



## Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

[www.edline.net/pages/hcsb\\_shs](http://www.edline.net/pages/hcsb_shs)

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| High               | No                            | 55%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 32%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | A*             | B              | B              | A              |

*\*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 was approved by the Hernando County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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                 | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

SHS promotes an educational environment where students are challenged, successful, and inspired.

##### **Provide the school's vision statement**

SHS - advancing excellence, building community, and choosing responsibility

#### School Environment

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

Many teachers sponsor after school clubs based on student interests and needs. Examples include: Model United Nations, Japanese Culture, Chess, Submarine Competition, Influenced Cinema, Engineering, and a variety of academic clubs. At-risk students are assigned a teacher mentor through the Take-Two program to build relationships and monitor student achievement towards successful graduation in 4 years. Teachers use formal surveys and informal conversations to learn about their students' cultures.

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

Springstead High School has a full time School Resource Officer on campus meets with students daily to discuss concerns, builds positive relationships with students and their family members, and provides extensive mentoring. Certified School Guidance Counselors, an on-site mental health professional, social worker, and community support specialists provide a safe place for students to express concerns and receive support. Multiple support groups exist on campus to include: Alateen, PFLAG, Bay Care, Hospice, Healthy Relationships, Anger Management, and AA/NA. Administrators meet with students to provide conflict resolution.

##### **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 student code of conduct provides the base for student behavior expectations. Behaviors are monitored against these standards to ensure classroom distractions are minimized and time-on-task is maximized. Students are recognized quarterly for making positive choices in their behavior and academics through our PRIDE recognition program. Teachers nominate students based on criteria to include improvement in studies, attitude, and behavior, exhibiting school pride through actions or work, or displaying exceptional kindness or concern. Teachers have been provided training on instructional best practices to increase students engagement resulting in decreased classroom disruptions. A PBS committee has been established with the focus of providing incentives for students that exemplify the expected school-wide behaviors.

##### **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**



Certified School Guidance Counselors, an on-site mental health professional, social worker, and community support specialists provide a safe place for students to express concerns and receive support. Multiple support groups exist on campus to include: Alateen, PFLAG, Bay Care, Hospice, Healthy Relationships, Anger Management, and AA/NA. Administrators meet with students to provide conflict resolution. Teachers and students are trained on bullying awareness and prevention.

**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 clerk monitor daily student attendance. Students who show a pattern of non-attendance are referred to the school social worker. The Child Study Team meets with students and parents to provide interventions and suggestions for improving attendance. "Destination Graduation" is a school-wide initiative where teachers select 2 at-risk seniors ("Take Two") to mentor in efforts to increase their likelihood of graduation. Students selected for this program include seniors and juniors who are deficient in credits and/or lacking the required grade point average. 9th grade at-risk students are monitored for academics, attendance, and behavior concerns. At-risk students are placed on check-in/check-out for academics and behavior monitoring on a weekly basis. Students complete tracking forms which are checked by members of guidance. The 21st Century after school program targets at-risk students to provide them with additional skills and strategies to be successful in the classroom and the community.

**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     | 74          | 91  | 60  | 54 | 279   |
| One or more suspensions         | 25          | 42  | 27  | 15 | 109   |
| Course failure in ELA or Math   | 143         | 137 | 99  | 40 | 419   |
| Level 1 on statewide assessment | 153         | 153 | 131 | 65 | 502   |

*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 | 50          | 59 | 38 | 18 | 165   |

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

Peer tutoring occurs daily through National Honors Society, International Baccalaureate, Advanced Placement, and Beta Club. Guidance monitors student academics weekly. Teachers provide tutoring after school and by appointment. Teachers mentoring at-risk seniors provide academic interventions.

**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**

The School Advisory Council consists of parents, community members, teachers, and administrators who collaborate in the decision making process related to the school's mission and vision. Parents are kept informed through the use of Edline, Global Connect, the marquee, parent-teacher conferences, Open Campus, Back to School Night, and monthly IB/AP Parent Nights. The school is a member of the Chamber of Commerce.

**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**

Creativity Action Service is a project where the students work with community partners to promote awareness and raise funds that benefit the public. In conjunction with Flammer Ford, fundraising occurs to provide financial support for academic initiatives.

**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                     |
|-------------------|---------------------------|
| Rufa, Carmine     | Principal                 |
| Shelby, Sarah     | Assistant Principal       |
| Pearce, Dana      | Assistant Principal       |
| Bennett, Mary     | Teacher, K-12             |
| Eisenberg, Paula  | Teacher, Career/Technical |
| Espinosa, Rosanna | Teacher, K-12             |
| Hafliker, Michael | Teacher, K-12             |
| Levija, Robert    | Teacher, K-12             |
| McLeod, Mimi      | Instructional Coach       |
| Pusta, Rebecca    | Teacher, K-12             |
| Sweeney, Julie    | Teacher, K-12             |
| Sweetwine, Darryl | Teacher, K-12             |
| Urling, Nancy     | Teacher, K-12             |
| Wright, Brandon   | Teacher, K-12             |
| Imhof, John       | Teacher, K-12             |

**Duties**

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

Members are department chairs who facilitate instructional PLC's. The focus of PLC's is to ensure instruction results in increased student engagement and access to rigorous assignments and assessments.

**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**

Resources include current textbook adoptions for ELA and math that align with the Florida Standards. Resources have been purchased for hands-on activities/labs. CPALMS is utilized to align instruction to the standards. Personnel are placed strategically based on their strength and student need. Additional faculty have been hired with their emphasis on providing students opportunities to recover credits, allowing for on-time graduation. Training has been provided for teachers in Vocabulary Acquisition and Comprehension Instructional Sequence to help them determine the high-yield strategies to maximize proficiency in these all academic areas. Teachers utilize complex texts to expose students to rigorous reading passages and an analysis with higher-order questioning. Administrators monitor instructional practices utilizing a weekly walk-through schedule.

**School Advisory Council (SAC)**

**Membership:**

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Carmine Rufa     | Principal                  |
| Dana Pearce      | Education Support Employee |
| Regina Vanlow    | Teacher                    |
| Mary Bennett     | Teacher                    |
| Victoria Hernaiz | Teacher                    |
| Pam Gauvin       | Teacher                    |
| Serena Geiger    | Parent                     |
| Melanie Fielder  | Parent                     |
| Donna McCane     | Parent                     |
| Suzanne Miranda  | Parent                     |
| Lynn Reardon     | Education Support Employee |
| Lynn VanMeter    | Business/Community         |

**Duties**

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

*Evaluation of last year's school improvement plan*

Members will review progress on last year's strategies and goals. They will provide input on the effectiveness of goals. This will provide insight for creating the current year's school improvement plan.

*Development of this school improvement plan*

Members will provide input on strategies, goals, budget, and ways to increase community involvement in alignment with the school's vision and the district's Strategic Plan.

*Preparation of the school's annual budget and plan*

Budget requests for spending are in alignment with school improvement initiatives related to increased student engagement and success. SAC provides input on major expenditure areas as related to school improvement areas.

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

Algebra Boot Camp was offered for Winter Algebra Retakes. Payment to teachers totaled \$600.

**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                     |
|------------------|---------------------------|
| McLeod, Mimi     | Teacher, K-12             |
| Sweeney, Julie   | Teacher, K-12             |
| Urling, Nancy    | Teacher, K-12             |
| Pearce, Dana     | Assistant Principal       |
| Eisenberg, Paula | Teacher, Career/Technical |
| Clark, Jessica   | Teacher, K-12             |

**Duties**

**Describe how the LLT promotes literacy within the school**

School-based leaders (administrators, department heads, school-based leadership team, PLC facilitators), provide modeling of instructional best practices related to literacy in the classroom. Comprehension Instructional Sequence strategies are modeled and promote exposure to complex texts. Professional development is offered providing teachers with a deeper understanding of the standards. Literacy week activities are planned by the Literacy Leadership Team to promote school-wide literacy.

**Public and Collaborative Teaching**

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

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

Teachers are provided a period in their schedule for collaboration on lesson planning, assessment building, and professional development. The weekly schedule includes 2 days for school-wide and district professional development initiatives and 3 days for collaboration on lesson plans, pacing, and assessments. Celebrations occur monthly to recognize teacher success and to positively increase school culture.

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

The school contacts local colleges to recruit highly-qualified teachers. Advertisements are posted on websites for recruiting teachers. New teachers to our county are assigned mentors and participate in the New Teacher Academy. Professional development is offered to help increase teacher knowledge of instructional practices and therefore their effectiveness. The principal will continue to attend teacher recruitment fairs at colleges in other states.

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

Teachers new to our district are provided a mentor who is certified as a Clinical Educator. Weekly meetings occur with the mentor and new teacher to provide assistance with school and district procedures and training in best practices. Pairings are created due to subject areas taught or proximity of location for ease of assistance.

Teachers are involved in weekly Professional Learning Communities to provide them a structured time to meet with mentors.

## 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***

Textbooks are selected by a district committee and purchased based on their alignment to the standards.

Administration conducts walk-throughs to ensure lessons are standard-based and instructional strategies are being implemented with fidelity. Lesson plans are monitored for coverage to the standards.

#### Instructional Strategies

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

Data is used to provide placement of students in appropriate level classes, such as remediation of skills in which they are deficient. Peer tutors are used to provide additional support for struggling students. After each common assessment teachers will collect data on student achievement for the standards addressed on that assessment. Teachers will devise a remediation plan for any student not proficient in the standards assessed. A "Buffer Week" will occur with remediation of these deficient skills. Students will be reassessed for proficiency at 70% following the remediation of the deficient skills. This will occur bi-quarterly throughout the school year.

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

**Strategy:** After School Program

**Minutes added to school year:** 9,000

After school tutoring for students involved in extra-curricular activities and sports.

**Strategy Rationale**

Students receive additional support in areas of need.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Rufa, Carmine, rufa\_c@hcsb.k12.fl.us

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

Student grades and common assessment data will show academic improvement

**Strategy:** After School Program

**Minutes added to school year:** 4,320

Students will enroll and successfully complete courses they are deficient in for on-time graduation

**Strategy Rationale**

Students provided additional opportunities to enroll in and successfully complete deficient courses are more likely to graduate in 4 years.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Reyes, Sarah, reyes\_s@hcsb.k12.fl.us

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

Course enrollment, course completion rates, % increase for on-track graduates

**Strategy: After School Program**

**Minutes added to school year: 2,160**

Students will be provided opportunities for tutoring weekly.

**Strategy Rationale**

Students participating in after school tutoring are more likely to successfully complete their course and pass all associated exams.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Pearce, Dana, pearce\_d@hcsb.k12.fl.us

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

Course enrollment, course grades, increase in on-track graduation percentages due to decrease in failures

**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**

To support incoming cohorts, guidance counselors visit feeder schools to provide information to our incoming 9th graders pertaining to graduation requirements, test specifications, course offerings, athletics, clubs, and support groups available to students. An 8th grade parent night is held for students and parents to meet faculty, learn about course offerings, and activities available on campus. National Honors Society offers a College Prep class to assist students with test-taking strategies and skills needed for success on the ACT and SAT. A peer tutoring schedule has been established for each content area. To ensure outgoing students are academically prepared for their next level of education, students are screened for and placed in college-prep classes in math and English as needed.

**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**

Dual enrollment courses are offered on the high school campus and at the local community college. A college fair is held each semester. Military recruiters visit the campus frequently to provide information for students interested in enlisting. Local college representatives meet with interested students to provide them with admission criteria. Industry certification courses are offered and provide students a link to the private sector. SAT and ACT tests are offered on site, providing students with the maximum possible opportunities to obtain success on these entrance exams. The PSAT is offered to all 10th graders providing the school with a list of students who have the potential of being successful in Advanced Placement courses. The PSAT also provides students with resources to assist them in gaining the skills needed to be successful on the SAT exam. Extensive course

offerings in Advanced Placement and International Baccalaureate allow students to advance their high school portfolio and possibly receive college credit.

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

COURSES:

Computing for College and Career  
Foundations of Web Development  
User Interface Design  
Web Scripting Fundamentals  
Digital Design 1, 2, and 3  
Digital Media/Multimedia Foundations 1, 2, 3, and 4  
Medical Skills and Services  
Health Science 1 and 2  
Allied Health Assisting  
Sports, Recreation, and Entertainment Essentials  
Sports, Recreation, and Entertainment Applications  
Sports, Recreation, and Entertainment Management  
Marketing Essentials  
Marketing Applications  
Marketing Management  
TV Production 1, 2, 3, and 4  
Industry Certifications:  
Adobe Flash  
Adobe Dreamweaver  
Adobe Photoshop  
Adobe After Effects  
Premier Pro  
Certified Medical Admin. Assistant

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

Cross-curricular lesson planning with core classes occurs in all career and technical education (CTE) classes. Subject area vocabulary from core courses is integrated in CTE courses. Cross-curricular instructional strategies (graphic organizers, etc) occur throughout the school.

**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**

Students are highly encouraged to enroll in Advanced Placement, International Baccalaureate, and Dual Enrollment courses. Additional offerings of dual enrollment courses on campus will be considered for future school years. Based on PERT scores, students are identified to participate in college prep classes.

Students are placed in study hall and provided peer tutors based on academic areas of need, particularly math.



## 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 graduation rate
  
- G2.** Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement

## Strategic Goals Detail

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

**G1. Increase graduation rate** 1a

G073000

**Targets Supported** 1b

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 83.0          |

**Resources Available to Support the Goal** 2

- Data Analysis
- Destination Graduation "Take Two"
- Credit Recovery

**Targeted Barriers to Achieving the Goal** 3

- Lack of student engagement

**Plan to Monitor Progress Toward G1.** 8

Assessment data

**Person Responsible**

Carmine Rufa

**Schedule**

Biweekly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

FAIR comparing AP 1 and AP 2 for level 1 and 2 students, End of Course assessments, common subject area assessments, course failure data, lesson plans, student samples

**G2. Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement 1a**

G073001

**Targets Supported 1b**

| Indicator                                 | Annual Target |
|---|---------------|
| Algebra I EOC Pass Rate                   | 54.0          |
| Geometry EOC Pass Rate                    | 50.0          |
| FSA - English Language Arts - Achievement | 71.0          |
| Bio I EOC Pass                            | 71.0          |

**Resources Available to Support the Goal 2**

- Vocabulary Acquisition
- Comprehension Instructional Sequence
- Algebra Nation
- Higher Order Thinking Strategies
- Curriculum Guides - for all core subject areas created with the assistance of a FL DOE representative

**Targeted Barriers to Achieving the Goal 3**

- Lack of student engagement
- Lack of prerequisite skills

**Plan to Monitor Progress Toward G2. 8**

Common monthly assessments, walkthrough data, progress monitoring, lesson plans

**Person Responsible**

Carmine Rufa

**Schedule**

Biweekly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

Monthly assessments will show student mastery of standards, walkthroughs will provide frequency of CIS/Vocabulary delivery in instruction, lesson plans will provide documentation of CIS occurrences, and progress monitoring will provide quantifiable data on student progress towards mastering the assessed standards.

## 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 graduation rate **1**

 G073000

**G1.B1** Lack of student engagement **2**

 B190613

**G1.B1.S1** Continued use of and professional development on high-yield instructional strategies **4**

 S202067

#### Strategy Rationale

The top high-yield research based instructional strategies proven to increase engagement include vocabulary acquisition, summarizing, and questioning techniques.

#### Action Step 1 **5**

Comprehension Instructional Sequence

##### Person Responsible

Carmine Rufa

##### Schedule

Quarterly, from 8/26/2015 to 5/27/2016

##### Evidence of Completion

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

## Action Step 2 5

### Vocabulary Acquisition

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

## Action Step 3 5

### Higher Order Thinking Strategies

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 9/2/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs, lesson plans, student samples using summarizing techniques, quarterly assessments, course grades

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

### Classroom walk-throughs and lesson plans monitored for implementation

**Person Responsible**

Carmine Rufa

**Schedule**

Weekly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans will be reviewed for incorporation of instructional strategies, classrooms will be monitored for display of exemplary student samples

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

Analysis of data to show student improvement

**Person Responsible**

Carmine Rufa

**Schedule**

Biweekly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

FAIR data, common assessments, FCAT retake data, course failure data, lesson plans, student samples.

**G2. Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement** 1

 G073001

**G2.B1 Lack of student engagement** 2

 B190615

**G2.B1.S1 Lessons delivered using high-yield instructional strategies.** 4

 S202068

**Strategy Rationale**

The top high-yield research based instructional strategies proven to increase engagement include vocabulary acquisition, summarizing, and questioning techniques.

**Action Step 1** 5

Comprehension Instructional Sequence

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

## Action Step 2 5

### Vocabulary Acquisition

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

## Action Step 3 5

### Higher Order Thinking Strategies

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 9/2/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

## Action Step 4 5

### Vocabulary Acquisition

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

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

Review lesson plans, classroom walk-throughs, PLC minutes

**Person Responsible**

Carmine Rufa

**Schedule**

Weekly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Lesson Plans, student samples posted, Walkthrough data showing frequency of occurrence of CIS, vocabulary, and summarizing strategies.

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

Review data from common assessments for student achievement, review lesson plans, classroom walk-throughs, PLC minutes

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

Walkthroughs documenting use of CIS, vocabulary, and higher-order thinking strategies in conjunction with data showing proficiency on common assessments. Instruction consisting of vocabulary acquisition, incorporating complex texts, and summarizing strategies will enable students to master content related to the standards addressed. Students involved in meaningful learning of different modalities and complexity show increased engagement amongst learners.



**G2.B2 Lack of prerequisite skills** 2

B190616

**G2.B2.S1** Use of Algebra Nation and Agile Minds with students lacking prerequisite skills required for success in math courses and on the EOC. 4

S202069

**Strategy Rationale**

As students master prerequisite skills, they will be more prepared to perform math skills at the levels needed to be successful in their current math course and on the corresponding EOC.

**Action Step 1** 5

Training on Algebra Nation Resources

**Person Responsible**

Carmine Rufa

**Schedule**

Quarterly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

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

Classroom walk-throughs and review of data reports from Algebra Nation

**Person Responsible**

Carmine Rufa

**Schedule**

Biweekly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans will be reviewed for incorporation of on-line modules, videos, and assessments. Teachers will provide reports of student progress from Algebra Nation

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

Analyze student data reports from Algebra Nation

**Person Responsible**

Carmine Rufa

**Schedule**

Biweekly, from 9/10/2015 to 5/27/2016

**Evidence of Completion**

Teachers will print out student data reports from Algebra Nation. Reports will be analyzed to compare student completion of online tasks to their proficiency on related assessments. SAM and EOC data will be analyzed to show correlation of student success in areas completed using Algebra Nation.

**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  | Comprehension Instructional Sequence         | Rufa, Carmine | 8/26/2015                     | Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades   | 5/27/2016 quarterly |
| G2.B1.S1.A1  | Comprehension Instructional Sequence         | Rufa, Carmine | 8/26/2015                     | Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades   | 5/27/2016 quarterly |
| G2.B2.S1.A1  | Training on Algebra Nation Resources         | Rufa, Carmine | 9/10/2015                     |   | 5/27/2016 quarterly |
| G1.B1.S1.A2  | Vocabulary Acquisition                       | Rufa, Carmine | 8/26/2015                     | Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades   | 5/27/2016 quarterly |
| G2.B1.S1.A2  | Vocabulary Acquisition                       | Rufa, Carmine | 8/26/2015                     | Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades   | 5/27/2016 quarterly |
| G1.B1.S1.A3  | Higher Order Thinking Strategies             | Rufa, Carmine | 9/2/2015                      | Walk-throughs, lesson plans, student samples using summarizing techniques, quarterly assessments, course grades   | 5/27/2016 quarterly |
| G2.B1.S1.A3  | Higher Order Thinking Strategies             | Rufa, Carmine | 9/2/2015                      | Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades   | 5/27/2016 quarterly |
| G2.B1.S1.A4  | Vocabulary Acquisition                       | Rufa, Carmine | 8/26/2015                     | Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades   | 5/27/2016 quarterly |
| G1.MA1       | Assessment data                              | Rufa, Carmine | 9/10/2015                     | FAIR comparing AP 1 and AP 2 for level 1 and 2 students, End of Course assessments, common subject area assessments, course failure data, lesson plans, student samples | 5/27/2016 biweekly  |
| G1.B1.S1.MA1 | Analysis of data to show student improvement | Rufa, Carmine | 9/10/2015                     | FAIR data, common assessments, FCAT retake data, course failure data, lesson plans, student samples.  | 5/27/2016 biweekly  |

| Source       | Task, Action Step or Monitoring Activity   | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|--|---------------|-------------------------------|--|---------------------|
| G1.B1.S1.MA1 | Classroom walk-throughs and lesson plans monitored for implementation  | Rufa, Carmine | 9/10/2015                     | Lesson plans will be reviewed for incorporation of instructional strategies, classrooms will be monitored for display of exemplary student samples   | 5/27/2016 weekly    |
| G2.MA1       | Common monthly assessments, walkthrough data, progress monitoring, lesson plans  | Rufa, Carmine | 9/10/2015                     | Monthly assessments will show student mastery of standards, walkthroughs will provide frequency of CIS/Vocabulary delivery in instruction, lesson plans will provide documentation of CIS occurrences, and progress monitoring will provide quantifiable data on student progress towards mastering the assessed standards.  | 5/27/2016 biweekly  |
| G2.B1.S1.MA1 | Review data from common assessments for student achievement, review lesson plans, classroom walk-throughs, PLC minutes | Rufa, Carmine | 9/10/2015                     | Walkthroughs documenting use of CIS, vocabulary, and higher-order thinking strategies in conjunction with data showing proficiency on common assessments. Instruction consisting of vocabulary acquisition, incorporating complex texts, and summarizing strategies will enable students to master content related to the standards addressed. Students involved in meaningful learning of different modalities and complexity show increased engagement amongst learners. | 5/27/2016 quarterly |
| G2.B1.S1.MA1 | Review lesson plans, classroom walk-throughs, PLC minutes  | Rufa, Carmine | 8/26/2015                     | Lesson Plans, student samples posted, Walkthrough data showing frequency of occurrence of CIS, vocabulary, and summarizing strategies.   | 5/27/2016 weekly    |
| G2.B2.S1.MA1 | Analyze student data reports from Algebra Nation   | Rufa, Carmine | 9/10/2015                     | Teachers will print out student data reports from Algebra Nation. Reports will be analyzed to compare student completion of online tasks to their proficiency on related assessments. SAM and EOC data will be analyzed to show correlation of student success in areas completed using Algebra Nation.  | 5/27/2016 biweekly  |
| G2.B2.S1.MA1 | Classroom walk-throughs and review of data reports from Algebra Nation   | Rufa, Carmine | 9/10/2015                     | Lesson plans will be reviewed for incorporation of on-line modules, videos, and assessments. Teachers will provide reports of student progress from Algebra Nation   | 5/27/2016 biweekly  |

## 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 graduation rate

#### G1.B1 Lack of student engagement

##### G1.B1.S1 Continued use of and professional development on high-yield instructional strategies

#### PD Opportunity 1

Comprehension Instructional Sequence

##### Facilitator

Mimi McLeod

##### Participants

All faculty

##### Schedule

Quarterly, from 8/26/2015 to 5/27/2016

#### PD Opportunity 2

Vocabulary Acquisition

##### Facilitator

Kelly D'Arcy

##### Participants

All faculty

##### Schedule

Quarterly, from 8/26/2015 to 5/27/2016

### PD Opportunity 3

Higher Order Thinking Strategies

**Facilitator**

Kelly D'Arcy

**Participants**

All faculty

**Schedule**

Quarterly, from 9/2/2015 to 5/27/2016

**G2.** Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement

**G2.B1** Lack of student engagement

**G2.B1.S1** Lessons delivered using high-yield instructional strategies.

### PD Opportunity 1

Comprehension Instructional Sequence

**Facilitator**

Mimi McLeod

**Participants**

All faculty

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

### PD Opportunity 2

Vocabulary Acquisition

**Facilitator**

Mimi McLeod

**Participants**

All teachers new to SHS

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

### PD Opportunity 3

Higher Order Thinking Strategies

#### Facilitator

Carmine Rufa, Sarah Trowell

#### Participants

All faculty

#### Schedule

Quarterly, from 9/2/2015 to 5/27/2016

### PD Opportunity 4

Vocabulary Acquisition

#### Facilitator

Max Thompson, Department Heads

#### Participants

All faculty

#### Schedule

Quarterly, from 8/26/2015 to 5/27/2016

## G2.B2 Lack of prerequisite skills

**G2.B2.S1** Use of Algebra Nation and Agile Minds with students lacking prerequisite skills required for success in math courses and on the EOC.

### PD Opportunity 1

Training on Algebra Nation Resources

#### Facilitator

Ed LaRose, Amy Adams

#### Participants

Math instructors

#### Schedule

Quarterly, from 9/10/2015 to 5/27/2016

**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 | Comprehension Instructional Sequence | \$0.00        |
| 2             | G1.B1.S1.A2 | Vocabulary Acquisition               | \$0.00        |
| 3             | G1.B1.S1.A3 | Higher Order Thinking Strategies     | \$0.00        |
| 4             | G2.B1.S1.A1 | Comprehension Instructional Sequence | \$0.00        |
| 5             | G2.B1.S1.A2 | Vocabulary Acquisition               | \$0.00        |
| 6             | G2.B1.S1.A3 | Higher Order Thinking Strategies     | \$0.00        |
| 7             | G2.B1.S1.A4 | Vocabulary Acquisition               | \$0.00        |
| 8             | G2.B2.S1.A1 | Training on Algebra Nation Resources | \$0.00        |
| <b>Total:</b> |             |                                      | <b>\$0.00</b> |