Based Leadership team meets after each assessment period to review student data. Quality of Tier 1 instruction is analyzed within these meetings. Administrators meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers look at specific student data and initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings focus on student achievement and the provision of appropriate, effective interventions. District and school resources are allocated based upon individual student needs.

Forty-six percent of our students participate in the Free and Reduced Breakfast and Lunch nutrition program. Adult Education programs are held two evenings per week on the KHHS campus. CTE and ESE funds are given directly to CTE and ESE teachers for use in their programs through a district budget line. Job training occurs within CTE programs as well as in a Community-Based Education program for ESE students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sarah Denmark, SAC Chairperson	Teacher
Brian Cox, SAC Secretary	Parent
Melanie Walls, SAC Treasurer	Teacher
Kathy Williams	Teacher
Kim Dykes	Teacher
Angel Lindquist	Parent
Tonya Dennis	Business/Community
Dawn Wilkes	Parent
Gentry, Angela	Principal
Touchton, Victoria	Education Support Employee
Lee, Patsy	Teacher
Shaw Fuller	Student
Angela Gentry	Principal

Duties

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

Evaluation of last year's school improvement plan

The SAC met at the beginning of the current school year to discuss and evaluate last year's school improvement plan. The committee agreed that the goals for KHHS should continue to support the goals of the county. Last year's plan had a large focus on writing and student engagement and that should continue to the following year. Many teachers were trained in CAR-PD and all teachers participated in PLC groups as part of the last year's focus on improving instructional practices. Many areas of the SIP have shifted to the new Florida Standardized Assessments.

Development of this school improvement plan

The SAC met at the beginning of the school year to discuss the purpose of the School Improvement Plan and describe the process of writing the School Improvement Plan. Angela Gentry and Sarah Denmark shared Clay County's goals of improving the writing scores, the new Florida Standardized Writing Assessment, increasing student engagement in the classroom, and promoting professional development in the area of high-yield instructional practices. The SAC agreed that the three Clay County goals should also be the focus of our school goals.

Preparation of the school's annual budget and plan

The SAC meets on a quarterly basis to discuss and monitor the activities set in place to achieve the goals.

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

School improvement funds were allocated to the costs of special projects and/or needs as presented to the SAC in the form of a proposal. Proposals could be submitted by a faculty or staff member whose efforts to implement the SAC goals are impeded by a lack of funding.
No funds distributed last school year.

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:

Name	Title
Gentry, Angela	Principal
McGhghy, Linda	Assistant Principal
Cox, Brian	Assistant Principal
Underwood, Barry	Assistant Principal
Borko, Jason	Teacher, K-12
Loose, Cindy	Teacher, K-12
Phillips, Peyton	Teacher, K-12
Qualls, Bobby	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT/SBLT is to ensure that all students, but especially our "at-risk" students, receive effective instruction to improve their reading comprehension skills.
The teams continue to foster a love of reading in our junior high students through the "Book Bash".
This is an evening of fun and games involving reading and literature sponsored by the Reading Leadership Team. Additionally, our Reading Rewards for grades 7-12 continues throughout the school year to encourage and reward readers.
Once a week, teachers collaborate in professional learning communities with instructional strategies across different disciplines.
CAR-PD training is offered to teachers to enhance their use of reading strategies in all content areas.

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

Weekly PLC Teams
Once a week, for an hour (30 minutes of contract/ 30 minutes voluntary), teacher teams meet by grade level or department to discuss the following questions:
1. What is it we want student to know and be able to do as defined by the new standards?
2. How will we know they have learned what we have taught?
3. What will we do if students don't get it?
During each PLC meeting, teachers complete logs of how they are implementing the Framework of Intentional Teaching Model. Each log is turned in to an administrator for feedback, guidance and resources when needed.

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

The principal and vice principal utilize the district's online job posting and application program to screen potential teachers and select those who are highly qualified, certified-in-field and effective teachers for the interview process. The principal and vice principal also attend the district's annual Educator Recruitment Day to attract suitable candidates for the school's posted job openings and maintain a pool of prospective candidates to pull from throughout the school year as teaching vacancies arise.

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

The school follows the district's Teacher Induction Program for mentoring new teachers. At the school level, each beginning teacher is paired with a veteran teacher who is certified by the district to be a peer teacher. Peer teachers and beginning teachers meet routinely throughout the year to complete portfolio requirements and classroom observations. Teri Shewmaker, Instructional Coach and Beginning Teacher Support Team, works with new teachers at the school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida standards through curriculum maps, lesson plans with standards listed, Professional Learning Communities logs, focus questions and purpose statements displayed, and informal observations by administrators.

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

PLC groups meet on a weekly basis to develop a lesson study that focuses on engagement strategies geared toward the Common Core Standards and the Florida Standardized Assessments. The goal of each group is to work collaboratively to create engagement strategies and lesson plans that utilize the Framework for Intentional Teaching. Each group is expected to create a Learning Target Plan, which consists of the following: School Improvement Focus, Learning Target, Plan of Action, and Student Outcomes as a Result of the Work. Teachers track and study data on their individual students throughout the year, as well as monitor progress in specific target areas. The Framework for Intentional Teaching Model is designed so that the diverse needs of all students are met on a daily basis. Teachers are expected to daily model their instruction first and "think out loud" so that students gain knowledge on the appropriate thought process for critical thinking. Then the teacher uses guided instruction, followed by peer collaboration. At the end of each lesson, students have time for individual work. This is when the teacher can pay special attention to students who are having difficulty attaining proficiencies, through a small group setting. PLC meetings will take place on a weekly basis throughout the year and teachers use data from their Learning Target Plan to modify their instruction to ensure they are meeting the needs of all learners. The data will also be used to target any individuals or subgroups that are not meeting standards.

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

Strategy: Extended School Day

Minutes added to school year: 1,440

Beginning six weeks before the administration of the FSA testing period, after school tutoring is provided for students in the areas of Reading and Mathematics for both junior high and senior high students. Two days a week is reserved for reading tutoring and two days for math, Monday through Thursday, for one hour past the regular school hours. Sections are added as needed by demand and certified teachers run the tutoring sessions.

Strategy Rationale

This is the second year of implementation for the Florida Standardized Assessment and many students will need additional time to work on proficiency in the areas that will be tested.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gentry, Angela, amgentry@oneclay.net

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

Attendance sheets are kept and FSA tutoring teachers maintain logs regarding student performance throughout the tutoring period. Upon the release of the FSA scores, gains made by tutoring students are reviewed.

Strategy: Extended School Day

Minutes added to school year: 7,680

The Compass Credit Recovery program is offered after school Monday through Thursday for students identified by the guidance department as lagging behind in credits required for graduation. These students are enrolled in Compass Learning courses by either Dr. Diane Thompson or Ms. Terri Parrish, guidance counselors. Katie Payne, a computer lab assistant, supervises the completion of these courses in the lab after school. Onsite supervision of this program begins in September of each year and continues throughout the year.

Strategy Rationale

The Credit Recovery Program is offered to students to make up credits for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McGhghy, Linda, lfmcghghy@oneclay.net

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

The computer lab assistant reports the progress of students in the Compass Learning courses and reports the completion of the courses to the guidance department. The guidance department maintains passing rate data and assigns credit to those courses completed.

Strategy: Summer Program

Minutes added to school year: 540

Algebra I EOC Summer Boot Camp is a program for students who did not pass the Algebra I EOC and plan to take the summer retake test. Sarah Denmark and John Mimbs, two Math teachers run the boot camp. In the three days prior to the retake test students review major concepts and review sample questions and take practice quizzes. The boot camp is for three days, three hours each day.

Strategy Rationale

Boot camp reviews major concepts, sample test questions and practice quizzes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McGhghy, Linda, lfmcghghy@oneclay.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The math teachers supervising this activity review the EOC data and note the scores, both for those passing the course without the boot camp, and those who attended the boot camp.

Strategy: Extended School Day

Minutes added to school year:

"Jet Pack" is offered by Clay Virtual Academy (CVA) and our school provides after school supervision and assistance program for students enrolled in the online courses. Students may opt to work from home, or at school if internet from home is not available. This is shown as a 7th period course and the computer lab assistant monitors student progress and gives students access to our telephones to make contact with their Clay Virtual Academy as needed. The computer lab assistant, Katie Payne, contacts the CVA teacher via e-mail to arrange for the phone conferences.

Strategy Rationale

Students are able to use this time to work on virtual classes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McGhghy, Linda, lfmcghghy@oneclay.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Dr. Diane Thompson has access to the Clay Virtual Academy page on the Florida Virtual website, and can monitor the completion of their courses, and pulls the grade off and placing the grades into FOCUS (our school grade book) Reports are pulled in February and March to monitor the progress of seniors enrolled in the "Jet Pack."

Strategy: Extended School Day

Minutes added to school year: 600

Algebra I EOC Boot Camp is a 10 day after school program available to all students enrolled in Algebra I. It takes place the 10 days prior to the administration of the Algebra I EOC and it is for one hour after school. The boot camp is led by 2 Math teachers KHHS. In the 10 days students students review major concepts and review sample questions and take practice quizzes.

Strategy Rationale

Boot camp reviews major concepts, sample test questions and practice quizzes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McGhghy, Linda, lfmcghghy@oneclay.net

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

The math teachers supervising this activity review the EOC data and note the scores, both for those passing the course without the boot camp, and those who attended the boot camp. Any student not passing the Algebra I EOC is strongly encouraged to attend the summer boot camp that takes place prior to the Algebra I EOC retake.

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 incoming students, KHHS has a team of guidance and administrators who travel to each feeder elementary school to meet with groups of student transitioning to 7th grade. The goal is to familiarize them with school behavioral expectations, scheduling options, and health requirements for entry into KHHS.
We have a 7th grade orientation for parents and students during pre-planning week, to give students an opportunity to familiarize themselves with the campus, teachers, and their class schedule. During orientation, the guidance department and administration are available for questions. School staff members are also available for questions from the teachers and parents of the feeder schools.
Prior to graduation, KHHS requires that each student meet with high school guidance counselors and career specialists in preparation for transition to college or careers. We also encourage teachers to work with students, helping them prepare for college prep exams and college entrance requirements. We also have a Career Specialist and Academy Coach available for students who have questions regarding a career path. In addition to this, recruitment information is provided to all seniors through each branch of the military, and representatives from various colleges meet with students throughout the school year to provide information on admissions and requirements.

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

Seventh grade students are in a vocational wheel for 9 weeks, which includes Introduction to French, Critical Thinking, Introduction to Agriscience/Career Planning, and Business Keyboarding.
Eighth grade students may choose two semester classes from physical education, art, or Agriscience. Also, available for 8th grade students is a year long course in Information Technology or Agriscience. Throughout the school year, representatives from various colleges visit our campus and meet with interested students in 11th and 12th grade.

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

KHHS offers three academies. Students may select at least one vocational and/or college program of study.
These include:
Business, Leadership and Advanced Studies
Agriscience, Manufacturing, and Technology
Arts, Health and Human Services
All three academies include core academic courses. Courses provide industry certifications in health occupations and medical skills, culinary/hospitality & food service, digital and web design, agricultural science, carpentry, electrical technician, computer technology, and television production. Certification also include:
Adobe Certified Associate Illustrator
Adobe Certified Associate In Design
Adobe Certified Associate Rich Media-Communication using Flash
Adobe Certified Associate Visual Communication using Adobe Photoshop
Adobe Certified Associate Web Communications using Adobe Dreamweaver
Agriculture Technician Certification
National ProStart Certificate of Achievement
Certified Food Protection Manager (ServSafe)
Certified Nursing Assistant
Global Logistics Associate
NCCER Carpentry-Level 1, 2, 3, 4
Microsoft Office Specialist (MOS)-Bundle (3 of 6 – Word, Excel, Access, PPT, Outlook, Sharepoint)
Apple Certified Pro-Final Cut Pro X-Level 1 and 2
Apple Certified Pro-Motion
Advanced placements courses are offered in calculus, U. S. History, and English/Literature. Juniors and seniors who maintain a 3.0 grade point average are eligible to take dual-enrollment classes at Santa Fe College.

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

Each spring the guidance counselors visit English classes to work with students in selecting their courses for the following school year. The counselors conduct at least two classroom guidance classes a year for academic and career planning utilizing FLVC.net with their grade levels. At the end of 8th grade, guidance meets with students to help them choose an academy for the their 9th grade school year.
Academic and career planning is also available for students and/or parents on an individual basis as requested. All students who receive a failing grade on their report card meet with their counselor to create a plan to be successful in their classes the following grading period.
The 11th/12th grade counselors meet with students to assist them in enrolling in courses at Santa Fe College (dual enrollment).
The Career Specialist and Academy Coach, Chuck Anderson, is available on campus daily throughout the school year. He counsels students concerning post-secondary educational opportunities such as universities/colleges, technical institutions and the military. He maintains a

career information resource center and coordinates career shadowing for 12th grade students. He also coordinates career shadowing for eligible juniors and coordinates follow-up counseling for the 8th grade career interest inventory. He provides student, parents, and out-of-school youth and adults with materials concerning employment and education opportunities.

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

not available

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Increase students' writing skills through incorporating writing throughout every content area.

G2.   Increase the use of effective student engagement strategies in the classroom.

G3.   Expose teachers to high-yield teaching strategies through regular, content specific professional development opportunities.

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. Increase students' writing skills through incorporating writing throughout every content area. 1a

G071307

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Each department (English, Social Studies, Math and Science) will create a department writing plan, identify their focus on writing instruction and include strategies implemented in the classroom that support writing instruction in the content area

- The English department's writing plan focuses on preparation for the Florida Standardized Assessments in writing and reading administered in the Spring for students in grades 7-11.

- The Social Studies department's writing plan focuses the school-wide writing goals.

- The Math Department's writing plan focuses on incorporating writing strategies into math instruction.

- The Science Department's writing plan focuses on collaboration with the English department on the science fair Research paper and student use of proper paragraph construction in lab reports.

Targeted Barriers to Achieving the Goal 3

- Some faculty may not be aware of what the department writing plan is, or what kinds of writing instruction they will be expected to incorporate in lessons

Plan to Monitor Progress Toward G1. 8

Clay Writes (Practice Florida Standardized Writing Assessments) scores will be monitored for improvements through quarterly assessments

Person Responsible

Linda McGhghy

Schedule

Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion

meeting minutes and Florida Standardized Writing Assessments

G2. Increase the use of effective student engagement strategies in the classroom. `1a`

🔍 G071308

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- Teachers will be provided with resources pertaining to student engagement strategies, including but not limited to, Framework for Intentional Teaching, PD 360 videos, Teaching Channel videos, Kagan Strategies, professional journal articles and research studies, handouts, e-mails with tips and links, enhanced classrooms, chrome books, and professional development opportunities. Teachers will be encouraged to share engagement strategies with their colleagues.

Targeted Barriers to Achieving the Goal `3`

- Some faculty members may be reluctant to try new strategies that promote increased student engagement.

Plan to Monitor Progress Toward G2. `8`

Administrators will look for specific engagement strategies in their walk-throughs, they will monitor the Learning Target Plan for each group, and they will encourage all seventh and eighth grade teachers to collect ongoing grades for the effective use of student planners.

Person Responsible

Linda McGhghy

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

walk-through data and Learning Target Plans

G3. Expose teachers to high-yield teaching strategies through regular, content specific professional development opportunities. 1a

🔑 G071309

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Teachers will be referred to PD 360 videos as needed to provide them with specific strategies and techniques.Teachers will be receiving notifications for in-county in-services opportunities via e-mail. Teachers will be clustering in small groups to investigate professional development opportunities in conjunction with their selected learning communities. Teachers will be receiving training during faculty meetings by other faculty members who have best practices to share or information from in-services they have attended to share. Some trainings will be content specific and will take place inside department meetings.

- PLC groups will meet on a weekly basis to develop a lesson study that focuses on engagement strategies geared toward the Common Core Standards and the Florida Standardized Assessments. The goal of each group is to work collaboratively to create engagement strategies and lesson plans that utilize the Framework for Intentional Teaching. Each group is expected to create a Learning Target Plan, which consists of the following: School Improvement Focus, Learning Target, Plan of Action, and Student Outcomes as a Result of the Work. Teachers will track and study data on their individual students throughout the year, as well as monitor progress in specific target areas. The Framework for Intentional Teaching Model is designed so that the diverse needs of all students are met on a daily basis. Teachers are expected to daily model their instruction first and "think out loud" so that students gain knowledge on the appropriate thought process for critical thinking. Then the teacher uses guided instruction, followed by peer collaboration. At the end of each lesson, students have time for individual work. This is when the teacher can pay special attention to students who are having difficulty attaining proficiencies, through a small group setting. PLC meetings will take place on a weekly basis throughout the year and teachers will use data from their Learning Target Plan to modify their instruction to ensure they are meeting the needs of all learners. The data will also be used to target any individuals or subgroups that are not meeting standards.

Targeted Barriers to Achieving the Goal 3

- There may be a limit to the number of in-service and professional development opportunities due to money. Several teachers have inquired about attending professional conferences and the funding for those conferences.

Plan to Monitor Progress Toward G3. 8

Teachers will self-report each professional development opportunity (outside the school) that they attended within a week of attending. Attendance sheets will be kept for each on-site training.

Person Responsible
Linda McGhghy

Schedule
On 6/3/2016

Evidence of Completion
Attendance sheets and teacher reports

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. Increase students' writing skills through incorporating writing throughout every content area. 1

🔍 G071307

G1.B1 Some faculty may not be aware of what the department writing plan is, or what kinds of writing instruction they will be expected to incorporate in lessons 2

🔍 B185978

G1.B1.S1 Department Chairs will solicit input from their department members when writing the plan, discuss the plan at the department meeting and distribute a copy of the plan to each of the members of the department. 4

🔍 S197384

Strategy Rationale

The plan is developed through a collaborative process.

Action Step 1 5

Department Chairs will share the finished writing plan with each member of the department and will provide time during department meetings to discuss the implementation of the writing plan.

Person Responsible

Linda McGhghy

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

minutes from the meeting and practice Florida Standardized Assessments for writing

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

Department chair can request student work samples from the department to demonstrate implementation

Person Responsible

Linda McGhghy

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

minutes from meetings and student sample files

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

teachers may be asked to share their experiences in implementing the writing plan at department meetings and provide data, such as scores of writing activities to show student improvement

Person Responsible

Linda McGhghy

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

minutes of department meetings

G2. Increase the use of effective student engagement strategies in the classroom. 1

🔑 G071308

G2.B1 Some faculty members may be reluctant to try new strategies that promote increased student engagement. 2

🔑 B185979

G2.B1.S1 Teachers will be encouraged to form their own learning communities to explore student engagement strategies together as a team. 4

🔑 S197385

Strategy Rationale

The learning communities will be formed by department or grade level to discuss specific standards and how to engage all learners with the new standards.

Action Step 1 5

All students will be provided with planners which serve as an organizational, engagement, and communication tool

Person Responsible

Linda McGhghy

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Planners delivered to school and distributed to students. All teachers demonstrate how to use the planner effectively as indicated by lesson plans. Daily agenda of classes includes writing assignments in planners.

Action Step 2 `5`

In August, the faculty was assembled to hear about the learning communities format that is to take place this school year. The small group format will give teachers a chance to collaborate with faculty from their department or grade level. PLC groups will meet on a weekly basis to develop a lesson study that focuses on engagement strategies geared toward the Common Core Standards and the Florida Standardized Assessments. The goal of each group is to work collaboratively to create engagement strategies and lesson plans that utilize the Framework for Intentional Teaching. Each group is expected to create a Learning Target Plan, which consists of the following: School Improvement Focus, Learning Target, Plan of Action, and Student Outcomes as a Result of the Work. Teachers will track and study data on their individual students throughout the year, as well as monitor progress in specific target areas.

Person Responsible

Linda McGhghy

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Formation of learning community teams and completed Learning Target Plans

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

After teachers form groups and select a facilitator, they will be completing a Learning Target Plan that will be utilized throughout the year. Each plan must be submitted to administration for approval. In addition to this, each group will turn in a form that provides information regarding the time, place, and norms set for their weekly meeting. All teachers will take an active role in the collaborative process for each meeting. Teachers will submit a rotating weekly form to administration that indicates their plan. These forms will be submitted along with student work samples and teacher-made lesson plans.

Person Responsible

Linda McGhghy

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Completed Learning Target Plans and completed forms from weekly PLC meetings

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

Walk-through data will be collected as administrators record engagement strategies observed in the classroom and note the number of students engaged in the learning process. Administrators will also monitor the data from each group's Learning Target Plan to see if students are making gains in the targeted areas.

Person Responsible

Linda McGhghy

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

walk-through data and Learning Target Plan data

G3. Expose teachers to high-yield teaching strategies through regular, content specific professional development opportunities. 1

G071309

G3.B1 There may be a limit to the number of in-service and professional development opportunities due to money. Several teachers have inquired about attending professional conferences and the funding for those conferences. 2

B185980

G3.B1.S1 Teachers expressing an interest in attending professional conferences must submit a budget for their expenses related to the conference and summit a request to attend from to McGhghy. 4

S197386

Strategy Rationale

Teachers can receive meaningful teaching strategies to use in the classroom.

Action Step 1 5

Teachers will be informed of a due date to submit a request to attend professional conferences, and will be given an opportunity to apply for monetary assistance to attend the conference. Preference will be given to conferences that focus teacher training and professional development opportunities.

Person Responsible

Linda McGhghy

Schedule

On 6/3/2016

Evidence of Completion

completed forms and expenses deducted from professional development monies

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

E-mails will be sent out regarding the procedure for submitting requests and the deadline for submission. Reminders will be made at department meetings and faculty meetings.

Person Responsible

Linda McGhghy

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

minutes of meetings

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

the number of requests will be recorded and well as the money spent on each approved request

Person Responsible

Linda McGhghy

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

minutes of meetings

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	Department Chairs will share the finished writing plan with each member of the department and will provide time during department meetings to discuss the implementation of the writing plan.	McGhghy, Linda	8/18/2015	minutes from the meeting and practice Florida Standardized Assessments for writing	6/3/2016 monthly
G2.B1.S1.A1	All students will be provided with planners which serve as an organizational, engagement, and communication tool	McGhghy, Linda	8/18/2015	Planners delivered to school and distributed to students. All teachers demonstrate how to use the planner effectively as indicated by lesson plans. Daily agenda of classes includes writing assignments in planners.	6/3/2016 daily
G3.B1.S1.A1	Teachers will be informed of a due date to submit a request to attend professional conferences, and will be given an opportunity to apply for monetary assistance to attend the conference. Preference will be given to conferences that focus teacher training and professional development opportunities.	McGhghy, Linda	8/18/2015	completed forms and expenses deducted from professional development monies	6/3/2016 one-time
G2.B1.S1.A2	In August, the faculty was assembled to hear about the learning communities format that is to take place this school year. The small group format will give teachers a chance to collaborate with faculty from their department or grade level. PLC groups will meet on a weekly basis to develop a lesson study that focuses on engagement strategies geared toward the Common Core Standards and the Florida Standardized Assessments. The goal of each group is to work collaboratively to create engagement strategies and lesson plans that utilize the Framework for Intentional Teaching. Each group is expected to create a Learning Target Plan, which consists of the following: School Improvement Focus, Learning	McGhghy, Linda	8/18/2015	Formation of learning community teams and completed Learning Target Plans	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Target, Plan of Action, and Student Outcomes as a Result of the Work. Teachers will track and study data on their individual students throughout the year, as well as monitor progress in specific target areas.				
G1.MA1	Clay Writes (Practice Florida Standardized Writing Assessments) scores will be monitored for improvements through quarterly assessments	McGhghy, Linda	8/18/2015	meeting minutes and Florida Standardized Writing Assessments	6/3/2016 quarterly
G1.B1.S1.MA1	teachers may be asked to share their experiences in implementing the writing plan at department meetings and provide data, such as scores of writing activities to show student improvement	McGhghy, Linda	8/18/2015	minutes of department meetings	6/3/2016 monthly
G1.B1.S1.MA1	Department chair can request student work samples from the department to demonstrate implementation	McGhghy, Linda	8/18/2015	minutes from meetings and student sample files	6/3/2016 monthly
G2.MA1	Administrators will look for specific engagement strategies in their walk-throughs, they will monitor the Learning Target Plan for each group, and they will encourage all seventh and eighth grade teachers to collect ongoing grades for the effective use of student planners.	McGhghy, Linda	8/18/2015	walk-through data and Learning Target Plans	6/3/2016 monthly
G2.B1.S1.MA1	Walk-through data will be collected as administrators record engagement strategies observed in the classroom and note the number of students engaged in the learning process. Administrators will also monitor the data from each group's Learning Target Plan to see if students are making gains in the targeted areas.	McGhghy, Linda	8/18/2015	walk-through data and Learning Target Plan data	6/3/2016 weekly
G2.B1.S1.MA1	After teachers form groups and select a facilitator, they will be completing a Learning Target Plan that will be utilized throughout the year. Each plan must be submitted to administration for approval. In addition to this, each group will turn in a form that provides information regarding the time, place, and norms set for their weekly meeting. All teachers will take an active role in the collaborative process for each meeting. Teachers will submit a rotating weekly form to administration that indicates their plan. These forms will be submitted along with student work samples and teacher-made lesson plans.	McGhghy, Linda	8/18/2015	Completed Learning Target Plans and completed forms from weekly PLC meetings	6/3/2016 weekly
G3.MA1	Teachers will self-report each professional development opportunity (outside the school) that they attended within a week of attending. Attendance sheets will be kept for each on-site training.	McGhghy, Linda	8/18/2015	Attendance sheets and teacher reports	6/3/2016 one-time
G3.B1.S1.MA1	the number of requests will be recorded and well as the money spent on each approved request	McGhghy, Linda	8/18/2015	minutes of meetings	6/3/2016 monthly
G3.B1.S1.MA1	E-mails will be sent out regarding the procedure for submitting requests and	McGhghy, Linda	8/18/2015	minutes of meetings	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the deadline for submission. Reminders will be made at department meetings and faculty meetings.				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Some faculty may not be aware of what the department writing plan is, or what kinds of writing instruction they will be expected to incorporate in lessons

G1.B1.S1 Department Chairs will solicit input from their department members when writing the plan, discuss the plan at the department meeting and distribute a copy of the plan to each of the members of the department.

PD Opportunity 1

Department Chairs will share the finished writing plan with each member of the department and will provide time during department meetings to discuss the implementation of the writing plan.

Facilitator

Department Chairs

Participants

All Faculty Members

Schedule

Monthly, from 8/18/2015 to 6/3/2016

G2. Increase the use of effective student engagement strategies in the classroom.

G2.B1 Some faculty members may be reluctant to try new strategies that promote increased student engagement.

G2.B1.S1 Teachers will be encouraged to form their own learning communities to explore student engagement strategies together as a team.

PD Opportunity 1

In August, the faculty was assembled to hear about the learning communities format that is to take place this school year. The small group format will give teachers a chance to collaborate with faculty from their department or grade level. PLC groups will meet on a weekly basis to develop a lesson study that focuses on engagement strategies geared toward the Common Core Standards and the Florida Standardized Assessments. The goal of each group is to work collaboratively to create engagement strategies and lesson plans that utilize the Framework for Intentional Teaching. Each group is expected to create a Learning Target Plan, which consists of the following: School Improvement Focus, Learning Target, Plan of Action, and Student Outcomes as a Result of the Work. Teachers will track and study data on their individual students throughout the year, as well as monitor progress in specific target areas.

Facilitator

Linda McGhghy

Participants

all faculty members

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Department Chairs will share the finished writing plan with each member of the department and will provide time during department meetings to discuss the implementation of the writing plan.	$0.00
2	G2.B1.S1.A1	All students will be provided with planners which serve as an organizational, engagement, and communication tool	$0.00
3	G2.B1.S1.A2	In August, the faculty was assembled to hear about the learning communities format that is to take place this school year. The small group format will give teachers a chance to collaborate with faculty from their department or grade level. PLC groups will meet on a weekly basis to develop a lesson study that focuses on engagement strategies geared toward the Common Core Standards and the Florida Standardized Assessments. The goal of each group is to work collaboratively to create engagement strategies and lesson plans that utilize the Framework for Intentional Teaching. Each group is expected to create a Learning Target Plan, which consists of the following: School Improvement Focus, Learning Target, Plan of Action, and Student Outcomes as a Result of the Work. Teachers will track and study data on their individual students throughout the year, as well as monitor progress in specific target areas.	$0.00
4	G3.B1.S1.A1	Teachers will be informed of a due date to submit a request to attend professional conferences, and will be given an opportunity to apply for monetary assistance to attend the conference. Preference will be given to conferences that focus teacher training and professional development opportunities.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0311 - Keystone Heights Jr Sr High			$0.00
					Total:	$0.00