Frank W. Springstead High School

2016-17 Schoolwide Improvement Plan

Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

https://www.hernandoschools.org/hhs

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	B

*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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Frank W. Springstead High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

SHS - advancing excellence, building community, and choosing responsibility

2. School Environment

a. 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-Three program to build relationships and monitor student achievement towards successful graduation in 4 years.Teachers will conduct 'Data Chats' with their mentees using Performance Matters and Grade-book in an ongoing effort to keep students informed of their progress . Our faculty and staff works collaboratively and individually to learn about student's background and provide an educational environment that encourages students to appreciate cultural diversity. Teachers use formal surveys and informal conversations as tools to build relationships, establish commonality and enhance student engagement in the classroom.

b. 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 who 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.

c. 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. Teachers utilize the discipline infraction form to as an intervention tool where efforts are made to quell classroom disruptions, build teacher student relationships and bridge the the communication gap between school and home. This effort has resulted in office discipline referrals (ODR's) drooping by 50%.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. Ten (10) students per month will be recognized for exemplifying SHS' Eagle Pride PBS Initiative - Participation/Respect/Intensity/Dedication/Excellence.

d. 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 each semester on bullying awareness and prevention.

3. 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).

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

The school attendance clerk monitors 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 3 at-risk students ("Take Three") to mentor in efforts to increase their likelihood of graduation. Students selected for this program include seniors, juniors and sophomores 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	105	124	111	430
One or more suspensions	0	0	0	0	0	0	0	0	0	46	39	17	12	114
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	57	41	6	138
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	93	109	136	3	341

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	45	39	34	5	123

c. 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 Counselors monitors student academics weekly. Teachers provide tutoring after school and by appointment. Teachers mentoring at-risk seniors provide academic interventions. There is a daily Study Hall session embedded in students' schedule to provide academic enrichment and peer tutoring opportunities for students. Edgenuity and ZAP (a new guidance initiative) will ensure all 9th graders are prepared for success. Though the focus may be on Algebra 1 and Reading other tutoring opportunities include AP tutoring, Science Tutoring, Pert Preparation.
ZAP (Zeros Aren't Permitted) will be coordinated by the 9th Grade Counselor, Mrs. Reyes.
Program Details-
Teachers submit names of students with zeros via google docs link
Student will be referred to the ZAP zone to complete or make up missing assignment
Students will be required to contact parent/guardian to let them know they have been ZAPPED for receiving a zero
Completed assignments will be collected by the ZAP coordinator and placed in the teacher's mailbox

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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.

2. 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.

SHS takes pride in building ongoing relationships with the community. Some of the building block used by SHS include but not limited to the following:
a. SAC committee meets on our campus
b. SHS encourages partners in education with local businesses
c. Law enforcement on a number of occasions have used the facilities for various youth outreach activities
d. Special Olympics,Youth Organizations, Performing Arts are other activities that uses SHS which builds and sustains strong partnerships with the community at large.
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 one of our partners in education, fundraising occurs to provide financial support for academic initiatives.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rufa, Carmine	Principal
McNaughton, Donald	Assistant Principal
Pearce, Dana	Assistant Principal
Bennett, Mary	Teacher, K-12
Kinsella-Gordon, Grace	Teacher, Career/Technical
Espinosa, Rosanna	Teacher, K-12
Hafliger, Michael	Teacher, K-12
Temple, Vickie	Instructional Coach
Pusta, Rebecca	Teacher, K-12
Sweetwine, Darryl	Teacher, K-12
Kupcik, Dustin	Teacher, K-12
Wright, Brandon	Teacher, K-12
Imhof, John	Teacher, K-12
LaRose, Ed	Assistant Principal

b. Duties

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

Principal:
Mr. Rufa - Oversees all aspects of SHS's operation, specific responsibilities include Master Schedule, News Contact Person, Public Relations, Budgeting. Responsible for evaluations of Assistant Principals.

Assistant Principals:
Mr. Rick Markford - Oversees Transportation, Emergency Drills, Plant Operations,Social Media and Student Discipline names Le-Ric. Responsible for the Evaluations of Physical Education, Science, CTE and Custodial personnel.
Mrs. Dana Pearce - Oversees SAC, Homecoming, College Fair, Advanced Placement Lead, Dual Enrollment/PHSC Liaison, Substitutes and Student Discipline, names Rid-Z. Responsible for the Evaluations of English, Reading, Foreign Language and Fine Arts.
Ed Larose - Oversees Professional Development, Catapult, Crisis/Care Team, Edline/Gradebook, Transportation, and Student Discipline, names A-Do. Responsible for the Evaluations of Math, ROTC, Secretaries and Clinic staff.
Donald McNaughton - Oversees Assessment/Testing, Teacher Appreciation (Educator of the Month, TOY), Bell Schedules, SIP, Edgenuity/E-School and Student Discipline, names Dr-La. Responsible

for the Evaluations of Social Studies, ESE, ESOL and Guidance.
Mary Bennett - Coordinates and monitors school-wide testing.
Paula Eisenberg - CT Department Chair
Rosanna Espinosa - Foreign Language Department Chair
Michael Hafliger - Department Chair/PLC facilitator.
Dustin Kupcik - Athletic Director, assist with the implementation of the SIP, facilitates school wide and district initiatives within department.
Mimi McLeod - Instructional Coach
Brandon Wright - Co-Department Chair for Social Studies and boys cross country Track coach
Darryl Sweetwine - ROTC
Nancy Urling - English Department Chair
John Imhof - IB Coordinator and Co-Department Chair for Social Studies Department

The School based Leadership Team communicate and facilitate the timely implementation of school and district initiatives into classroom instructional strategies. This team is also instrumental in assisting the various departments with acquiring resources and build sound instructional strategies that will yield gains in proficiency on State and district assessments. As a result of leadership support for teachers in the classroom has resulted in a 50% decline on office discipline referrals. Department Chairs facilitate instructional PLC's to ensure teacher collaboration is purposeful with keen focus on increasing student achievement The focus on PLC's is to ensure teacher instruction results in increased student engagement and access to rigorous assignments and assessments.

2. 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. Teachers will be trained throughout the year on how to create a PLC culture for examining and analyzing student work; reaching a concensus about student proficiency; and diagnosong strenghts and needs after reaching concensus

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carmine Rufa	Principal
Dana Pearce - Assistant Principal	Education Support Employee
Mary Bennett	Teacher
Pam Gauvin	Teacher
Laurie Morris	Parent
Lynn Reardon	Education Support Employee
Lynn VanMeter - Chair	Business/Community
Brian Holmes	Parent
Lisa Foster - Co-Secretary	Parent
Larry Johnson	Parent
Theresa Reardon	Parent
Chris King	Parent
Maria Rybka	Parent
Laksmy Ossaba-Quiroz	Parent
Donna McCane	Parent
Iveta Maska	Parent
Francesca Howard	Parent
Malanie Fielder	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Members will review progress on last year's strategies and SMART goals. They will provide input on the effectiveness and achievement levels of goals. This will provide insight for creating the current year's school improvement plan by determining to what extent the SMART goals will be modified.

b. 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.

c. 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.

2. 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.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Temple, Vickie	Teacher, K-12
Kupcik, Dustin	Teacher, K-12
Pearce, Dana	Assistant Principal
Kinsella-Gordon, Grace	Teacher, Career/Technical
Altimari, Denise	Teacher, K-12
Varghese, Jessica	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

Teachers are provided ample opportunities to work on lesson planning, assessment building, and professional development. The School Based Leadership Team (SBLT) meets twice per month to discuss best practices and strategies which is disseminated to the respective departments. The SBLT examines student data, set goals and facilitates the timely implementation of district initiatives which are translated into classroom instructional strategies. Celebrations occur monthly to recognize teacher success and to positively increase school culture (Eagle Pride Educator of the Month Award).

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

The principal, Mr. Rufa attends teacher recruitment fairs at colleges in other states in an ongoing effort to recruit highly-qualified teachers. Recruitment is also done through website postings and along with searches on Teacher-Teachers.com. 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.

3. 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. Monthly 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 and collaborate with their peers/department.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Teachers use the "KUD" philosophy to unpack FSA standards in all core classes.

b. Instructional Strategies

1. 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.

This continued effort will be bolstered by SHS' Examining Student Work Initiative to ensure student achievement is kept in focus.

Student Work Analysis Protocol (SWAP) will be used as a tool drive instruction. Examining student work, analyzing data derived from formative assessments will be instrumental in delivering quality and differentiated instruction. Teachers will collaborate/sort and analyze student work on an ongoing basis with focus on specific standards to ensure students attain levels of proficiency.

2. 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.This will be kept in clear focus through the implementation of "Examining Student Work Initiative"

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 are 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

2. Student Transition and Readiness

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

1. 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.
ZAP (Zeros Aren't Permitted) will be coordinated by the 9th Grade Counselor, Mrs. Reyes.
Program Details-
Teachers submit names of students with zeros via google docs link
Student will be referred to the ZAP zone to complete or make up missing assignment
Students will be required to contact parent/guardian to let them know they have been ZAPPED for receiving a zero
Completed assignemnts will be collected by the ZAP coordinator and placed in the teacher's mailbox

b. College and Career Readiness

1. 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.

2. 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

3. 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. Adobe, Microsoft, Excel, PowerPoint and Outlook are programs which are available to students to prepare them for post high school. Scores of students graduate from SHS with career /technical certifications.

4. 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.

"Honors" classes are being phased out so students can be exposed to a more rigorus curriculum - AP/DE classes for all core subjects.

All students at SHS are provided an educational environment that encourages a commitment to learning, responsibility, productivity, creativity, and an appreciation for cultural diversity.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Improve Rigorous Standards Based Instruction to increase student achievement.

Strategic Goals Detail

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

G1. Improve Rigorous Standards Based Instruction to increase student achievement. `1a`

🔑 G084318

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	82.0
Algebra I EOC Pass Rate	54.0
Geometry EOC Pass Rate	71.0
FSA ELA Achievement	73.0
Bio I EOC Pass	73.0
U.S. History EOC Pass	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Student Engagement, Rigorous Classroom Instruction
- Attendance

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Data Analysis (SWAP)
- Destination Graduation "Take Three"
- Credit Recovery - Edgenuity/E-School

Plan to Monitor Progress Toward G1. `8`

Assessment data

Person Responsible
Carmine Rufa

Schedule
Biweekly, from 9/10/2016 to 5/27/2017

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

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. Improve Rigorous Standards Based Instruction to increase student achievement. `1`

🔑 G084318

G1.B1 Lack of Student Engagement, Rigorous Classroom Instruction `2`

🔑 B224033

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

🔑 S236417

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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

Evidence of Completion

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

Action Step 4 `5`

Examine student work, SWAP, Higher Order Thinking Skills (HOTS), Common Assessment/Buffer Week and CIS lessons.

Person Responsible

Carmine Rufa

Schedule

Quarterly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Classroom Walk-through (CWT's) documenting use of CIS, vocabulary, and HOTS in conjunction with data showing proficiency on common assessments. Teacher instruction consisting of vocabulary acquisition, incorporating complex texts and summarizing strategies will enable students to master content related to standards based instruction. Students will be engaged in meaningful learning of different modalities and complexities demonstrating increased engagement.

Action Step 5 `5`

Danielson Overview

Person Responsible

Carmine Rufa

Schedule

On 5/26/2017

Evidence of Completion

Danielson Instructional Framework Domains/Elements. Facilitation will be done allowing teachers to dissect the elements in Domain 1/2/3. A self-evaluation activity will be a major piece of this PD allowing teachers to review where they are and what the distinguishing components are that separates the rating categories.

Action Step 6 `5`

Performance Matters

Person Responsible

Dana Pearce

Schedule

Semiannually, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teachers will receive hands-on training in accessing their student data.

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 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans will be reviewed for incorporation of instructional strategies, classrooms will be monitored for display of exemplary student work samples accompanied with Rubrics.

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 9/10/2016 to 5/27/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔍 M310875	Classroom walk-throughs and lesson plans monitored for implementation	Rufa, Carmine	8/22/2016	Lesson plans will be reviewed for incorporation of instructional strategies, classrooms will be monitored for display of exemplary student work samples accompanied with Rubrics.	5/26/2017 weekly
G1.B1.S1.A1 🔍 A304942	Comprehension Instructional Sequence	Rufa, Carmine	8/22/2016	Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades	5/26/2017 quarterly
G1.B1.S1.A2 🔍 A304943	Vocabulary Acquisition	Rufa, Carmine	8/22/2016	Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades	5/26/2017 quarterly
G1.B1.S1.A3 🔍 A304944	Higher Order Thinking Strategies	Rufa, Carmine	8/22/2016	Walk-throughs, lesson plans, student samples using summarizing techniques, quarterly assessments , course grades	5/26/2017 quarterly
G1.B1.S1.A4 🔍 A304945	Examine student work, SWAP, Higher Order Thinking Skills (HOTS), Common Assessment/Buffer Week and...	Rufa, Carmine	9/28/2016	Classroom Walk-through (CWT's) documenting use of CIS, vocabulary, and HOTS in conjunction with data showing proficiency on common assessments. Teacher instruction consisting of vocabulary acquisition, incorporating complex texts and summarizing strategies will enable students to master content related to standards based instruction. Students will be engaged in meaningful learning of different modalities and complexities demonstrating increased engagement.	5/26/2017 quarterly
G1.B1.S1.A5 🔍 A304946	Danielson Overview	Rufa, Carmine	8/22/2016	Danielson Instructional Framework Domains/Elements. Facilitation will be done allowing teachers to dissect the elements in Domain 1/2/3. A self-evaluation activity will be a major piece of this PD allowing teachers to review where they are and what the distinguishing components are that separates the rating categories.	5/26/2017 one-time
G1.B1.S1.A6 🔍 A304947	Performance Matters	Pearce, Dana	8/22/2016	Teachers will receive hands-on training in accessing their student data.	5/26/2017 semiannually
G1.MA1 🔍 M310876	Assessment data	Rufa, Carmine	9/10/2016	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	5/27/2017 biweekly
G1.B1.S1.MA1 🔍 M310874	Analysis of data to show student improvement	Rufa, Carmine	9/10/2016	FAIR data, common assessments, FCAT retake data, course failure data, lesson plans, student samples.	5/27/2017 biweekly

V. Professional Development Opportunities

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

G1. Improve Rigorous Standards Based Instruction to increase student achievement.

G1.B1 Lack of Student Engagement, Rigorous Classroom Instruction

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

PD Opportunity 1

Comprehension Instructional Sequence

Facilitator

Mimi McLeod

Participants

All faculty

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Vocabulary Acquisition

Facilitator

Kelly D'Arcy

Participants

All faculty

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

PD Opportunity 3

Higher Order Thinking Strategies

Facilitator

Kelly D'Arcy

Participants

All faculty

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

PD Opportunity 4

Examine student work, SWAP, Higher Order Thinking Skills (HOTS), Common Assessment/Buffer Week and CIS lessons.

Facilitator

Marie Jirof/SHS Department Heads

Participants

All Faculty

Schedule

Quarterly, from 9/28/2016 to 5/26/2017

PD Opportunity 5

Danielson Overview

Facilitator

Administration

Participants

All Faculty

Schedule

On 5/26/2017

PD Opportunity 6

Performance Matters

Facilitator

Mary Bennett

Participants

All Faculty

Schedule

Semiannually, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

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	G1.B1.S1.A4	Examine student work, SWAP, Higher Order Thinking Skills (HOTS), Common Assessment/ Buffer Week and CIS lessons.	$0.00
5	G1.B1.S1.A5	Danielson Overview	$0.00
6	G1.B1.S1.A6	Performance Matters	$0.00
		Total:	$0.00