

Duval County Public Schools

Duncan U. Fletcher High School



2016-17 Schoolwide Improvement Plan

Duncan U. Fletcher High School

700 SEAGATE AVE, Neptune Beach, FL 32266

<http://www.duvalschools.org/fhs>

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	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	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 was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 Duncan U. Fletcher 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.

Fletcher High School will provide educational excellence in every classroom, for every student, every day.

b. Provide the school's vision statement.

Fletcher High School will inspire and prepare every student for success in college or a career, and life.

2. School Environment

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

Fletcher High is a very diverse school with a diverse population of teachers and students. Fletcher offers a variety of different clubs, organizations and activities to meet the needs of our students. Our teachers also sponsor many of those sports, clubs, activities, and organizations based on students' interest. School counselors and administrators also work to develop relationships and guide students through various social and academic needs. The students and staff also participate in Challenge Day where students build empathy and ignite a movement of compassion and positive change. Fletcher has been a model for several schools with the implementation of Challenge Day.

The perceptions of teachers, students, and parents regarding school culture and environment are assessed using the Gallup and TNTP survey instruments. This feedback provides direction for strengthening specific areas of the school culture and environment.

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

Fletcher has a strong school culture team which involves the entire school. Throughout the day security, administrators, and other staff are strategically placed throughout the school to assist in making sure students feel safe. All teachers stand at the doorway to greet students before each class. Each student participates in a grade specific orientation at the beginning of the year. The school also has peer counseling classes and a restorative justice program. The restorative justice program trains students to mediate different student issues that may arise during the school year. The administrators have an open door policy and school counselors who are dedicated to their students. The school also has a partnership with the Beaches Resource Center which provides free counseling for students in need. According to our Gallup poll, the students feel safe at school.

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.

Teachers establish rituals and routines for their class at the beginning of the year. Each teacher is given lesson plans that they will use to teach school wide rituals and routines at the beginning of each semester. During the first week of school, we hold grade level assemblies for the entire school to go over the Student Code of Conduct and the expectations for Fletcher High. The grade level

assemblies are facilitated by the administrators and the dean of discipline. We have assigned an administrator over each grade level at the beginning of the year. This will allow our admin staff to monitor and create strategies for individual students in a timely manner. The administrative staff will meet weekly with the school leadership team to strategize around specific students showing warning signs. We have also installed a new electronic tardy system that was suggested through our Shared Decision Making Team. We also developed a positive behavior plan to ensure we are focused on rewarding students for positive 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.

At Fletcher High School, we pride ourselves on being student-friendly and keeping student interests as a top priority. The school has a partnership with the Beaches Resource Center which provides free counseling for students in need. We also have peer counseling as well as volunteer mentors. We have also established a relationship with the military to assist the military families called Club Beyond. We have an EESS liaison that will assist in helping us meet the needs of our ESE population. We also participate in Take Stock In Children which provides mentors for our student population. The Gallup survey reports the level of hopefulness and engagement based on student responses to survey questions. We use that data to enhance our existing programs.

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.

The attendance clerk works with the truancy officer and staff to monitor absences and meet with students and their families. The teachers also make phone calls home when students miss 2 or more consecutive days. Counselors review grades to make sure students recover failing grades immediately. Teachers constantly track formative assessments and remediate prior to the end of grading period.

Early Warning Indicators;

- * Students with attendance below 90 percent
- * One or more suspensions
- * Grades in English and Mathematics
- * Students scoring Level 1 on a statewide standardized assessment
- * Achieve 3000 scores for ELA teachers

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	0	37	63	47	45	192
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	148	167	154	469
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	13	60	57	13	143
Students scoring below avg. on Achieve 3000	0	0	0	0	0	0	0	0	0	0	91	126	162	50	429

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	60	87	59	46	252	

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

Students are assigned a mentor when needed. We have a reading coach that will assist in providing reading support. ESE and counselors provide support to identified students as needed. We provide tutoring before and after school for all students. There are positive reward systems for academic performance. We provide automated phone calls home whenever necessary. Each administrator is responsible for checking grades for their specific grade levels. The dean of discipline also monitors students discipline records for red flags.

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

Improve parent involvement in school related functions and activities both during the school day and outside of regular school hours. Our Volunteer Coordinator has created several notebooks focused on different areas of volunteerism to better monitor parent and community involvement. During student orientation and Open House, by School Messenger, on the school website, and through the PTSA e-mail blast, parents are informed about different ways to participate and become involved at Fletcher High School. Parents are encouraged to use our grade portal (FOCUS) and we provide passwords during Open House and upon request throughout the year.

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.

We establish partnerships through SAC and PTSA. There is a partnership with the Beaches oversight committee that provides financial assistance with school initiatives. The school has a partnership with Take Stock in Children that provides mentors for students. There is also a partnership with the military that provides counselors to assist with military families. We also have numerous volunteers as well as other businesses that donate supplies, funds, and other resources. Our athletic director developed a multi-tiered support package for our athletic business partners, who are involved at varying levels both financially and through volunteer hours. We have an administrator that coordinates all of our volunteer assistance. .

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
Ledford, James Dean	Principal
Franklin, Jeremy	Assistant Principal
Stcherbinine, Angela	Assistant Principal
Reed, Christine	Other
Taber, Megan	Instructional Coach
Hayes, Mary	Dean
Christensen, Cara	Instructional Coach
Archon, Kristen	Assistant Principal

b. Duties

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

* Principal – Dean Ledford - Establishes a school-wide vision and mission. Personally heads up the Mathematics Department, Performing Arts, Business and World Language Departments. Mr. Ledford serves on the Shared Decision Making Committee, SAC, PTSA, and Area Advisory Council. The principal oversees the 9th grade class along with all security and coverage of school events.

* Assistant Principal – Kristin Archon - heads up the Social Studies Department, serves as the school's curriculum manager as well as oversees the EESS department. Mr. Archon also serves as the lead for Fletcher High School's AICE program as well as our acceleration rate.

* Assistant Principal – Jeremy Franklin - Heads up the Science department along with physical education, and Graduation Rate. Mr. Franklin is over facilities along with our graduation rate.

* Assistant Principal – Angela Stcherbinine - Heads the English and Reading Department. She also oversees all textbooks along with serves as the leader for our Reading Coaches.

* Dean of Students - Mary Hayes-Herring - serves as our Dean of students and implements our positive behavior plan.

* Testing Coordinator - Christine Reed - Oversees our testing throughout the school year

* Reading Coaches - Megan Taber and Sara Christensen - Servers as a resource for our ELA and Reading Teachers. Our reading coaches also serves as mentors and classroom models for our entire faculty.

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.

Fletcher High School uses Professional Learning Communities where teachers design common assessments and analyze the data based on those specific assessments. This format gives teachers the opportunity to create specific assessments that are aligned to the content with sufficient rigor. During PLC meetings teachers will identify students in need of Tier 2 or Tier 3 instruction based on

data along with analysis of specific lesson deliveries to ensure those Tier 2 strategies are implemented.

Fletcher's theme this year is to "Compete". Fletcher has several competitions throughout the year with incentives for students. Fletcher has an A/B Honor Roll luncheon each quarter along with an "A" luncheon each quarter where students are taken off campus for lunch.

Resources for these competitions vary among community partners are internal funds. All of our strategies are reviewed weekly at our Leadership meetings to ensure implementation is occurring. The agenda for those meetings has several standing agenda items that are systematically used to enhance our overall strategies.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dean Ledford	Principal
Rob Schantz	Parent
Elizabeth Schantz	Parent
Linda Trinidad	Parent
John Snyder	Parent
Janet Ramdass	Parent
Aimee Porterfield	Parent
Elizabeth Otterbein	Parent
Amy Palmer	Parent
Wendy Manasco	Business/Community
Tara Budd	Parent
Jana Colbert	Parent
Jeremy Franklin	Education Support Employee
Aakilah Strappy	Student
Wanda Ware	Teacher

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 committee was presented with the overall data from the 2015/2016 school year. The committee then discussed the strategies from last year's plan and how it effected the overall outcome of the 15/16 school year.

b. Development of this school improvement plan

The SAC committee was presented a draft of the SIP during our September meeting. The SAC committee discussed the overall goals and strategies of the plan and offered areas in which they felt the committee could assist.

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

The use of school improvement funds is reviewed by a subcommittee and recommended to the entire committee for full funding, partial funding, or no funding of the request, which is made in writing by the teacher or staff member requesting funding. Their request must include the way in which the funding will directly support the School Improvement Plan.

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

The SAC approved \$3500 dollars towards challenge day. This directly impacts our Goals around providing a safe school environment. Funds were also allocated around elective classes to ensure we teach the whole child. We also assisted with tutoring and testing with SAC funds. This directly impacted our overall goals of student increasing student achievement.

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
Stcherbinine, Angela	Assistant Principal
Snell, Ashley	Teacher, K-12
Christensen, Cara	Instructional Coach
Taber, Megan	Instructional Coach
Murrell, Sherry	Teacher, K-12
Ledford, James Dean	Principal

b. Duties

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

1. The continued professional development and monitoring of the visual and printed literacy strategies in all classrooms.
2. The continued professional development and monitoring of the use of Annotation Strategies as they are related to short prompts and extended informational texts across all disciplines.
3. The professional development, implementation and monitoring of Argumentation across all disciplines, with specific focus in ELA, Social Studies, and Sciences.
4. Visual Literacy strategies used to support new technology initiatives and support student understanding across all curriculum.

The major initiative of the LLT for this school year is the integration of literacy strategies throughout the curriculum to support elevated reading and writing. All teachers are responsible for teaching literacy strategies embedded within the curriculum of their classes. Administrators will also monitor during PLC meetings held on Early Dismissal days and during common planning.

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.

The administration team begins by asking teachers what they would like to teach. The school participates in professional learning communities (PLC). The master schedule was designed to allow common planning for teachers based on the subject they are teaching. Teachers are required to meet once a week as a group during common planning, based on the classes each teacher is assigned. Most areas meet as a group, then separate to the individual subject areas. The school has additional time for collaborative planning during early release. Teachers are allowed TDE for training. The teachers participate in cross curriculum planning and the reading coach supports science and social studies. The school also receives regular visits from content district specialists that provide support.

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

1. On-going professional development through planning periods, early release, faculty meetings and quarterly instructional days.

Person Responsible: Administrative and Academic Coaching Staff

2. Full-time instructional coaching staff to support and assist teachers in honing their craft.

Person Responsible: Principal and Assistant Principal

3. All teachers participating in the Mentor Induction of Novice Teachers program or those new to FHS are assigned mentors.

Person Responsible: Professional Development Facilitator

4. The school's leadership actively encourages more teachers to become CET trained in order to increase the number of mentors available in each subject area.

5. Each new teacher is assigned a mentor to assist all new teachers and even experienced teachers new to FHS.

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

The purpose of the DCPS Mentoring and Induction for Novice Teacher (MINT) program is to increase student learning by providing supervised support services for teachers during their first years of teaching, to assist in the continuance of their professional development, and to meet the requirements of Florida Statute 1012.56 (6)(f) and (8)(b). The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

At Fletcher the PDF matches CET teachers with new teachers in the MINT program based on consultation with the department head, job and grade similarities, as well as close physical proximity. The rationale is that best practices indicate that new teachers who receive 60-90 minutes of mentor interaction per week are 40% more likely to remain in education, so with our overburdened schedules, it seems the best use of limited resources to match people who are nearby and teaching the same subject and similar populations of students.

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.

FHS uses district approved curriculum guides based on Florida Standards. We utilize data from observations and evaluations under the CAST system. We also utilize a data base called Performance Matters to provide targeted and differentiated instruction. Teachers also participate in common planning sessions and professional learning community sessions where they read and apply new knowledge of the standards to their lesson planning process.

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.

Teachers work in their PLCs to analyze data and plan lessons according to individual academic needs. All teachers have been trained on how to utilize Performance Matters (new data based system implemented by the district this year). Students are strategically placed into classes based on a variety of data sources. Teachers also provide immediate remediation when necessary. Teachers have been trained and utilize RTI to provide differentiated lessons.

The enrichment classes students are strategically placed in concentrate on the specific skills deficit of each student. These students work on those specific needs throughout the year in order to better perform on the state assessments.

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: 5,490

All Core Classes - Students can receive tutoring every Tuesday and Thursday in Math, Science, ELA, and Social Sciences from 2:30 to 4:00. We also offer specific tutoring sessions around state and national assessments.

Strategy Rationale

To increase the students' success rate on their classroom and assessment performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Murrell, Sherry, murrells@duvalschools.org

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

Attendance is kept at all after school activities. These students are monitored regarding their academic success as well as their test scores.

Strategy: Summer Program

Minutes added to school year: 1,200

Opportunity for seniors that did not graduate for one of two reasons. One, the student needs two credits or less and/or a student needs a concordant score on the ACT/SAT. Students enroll in a blended computer supported course or receive assistance as they prepare for the last ACT/SAT of the year.

Strategy Rationale

Increase graduation rate

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Franklin, Jeremy , franklinj3@duvalschools.org

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

Students completion rate and grades will be monitored. Daily attendance will be taken.

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.

FHS provides middle school registration for students at our feeder schools by our counselors. They present a PowerPoint to the students on the classes they may take, credits they need and what to expect in high school before completing the course selection request. The school provides an 8th grade student/parent night as well as an 8th grade breakfast for incoming freshman during the spring semester of their 8th grade year. We also have an orientation for incoming students.

Counselors are vital to the success of our students. They go into freshman classes to provide help sessions on a variety of topics such as bullying. The Counselors also play a pivotal role in preparing seniors for their next phase in life, whether it be military, work or college. They sit with each senior individually to discuss their post graduation options as well as provide them with resources for their next step in life.

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.

The guidance department meets with every student in grades 9-12 to make sure that their schedules not only meet state guidelines but are also filled with courses that interest the students. Also, they have conversations with the students about their goals and aspirations and help them in determining the path they can take that can give them the best opportunity with courses that the student finds meaningful. We have a dedicated counselor for freshman and our AICE program. All of the other students are divided by last name and are able to establish a relationship with their counselor

because they will have the same counselor throughout their tenure at FHS beginning their 10th grade year.

We are in the beginning stages of a partnership with VyStar Credit Union. We will implement the VyStar Business of Finance academy at Fletcher HS. This academy includes courses throughout a student's tenure at Fletcher HS and will include a VyStar Branch on campus where our students will receive hands on training in the financial business community.

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

Fletcher is working towards making sure that students see relevance in every course that they take. We currently offer career and technical education programs in the following areas: Digital Media and Web Design. Both programs integrate several subjects and offer insight for the students into future careers.

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

Based upon the data, Fletcher High School consistently scores above the district & state average for graduates scoring a 3 or higher on the FCAT Reading & Math.

Strategies to improve student readiness for the post-secondary level:

- * Students are encouraged to apply for the AICE program during their 8th grade year
- Students & parents are encouraged to enroll in honors & advanced courses by the administration, guidance counselors & teachers.
- Students who choose to “opt-out” of advanced placement courses (after being scheduled into the courses) have to:
 - The parents are to contact the AP teacher to discuss the student potential & issues.
 - The parents must sign a waiver agreeing to the course change
 - The student & the parents must meet with the principal before the course change is made.
- The school offers 26 Advanced Placement courses & 12 Dual Enrollment courses.
- The school offers to pay the testing fee for any grade 11 students who are interested in taking the PSAT.
- The teachers have included in their opening of school lessons the advantages of applying for Free/Reduced Lunch status for students who are eligible. This opportunity encourages students to take the SAT/ACT & apply to colleges because the fees could be waived.
- Guidance counselors, at the start of the year, go into classes and promote students to use FACTS.ORG & the advantages of taking the SAT/ACT/ASVAB tests.
- The school schedules a testing day and has all grade 12 students take the ASVAB.
- The school consistently has colleges and universities visit and meet with interested students during the school day.

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.

We offer SAT/ACT prep classes for students that have been identified as not being PSR ready. We also offer PERT and PSAT for students. Students who have not passed the FCAT in reading are given additional reading support through an enrichment class. Students are encouraged to become PSR and receive incentives such as discounted parking passes. We also have college visits. We receive regular visits from the Armed Forces who reiterate what is needed to join the military. We have an administrator and teacher who are designed to work with the at-risk population. These students are discussed during leadership meetings and provided a mentor.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Fletcher High School builds a positive, learning-focused community by creating a competitive learning environment then overall proficiency will increase.
- G2.** If Fletcher High School ensures excellent instruction occurs in all classrooms by creating a common vision for all stakeholders, then overall learning gains will increase.

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. If Fletcher High School builds a positive, learning-focused community by creating a competitive learning environment then overall proficiency will increase. 1a

G086604

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- There was not a consistency with approaching issues with students rather academically or otherwise.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students have numerous opportunities to get involved in a variety of student clubs.
- The ISSP program has been revamped with an emphasis on a positive reward system through the use of peer counseling.
- There is a great sense of pride and ownership from the faculty as well as the parent/guardian with FHS.
- We have a great partnership with Take Stock in Children to assist students in need and assist in focusing on the "good".
- The school has added approximately 5 laptop carts to the school inventory.
- The school recently completed the high density wifi renovation program.
- There has been a new addition to the administrative team with fresh ideas and a new competitive spirit.
- ATOSS has relocated and caused students to no longer see it as a good thing but rather something to avoid.

Plan to Monitor Progress Toward G1. 8

Principal will review overall teacher and district assessment data with the administration team during the leadership meetings to determine effectiveness in each classroom.

Person Responsible

James Dean Ledford

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

school data, leadership agendas, coach's logs,

G2. If Fletcher High School ensures excellent instruction occurs in all classrooms by creating a common vision for all stakeholders, then overall learning gains will increase. 1a

G086605

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	58.0
Math Gains	42.0

Targeted Barriers to Achieving the Goal 3

- There was no uniform consistency in assessments among teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- New District curriculum and text books that address student discourse and rigor.
- FHS received an additional reading coach.
- The master schedule allows additional time for Professional Development, and Common Planning
- FHS received additional technology support through high density wifi and laptop carts.
- Additional training for performance matters and IReady.
- Summer program for students lacking 2 or less credits as well as students needing a concordant score on the SAT/ACT.

Plan to Monitor Progress Toward G2. 8

Principal will review district and teacher assessments with the administrative team weekly to ensure overall student achievement is moving towards our set targets.

Person Responsible

James Dean Ledford

Schedule

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

Evidence of Completion

Increases in student data, admin meeting agendas, PLC agendas,

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. If Fletcher High School builds a positive, learning-focused community by creating a competitive learning environment then overall proficiency will increase. **1**

 G086604

G1.B8 There was not a consistency with approaching issues with students rather academically or otherwise. **2**

 B230167

G1.B8.S1 Teachers will identify and assist students needing tier 2 or 3 support. **4**

 S242805

Strategy Rationale

By identifying students needing tier 2 or 3 support; faculty and staff are able to provide the necessary support to recover students immediately and increase proficiency in all areas.

Action Step 1 **5**

Administrators along with Academic Coaches will work with teachers around their instructional framework and lesson planning to implement strategies around Tier 2 instruction.

Person Responsible

James Dean Ledford

Schedule

Biweekly, from 8/31/2016 to 6/30/2017

Evidence of Completion

During administration and leadership meetings all members will discuss the current status of this implementation and that information will be recorded in the Administration and Leadership Meeting minutes.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Teachers will review data with academic coaches and administration to monitor progress with tier 2 instructional strategies.

Person Responsible

Megan Taber

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

PLC agendas, lesson plans, data chats, coaches logs,

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

PLC's will review data for effectiveness to determine what support is needed for each individual teacher.

Person Responsible

Kristen Archon

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC agendas, lesson plans, data chats

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

PLC's will review data for effectiveness to determine what support is needed for each individual teacher.

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC agendas, lesson plans, data chats

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

PLC's will review data for effectiveness to determine what support is needed for each individual teacher.

Person Responsible

Angela Stcherbinine

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC agendas, lesson plans, data chats

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

PLC's will review data for effectiveness to determine what support is needed for each individual teacher.

Person Responsible

James Dean Ledford

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC agendas, lesson plans, data chats

G2. If Fletcher High School ensures excellent instruction occurs in all classrooms by creating a common vision for all stakeholders, then overall learning gains will increase. 1

G086605

G2.B2 There was no uniform consistency in assessments among teachers. 2

B230169

G2.B2.S1 Teachers will use common assessments with fidelity to measure student progress. 4

S242807

Strategy Rationale

There was no way to effectively monitor student progress because we were not comparing the same data.

Action Step 1 5

Teachers will create unpack standards and create common assessments along with review data and strategies during their common planning time.

Person Responsible

James Dean Ledford

Schedule

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

Evidence of Completion

Common assessments, data chats, PLC agendas, Coach's logs

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

Administration will meet with each department during their common planning time and play and active role in creating agendas that will support the overall strategy.

Person Responsible

James Dean Ledford

Schedule

Monthly, from 8/31/2016 to 9/9/2016

Evidence of Completion

PLC agendas and minutes.

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

Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching strategies.

Person Responsible

Kristen Archon

Schedule

Weekly, from 8/22/2016 to 9/9/2016

Evidence of Completion

PLC agenda, data, common assessments lesson plans

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

Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching strategies.

Person Responsible

Angela Stcherbinine

Schedule

On 9/9/2016

Evidence of Completion

PLC agenda, data, common assessments lesson plans

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

Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching strategies.

Person Responsible

Jeremy Franklin

Schedule

On 9/9/2016

Evidence of Completion

PLC agenda, data, common assessments lesson plans

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

Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching strategies.

Person Responsible

Jeremy Franklin















Schedule

On 9/9/2016

Evidence of Completion

PLC agenda, data, common assessments lesson plans

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.B2.S1.MA1  M324889	Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching...	Archon, Kristen	8/22/2016	PLC agenda, data, common assessments lesson plans	9/9/2016 weekly
G2.B2.S1.MA3  M324890	Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching...	Stcherbinine, Angela	9/9/2016	PLC agenda, data, common assessments lesson plans	9/9/2016 one-time
G2.B2.S1.MA4  M324891	Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching...	Franklin, Jeremy	9/9/2016	PLC agenda, data, common assessments lesson plans	9/9/2016 one-time
G2.B2.S1.MA5  M324892	Teachers will meet during their weekly PLC's to discuss common assessments, data, and teaching...	Franklin, Jeremy	9/9/2016	PLC agenda, data, common assessments lesson plans	9/9/2016 one-time
G2.B2.S1.MA1  M324893	Administration will meet with each department during their common planning time and play and active...	Ledford, James Dean	8/31/2016	PLC agendas and minutes.	9/9/2016 monthly
G1.MA1  M324888	Principal will review overall teacher and district assessment data with the administration team...	Ledford, James Dean	8/22/2016	school data, leadership agendas, coach's logs,	5/31/2017 weekly
G2.MA1  M324900	Principal will review district and teacher assessments with the administrative team weekly to...	Ledford, James Dean	9/9/2016	Increases in student data, admin meeting agendas, PLC agendas,	5/31/2017 weekly
G1.B8.S1.MA1  M324883	PLC's will review data for effectiveness to determine what support is needed for each individual...	Archon, Kristen	8/22/2016	PLC agendas, lesson plans, data chats	5/31/2017 weekly
G1.B8.S1.MA3  M324884	PLC's will review data for effectiveness to determine what support is needed for each individual...	Franklin, Jeremy	8/22/2016	PLC agendas, lesson plans, data chats	5/31/2017 weekly
G1.B8.S1.MA4  M324885	PLC's will review data for effectiveness to determine what support is needed for each individual...	Stcherbinine, Angela	8/22/2016	PLC agendas, lesson plans, data chats	5/31/2017 weekly
G1.B8.S1.MA5  M324886	PLC's will review data for effectiveness to determine what support is needed for each individual...	Ledford, James Dean	8/22/2016	PLC agendas, lesson plans, data chats	5/31/2017 weekly
G1.B8.S1.MA1  M324887	Teachers will review data with academic coaches and administration to monitor progress with tier 2...	Taber, Megan	8/29/2016	PLC agendas, lesson plans, data chats, coaches logs,	5/31/2017 biweekly
G2.B2.S1.A1  A314202	Teachers will create unpack standards and create common assessments along with review data and...	Ledford, James Dean	8/15/2016	Common assessments, data chats, PLC agendas, Coach's logs	5/31/2017 weekly
G1.B8.S1.A1  A314201	Administrators along with Academic Coaches will work with teachers around their instructional...	Ledford, James Dean	8/31/2016	During administration and leadership meetings all members will discuss the current status of this implementation and that information will be recorded in the Administration and Leadership Meeting minutes.	6/30/2017 biweekly

V. Professional Development Opportunities

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

G1. If Fletcher High School builds a positive, learning-focused community by creating a competitive learning environment then overall proficiency will increase.

G1.B8 There was not a consistency with approaching issues with students rather academically or otherwise.

G1.B8.S1 Teachers will identify and assist students needing tier 2 or 3 support.

PD Opportunity 1

Administrators along with Academic Coaches will work with teachers around their instructional framework and lesson planning to implement strategies around Tier 2 instruction.

Facilitator

Reading Coaches, District Coaches, Administrators

Participants

All Teachers

Schedule

Biweekly, from 8/31/2016 to 6/30/2017

G2. If Fletcher High School ensures excellent instruction occurs in all classrooms by creating a common vision for all stakeholders, then overall learning gains will increase.

G2.B2 There was no uniform consistency in assessments among teachers.

G2.B2.S1 Teachers will use common assessments with fidelity to measure student progress.

PD Opportunity 1

Teachers will create unpack standards and create common assessments along with review data and strategies during their common planning time.

Facilitator

Administrative and Academic Coaching Staff

Participants

All Teachers

Schedule

Weekly, from 8/15/2016 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.B8.S1.A1	Administrators along with Academic Coaches will work with teachers around their instructional framework and lesson planning to implement strategies around Tier 2 instruction.	\$0.00
2	G2.B2.S1.A1	Teachers will create unpack standards and create common assessments along with review data and strategies during their common planning time.	\$0.00
Total:			\$0.00