

Clay County Schools

Fleming Island High School



2016-17 Schoolwide Improvement Plan

Fleming Island High School

2233 VILLAGE SQUARE PKWY, Orange Park, FL 32003

<http://fih.oneclay.net>

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 PK, 9-12	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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>.

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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 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 Fleming Island High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Preparing Tomorrow's Leaders, Today.

b. Provide the school's vision statement.

We are releasing the eagle within each student to soar to limitless heights.

2. School Environment

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

During our first two weeks of school, Mr. Pittman, Principal, meets with all grade levels through their social studies classes and freshmen through their English classes. This format creates a small environment so the students can get to know Mr. Pittman, the history of our school, our expectations, and meet the entire administrative staff.

Before the end of each current school year, freshmen orientation is held for the local feeder junior high schools. Students tour the campus, meet teachers, and have an opportunity to ask questions of the various academies offered at the school.

During our annual Open House, parents and students have an opportunity to share to begin to form lasting relationships. However, when students are involved in clubs, organizations, sports, band, chorus, and other activities sponsored by the school, teachers and other staff members have an opportunity to build even stronger relationships.

Teachers have the opportunity to build relationships with each other through our Professional Learning Communities (PLC's). All of our teaching staff participates in PLC's each Wednesday to develop common lesson plans, assessment, and engagement activities.

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

The meetings held by Mr. Pittman allow the students to know we care not only about their academic pursuits, but also their safety while on our campus. Guidance as well as our other counselors, SAP and Military Student Counselors reiterate the necessity for safety as well as respect for all students and adults on and off campus. We also provide other programs to assist students with safety and respect, Student 2 Student, offered by one of our teachers, Mrs. Repper and Be the Change, started by our SAP counselor, Mr. Gottlieb. Students are also constantly reminded to tell the closest adult if they feel threatened or unsafe so we can intervene.

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 meeting at the beginning of the year with our Principal, Mr. Pittman when he speaks with all students in a small group setting to set the tone for the year. Teachers post classroom rules and expectations and go over these during the first week of school. Also, for new teachers, classroom management training is offered on an as needed basis, also known as CHAMPS training. Foundations is another program offered by the STEM department at the County Office. It consists of

a team of teachers and staff who address needs of the common areas of the school such as the cafeteria, the media center, hallways, and more. As a team, they are able to implement school-wide plans to address concerns, maintain safety, and provide consistency. Another support is the district-wide Code of Student Conduct is posted on our website as well as the district website for all students and parents to read and refer. If a student seems to indicate an issue with behavior, then we can begin the Multi-Tier System of Interventions(MTSS). Some students may need behavior contracts especially those in the MTSS for behavior concerns. Contracts help some students focus on better behavior.

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.

Our school guidance counselors, ESE Support Facilitators, SAP counselor, military counselor and social worker all work together to ensure social-emotional needs of students are met. However, they are not the only ones in which students find their social-emotional needs met. These needs can be met through belonging to a school sanctioned club or organization, organized sports, band, chorus, etc. Students are also nominated to participate in Student 2 Student, Be the Change, and Chick-fil-a Leadership organization. Behavior contracts also help meet those needs.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

There are a number of ways in which we build positive relationships with parents. One very necessary means of communication is calling parents on a regular basis by utilizing our phone call system as well as e-mailing the information to parents. Parents have access to our e-mail addresses and can readily e-mail or call us on a regular basis to remain informed of their child's progress. Other ways of building relationships is through our volunteer system. Our school news is posted each day to our website along with a calendar. The community is able utilize our website to keep up with events so everyone can take part in activities throughout the year. We also have a message board on our school sign that keeps the parents and public informed of the happenings weekly. Our School Advisory Council also is a means for building positive relationships with parents and the community. We have six active participants on our School Advisory Council. Booster organizations associated with sports and band are also a great way of building very positive relationships with parents as we have seen over the years.

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.

Our School Advisory Council also is a means for building positive relationships with parents and the community. We have a very involved business partner on our School Advisory Council. Booster organizations associated with sports, ROTC, and band are also a great way of building very positive

relationships with businesses as we have seen over the years. We also house a banking academy on our campus, VYStar Academy, run by students, teachers, and our business partner. We also have teaching staff that is very involved with the community from photojournalism and TV Production which also builds very positive community relations when students are filming and taking pictures of many community events. Our parent volunteers in our booster organizations also have a myriad of business connections building those very positive relationships which fosters great rapport between the school and businesses.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Pittman, Tom	Principal
Kirk, Laura	Teacher, K-12
Rice, Lindsey	Teacher, K-12
Shannon, Steve	Teacher, K-12
Wilkinson, Diana	Teacher, K-12
Whitehead, Wendy	Teacher, K-12
Hallstrom, Janet	Instructional Media
Knight, Rex	Assistant Principal
Burke, Laurie	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.

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will

meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tom Pittman	Principal
Michaela Moriarty	Teacher
Bill Walsh	Business/Community
Joshua Hogmire	Teacher
Kelly Jinks	Parent
Christopher Otero	Teacher
Kelsey Eckert	Parent
Frank Pontore	Education Support Employee
Jennifer Adair	Parent
Delaney Vanek	Student
Jack Fitzgerald	Student

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

The SAC members have a copy of last year's school improvement plan and will provide an evaluation of the plan at the next scheduled SAC meeting in November.

b. Development of this school improvement plan

Our School Advisory Council will assist in reviewing student data from 2015 - 2016 as well as progress monitoring data collected throughout the school year to drive both the School Improvement Plan and allocation of resources.

c. Preparation of the school's annual budget and plan

The SAC committee reviews and approves certain budget components of the principal's annual budget.

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

School Improvement funds were used to supplement instructional needs and resources for our teachers. The School Improvement funds for last year were allocated to provide instructional materials for students as well as furniture for one of our computer labs for our students to utilize.

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
Pittman, Tom	Principal
Montoro, Bianca	Teacher, K-12
Bright, Jordan	Teacher, K-12
Papuga, Carol	Instructional Media
Hallstrom, Janet	Instructional Media
Napier, Christy	Teacher, K-12
Johnson, Pamela	Teacher, K-12
Duhon, Christy	Teacher, K-12
Bradley, Jennifer	Teacher, K-12
Knight, Rex	Assistant Principal
Moriarity, Micheala	Teacher, K-12

b. Duties

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

The major initiatives for SY 2016 - 2017 LLT include targeting the lowest 25% of students. During 2015-2016, 41% of our lowest quartile made learning gains from the previous year. We will continue to focus on these students' with learning strategies that will help to move their reading and writing abilities in a positive direction. Achieve 3000 is a great tool that we use to help monitor the student's progress. Also, we provide support for literacy within the school through our work in Professional Learning Communities. We meet weekly in separate groups and monthly as a whole group. During whole group meetings we are able to bring our work from small groups to our entire faculty to develop and create learning strategies that can be used in the classroom. We will continue to target subgroups as well as continue to support all learners at our school. We will attempt to increase the percentage of students making learning gains from 41% to 43% during SY 2016-2017.

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.

All instructional staff are in Professional Learning Communities on a weekly basis in which planning common lessons and discussing student achievement and outcomes. Teachers are grouped according to their content as well as whether or not the subject is a state End Of Course Exam subject, AICE subject, or AP subject. This time not only helps our educators with the vastness of the new standards and teaching requirements, but also assists our brand new teachers in understanding what is required

and expected. Administrators attend the sessions with the teachers, sometimes for input and other times to observe the PLC in action.

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

One of the most important factors in the achievement of our students is the effectiveness of the teachers who serve them. With a growing student population and a shrinking teacher force, especially in critical shortage areas, the need to recruit and retain quality educators remains a top priority. To recruit highly qualified, certified-in-field, effective teachers, administrators seek and interview highly qualified/certified candidates for positions. To retain teachers, administration provides continual support to faculty members through job embedded training and learning communities. All new teachers to FIHS are partnered with veteran teachers and first year teachers are assigned a mentor teacher who helps them through the Teacher Induction Program.

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

Our school's teacher mentoring program at FIHS is initiated by pairing new teachers with an experienced, highly qualified teacher. These teacher observe and give feedback. Also, they work together to plan effective and engaging lessons and classroom management procedures. The new teacher is able to observe other teachers to gain knowledge on effective teaching practices. Our new teachers meet weekly with their PLC groups to collaborate with other teachers both within and outside of their teaching discipline. For the 2016-2017 school year, we have paired the new teachers with experienced teachers in the following list:

Nicole Bailey is paired with Brenda Morris
Patricia Wooten is paired Jennifer Kruse
James Nichols is paired with Josh Olschewske

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.

Each year the school participates in the textbook adoption process as outlined by the District of Clay County as well as the process defined by the Florida Department of Education. All textbooks are purchased through the district Instructional Materials department and are acquired from the Textbook Depository in Jacksonville. Instructional materials must align to the adopted State Standards as defined by the Florida Department of Education. If teachers wish to utilize materials not found on the Florida Department of Education Adopted Instructional materials, then the teacher is responsible for bringing those materials to the school's curriculum council for approval which must be obtained from the district of Clay County. Materials must meet stringent guideline for use.

Also, since most of our courses in Math and English have new or added standards, teachers are involved in their PLC's unpacking the standards, utilizing district developed curriculum maps, the new standards from the state, as well as the state provided Item Specifications for the testing companies. Teachers are also utilizing materials provided by FDOE on the FSA Assessment website which is also available to students and parents.

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.

The data is used to determine the appropriate placement of students in classes for the current and future classes. Performance data on state-wide assessments as well as local assessments assist in this determination. If a student is still not succeeding, then students are placed through the MTSS process in which instruction is moved to another level for small group instruction and finally to one-on-one instruction if necessary. Teachers are willing to assist students who are willing to learn and put forth the effort. Most teachers offer assistance after school or via e-mail throughout the evening.

As part of our desegregation of data, the district has implemented the Academy structure in all Clay County high schools. The purpose behind academies is to create an environment where the students and faculty members know each other well and feel safe and included.

Another instructional strategy deployed this year has been the Framework for Intentional Targeted Teaching. This Framework was District initiated last school year. Research and implementation behind it and is proven to work in all schools. Teachers and administration are seeing the benefits of a Framework that is common to all instructional areas being implemented. Students will begin to see the correlation as well.

As teachers meet in the PLC's each week, they collaborate by reviewing student work produced from the common lessons which will prove to be invaluable in response to student achievement. As teachers "work on the work" we will see growth and improvement in our students' academic achievement.

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: Extended School Day

Minutes added to school year: 360

FSA tutorials are offered to all students, with an emphasis on those not achieving standards in reading. The tutorials are conducted three afternoons after school by our school's reading coach for two hours each session. The sessions focus on specific reading strategies students can use to help them with improving their reading ability.

Strategy Rationale

Some of our students need an extra boost with reading strategies and tutoring allows for a smaller group to work one-on-one to hone those skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Knight, Rex, raknight@oneclay.net

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

A brief pre and post test are administered at the beginning of each session to the students and the data is analyzed to determine the effectiveness of that day's tutoring session. Students are also given a survey where they can share what they thought was valuable from the day's tutoring as well as what they would like to see changed.

Strategy: After School Program

Minutes added to school year: 1,500

Teachers meet weekly in Professional Learning Communities. During this time they collaborate on standards, curriculum maps, lesson plans, lesson strategies, interventions, and more to meet students' needs. Teachers are able pull all of their resources together to boost their lessons to a higher quality.

Strategy Rationale

The rationale to this strategy is to create higher quality lessons and interventions to meet the needs of all students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burke, Laurie, laurie.burke@myoneclay.net

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

PLC logs

Strategy: Extended School Day

Minutes added to school year: 360

Biology EOC tutorials are offered to all students, with an emphasis on those not achieving standards in their current biology classes. The tutorials are conducted three afternoons after school by one of our school's biology teachers. The sessions focus on specific science strands the students have trouble with as identified by their classroom teachers as well as their progress monitoring data.

Strategy Rationale

Some of our students need an extra boost with science strategies and tutoring allows for a smaller group to work one-on-one to hone those skills.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Knight, Rex, raknight@oneclay.net

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

A brief pre and post test are administered at the beginning of each session to the students and the data is analyzed to determine the effectiveness of that day's tutoring session. Students are also given a survey where they can share what they thought was valuable from the day's tutoring as well as what they would like to see changed.

Strategy: Extended School Day

Minutes added to school year: 360

Math EOC tutorials are offered to all students, with an emphasis on those not achieving standards in math. The tutorials are conducted three afternoons after school by two of our school's math teachers. The sessions focus on specific math skills the students have trouble with as identified by their classroom teachers as well as their progress monitoring data.

Strategy Rationale

Some of our students need an extra boost with math strategies and tutoring allows for a smaller group to work one-on-one to hone those skills.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Knight, Rex, raknight@oneclay.net

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

A brief pre and post test are administered at the beginning of each session to the students and the data is analyzed to determine the effectiveness of that day's tutoring session. Students are also given a survey where they can share what they thought was valuable from the day's tutoring as well as what they would like to see changed.

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.

Orientation is offered for incoming students to become familiar with the campus, not only to tour the campus, but also to experience campus life. Students are welcomed by their teachers and administrators as well as support employees. Everyone is available to help those who are new to our campus. Students are assigned to new students as necessary to show them around the first few days or at least until they become familiar with the campus and schedules.

As students are approaching graduation, college personnel visit the campus and talk with the students during various times of the day. Not only do colleges visit our campus, but also all branches of the military and trade schools visit to answer questions of our students and to get to know the students before they graduate. Also, students set up times to visit potential colleges they may wish to attend through the assistance of our guidance counselors.

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.

Each grade level meets with their assigned guidance counselor yearly to determine their career academic goals, to discuss course options, and college placement testing.

Our academy coach works with the guidance counselors to ensure that students are placed in the appropriate sequence of classes in their programs of study. Our academy coach also meets with academy students to determine appropriate pathways. Additionally, she coordinates career shadowing for students in the career and technical programs and coordinates field trip opportunities to St. John's River State College, and she also coordinates dual enrollment opportunities with the academies at Florida State College Jacksonville.

Our academy coach also visits all junior high schools and presents CTE and academy options to all 8th graders and a Career Academy Expo is held each February/March within our district to provide parents their options upon entering high school.

We receive a Worksource grant that provides opportunities for 16 of our Career and Technical Education students (who meet the grant requirements) to meet one on one with the career specialist. Career planning, academic advising, and possible internships are made available through monthly meetings with the selected students.

This year the District has deployed Academy Training to all 9th and 11th grade teachers and the Academy process will envelop another grade each year until the Academy is 9th through 12th. At that time, all students will be part of an Academy. Academies are a way to be inclusive of all students in the school in a small environment in which teachers and students know each other and have commonalities.

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

Students with appropriate grade point averages and the required number of credits are offered the opportunity to take Dual Enrollment classes on campus or at St. Johns River State College if the class is not offered on our campus. Students may also take various AP courses. We offer four

academies at our school - the VyStar Academy of Visual and Performing Arts, the Academy of Digital Media, AICE Academy, and the VyStar Academy of Business and Finance. We also offer several CTE courses where students may receive industry certification. To prepare students for college, English for College Readiness and Math for College Readiness classes are required for those students whose PERT scores were lacking in proficiency.

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

FIHS is a testing center for both the ACT and SAT. We also encourage all of our students to take a practice ACT that we administer on site. The practice ACT allows students to identify strengths and weaknesses. Additionally, students who do not pass the PERT in either English or Math are required to take the appropriate College Readiness course. Based on the 2011 High School Feedback Report (the most recent version available), the CCSD had 42.9% of its graduates complete at least one AP, IB, AICE, or Dual Enrollment course. We are working as a school to increase our number of students who are taking these higher level courses by having our guidance counselors meet with students to encourage more participation.

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 monitored throughout their high school career as to their potential success through standardized testing through ACT and SAT. Courses are also offered to prepare students for college especially in the area of mathematics through the College Readiness course. All of our courses are geared to prepare students for their next step in life whether it be postsecondary schooling or the workforce.

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" 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.** To improve students' comprehension and application of algebraic concepts.
- G2.** Increase the implementation of the Framework for Intentional Targeted Teaching specifically student collaboration throughout all content areas.
- G3.** Increase writing strategies across all disciplines to improve students' ELA writing skills.

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. To improve students' comprehension and application of algebraic concepts. 1a

G086086

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Level 1	66.0

Targeted Barriers to Achieving the Goal 3

- Time for professional development related to math content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental material: Engage NY, Algebra Nation, Geometry Nation, Google Classroom and more.

Plan to Monitor Progress Toward G1. 8

Data will be collected through Performance Matters, classroom assessments, and EOC scores.

Person Responsible

Laurie Burke

Schedule

Daily, from 8/9/2016 to 5/31/2017

Evidence of Completion

Student grades, Performance Matters scores, EOC scores,

G2. Increase the implementation of the Framework for Intentional Targeted Teaching specifically student collaboration throughout all content areas. 1a

G086087

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	66.0

Targeted Barriers to Achieving the Goal 3

- Change in teaching practice

Resources Available to Help Reduce or Eliminate the Barriers 2

- Framework documents provided by the District Office.
- Online resources for the Framework
- Administrative observations at other schools in the District
- PLC

Plan to Monitor Progress Toward G2. 8

PLC logs

Person Responsible

Laurie Burke

Schedule

Weekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Student grades, data from progress monitoring assessments, PLC logs

G3. Increase writing strategies across all disciplines to improve students' ELA writing skills. 1a

G086088

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Time for Professional Development related to content-area writing strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- DBQ resources, Interdisciplinary and content PLC meetings, professional development opportunities on writing in the content during whole group PLC meetings

Plan to Monitor Progress Toward G3. 8

Students improve their writing skills in all content areas

Person Responsible

Laurie Burke

Schedule

On 6/2/2017

Evidence of Completion

Clay Writes and FSA ELA Writing Assessment

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. To improve students' comprehension and application of algebraic concepts. 1

G086086

G1.B1 Time for professional development related to math content. 2

B228743

G1.B1.S1 PLC whole group time monthly to present important information pertaining to math curriculum and ways other contents can support. 4

S241203

Strategy Rationale

Sharing valuable instructional information learned and observed can be transferred into higher quality teaching practices.

Action Step 1 5

Teachers will participate in PLCs to collaborate on support for math skills.

Person Responsible

Laurie Burke

Schedule

Weekly, from 9/19/2016 to 5/25/2017

Evidence of Completion

Follow-up form, agenda, classroom walk through, observations, and student work sample

Action Step 2 5

We will use a portion of the time during whole group PLC meetings to share information from our administrative Curriculum Council training.

Person Responsible

Laurie Burke

Schedule

Monthly, from 9/20/2016 to 5/25/2017

Evidence of Completion

Classroom walk through, lesson plans, observations

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

We will monitor this through classroom observations and walk through.

Person Responsible

Laurie Burke

Schedule

Monthly, from 9/19/2016 to 5/31/2017

Evidence of Completion

PLC logs, classroom observations, classroom walk through,

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

Administrators will, attend PLC meetings, monitor PLC logs and observe classroom practices. Also, support will be provided with necessary resources and professional development during whole group and content PLC meetings.

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Data gathered through walk-throughs, observations, PLC logs, Performance Matters, and EOC scores

G2. Increase the implementation of the Framework for Intentional Targeted Teaching specifically student collaboration throughout all content areas. 1

G086087

G2.B1 Change in teaching practice 2

B228744

G2.B1.S1 Establish Wednesdays as our PLC meeting days and ask teachers to schedule commitments around this time. 4

S241205

Strategy Rationale

To have a quality time for collaboration

Action Step 1 5

Instructional leaders will make documents through Google Docs for the Framework and other instructional resources available to teachers.

Person Responsible

Laurie Burke

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Agenda, Follow-up form, data meeting minutes

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

Instructional leaders will frequently visit classrooms to monitor instructional practices.

Person Responsible

Laurie Burke

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

PLC logs, observations, classroom walk-throughs

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

PLC meetings in content and whole group will be monitored.

Person Responsible

Laurie Burke

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

PLC logs, lesson plans, observations, classroom walk-throughs

G3. Increase writing strategies across all disciplines to improve students' ELA writing skills. 1

G086088

G3.B1 Time for Professional Development related to content-area writing strategies 2

B228745

G3.B1.S1 During interdisciplinary PLCs and whole group PLC meetings, English teachers will be able to provide assistance to teachers of other disciplines on important writing skills, strategies, scoring, and etc. to provide grade level appropriate expectations for students. 4

S241206

Strategy Rationale

English teachers are participating in grade level PLCs to unpack the writing standards, gain a better understanding of the rubrics, and communicating the information to the students. This is part of our new school grading formula which is embedded in the ELA portion of the new FSA Assessment.

Action Step 1 5

Set aside time for teachers to meet with their PLC groups

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Administrators will be part of the PLC meetings. Agendas and PLC logs of the meetings will be used as evidence.

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

PLC agendas and logs as well as administration observation and feedback of the meetings

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

PLC agendas and logs

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

Teacher use of writing in the content areas

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Walk-through data collected; lesson plans; student work samples, OneClay Writes and FSA ELA scores

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					
G2.MA1 M321342	PLC logs	Burke, Laurie	9/9/2015	Student grades, data from progress monitoring assessments, PLC logs	5/25/2016 weekly
G1.B1.S1.A1 A312188	Teachers will participate in PLCs to collaborate on support for math skills.	Burke, Laurie	9/19/2016	Follow-up form, agenda, classroom walk through, observations, and student work sample	5/25/2017 weekly
G1.B1.S1.A2 A312189	We will use a portion of the time during whole group PLC meetings to share information from our...	Burke, Laurie	9/20/2016	Classroom walk through, lesson plans, observations	5/25/2017 monthly
G2.B1.S1.MA1 M321340	PLC meetings in content and whole group will be monitored.	Burke, Laurie	9/26/2016	PLC logs, lesson plans, observations, classroom walk-throughs	5/26/2017 weekly
G2.B1.S1.MA1 M321341	Instructional leaders will frequently visit classrooms to monitor instructional practices.	Burke, Laurie	9/19/2016	PLC logs, observations, classroom walk-throughs	5/26/2017 weekly
G1.MA1 M321339	Data will be collected through Performance Matters, classroom assessments, and EOC scores.	Burke, Laurie	8/9/2016	Student grades, Performance Matters scores, EOC scores,	5/31/2017 daily
G1.B1.S1.MA1 M321337	Administrators will, attend PLC meetings, monitor PLC logs and observe classroom practices. Also,...	Burke, Laurie	8/9/2016	Data gathered through walk-throughs, observations, PLC logs, Performance Matters, and EOC scores	5/31/2017 weekly
G1.B1.S1.MA1 M321338	We will monitor this through classroom observations and walk through.	Burke, Laurie	9/19/2016	PLC logs, classroom observations, classroom walk through,	5/31/2017 monthly
G3.B1.S1.MA1 M321343	Teacher use of writing in the content areas	Burke, Laurie	8/15/2016	Walk-through data collected; lesson plans; student work samples, OneClay Writes and FSA ELA scores	5/31/2017 weekly
G3.B1.S1.MA1 M321344	PLC agendas and logs as well as administration observation and feedback of the meetings	Burke, Laurie	8/17/2016	PLC agendas and logs	5/31/2017 weekly
G3.B1.S1.A1 A312191	Set aside time for teachers to meet with their PLC groups	Burke, Laurie	8/17/2016	Administrators will be part of the PLC meetings. Agendas and PLC logs of the meetings will be used as evidence.	5/31/2017 weekly
G3.MA1 M321345	Students improve their writing skills in all content areas	Burke, Laurie	8/15/2016	Clay Writes and FSA ELA Writing Assessment	6/2/2017 one-time
G2.B1.S1.A1 A312190	Instructional leaders will make documents through Google Docs for the Framework and other...	Burke, Laurie	8/9/2016	Agenda, Follow-up form, data meeting minutes	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. To improve students' comprehension and application of algebraic concepts.

G1.B1 Time for professional development related to math content.

G1.B1.S1 PLC whole group time monthly to present important information pertaining to math curriculum and ways other contents can support.

PD Opportunity 1

Teachers will participate in PLCs to collaborate on support for math skills.

Facilitator

Laurie Burke

Participants

All teachers

Schedule

Weekly, from 9/19/2016 to 5/25/2017

G2. Increase the implementation of the Framework for Intentional Targeted Teaching specifically student collaboration throughout all content areas.

G2.B1 Change in teaching practice

G2.B1.S1 Establish Wednesdays as our PLC meeting days and ask teachers to schedule commitments around this time.

PD Opportunity 1

Instructional leaders will make documents through Google Docs for the Framework and other instructional resources available to teachers.

Facilitator

Laurie Burke

Participants

FIHS Teachers

Schedule

Monthly, from 8/9/2016 to 6/2/2017

G3. Increase writing strategies across all disciplines to improve students' ELA writing skills.

G3.B1 Time for Professional Development related to content-area writing strategies

G3.B1.S1 During interdisciplinary PLCs and whole group PLC meetings, English teachers will be able to provide assistance to teachers of other disciplines on important writing skills, strategies, scoring, and etc. to provide grade level appropriate expectations for students.

PD Opportunity 1

Set aside time for teachers to meet with their PLC groups

Facilitator

Laurie Burke

Participants

All FIH teachers

Schedule

Weekly, from 8/17/2016 to 5/31/2017

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	Teachers will participate in PLCs to collaborate on support for math skills.	\$0.00
2	G1.B1.S1.A2	We will use a portion of the time during whole group PLC meetings to share information from our administrative Curriculum Council training.	\$0.00
3	G2.B1.S1.A1	Instructional leaders will make documents through Google Docs for the Framework and other instructional resources available to teachers.	\$0.00
4	G3.B1.S1.A1	Set aside time for teachers to meet with their PLC groups	\$0.00
Total:			\$0.00