Hagerty High School

2016-17 Schoolwide Improvement Plan

Hagerty High School

3225 LOCKWOOD BLVD, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0931

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	22%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	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 Seminole 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.

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 Hagerty High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	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.

Paul J. Hagerty High School will provide a secure, nurturing learning environment that prepares students to think critically, act responsibly, and perform successfully while becoming lifelong learners and responsible citizens in a technological and multi-cultural society. Since students learn differently, we will utilize creativity, collaboration, and advanced instructional activities that challenge all students to grow and achieve at their highest level. We will model respect and tolerance within our community.

b. Provide the school's vision statement.

The vision of Paul J. Hagerty High School is working together to continue our tradition of excellence.

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through various activities held during the school year. For example, Student Services continue to foster growth with its activities for all new students to Hagerty HS. During student orientation in the summer, families have the opportunity to meet with faculty/staff, clubs sponsors and members. During Open House and Curriculum Night, the community (parents & students) is encouraged to meet with teachers and Counselors to understand the functioning of the classroom and campus.

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

The school has an open door policy welcoming families to schedule tours to the school before enrolling new students. Students are encouraged to find a safe place in various offices such as Student Services and Administration and among faculty and staff. Safe classrooms and office are designated throughout the campus.

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 school reviews class procedures and schedule several public announcements describing the expectations of all students. The Code of Conduct is located on the County's website, as well as the school's website. Parents notification of the location of the Code of Conduct distributed during the first week of classes.Each student is provided with a student planner that outlines the school's rules, which are reviewed with students at the beginning of the school year and reinforced throughout the year.

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.

Counseling is provided through the Student Services, administration offices and the New Horizons program.

Hagerty HS also offers Positive Behavior Support, student recognitions and an Anti-bullying club.

3. Early Warning Systems

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

N/A

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	5	12	9	4	30
One or more suspensions	0	0	0	0	0	0	0	0	0	2	8	3	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	40	77	75	49	241
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	64	48	44	28	184

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	14	30	18	8	70

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

Intervention Strategies employed by the school to improve the academic performance of the at risk students include a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. The school has business partners and dividends who are members of PTSA, SAC, and various Booster Clubs.

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
Williams-Young, Mary	Principal
Cruickshank, Paula	Dean
Walker, Jesse	Assistant Principal
Bryce, Christy	Assistant Principal
Cotto, Gisela	Assistant Principal
Cassara, Camille	Other
Brett, Hamilton	Dean
Miller, Douglas	Assistant Principal
Turner, Angel	Assistant Principal
Maby, Nick	School Counselor

b. Duties

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

The Administrative Team meets weekly for approximately 1.5 hours.

The roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making is to identify at risk graduation general education students and oversee specific departments.

Monitoring student data and their progress through the MTSS team meetings with an Assistant Principal overseeing the MTSS process. Assigning interventions and monitoring their implementation.

Referrals to Exceptional Student Education when necessary.

Records are updated and analyzed utilizing Edinsight.

Two Instructional Coaches collaborate to assist teachers in all academic areas.

Paul J. Hagerty High School will coordinate Supplemental Academic Instruction funds to provide intervention for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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.

The school core Multi-Tiered System of Supports (MTSS) problem solving team in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes EdInsight MTSS module to document all interventions, meetings, and parent involvement in the process. Data and evaluations are continually reviewed to understand the at risk population, and find additional interventions to assist students.

Hagerty High School will coordinate Supplemental Academic Instruction to provide additional academic tutorial and/or intervention time for students in need of remediation. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Williams, Mary	Principal
Cruickshank, Paula	Teacher
Duren, Concetta	Parent
Karen Gayle-Penna	Parent
Kathy Mills	Education Support Employee
Donna Mullins-Parker	Teacher
Elaine Sayre	Teacher
Dawn Williams	Parent
Siobhan Pitters	Parent
Erika Seger	Parent
Mercedes Agramonte-Harper	Teacher
Sheila Smith	Parent
Rachel McAllen	Parent
Donna Davis	Parent
Karley Harms	Student
Darryl Davis	Parent
Ann Trausi	Teacher
Matthew Thompson	Teacher
Abby Smith	Student
Brittany Campbell	Teacher
Alan Fasone	Parent
Leigh Jones	Parent
Karen Crossan	Parent
Emma Medla	Student
Brenda Lopez	Education Support Employee

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 mission of SAC shall be to serve in an advisory capacity to the principal; to assist in development of the educational program; to assist in the preparation and evaluation of the School Improvement Plan, hereinafter, also referred to as SIP; to assist in the preparation of the school's annual budget; and to serve as the steering committee for school improvement under the rules and regulations of the Southern Association of Colleges and Schools. A copy of the plan was first emailed to all members and later reviewed during a regular scheduled meeting before submission to the Board for approval.

b. Development of this school improvement plan

Faculty and staff participated in gathering information and writing sections of the School Improvement Plan. The plan was later reviewed by the Administrative team and members of SAC. Changes were made prior to submitting to the School Board for approval.

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

Total budget for 2016-2017 is $13,711.94, which will be used for grants and trainings.

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

Each month, teachers and staff had the opportunity to apply for a SAC grant. The grant was presented and the members of SAC voted on the approval or denial of the grant. The maximum grant amount is $1,200.00. Recipients were asked to present a written evaluation on the use and/or success of services from the grant. The following projects received funding in 2015-2016 through SAC funds:
1. PBS - $500.00
2. Clinic - $350.00
3. Culinary Arts Food Lab - $1,000.00
4. Athletics AED Devices - $2,805.00

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
Williams-Young, Mary	Principal
Cassara, Camille	Other
Bryce, Christy	Assistant Principal
Trausi, Ann	Instructional Coach
Yaroma, Adrienne	Instructional Coach
Walker, Jesse	Assistant Principal
Cotto, Gisela	Assistant Principal

b. Duties

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

This year, the major initiatives of the Literacy Leadership Team (LLT) will be biology, ELA and math. The plan developed is to improve the learning gains of the lower quartile scores. Moreover, two Instructional Coaches will continue to assist all disciplines with additional programs to promote literacy within the school. A math coach will be hired to assist the math department with literary strategies to improve scores.

During the weekly Administrative meeting, each administrator made a brief presentation of their subject area data. Assistant Principals will provide the data to their department for closer review.

D. Public and Collaborative Teaching

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

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

PLC are encouraged within the departments and content areas. Department and content PLC meet at least once a month for a minimum of 30 minutes. Department retreats for common planning are encouraged.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

1. Digital Learning Leaders are dedicated to providing students with access to learning opportunities 24/7/365, and to personalization of instruction for all learners including students and teachers! Principals were asked to select teacher leaders from their campus that are enthusiastic about technology, who are willing to try new things, and who will share knowledge with peers.
The Digital Leaders will participate in after school training opportunities. Continual eCampus training was held in August 2016. Not only will the Leaders share what they have learned with staff members, but also participate in surveys to help determine if digital learning in general is working. Moreover, they will be an advocate for students, model the use of technology and digital learning to engage learners, and share their passion and ideas with others.

2. EdInsight will be the Progress Monitoring assessment platform. The progress monitoring plan in place for 2016-2017 school year include 9 weeks exams in ELA 1 and ELA 2, Algebra 1 and Algebra 2, Geometry, Biology 1, Pre-Bio/Environmental Science, Physical Science, Chemistry, US History and World History. Available reports for progress monitoring will include data analysis & data organized by standard that reflects student performance compared to district average. Professional development on utilization of the data from the assessments to drive instruction. EdInsight trainings will be on a continual bases throughout the year.

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.

1. The SCPS Digital Learning Team will provide training, support, and all materials needed to replicate training and support on campus. An Edmodo group was created to serve as our collaborative virtual space.

2. Progress monitoring assessments in Biology, Algebra, ELA and US History EOC, as well as other 9 weeks exams will be located in EdInsight for data review.

The Achievement Level Descriptors (or ALDs) are grouped by subject and grade. Each ALD provides a sample of the types of content knowledge and skills students are expected to know and be able to do in each achievement level. The assessments are designed to measure student performance related to the content knowledge and skills. The ALDs are not intended to be exhaustive, but are cumulative in nature. The sampling of content knowledge and skills at the highest level (Level 4) should be interpreted to include the knowledge and skills in all lower levels (Levels 1, 2, and 3). As an example, a student performing at Achievement Level 2 should know and be able to do the kinds of content knowledge and skills for both Level 1 and Level 2. Likewise, a student performing at Achievement Level 3 should know and be able to do the kinds of content knowledge and skills for Levels 1, 2, and 3. The cut scores reflect the value on the scale that best distinguishes between the achievement levels and the knowledge, skills, and expectations associated with them.

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: 540

Teacher led after school tutoring in math.

Strategy Rationale

The course will better prepare students for various tests & EOC assessment.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Walker, Jesse, jesse_walker@scps.k12.fl.us

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

Data will be collected after the administration of the exams. to determine the areas of students performances. It will also assist teachers and students if further remediation is needed. This year, the goal is again to show an increase of test scores.

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. § 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.

Schools offer an Open House once school starts and teachers are available for individual conferences throughout the school year.

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 year teachers counsel students in course placements for the following year. Counselors also meet with juniors and seniors to complete graduation checks.

Student Services welcome many colleges and universities to make presentations to juniors and seniors. Students are encouraged to schedule campus tours. Senior English and math course placement are partially determined by College Ready scores on ACT/SAT/PERT in the junior year. Students who do not pass the Algebra 1 EOC are placed in a double math courses in order to review skills necessary to pass the EOC.

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

Career and Technical Education program (3 to 4 sequential courses in one area) is the opportunity to obtain industry certificates. The following is a list of some of the industry certifications that can be achieved when completing a CTE program:
1. Autodesk – AutoCAD

2. Photoshop
3. Web Design and Digital 1-4
4. Food Preparation
5. Child Care 1-5
6. Nutrition and Wellness
7. Interior Design 1-4
8. Culinary Arts 1-4
9. Modeling and Simulation 1-3
10.Robotics
11. Computer Programing 1-4
12. ROTC 1-4
13. OJT
14. TV Productions

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

Senior English and math course placement are partially determined by College Ready scores on ACT/SAT/PERT in the junior year. Senior students will have the opportunity to take the SAT at no cost during the school day. This opportunity will be provided twice during the school year in October and March.

Several Industry certifications are now available to students. (See list above)

Through the Dual Enrollment program, the school works closely with the local colleges and university for students to take classes on its campuses. Students also have the opportunity to take one class titled Life and Career Planning, which will be taught by a dual employee on our campus.

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.

Any student who does not have an ACT or SAT demonstrating college-readiness are given the PERT assessment. Students who don't demonstrate college-ready skills on this assessment are placed in senior English and math classes specifically designed to teach these needed skills.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.   Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and satisfaction achievement in Science and Social Studies.

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. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and satisfaction achievement in Science and Social Studies. `1a`

🔑 G086280

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	68.0
Bio I EOC Pass	87.0
FSA ELA Achievement	78.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Gains	62.0
Math Lowest 25% Gains	64.0
U.S. History EOC Pass	90.0
5Es Score: Ambitious Instruction	70.0

Targeted Barriers to Achieving the Goal `3`

- Math barriers 1. Curriculum is dense and time restrictive with new Florida Standards and EOC. 2. Support facilitated classrooms all need to be supported by teachers with a math background. 3. Results from the 2015-2016 EOC arrived after Master Schedule was set in place. This is less than ideal for student placement purposes. 4. New teachers in critical needs areas.

- Science barriers 1. Too many lower performing students in a given class. 2. Proper time scheduling of lower performing students. 3. Cooperatively co-teaching between regular education teachers and support facilitation teachers.

- ELA/Reading barriers 1. Parental decision to opt out students from reading classes reducing the amount of practices and strategies for the student to successfully pass the FSA. Tenth grade ESE students can receive FSA waiver after taking the FSA once. 2. Continue to provide all English, Reading and Support Facilitator teachers teaching FSA assessment courses on the calculation of learning gains. 3. Teachers will share data with students and the students will track their data.

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

- Math Resources 1. Computer labs for skills remediation using Khan Academy and ALEKS in Liberal Arts 1 and 2 2. Class sets of Texas Instruments Calculators 3. Teacher led after school tutoring available 4. Team/partner quizzes 5. Test corrections and remediation 6. Utilization of instructional coaches.

- Science Resources: The science goal will help students increase science proficiency and learning gains as measured on Biology 1 EOC. 1. Evenly distribute 10th grade/ESE/At-risk students across sections and teachers. Limit the numbers of these students in one class to 10 or fewer, when possible. 2. Schedule lower performing students into morning classes (Pre-Bio), when possible. 3. The regular education teacher and the support facilitation teacher will work cooperatively in more of a co-teaching atmosphere that supports literacy strategies in the content area.

- ELA/Reading Resources: the Reading department will increase the number of students earning proficiency (Level 3 or above) on the FSA. The department will also increase the number of

students in the lowest quartile making learning gains. 1. Utilize data from FSA and other progress data to guide instruction. 2. Analyze student data to identify strengths and weaknesses individually and whole group. 3. Differentiate instruction based on student needs. 4. Collaborate on instruction, use of strategies, assessment, and data in our PLCs. 5. Incorporate critical thinking, writing and cooperative learning into instruction. 6. Create common formative and summative assessment. 7. Incorporate Marzano's High Yield Strategies 8. Celebrate student success.

Plan to Monitor Progress Toward G1. `8`

Student data will also be reviewed after 9 weeks common assessment, as well as evaluated after the EOC scores are received.

Person Responsible
Jesse Walker

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Teacher observations by department supervisor, EOC scores, and Math Coach strategies

Plan to Monitor Progress Toward G1. `8`

Student data will be examined after the 9-weeks exams are completed to determine if they are acquiring textbook knowledge.

Person Responsible
Christy Bryce

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Quiz, formative and summative assessment and the EOC scores.

Plan to Monitor Progress Toward G1. `8`

Student data will be evaluated after formative/summative assessment, PMA and FSA scores are received. Differentiate instruction based on student needs.

Person Responsible
Gisela Cotto

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Quiz/test scores during the year, PMA scores, teacher observations by department supervisor, FSA scores

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. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and satisfaction achievement in Science and Social Studies. `1`

🔑 G086280

G1.B1 Math barriers 1. Curriculum is dense and time restrictive with new Florida Standards and EOC. 2. Support facilitated classrooms all need to be supported by teachers with a math background. 3. Results from the 2015-2016 EOC arrived after Master Schedule was set in place. This is less than ideal for student placement purposes. 4. New teachers in critical needs areas. `2`

🔑 B229250

G1.B1.S1 Provide School Accountability Learning Gains Calculation In-service; 2015-16 Data Analysis; Hire Certified Math Instructional Coach; Administrative Support; Professional Development `4`

🔑 S241757

Strategy Rationale

The rationale is to add strategies for increasing learning gains and tracking students who need additional help on the EOC.

Action Step 1 `5`

Hire a certified math instructional coach with emphasis on co-teaching alongside specific teachers with the lowest learning gains in EOC courses.

Person Responsible

Jesse Walker

Schedule

On 5/26/2017

Evidence of Completion

1. The coach should have proven teaching experience with data indicating the ability to increase learning gains of lower quartile as well as all students in EOC Courses – Algebra 1, Geometry, and Algebra 2. 2. The coach will conduct demonstration lessons to ensure that all EOC teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

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

The coach will meet weekly with the assistant principal to review benchmarks and established data points to assess student progress towards established instructional goals. These strategies will be provided to math teachers.

Person Responsible

Jesse Walker

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

1. The coach will serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students. 2. The coach will assist teachers in pacing for instruction.

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

The coach will work alongside the teachers to create and administer Pre/Post mini assessments for each targeted strand.

Person Responsible

Jesse Walker

Schedule

Biweekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Pre/Post mini assessments scores, EOC results

G1.B2 Science barriers 1. Too many lower performing students in a given class. 2. Proper time scheduling of lower performing students. 3. Cooperatively co-teaching between regular education teachers and support facilitation teachers. 2

🔑 B229251

G1.B2.S1 The Instructional Coaches will provide content literacy strategies for teachers to help students with difficulties in reading the Biology textbook. Regular education teachers and support facilitators to co-teach. 4

🔑 S241758

Strategy Rationale

The rationale is to allow the regular and support facilitator teachers to learn new/improved strategies to assist students with easily using the textbook, which will allow students to improve their literary skills.

Action Step 1 5

Instructional coaches to provide content literacy strategies to teachers, which will help students lessen the difficulties in reading the Biology textbook.

Person Responsible

Christy Bryce

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, students work demonstrating textbook knowledge.

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

The regular education teacher and the support facilitation teacher will work cooperatively in a co-teaching atmosphere that supports literacy strategies in the content area.

Person Responsible

Christy Bryce

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quizzes/test scores

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

Coaches to assist the regular education teachers and support facilitators in helping students read biology textbook

Person Responsible

Christy Bryce

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quiz scores, FSA scores

G1.B3 ELA/Reading barriers 1. Parental decision to opt out students from reading classes reducing the amount of practices and strategies for the student to successfully pass the FSA. Tenth grade ESE students can receive FSA waiver after taking the FSA once. 2. Continue to provide all English, Reading and Support Facilitator teachers teaching FSA assessment courses on the calculation of learning gains. 3. Teachers will share data with students and the students will track their data. `2`

🔑 B229252

G1.B3.S1 Provide School Accountability Learning Gains Calculation In-service. `4`

🔑 S241759

Strategy Rationale

The training will provide teachers the tool needed to share and dual track the student's data, to aid students in earning proficiency on the FSA

Action Step 1 `5`

The action plan is to increase student earning proficiency on the FSA and increase the number of students in the lowest quartile making learning gains.

Person Responsible

Gisela Cotto

Schedule

On 5/26/2017

Evidence of Completion

FSA scores

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administrative classroom visitations, teachers participation in PLCs, review and analyze data.

Person Responsible

Gisela Cotto

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Formative assessments, training with the SCPS Secondary ELA/Writing Specialists, FSA scores

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administrative classroom visitations, instructional round system for FSA teachers to observe other teachers within their PLCs

Person Responsible

Gisela Cotto

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Instructional coaches feedback, FSA 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					
G1.MA1 M322549	Student data will also be reviewed after 9 weeks common assessment, as well as evaluated after the...	Walker, Jesse	8/10/2016	Teacher observations by department supervisor, EOC scores, and Math Coach strategies	5/26/2017 quarterly
G1.MA2 M322550	Student data will be examined after the 9-weeks exams are completed to determine if they are...	Bryce, Christy	8/10/2016	Quiz, formative and summative assessment and the EOC scores.	5/26/2017 quarterly
G1.MA3 M322551	Student data will be evaluated after formative/summative assessment, PMA and FSA scores are...	Cotto, Gisela	8/10/2016	Quiz/test scores during the year, PMA scores, teacher observations by department supervisor, FSA scores	5/26/2017 quarterly
G1.B1.S1.MA1 M322543	The coach will work alongside the teachers to create and administer Pre/Post mini assessments for...	Walker, Jesse	10/3/2016	Pre/Post mini assessments scores, EOC results	5/26/2017 biweekly
G1.B1.S1.MA1 M322544	The coach will meet weekly with the assistant principal to review benchmarks and established data...	Walker, Jesse	10/3/2016	1. The coach will serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students. 2. The coach will assist teachers in pacing for instruction.	5/26/2017 monthly
G1.B1.S1.A1 A312902	Hire a certified math instructional coach with emphasis on co-teaching alongside specific teachers...	Walker, Jesse	10/3/2016	1. The coach should have proven teaching experience with data indicating the ability to increase learning gains of lower quartile as well as all students in EOC Courses – Algebra 1, Geometry, and Algebra 2. 2. The coach will conduct demonstration lessons to ensure that all EOC teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.	5/26/2017 one-time
G1.B2.S1.MA1 M322545	Coaches to assist the regular education teachers and support facilitators in helping students read...	Bryce, Christy	8/10/2016	Quiz scores, FSA scores	5/26/2017 biweekly
G1.B2.S1.MA1 M322546	The regular education teacher and the support facilitation teacher will work cooperatively in a...	Bryce, Christy	8/10/2016	Quizzes/test scores	5/26/2017 daily
G1.B2.S1.A1 A312903	Instructional coaches to provide content literacy strategies to teachers, which will help students...	Bryce, Christy	8/10/2016	Lesson plans, students work demonstrating textbook knowledge.	5/26/2017 biweekly
G1.B3.S1.MA1 M322547	Administrative classroom visitations, instructional round system for FSA teachers to observe other...	Cotto, Gisela	8/10/2016	Instructional coaches feedback, FSA scores	5/26/2017 monthly
G1.B3.S1.MA1 M322548	Administrative classroom visitations, teachers participation in PLCs, review and analyze data.	Cotto, Gisela	8/10/2016	Formative assessments, training with the SCPS Secondary ELA/Writing Specialists, FSA scores	5/26/2017 monthly
G1.B3.S1.A1 A312904	The action plan is to increase student earning proficiency on the FSA and increase the number of...	Cotto, Gisela	8/10/2016	FSA scores	5/26/2017 one-time

V. Professional Development Opportunities

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

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	Hire a certified math instructional coach with emphasis on co-teaching alongside specific teachers with the lowest learning gains in EOC courses.	$0.00
2	G1.B2.S1.A1	Instructional coaches to provide content literacy strategies to teachers, which will help students lessen the difficulties in reading the Biology textbook.	$0.00
3	G1.B3.S1.A1	The action plan is to increase student earning proficiency on the FSA and increase the number of students in the lowest quartile making learning gains.	$0.00
		Total:	$0.00