Polk County Public Schools

George W. Jenkins Senior High

2017-18 Schoolwide Improvement Plan

George W. Jenkins Senior High

6000 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

http://schools.polk-fl.net/gjhs

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Polk 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for George W. Jenkins Senior High

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is that each student is prompt, polite, and prepared.

b. Provide the school's vision statement.

Our vision is that each student will graduate with the skills necessary to be successful in college or in a career.

2. School Environment

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

George Jenkins has a number of clubs and organizations that are student led and sponsored by a staff member. These clubs and organizations encompass a wide range of interests and enable all students an opportunity to find a peer group and staff member that they can relate to and build a relationship with. Also, students' families are invited to multiple school functions per year that are advertised widely across the community. All of our staff make an appearance at these events and are diligent in communicating and familiarizing themselves with these families.

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

Our staff has an established rotation of duty assignments that ensure no area of campus is left unsupervised before school, in between classes, or after school. Our teachers are instructed to interact with the students that are in their duty area and maintain an awareness of what is going on around campus. They report any issues that may be developing to an administrator so that they may be dealt with in a proactive manner. Also, our administration is visible during the school day in between classes, during class, and before and after 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.

At the beginning of each school year, our staff engages in a rotation of school-led professional development. One phase of this rotation is focused on discipline. In this training, our administration reviews our school's discipline policies and procedures, ensuring that all teachers are informed and enact consistent discipline procedures throughout the school. We utilize a choice room that teachers can send students to for minor discipline issues, ensuring that the learning process is not disrupted by tardy students and/or disruptive classroom behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our guidance counselors are consistently available for any student who needs social-emotional support. They are visible at school functions and take an active role in the development of the students that they are charged with. George Jenkins has a School Resource Deputy who is also available to meet with students in need and refer them to any services that may be needed. Teachers

are trained yearly to be alert for and refer students who may be battling depression or other social-emotional difficulties and are diligent in reporting students who may need additional help. Additional district support staff visit on a regular basis to support guidance counselors with the social and emotional needs of students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school uses the Early Warning System and SchoolMessenger reports that are generated at the district level. These reports identify students with excessive absences, suspensions, students that have below a 2.0 GPA, and students that are considered over age.
In addition to the district-generated reports, the school identifies and monitors students that have not yet passed the state-mandated tests, are behind in credits, or have failed required core classes for graduation.

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	144	166	183	118	611
One or more suspensions	0	0	0	0	0	0	0	0	0	111	97	81	93	382
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	163	122	58	27	370

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	0	0	0	0	

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

Students that are a concern for graduation are identified through the Guidance Office, academic deans, and success coach. Conferences are held with these students so that they are aware of their credits, GPA, attendance, and complete a graduation check-off list to ensure their ability to graduate. The parents/guardians are contacted to ensure that all stakeholders have the necessary information. Many of these students will be scheduled into classes designed to help them recover credits for core classes. Often times these students will be counseled to enroll in virtual school courses to recover credits. Throughout this process the success coach and guidance counselors will explore the students' goals for post high school and will refer a student to a career/technical school, a separate school for credit recovery to ensure that student graduates on time, or adult school. These students are monitored on an ongoing basis and parents/guardians are kept apprised of the students' progress. School officials ensure that parents/guardians have the necessary tools to monitor their students' academic performance and attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Parental involvement is key to the success of George Jenkins. Our Academic Booster Club meets once a month and is made up of parents, staff, and community members and serve to support the students and teachers. The Academic Booster Club along with the School Advisory Committee are a voice to the administration and collaborate with the administration to carry out our mission and vision. In addition our school has over 40 other advisory boards and booster organizations that provide communication between the school and parents.
We strive to keep parents informed about their child's academic achievement through the Parent Portal which provides instant information. We also utilize our phone system, electronic marquee, newsletter, and website to keep information up to date for parents. Each winter/spring we host an informational night to showcase our career academies, AP courses, student organizations, and athletics to incoming freshman and current students. During the summer we host a Freshman Drop In for incoming parents and students to receive information and become involved in the school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Academic Booster Club and School Advisory Committee reach out to the local community to involve business leaders and other community members throughout the year in many areas around school. Several of our student clubs have partnerships with community based youth organizations from around the area. Each of our career academies have an advisory board that meets throughout the year comprised of business leaders, community members, college/university staff, parents, and students to assist in student achievement.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Thomas, Buddy	Principal
Patton, Tom	Assistant Principal
Emmerling, Lacy	Assistant Principal
Werrick, Diane	Dean
Rawson, Daniel	Dean
Hiers, William	Assistant Principal
Goodman, Robert	Instructional Technology
Crosby, Erin	Dean
Jenkins, Mario	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 (Buddy Thomas): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing sound instructional practices, conducts assessment of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support instructional implementation, and communicates with parents regarding school-based plans and activities.

Assistant Principals (Tom Patton, Lacy Emmerling, Brad Hiers, Mario Jenkins): Assists and facilitates the common vision for the use of data-based decision-making, ensures that the school-based team is implementing instructional strategies, conducts assessment of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support instructional implementation, and communicates with parents regarding school-based plans and activities.

Deans: (Daniel Rawson, Erin Crosby, and Diane Werrick). This group provides information about core instruction, participates in student data collection, helps facilitate and deliver instruction/intervention, collaborates with other staff to implement interventions, and integrates materials/instruction within the framework of district Curriculum Maps.

Exceptional Student Education (ESE) Teachers (Linda Hamid, ESE Facilitator; Denise Odum, VE): They are the facilitator and Lead Teacher for ESE and participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

Reading Coach (Lisa Provino): The newly appointed reading coach will be instrumental in knowing the instructional practices and capacity of our teachers and providing input and professional development for all staff. She will work with our deans to run an induction program for our new teachers and ensure that they are monitored, encouraged, and provided with support when necessary. She will also work closely in designing cohesive lessons in our Reading and English departments in an effort to ensure seamless instruction and to maximize literacy-based efforts.

ELL Instructor (Taina Corcelles): The ELL provides guidance for the ELL plan and participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning,

and program evaluation; facilitates data-based decision making activities to improve instruction.

Student Services Personnel (Guidance Counselors: Laura Chancey, Megan Figarella, Darius Jones, Denise Norgan, Desmore Peters, and Deborah Wilk): The counselors work with the students to provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors work with school social workers to continue to link child-serving and community agencies to the school and families to support the students' academic, emotional, behavioral, and social success.

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 leadership team meets once a week to discuss and identify needs of the students and staff. Each team member provides input on academic instruction, student concerns, dropout prevention, professional development, policies, and facility issues. The team works together to address the issues/concerns and the implementation of policies. Input from the School Advisory Committee, Academic Booster Club, and Career Academy Advisory Boards are also brought to the group during these meetings. The leadership team provides insight to the principal so that he can make decisions which determine how to apply resources for the highest impact.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Buddy Thomas	Principal
Tom Patton	Education Support Employee
Chloe Melton	Business/Community
Connie Johnson	Parent
Michelle Terlep	Parent
Carol Sherron	Business/Community
Lisa Tarallo	Business/Community
Leigh Ann Glass	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan was presented in depth to the SAC committee by the principal and administrative team. It was reviewed by the committee and approved.

b. Development of this school improvement plan

Members of the SAC committee were consulted during the planning and evaluation stages of the plan. The SAC committee as a whole will review the final plan with the administrative team before final approval by the committee.

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

The principal presents and reviews the annual budget to the SAC committee throughout the school year. At various times the SAC committee votes on the distribution of funds to be used for student acceleration and remediation.

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

School improvement funds were not allocated for the previous year.

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
Emmerling, Lacy	Assistant Principal
Provino, Lisa	Teacher, K-12
Bell, Cathy	Teacher, K-12
Salas, Jessica	Teacher, K-12
Thomas, Buddy	Principal
Patton, Tom	Assistant Principal
Bourque, Katrina	Teacher, K-12
Murphy, Ned	Teacher, K-12
Mays, Gregg	Teacher, K-12
Rifkin, Erin	Teacher, K-12
Walton, Jonathan	Teacher, K-12
Heady, Jody	Teacher, K-12

b. Duties

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

The LLT works to implement a professional development program in which every teacher, regardless of subject area, is required to deliver two lessons a quarter in which the majority of the content is delivered through student engagement with a text. These lessons employ reading strategies, note taking guides, and graphic organizers so that teachers can monitor their students' comprehension. The LLT presents and models one reading strategy every month for the staff. The LLT ensures that students are appropriately scheduled into the correct reading classes.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

During the pre-planning week all teachers attended trainings in small groups where the academic planning process for the year began. Throughout the year teachers will meet once a week in small groups within their subject area to work on common planning. During these meetings the staff will collaborate to create similar lessons and incorporate literacy development with in the lessons.

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

Each year our principal attends several job fairs to recruit top qualified teachers. Applicants are screened through a committee interview team. Teachers new to our school are a part of a teacher mentoring program led by Ms. Provino, Mrs. Crosby, and Mr. Rawson.

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

Our new teacher mentoring program is led by our reading coach, Ms. Provino and two of our deans, Mr. Rawson and Mrs. Crosby. The group meets prior to the pre-planning week to provide teachers information to help the first week. During the first month of school the deans meet one-on-one with the new teachers to provide assistance with curriculum, technology, and policies. The group continues to meet monthly throughout the year to support the teacher and provide workshops on different proven teaching strategies. Grant funds are secured annually to provide teachers with opportunities to observe model teacher instructional practices.

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.

Our staff attends in-service trainings provided by the district at the beginning of the year for each subject area. During these meetings, district staff provides updates to state standards as well as guidance on following the standards. Teacher's lesson plans are created around the curriculum maps following the state standards. These plans are checked throughout the year. Administrators also ensure that the standards are being followed during classroom walkthroughs and evaluation.

b. Instructional Strategies

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

The school uses data from FSA reading exams and state End of Course Exams to make scheduling recommendations and determine teacher assignments. FAIR and Achieve 3000 data enable English and Reading teachers to make adjustments to students' reading needs. In addition, the school uses ongoing district Progress Monitoring Exams and both formative and summative teacher assessments

to make adjustments to instruction in Science and Math courses. Teachers review these test scores in order to determine which students need additional attention throughout the lessons.

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: 0

George Jenkins offers two different after-school tutoring programs:1. Peer based tutoring that is offered twice a week. This program is led by students seeking community service hours. Students in need of additional help in their classes are able to work with a peer to receive additonal support. This is an informal setting, and students can seek assistance on any topic or subject area that they are struggling with.
2. Teacher-led tutoring for end of course exams. Teachers offer formal after-school tutoring for students that will be taking end of course exams. Students are expected to sign attendance sheets and to stay for the entirety of the tutoring session. Every tutoring session has a set topic to address.

Strategy Rationale

1. The peer-based tutoring is based on the concept that students often learn better from their peers.
2. Due to the high-stakes nature of end of course exams, George Jenkins teachers want to ensure that students have additional opportunities to review material presented in class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Emmerling, Lacy, lacy.emmerling@polk-fl.net

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

EOC tutoring: teachers keep attendance logs to track student participation. These logs are then compared with the students' test results to determine the effectiveness of participation in this program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our incoming freshman class is targeted in January prior to the freshman year. We host a parent/student night that showcases our career academies, AP courses, clubs, and athletics for students to be involved in. During the summer prior to the freshman year we host a drop-in to provide more information about the transition to high school and what is offered at George Jenkins. During the freshman year our guidance staff meets with every freshman to discuss the next three years and post-secondary options. Each year after the student meets the guidance staff to review the same

information and help explore more options. During the junior year a focus is placed on the post-secondary level with college and career fair and meetings with guidance staff. This focus continues as the student prepares for the senior year where several dual enrollment and AP courses are offered. During the senior year, the guidance staff along with the senior level teachers assist student with the college application process, exploring scholarship opportunities, and complete a check list for graduation requirements.

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 fall we host a college and career fair for all juniors and seniors to attend. In addition we have universities and businesses that visit the school throughout the year to recruit students and provide information about various opportunities. Our guidance department has a college and career center that students can visit to receive more information. Several of our teachers also assist students before and after school with college/university applications and scholarship applications.

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

George Jenkins has a focus on career academies and provides many opportunities for students to receive industry certification. Our academies with industry certifications include Culinary Arts, Veterinary Assisting, Medical (EKG, and First Responder), Digital Design (Microsoft Specialist, Final Cut Pro X, Adobe Certified Associate in Photoshop, Dreamweaver, InDesign, Illistrator, and Flash), Engineering, Drafting, and Legal Office Tech.

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

Each month our academy teachers and cohort core teachers will meet in a planning meeting focused on the career academies. The academies present information to the academic course teachers about their content. The content teachers focus on integrating the concepts of the career academies during the common planning meetings. The content teachers document this incorporation once a month within the lesson plans.

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.

Our school is focused on improving the readiness of students for the post-secondary level. Each year we have a parent/student night prior to registration where all of our AP courses are featured. Students are strongly encouraged to enroll in AP and Dual Enrollment courses during the junior and senior years. Several Dual Enrollment courses are offered on our campus to help students transition into the post-secondary level and we are continuing to increase Dual Enrollment opportunities.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.　　Utilize a team of educators to lead our multi-tiered support system in order to decrease issues with student attendance and discipline and to engage students in classroom instruction, with the ultimate goal of increasing our graduation rate.

G2.　　Teachers' instructional rigor will increase due to a focus on standards driven instruction.

G3.　　Teachers will utilize common planning to engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

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. Utilize a team of educators to lead our multi-tiered support system in order to decrease issues with student attendance and discipline and to engage students in classroom instruction, with the ultimate goal of increasing our graduation rate. 1a

🔑 G098051

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Targeted Barriers to Achieving the Goal 3

- Learning the process to implement MTSS with fidelity and not knowing the appropriate resources to help the students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Communicate with District staff and other schools to learn their processes and find resources.

Plan to Monitor Progress Toward G1. 8

Our school will see an improvement in attendance percentages, discipline incidents, and graduation rate.

Person Responsible
Buddy Thomas

Schedule
Quarterly, from 10/2/2017 to 5/24/2018

Evidence of Completion
Numbers reflecting an improvement in attendance, discipline, and the graduation rate.

G2. Teachers' instructional rigor will increase due to a focus on standards driven instruction. 1a

🔑 G098052

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Targeted Barriers to Achieving the Goal 3

- Resistance to change of instructional practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G2. 8

Teachers' incorporation of the instructional focus communicated in feedback and post conference meetings.

Person Responsible
Buddy Thomas

Schedule
Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion
Lesson plans, observation documentation, and teacher conversations.

G3. Teachers will utilize common planning to engage students in rigorous tasks aligned with the full intent of the standards in all content areas. 1a

🔑 G098053

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Content area teachers' use of literacy/ content reading to instruct rather than lecture

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive Reading Classes

- Intensive Math Classes paired with Alg 1 for level 1 and 2 students.

- CAR-PD certified teachers in core content and elective areas.

- After school tutoring for Alg 1

Plan to Monitor Progress Toward G3. 8

Review of FAIR data.

Person Responsible
Lacy Emmerling

Schedule
Quarterly, from 9/4/2017 to 5/24/2018

Evidence of Completion
Data from FAIR assessments.

Plan to Monitor Progress Toward G3. 8

Minutes from weekly common planning meetings

Person Responsible
Buddy Thomas

Schedule
Weekly, from 9/4/2017 to 5/24/2018

Evidence of Completion
Minutes from weekly meetings, review of EOC/FSA data in each content area

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. Utilize a team of educators to lead our multi-tiered support system in order to decrease issues with student attendance and discipline and to engage students in classroom instruction, with the ultimate goal of increasing our graduation rate. 1

🔑 G098051

G1.B1 Learning the process to implement MTSS with fidelity and not knowing the appropriate resources to help the students. 2

🔑 B263681

G1.B1.S1 Research and seek guidance from knowledgeable professionals who have successfully implemented MTSS at the high school level. 4

🔑 S279254

Strategy Rationale

These professionals will be able to offer tested and proven strategies to enable a successful implementation of the MTSS program.

Action Step 1 5

Develop an MTSS team and a calendar of bi-weekly meeting dates in which the team will identify MTSS students and communicate regarding the implementation of supports.

Person Responsible

Lacy Emmerling

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, minutes, and data collected from the meetings.

Action Step 2 5

Research district resources to help students identified through MTSS.

Person Responsible

Lacy Emmerling

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

MTSS professional development notes/documentation, logs of contacts made to MTSS professionals.

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

Monitoring to ensure research has been conducted for district resources, meetings were held and appropriate supports have been implemented.

Person Responsible

Buddy Thomas

Schedule

Monthly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Collected EWS data, minutes of meetings.

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

Repeated returning to EWS data by MTSS team to determine if at risk students are improving.

Person Responsible

Buddy Thomas

Schedule

Quarterly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Collected EWS data, minutes of meetings.

G2. Teachers' instructional rigor will increase due to a focus on standards driven instruction. [1]

🔑 G098052

G2.B1 Resistance to change of instructional practices. [2]

🔑 B263682

G2.B1.S1 Establishing a norm where not all classroom visits are for the purpose of an evaluation and focus on standards based instruction. [4]

🔑 S279255

Strategy Rationale

Provides informal support and feedback for teacher in a non-evaluative format that will help to build a trust relationship with the instructional staff and will increase administrators' instructional credibility.

Action Step 1 [5]

Provide timely feedback to teachers based on frequent classroom visits.

Person Responsible

Buddy Thomas

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Conversations with teachers, Improved instructional focus evidenced in evaluations.

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

Documentation of classroom visits

Person Responsible

Buddy Thomas

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Documentation of weekly visits, schedule of visits from pre-planning meetings, minutes from meetings

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

Setting an administrative calendar for each week to ensure classroom visits are conducted.

Person Responsible

Buddy Thomas

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Minutes from meetings, calendars, and classroom visit notes.

G3. Teachers will utilize common planning to engage students in rigorous tasks aligned with the full intent of the standards in all content areas. [1]

🔑 G098053

G3.B1 Content area teachers' use of literacy/ content reading to instruct rather than lecture [2]

🔑 B263684

G3.B1.S1 Implement campus wide professional development program that blends writing and reading within the content areas. [4]

🔑 S279256

Strategy Rationale

Impact student achievement across all content areas.

Action Step 1 [5]

Teachers will be required to use reading as a primary source of instruction twice a month.

Person Responsible

Buddy Thomas

Schedule

Monthly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Documentation of the strategy in the lesson plan to be turned in. Walkthroughs that will be coordinated with administration during implementation.

Action Step 2 [5]

Monthly PLC's that will focus on literacy instruction.

Person Responsible

Lacy Emmerling

Schedule

Monthly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Agenda from PLC meetings and Literacy artifacts.

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

Administrators will conduct classroom walkthroughs that will be coordinated with the teacher while literacy strategies are being utilized.

Person Responsible

Buddy Thomas

Schedule

Monthly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Records of classroom walkthroughs on Journey.

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

Review of lesson plans documenting the use of literacy instruction twice a month.

Person Responsible

Tom Patton

Schedule

Monthly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Submitted Lesson Plans

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

Review of Literacy scores on State Assessment.

Person Responsible

Buddy Thomas

Schedule

On 7/2/2018

Evidence of Completion

State Literacy Assessment Data

G3.B1.S2 Common Planning meetings for all teachers. 4

S279257

Strategy Rationale

Impact student achievement by having teacher work collaboratively to create stronger lessons and incorporate literacy strategies.

Action Step 1 5

Content area teachers will meet weekly to plan lessons that incorporate literacy skills in their instruction.

Person Responsible

Buddy Thomas

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Lesson plans, logs from common planning meetings, observation notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrators will visit common planning meetings, review lesson plans, and observe teachers implementing literacy skills in lessons.

Person Responsible

Buddy Thomas

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observation notes, logs of classroom visits.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Data from the FSA, FAIR, SAT, ACT will be reviewed to indicate increase in literacy skills

Person Responsible

Buddy Thomas

Schedule

On 7/31/2018

Evidence of Completion

Data from the FSA, FAIR, SAT, ACT

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M406942	Our school will see an improvement in attendance percentages, discipline incidents, and graduation...	Thomas, Buddy	10/2/2017	Numbers reflecting an improvement in attendance, discipline, and the graduation rate.	5/24/2018 quarterly
G2.MA1 M406945	Teachers' incorporation of the instructional focus communicated in feedback and post conference...	Thomas, Buddy	10/23/2017	Lesson plans, observation documentation, and teacher conversations.	5/24/2018 quarterly
G3.MA1 M406951	Review of FAIR data.	Emmerling, Lacy	9/4/2017	Data from FAIR assessments.	5/24/2018 quarterly
G3.MA2 M406952	Minutes from weekly common planning meetings	Thomas, Buddy	9/4/2017	Minutes from weekly meetings, review of EOC/FSA data in each content area	5/24/2018 weekly
G1.B1.S1.MA1 M406940	Repeated returning to EWS data by MTSS team to determine if at risk students are improving.	Thomas, Buddy	10/2/2017	Collected EWS data, minutes of meetings.	5/24/2018 quarterly
G1.B1.S1.MA1 M406941	Monitoring to ensure research has been conducted for district resources, meetings were held and...	Thomas, Buddy	10/2/2017	Collected EWS data, minutes of meetings.	5/24/2018 monthly
G1.B1.S1.A1 A376295	Develop an MTSS team and a calendar of bi-weekly meeting dates in which the team will identify MTSS...	Emmerling, Lacy	8/10/2017	Sign-in sheets, minutes, and data collected from the meetings.	5/24/2018 biweekly
G1.B1.S1.A2 A376296	Research district resources to help students identified through MTSS.	Emmerling, Lacy	8/10/2017	MTSS professional development notes/ documentation, logs of contacts made to MTSS professionals.	5/24/2018 quarterly
G2.B1.S1.MA1 M406943	Setting an administrative calendar for each week to ensure classroom visits are conducted.	Thomas, Buddy	8/10/2017	Minutes from meetings, calendars, and classroom visit notes.	5/24/2018 quarterly
G2.B1.S1.MA1 M406944	Documentation of classroom visits	Thomas, Buddy	8/10/2017	Documentation of weekly visits, schedule of visits from pre-planning meetings, minutes from meetings	5/24/2018 quarterly
G2.B1.S1.A1 A376297	Provide timely feedback to teachers based on frequent classroom visits.	Thomas, Buddy	8/10/2017	Conversations with teachers, Improved instructional focus evidenced in evaluations.	5/24/2018 weekly
G3.B1.S1.MA1 M406947	Administrators will conduct classroom walkthroughs that will be coordinated with the teacher while...	Thomas, Buddy	9/4/2017	Records of classroom walkthroughs on Journey.	5/24/2018 monthly
G3.B1.S1.MA2 M406948	Review of lesson plans documenting the use of literacy instruction twice a month.	Patton, Tom	9/4/2017	Submitted Lesson Plans	5/24/2018 monthly
G3.B1.S1.A1 A376298	Teachers will be required to use reading as a primary source of instruction twice a month.	Thomas, Buddy	9/4/2017	Documentation of the strategy in the lesson plan to be turned in. Walkthroughs that will be coordinated with administration during implementation.	5/24/2018 monthly
G3.B1.S1.A2 A376299	Monthly PLC's that will focus on literacy instruction.	Emmerling, Lacy	9/4/2017	Agenda from PLC meetings and Literacy artifacts.	5/24/2018 monthly
G3.B1.S2.MA1 M406950	Administrators will visit common planning meetings, review lesson plans, and observe teachers...	Thomas, Buddy	8/21/2017	Observation notes, logs of classroom visits.	5/24/2018 weekly
G3.B1.S2.A1 A376300	Content area teachers will meet weekly to plan lessons that incorporate literacy skills in their...	Thomas, Buddy	8/21/2017	Lesson plans, logs from common planning meetings, observation notes	5/24/2018 weekly
G3.B1.S1.MA1 M406946	Review of Literacy scores on State Assessment.	Thomas, Buddy	5/28/2018	State Literacy Assessment Data	7/2/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1 🔑 M406949	Data from the FSA, FAIR, SAT, ACT will be reviewed to indicate increase in literacy skills	Thomas, Buddy	4/30/2018	Data from the FSA, FAIR, SAT, ACT	7/31/2018 one-time

V. Professional Development Opportunities

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

G3. Teachers will utilize common planning to engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

G3.B1 Content area teachers' use of literacy/ content reading to instruct rather than lecture

G3.B1.S1 Implement campus wide professional development program that blends writing and reading within the content areas.

PD Opportunity 1

Monthly PLC's that will focus on literacy instruction.

Facilitator

Lacy Emmerling

Participants

All teachers

Schedule

Monthly, from 9/4/2017 to 5/24/2018

VI. Technical Assistance Items

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