Hernando High School

2015-16 School Improvement Plan

Hernando High School

700 BELL AVE, Brooksville, FL 34601

www.edline.net/pages/hcsb_hhs

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	No	60%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	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 Hernando 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	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Leopard Pride in all things. Bring it!

Provide the school's vision statement

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

School Environment

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

Teachers have access to Performance Matters which allows them to view all current and historical school, district and state assessment data for each of their students. In addition, teachers are encouraged to spend time within the first two weeks of school getting to know their students through questionnaires and student-interest inventories. This year, all teachers were directed to have whole-group discussions with each class to set expectations for respect: what it looks like, sounds like and feels like.

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

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

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

Hernando High School's behavioral system is centered around FL Positive Behavioral Support (FLPBS) and Response to Intervention (RTI). The school has established behavioral expectations and consistent consequences as well as quarterly planned activities for positive reinforcement .
All teachers attend a training at the beginning of the school year regarding the procedures for PBS, the behavioral tracking forms and the consequences and rewards involved. Also, at the beginning of each 9 weeks, students will have the opportunity to review behavior expectations as well as the consequences and rewards and the sequential steps if an infraction occurs.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Each student is assigned a guidance counselor and all ESE-identified students are assigned a case manager. In addition, Communities in Schools (CIS) is available on-site within the school day to provide additional mentoring and tutoring. Students with 3 or more Early Warning System (EWS)

indicators in 9th and 10th grade will be monitored through the RTI process by the School Based Leadership Team (SBLT). In addition, each administrator is assigned a grade level and will meet with students to support academic goals and progress that addresses EWS indicators.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system identifies students at-risk for failure because of attendance, behavior, or achievement. Indicators are gathered from assessment data from Performance Matters, attendance data from TERMS, and behavioral data from RTIB and PLASCO.

At the end of each year, teachers can nominate students with potential behavioral issues based on the previous year's data. These students are monitored by the SBLT. If necessary, these students are placed on a behavior contract and placed on Check in/Check out or referred to CIS for mentoring. Students with attendance issues are identified from the previous year's data and become part of a group monitored by administration for patterns of non-attendance. Administrators meet with each student personally.

Students at-risk academically, are placed in remedial classes when necessary and placed in designated study halls for additional tutoring. Data chats will take place during study hall between teachers/guidance/administration and students.

Communities In Schools is available on campus for additional tutoring and mentoring for academics and behavior during lunch and throughout the day. Also, students with truancy issues are referred to the Child Study Team.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	82	91	85	66	324
One or more suspensions	31	10	24	13	78
Course failure in ELA or Math	86	61	57	25	229
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	118	97	99	54	368

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

Students with two or more academic indicators are placed in a designated study halls for additional tutoring. Also, students scoring a Level 1 on state-wide reading assessments are placed in reading remedial classes to help support reading instruction.

Students exhibiting behavioral issues that impede academic achievement are placed on Check in/Check out with a mentor/teacher and monitored weekly or daily.

Students can be referred to Communities in Schools for tutoring and/or mentoring, as well as, for academic and/or behavioral issues.

Students with three or more EWS indicators will be identified and monitored by the RTI /SBLT team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Hernando High School hosts a parent orientation during preschool to support the relationship with parents/guardians and the school. In addition, HHS hosts an annual informational elective night for incoming and current students regarding the elective opportunities available at the school. HHS also hosts a Dual Enrollment and Advanced Placement informational night for students interested in either program.

HHS continually utilizes Edline email, Global Connect System, and an official district-supported Facebook to communicate with parents regarding school procedures and activities. Edline is available to parents for access to students' grades and direct communication to each teacher as well as receive current school and district news.

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

HHS is involved with Kiwanis' and the Rotary Club's leadership program by nominating students for their programs. HHS' administration supports and encourages these leadership programs by being involved in the informational sessions and the interview process. HHS has a site-based representative from Communities in Schools which is a direct connection to the community and its resources. CIS offers mentors, tutoring, financial and emotional resources, and hosts local community events.

The School Advisory Council meets monthly at the school and includes administration as participants. During Homecoming week, the community becomes involved through sponsorship and/or participation in events and activities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Booker, Leechele	Principal
Miller, Angela	Assistant Principal
	Teacher, K-12
Kavanagh, Loren	Teacher, K-12
Platt, Cheryl	Teacher, K-12
Fields, Lorenzo	Assistant Principal
Howard, Francesca	Assistant Principal

Duties

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

The administrative team oversees assigned instructional departments and is instrumental in weekly department meetings.
Administration conducts consistent walkthroughs and provides feedback to assist and facilitate best practices and instructional implementation of Comprehension Instructional Sequence, Gradual Release and Inquiry-based lessons.
Administration meets every other week with department chairs to discuss school-wide data and decision making. The school based leadership team (SBLT) meets every week to discuss and analyze data and make school-wide decisions.

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

Hernando High School will use its 2014-15 differentiated Title II site allocation to support ongoing research-based professional development programs . Select Hernando High School teachers will also participate in district-wide Title II-funded professional development programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Dow	Parent
Roger Jacobs	Parent
Deanne LaBarr	Business/Community
Sue Lisk	Teacher
MaryAlice Thornton	Education Support Employee
Adriann Stewart	Parent
Joe Murphy	Parent
Alison Pager	Student
Lori Sowers	Parent
Melody Whitaker	Education Support Employee
Betty Draper	Business/Community
Lecheele Booker	Principal
Carla Cornell	Parent
Matt Mulvaney	Parent
Liz Love	Parent
Corrine Ertl	Parent
Holly Green	Parent
Ian Mattess	Student
Kerry Thornton	Parent

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 2014-15 SIP's goals and data were reviewed at the 2015-16 first SAC meeting. SAC members were presented with a website and given access to a rough draft copy of the 2014-15 SIP and the 2015-16 SIP and asked to review/ give feedback at the second meeting. Feedback was received and applied to applicable sections of the SIP. SAC approved the SIP on

Development of this school improvement plan

The SIP was reviewed at the 2015-16 first SAC meeting. SAC members were presented with a website and given access to a rough draft copy of the SIP and asked to review and give feedback at the second meeting. Feedback was received and applied to applicable sections of the SIP. SAC approved the SIP on

Preparation of the school's annual budget and plan

ACT Boot Camp $750
Algebra 1 Boot Camp $1,000
FFA Convention

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

Calculators for Math Department $650.00
ACT Boot Camp $750
Algebra 1 Boot Camp $1,000

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
Miller, Angela	Assistant Principal
Booker, Leechele	Principal
Howard, Francesca	Assistant Principal
Davis, Susan	Dean

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Throughout the year, HHS' administration will implement common planning for each discipline. In addition,departments meet by grade-level/discipline to plan lessons and common assessments.
Each week, teachers attend a professional development session during their planning. Department chairs meet with administration every other Monday and departments meet on those weeks to disseminate information.
The entire HHS faculty meets once a month.

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

No experienced teacher will be hired at Hernando High School who is not rated at least effective and holds certification in-field.
Administration provides strong and committed mentors for new teachers that will monitor progress, model lessons, and offer constructive feedback with continued support.
New teachers will attend a monthly meeting with the principal to address concerns.

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

All teachers new to Hernando High School, new to teaching, or are struggling are provided mentoring by a Clinical Educator Training peer. New teacher and mentor will meet weekly during the first 9 weeks to increase mentee awareness of procedures at Hernando High School. Meetings will be monthly during the second and third 9 weeks, then as needed during the fourth 9 weeks.
New teachers will be paired with CET mentors with effective or better overall evaluations and implements best practices in the classroom.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures its core instructional programs and material are aligned to Florida's standards by providing high-quality professional learning experiences that help teachers understand the shift to the new Florida Standards that are more aligned to the Common Core Standards.
Participation in trainings on the Florida Standards in professional development will be coupled with teachers having regular and frequent, meaningful, data-informed discussions with their peers, coach, and mentor to support them in transferring new knowledge and skills to the classroom.
Administration will monitor Florida Standards implementation through the collection and fidelity of lesson plans and the implementation of those plans into instruction as observed through walkthroughs.

Instructional Strategies

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

Our school uses data to provide effective teaching which involves the integrated use of the Sunshine Connections/Portal to Exceptional Education Resources tool. This tool and data is utilized to improve student learning. It is an online teaching tool that assists in students' unique learning and achievement. The resources in this system afford our educators the ability to write our students' Individual Education Plan therefore meeting their diverse needs.
Instruction is modified by use of supplementary aids and services. Supports include aids, services and other supports that are provided in general education classes or other educational settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in the least restrictive environment. The students' Individual Education Plan (IEP) is specific, projects date for initiation of services and the frequency, location and duration of such services, including, but not limited to, note taker, instructional materials in alternative format (e.g. large print books), extra time, highlighted work, behavior management and support plan, and test accommodations.

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

Strategy: Extended School Day
Minutes added to school year: 2,952

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

HHS offers several Career and Technical education courses that prepare students to successfully become Industry Certified prior to graduation allowing them to enter the workforce. These courses

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

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

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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

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:

.

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.

areas of need: authentic student engagement, student buy-in importance of education
strengths: achievement in the bottom quartile, rigor through AP and DE classes for high-achieving students

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.

lack of differentiating instruction, poor attendance habits, avoidance behaviors resulting in disciplines

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All staff will improve student achievement in literacy through rigor and relevance by increasing student engagement as measured by the growth indicators.

G2.   All staff will improve student math proficiency through rigor and relevance by increasing student engagement as measured by the growth indicators.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All staff will improve student achievement in literacy through rigor and relevance by increasing student engagement as measured by the growth indicators. 1a

Targets Supported 1b

🔑 G072915

Indicator	Annual Target
FSA English Language Arts - Achievement	52.0
Attendance Below 90%	14.0
One or More Suspensions	

Resources Available to Support the Goal 2

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

- Use of formative assessments spiraled throughout instructional lessons.

- Support through professional development and peer observations.

- SAC Funding for ACT and FSA ELA tutoring/review Boot Camps after school.

Targeted Barriers to Achieving the Goal 3

- Teachers are in need of more support on how to increase rigor

Plan to Monitor Progress Toward G1. 8

Professional Development Attendance, Lesson Plan Collection, Observation Data

Person Responsible

Angela Miller

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

The collection of lesson plans, meeting minutes, formative assessments, and observation data will allow for the monitoring of progress and implementation of standard-based planning, instruction and assessment with rigor and relevence.

G2. All staff will improve student math proficiency through rigor and relevance by increasing student engagement as measured by the growth indicators. 1a

Targets Supported 1b

🔍 G072916

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	47.0
Geometry EOC Pass Rate	36.0
Attendance Below 90%	14.0
One or More Suspensions	

Resources Available to Support the Goal 2

- Support through professional development and peer observations.

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

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

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

- The use of individual calculators purchased through SAC will help increase student engagement.

Targeted Barriers to Achieving the Goal 3

- Teachers lack experience in developing effective lesson plans that differentiate instruction to meet all students' needs.

Plan to Monitor Progress Toward G2. 8

Lesson plan reviews, Meeting minutes, Formative assessments, Observation data

Person Responsible
Lorenzo Fields

Schedule
Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion
The collection of lesson plans, meeting minutes, formative assessments, and observation data will allow the monitoring for the implementation of rigor and relevance in the standard-basd instruction and assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All staff will improve student achievement in literacy through rigor and relevance by increasing student engagement as measured by the growth indicators. 1

🔑 G072915

G1.B2 Teachers are in need of more support on how to increase rigor 2

🔑 B190374

G1.B2.S1 Professional Development on increasing rigor and standar-based instruction 4

🔑 S201779

Strategy Rationale

If teachers created higher-order thinking tasks and increase rigor and relevance, student engement and achievement will increase.

Action Step 1 5

Professional development on increasing rigor and stand-based instruction

Person Responsible

Angela Miller

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

The collection of attendance sheets, lesson plans and observation data will allow monitoring of rigor and relevance in standard-based instruction and assessment.

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

Lesson plan review and observations along with professional development on rigor and standard-based instruction

Person Responsible

Angela Miller

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

The collection of lesson plans and observation data along with targeted professional development will allow monitoring for the fidelity of implementation of standard-based instruction and assessment.

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

Lesson plans collection, observation data, formative assessments and professional development on rigor and standard-based instruction

Person Responsible

Angela Miller

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

The collection of lesson plans, observation data, formative assessments and targeted professional development attendance will allow for the monitoring of the effectiveness of increased rigor and standard-based instruction and assessment.

G2. All staff will improve student math proficiency through rigor and relevance by increasing student engagement as measured by the growth indicators. 1

G072916

G2.B2 Teachers lack experience in developing effective lesson plans that differentiate instruction to meet all students' needs. 2

B190378

G2.B2.S1 Provide professional development that specifically focuses on differentiating instruction and facilitative lesson planning in a high school classroom. 4

S201783

Strategy Rationale

Differentiating instruction and facilitative lesson planning in the math classroom will help those students that lack the necessary prerequisite skills and those students who typically master material at a slower pace.

Action Step 1 5

Professional Development on Differentiating Instruction/Facilitative Lesson Planning

Person Responsible

Lorenzo Fields

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Lesson plan Collection, meeting minutess, Assessment data, Observation data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plans reviews, observations, professional development

Person Responsible

Lorenzo Fields

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

The collection of lesson plans, observation data and professional development attendance will allow for the monitoring of the fidelity of implementation for standard-based facilitative lesson planning, instruction and assessment.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Lesson plans, reviiew, observations, professional development

Person Responsible

Lorenzo Fields

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

The collection of lesson plans, observation data, formative assessments and professional development attendance will allow the monitoring for effectiveness of facilitative lesson planning and differentiated instruction.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Professional development on increasing rigor and stand-based instruction	Miller, Angela	9/18/2015	The collection of attendance sheets, lesson plans and observation data will allow monitoring of rigor and relevance in standard-based instruction and assessment.	6/3/2016 monthly
G2.B2.S1.A1	Professional Development on Differentiating Instruction/Facilitative Lesson Planning	Fields, Lorenzo	9/18/2015	Lesson plan Collection, meeting minutess, Assessment data, Observation data	6/3/2016 monthly
G1.MA1	Professional Development Attendance, Lesson Plan Collection, Observation Data	Miller, Angela	9/18/2015	The collection of lesson plans, meeting minutes, formative assessments, and observation data will allow for the monitoring of progress and implementation of standard-based planning, instruction and assessment with rigor and relevence.	6/3/2016 monthly
G1.B2.S1.MA1	Lesson plans collection, observation data, formative assessments and professional development on rigor and standard-based instruction	Miller, Angela	9/18/2015	The collection of lesson plans, observation data, formative assessments and targeted professional development attendance will allow for the monitoring of the effectiveness of increased rigor and standard-based instruction and assessment.	6/3/2016 monthly
G1.B2.S1.MA1	Lesson plan review and observations along with professional development on rigor and standard-based instruction	Miller, Angela	9/18/2015	The collection of lesson plans and observation data along with targeted professional development will allow monitoring for the fidelity of implementation of standard-based instruction and assessment.	6/3/2016 monthly
G2.MA1	Lesson plan reviews, Meeting minutes, Formative assessments, Observation data	Fields, Lorenzo	9/18/2015	The collection of lesson plans, meeting minutes, formative assessments, and observation data will allow the monitoring for the implementation of rigor and relevance in the standard-basd instruction and assessment.	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
G2.B2.S1.MA1	Lesson plans, reviiew, observations, professional development	Fields, Lorenzo	9/18/2015	The collection of lesson plans, observation data, formative assessments and professional development attendance will allow the monitoring for effectiveness of facilitative lesson planning and differentiated instruction.	6/3/2016 monthly
G2.B2.S1.MA1	Lesson plans reviews, observations, professional development	Fields, Lorenzo	9/18/2015	The collection of lesson plans, observation data and professional development attendance will allow for the monitoring of the fidelity of implementation for standard-based facilitative lesson planning, instruction and assessment.	6/3/2016 monthly

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

G1.B2 Teachers are in need of more support on how to increase rigor

G1.B2.S1 Professional Development on increasing rigor and standar-based instruction

PD Opportunity 1

Professional development on increasing rigor and stand-based instruction

Facilitator

Reading Coach

Participants

all instructional staff

Schedule

Monthly, from 9/18/2015 to 6/3/2016

G2. All staff will improve student math proficiency through rigor and relevance by increasing student engagement as measured by the growth indicators.

G2.B2 Teachers lack experience in developing effective lesson plans that differentiate instruction to meet all students' needs.

G2.B2.S1 Provide professional development that specifically focuses on differentiating instruction and facilitative lesson planning in a high school classroom.

PD Opportunity 1

Professional Development on Differentiating Instruction/Facilitative Lesson Planning

Facilitator

Reading Coach

Participants

instructional staff

Schedule

Monthly, from 9/18/2015 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.B2.S1.A1	Professional development on increasing rigor and stand-based instruction	$0.00
2	G2.B2.S1.A1	Professional Development on Differentiating Instruction/Facilitative Lesson Planning	$0.00
		Total:	**$0.00**