Frank W. Springstead High School

2017-18 Schoolwide Improvement Plan

Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

https://www.hernandoschools.org/hhs

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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 Frank W. Springstead High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To promote an educational environment where students are challenged, successful, and inspired.

b. Provide the school's vision statement.

Advancing excellence, building community and choosing responsibility.

2. School Environment

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

Many teachers sponsor after school clubs based on student interests and needs. Examples include: Latin Club, Spanish Club, Chess, Influenced Cinema, Eagle Wings Bible Club Engineering, and a variety of academic clubs. At-risk students are assigned a teacher mentor through the Take-Two program to build relationships and monitor student achievement towards successful graduation in 4 years.Teachers will conduct 'Data Chats' with their mentees using Performance Matters and Grade-book in an ongoing effort to keep students informed of their progress . Our faculty and staff works collaboratively and individually to learn about student's background and provide an educational environment that encourages students to appreciate cultural diversity. Teachers use formal surveys and informal conversations as tools to build relationships, establish commonality and enhance student engagement in the classroom.

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

Springstead High School has a full time School Resource Officer on campus who meets with students daily to discuss concerns, builds positive relationships with students and their family members, and provides extensive mentoring. Certified School Guidance Counselors, an on-site mental health professional, social worker, and community support specialists provide a safe place for students to express concerns and receive support. Multiple support groups exist on campus to include: Alateen, PFLAG, Bay Care, Hospice, Healthy Relationships, Anger Management, and AA/NA. Administrators meet with students to provide conflict resolution opportunities using Restorative Justice as a proven strategy to help students restore and build relationships.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The student code of conduct provides the base for student behavior expectations. Behaviors are monitored against these standards to ensure classroom distractions are minimized and time-on-task is maximized. Teachers utilize the discipline infraction form to as an intervention tool where efforts are made to quell classroom disruptions, build teacher student relationships and bridge the the communication gap between school and home. This effort has resulted in office discipline referrals (ODR's) dropping by 50%.Students are recognized monthly for making positive choices in their behavior and academics through our PRIDE recognition program. Teachers nominate students based on set criteria to include improvement in studies, attitude, and behavior, exhibiting school pride

through actions or work, or displaying exceptional kindness or concern. Teachers have been provided training on instructional best practices to increase students engagement resulting in decreased classroom disruptions. A PBS committee has been established with the focus of providing incentives for students that exemplify the expected school-wide behaviors. Ten (10) students per month will be recognized for exemplifying SHS' Eagle Pride PBS Initiative - Participation/Respect/Integrity/ Dedication/Excellence. In addition, the SHS students have been involved with the 'School Face Lift' project which involves painting and the addition positive quotes and core values throughout the school.

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

Certified School Guidance Counselors, an on-site mental health professional, social worker, and community support specialists provide a safe place for students to express concerns and receive support. Multiple support groups exist on campus to include: Alateen, PFLAG, Bay Care, Hospice, Healthy Relationships, Anger Management, and AA/NA. Administrators meet with students to provide conflict resolution. Teachers and students are trained each semester on bullying awareness and prevention.

3. Early Warning Systems
The school's response to this section may 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 attendance clerk monitors daily student attendance. Students who show a pattern of non-attendance are referred to the school social worker. The Child Study Team meets with students and parents to provide interventions and suggestions for improving attendance. "Destination Graduation" is a school-wide initiative where teachers select 2 at-risk students ("Take Two") to mentor in efforts to increase their likelihood of graduation. Students selected for this program include seniors, juniors and sophomores who are deficient in credits and/or lacking the required grade point average. 9th grade at-risk students are monitored for academics, attendance, and behavior concerns. At-risk students are placed on check-in/check-out for academics and behavior monitoring on a Bi-weekly or weekly basis depending on the 'MTSS' level of support needed. Students complete tracking forms which are checked by members of guidance and Administrator. The 21st Century after school program targets at-risk students to provide them with additional skills and strategies to be successful in the classroom and the community.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	45	68	66	49	228
One or more suspensions	0	0	0	0	0	0	0	0	0	46	39	17	12	114
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	96	139	80	31	346
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	90	131	126	40	387

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	170	158	126	35	489

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

Peer tutoring occurs daily through National Honors Society, International Baccalaureate, Advanced Placement, and Beta Club. Guidance Counselors monitors student academics weekly and parents are kept informed through 'Remind'. Teachers provide tutoring after school and by appointment. Teachers mentoring at-risk seniors provide academic interventions. There is a daily Study Hall session embedded in students' schedule to provide academic enrichment and peer tutoring opportunities for students. Though the focus may be on Algebra 1 and Reading other tutoring opportunities include AP tutoring, Science Tutoring, Pert Preparation.
Grad Prep a new initiative this academic year was presented to SAC for approval. Students will have an opportunity on Saturdays to engage in academic enrichment and preparation for successfully completing various standardized testing - FSA Reading/Math/SAT/ACT.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

The School Advisory Council consists of parents, community members, teachers, and administrators who collaborate in the decision making process related to the school's mission and vision. Parents are kept informed through the use of Edline, Global Connect, the marquee, parent-teacher conferences, Open Campus, Back to School Night,and monthly IB/AP Parent Nights. The school is a member of the Chamber of Commerce.

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

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

awareness and raise funds that benefit the public. In conjunction with Flammer Ford one of our partners in education, fundraising occurs to provide financial support for academic initiatives.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Rufa, Carmine	Principal
McNaughton, Donald	Assistant Principal
Pearce, Dana	Assistant Principal
Bennett, Mary	Teacher, K-12
Espinosa, Rosanna	Teacher, K-12
Hafliger, Michael	Teacher, K-12
Wright, Brandon	Instructional Coach
Pusta, Rebecca	Teacher, K-12
Sweetwine, Darryl	Teacher, K-12
Imhof, John	Teacher, K-12
LaRose, Ed	Assistant Principal
Reyes, Sarah	School Counselor

b. Duties

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

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

Assistant Principals:
Mr. Rick Markford - Oversees Transportation, Emergency Drills, Plant Operations,Social Media and Student Discipline (Juniors). Responsible for the Evaluations of Physical Education, Science, CTE and Custodial personnel.
Mrs. Dana Pearce - Oversees SAC, Homecoming, College Fair, Advanced Placement Lead, Dual Enrollment/PHSC Liaison, Substitutes and Student Discipline (Seniors). Responsible for the Evaluations of Math, Reading, Foreign Language and Fine Arts.
Ed Larose - Oversees Professional Development, Discovery, Crisis/Care Team, Edline/Gradebook, Transportation, and Student Discipline (Freshmen). Responsible for the Evaluations of English, ROTC, Secretaries and Clinic staff.
Donald McNaughton - Oversees Assessment/Testing, Teacher Appreciation (Educator of the Month, TOY), Bell Schedules, SIP, Edgenuity/E-School/ Grad Prep and Student Discipline (Sophomores). Responsible for the Evaluations of Social Studies, ESE, ESOL and Guidance.
Mary Bennett - Coordinates and monitors school-wide testing.
Melissa Wilkerson - CT Department Chair
Rosanna Espinosa - Foreign Language Department Chair

Michael Hafliger - Department Chair/PLC facilitator.
Dustin Kupcik - Athletic Director, assist with the implementation of the SIP, facilitates school wide and district initiatives within department.
Vanessa Sufficool - Science Department Chair
Brandon Wright - Co-Department Chair for Social Studies and boys cross country Track coach
Darryl Sweetwine - ROTC
Kathleen Dilorenzo - English Department Co-Chair
Jessica Varghese - English Department Co-Chair
John Imhof - IB Coordinator and Co-Department Chair for Social Studies Department
Vickie Temple - ESE Department Chair

The School based Leadership Team (SBLT) communicate and facilitate the timely implementation of school and district initiatives into classroom instructional strategies. This team is also instrumental in assisting the various departments with acquiring resources and build sound instructional strategies that will yield gains in proficiency on State and district assessments. As a result of leadership support for teachers in the classroom there has been a 50% decline on office discipline referrals. Department Chairs assist with the facilitation of Student Work Analysis Protocol (SWAP) and Professional Learning Communities (PLC's) to ensure teacher collaboration is purposeful with keen focus on increasing student achievement The focus on PLC's is to ensure teacher instruction results in increased student engagement, access to rigorous assignments and assessments and collaborate with colleagues on best practices.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Resources include current textbook adoptions for ELA and math that align with the Florida Standards. Resources have been purchased for hands-on activities/labs. CPALMS is utilized to align instruction to the standards. Personnel are placed strategically based on their strength and student need. Additional faculty have been hired with their emphasis on providing students opportunities to recover credits, allowing for on-time graduation. Training has been provided for teachers in Vocabulary Acquisition and Comprehension Instructional Sequence to help them determine the high-yield strategies to maximize proficiency in these all academic areas. Teachers utilize complex texts to expose students to rigorous reading passages and an analysis with higher-order questioning. Administrators monitor instructional practices utilizing a weekly walk-through schedule. Teachers will be trained throughout the year on how to create a PLC culture for examining and analyzing student work; reaching a concensus about student proficiency; and diagnosong strenghts and needs after reaching concensus

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carmine Rufa	Principal
Dana Pearce - Assistant Principal	Education Support Employee
Mary Bennett	Teacher
Pam Gauvin	Teacher
Lynn Reardon	Education Support Employee
Lynn VanMeter - Chair	Business/Community
Brian Holmes	Parent
Lisa Foster - Co-Secretary	Parent
Theresa Reardon	Parent
Laksmy Ossaba-Quiroz	Parent
Donna McCane	Teacher
Malanie Fielder	Teacher
Jennifer Lopez	Parent
Scott Link	Parent
Heidi Reuther Kurppe	Parent
Jamie Stamp	Parent
Agnes Opolski-Roe	Parent
Ileana England	Student

b. Duties

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

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

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

b. Development of this school improvement plan

Members will provide input on strategies, goals, budget, and ways to increase community involvement in alignment with the school's vision and the district's Strategic Plan.

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

Budget requests for spending are in alignment with school improvement initiatives related to increased student engagement and success. SAC provides input on major expenditure areas as related to school improvement areas.

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

Algebra Boot Camp was offered for Winter Algebra Retakes. Payment to teachers totaled $600.
Grad Prep is being proposed for the 2017-18 School Year - endeavor to accomplish the following:
a. help students focus on reading,writing, mathematics and critical thinking skills
b. move SHS toward 97% graduation rate by 2020

c. increase the probability of at Risk Students graduating with their class

d. help prepare students to take standardized assessments.

e. students will be able to earn .5 credit with successful program completion towards graduation

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

School-based leaders (administrators, department heads, school-based leadership team, PLC facilitators), provide modeling of instructional best practices related to literacy in the classroom. Comprehension Instructional Sequence strategies are modeled and promote exposure to complex texts. Professional development is offered providing teachers with a deeper understanding of the standards. Literacy week activities are planned by the Literacy Leadership Team to promote school-wide literacy.

D. Public and Collaborative Teaching
The school's 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.

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

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

The principal, Mr. Rufa attends teacher recruitment fairs at colleges in other states in an ongoing effort to recruit highly-qualified teachers. Recruitment is also done through website postings and along with searches on Teacher-Teachers.com. New teachers to our county are assigned mentors and participate in the New Teacher Academy. Professional development is offered to help increase teacher knowledge of instructional practices and therefore their effectiveness.

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

Teachers new to our district are provided a mentor who is certified as a Clinical Educator. Monthly meetings occur with the mentor and new teacher to provide assistance with school and district procedures and training in best practices. Pairings are created due to subject areas taught or proximity of location for ease of assistance.
Teachers are involved in weekly Professional Learning Communities to provide them a structured time to meet with mentors and collaborate with their peers/department. Learning Walks will be implemented this year giving teachers the opportunity to learn from their peers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Textbooks are selected by a district committee and purchased based on their alignment to the standards.
Administration conducts walk-throughs to ensure lessons are standard-based/aligned and instructional strategies are being implemented with fidelity. Lesson plans are monitored for coverage to the standards and core components. Teachers use the "KUD" philosophy to unpack FSA standards in all core classes.

b. Instructional Strategies

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

Data is used to provide placement of students in appropriate level classes, remediation of skills are provided through Differentiated Instruction. Peer tutors are used to provide additional support for struggling students. After each common assessment teachers will collect data on student achievement for the standards addressed on that assessment. Teachers will devise a remediation plan for any student not proficient in the standards assessed. A "Buffer Week" will occur with remediation of these deficient skills. Students will be reassessed for proficiency at 70% following the remediation of the deficient skills. This will occur bi-quarterly throughout the school year.
This continued effort will be bolstered by SHS' Examining Student Work Initiative to ensure student achievement is kept in focus.
Student Work Analysis Protocol (SWAP) will be used as a tool drive instruction. Examining student work, analyzing data derived from formative assessments will be instrumental in delivering quality and differentiated instruction. Teachers will collaborate/sort and analyze student work on an ongoing basis with focus on specific standards to ensure students attain levels of proficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 9,000

After school tutoring for students involved in extra-curricular activities and sports.

Strategy Rationale

Students receive additional support in areas of need.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rufa, Carmine, rufa_c@hcsb.k12.fl.us

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

Student grades and common assessment data will show academic improvement.This will be kept in clear focus through the implementation of "Examining Student Work Initiative"

Strategy: Weekend Program

Minutes added to school year: 4,320

Grad Prep

Strategy Rationale

Students will be provided the opportunity for enrichment, improve critical thinking skills and earn .5 credit hour towards graduation.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McNaughton, Donald, mcnaughton_d@hcsb.k12.fl.us

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

Course grades, assessments, credit checks and on track for graduation.

Strategy: After School Program

Minutes added to school year: 4,320

Students will enroll and successfully complete courses they are deficient in for on-time graduation

Strategy Rationale

Students not on track for graduation are enrolled in e-school to retake failed courses or edgenuity to recover failed semesters or grading periods. They are progress monitored quarterly via edline and credit checks each semester.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Reyes, Sarah, reyes_s@hcsb.k12.fl.us

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

Course enrollment, course completion rates, % increase for on-track graduates. Currently 12% of Sophomores are not on track for graduation. This progress monitoring initiative is being executed across all grade levels.

Strategy: After School Program

Minutes added to school year: 2,160

Students will are provided opportunities for tutoring weekly.

Strategy Rationale

Students participating in after school tutoring are more likely to successfully complete their course and pass all associated exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pearce, Dana, pearce_d@hcsb.k12.fl.us

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

Course enrollment, course grades, increase in on-track graduation percentages due to decrease in failures

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

To support incoming cohorts, guidance counselors visit feeder schools to provide information to our incoming 9th graders pertaining to graduation requirements, test specifications, course offerings, athletics, clubs, and support groups available to students. An 8th grade parent night is held for students and parents to meet faculty, learn about course offerings, and activities available on campus. National Honors Society offers a College Prep class to assist students with test-taking strategies and skills needed for success on the ACT and SAT. A peer tutoring schedule has been established for each content area. To ensure outgoing students are academically prepared for their next level of education, students are screened for and placed in college-prep classes in math and English as needed.

Guidance Counselors through constant collaboration focuses on those students not on track for graduation. Students are scheduled for e-school and Edgenuity to ensure credit requirements are being met. Progress Monitoring in concert with Department Administrators are done on a quarterly basis with credit check on a semester basis. Counselors will also generate D/F reports and meet with those students individually followed up with parent written notification. At the end of each semester, counselors will meet with students in groups to review grade repair policies with students. Counselors will also be communicating with their students using the Remind App to disseminate vital information. Students are constantly being reminded to sign up for their counselors remind APP - this has been a resounding success.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Dual enrollment courses are offered on the high school campus and at the local community college. A college fair is held each semester. Military recruiters visit the campus frequently to provide information for students interested in enlisting. Local college representatives meet with interested students to provide them with admission criteria. Industry certification courses are offered and provide students a link to the private sector. SAT and ACT tests are offered on site, providing students with the maximum possible opportunities to obtain success on these entrance exams. The PSAT is offered to all 10th graders providing the school with a list of students who have the potential of being successful in Advanced Placement courses. The PSAT also provides students with resources to assist them in gaining the skills needed to be successful on the SAT exam. Extensive course offerings in Advanced Placement and International Baccalaureate allow students to advance their high school portfolio and possibly receive college credit.

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

COURSES:
Computing for College and Career
Foundations of Web Development
User Interface Design
Web Scripting Fundamentals
Digital Design 1, 2, and 3
Digital Media/Multimedia Foundations 1, 2, 3, and 4
Medical Skills and Services
Health Science 1 and 2
Allied Health Assisting
Sports, Recreation, and Entertainment Essentials
Sports, Recreation, and Entertainment Applications
Sports, Recreation, and Entertainment Management

Marketing Essentials
Marketing Applications
Marketing Management
TV Production 1, 2, 3, and 4

Industry Certifications:
Adobe Flash
Adobe Dreamweaver
Adobe Photoshop
Adobe After Effects
Premier Pro
Certified Medical Admin. Assistant

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

Cross-curricular lesson planning with core classes occurs in all career and technical education (CTE) classes. Subject area vocabulary from core courses is integrated in CTE courses. Cross-curricular instructional strategies (graphic organizers, etc) occur throughout the school. Adobe, Microsoft, Excel, PowerPoint and Outlook are programs which are available to students to prepare them for post high school. Scores of students graduate from SHS with career /technical certifications.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

Students are highly encouraged to enroll in Advanced Placement, International Baccalaureate, and Dual Enrollment courses. Additional offerings of dual enrollment courses on campus will be considered for future school years. Based on PERT scores, students are identified to participate in college prep classes.
Students are placed in study hall and provided peer tutors based on academic areas of need, particularly math.
"Honors" classes are being phased out so students can be exposed to a more rigorus curriculum - AP/DE classes for all core subjects.
All students at SHS are provided an educational environment that encourages a commitment to learning, responsibility, productivity, creativity, and an appreciation for cultural diversity.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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. By the end of the 2017-18 school year, students at SHS will demonstrate improved academic achievement as measured by (a) a 90% or higher attendance rate; (b) an increase of 3% in graduation rate for each consecutive year through the 2021.

G2. Teachers will demonstrate expertise in delivering rigorous based instruction that is aligned with the District's Curriculum Map and backward Planning Models. This goal will be monitored through the use of Student Work analysis Protocol (SWAP) with focus on the school's priority of increasing student achievement.

Strategic Goals Detail

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

G1. By the end of the 2017-18 school year, students at SHS will demonstrate improved academic achievement as measured by (a) a 90% or higher attendance rate; (b) an increase of 3% in graduation rate for each consecutive year through the 2021. `1a`

🔑 G099117

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	96.0
Algebra I EOC Pass Rate	54.0
ELA Achievement District Assessment	55.0

Targeted Barriers to Achieving the Goal `3`

- Student Attendance

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

- MTSS/PBS programs

Plan to Monitor Progress Toward G1. `8`

Student Attendance Data

Person Responsible
Donald McNaughton

Schedule
Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion
90% Student Attendance Data will be logged monthly.

G2. Teachers will demonstrate expertise in delivering rigorous based instruction that is aligned with the District's Curriculum Map and backward Planning Models. This goal will be monitored through the use of Student Work analysis Protocol (SWAP) with focus on the school's priority of increasing student achievement. 1a

🔍 G099118

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0
Algebra I EOC Pass Rate	54.0
FSA ELA Achievement	55.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	75.0
U.S. History EOC Pass	82.0

Targeted Barriers to Achieving the Goal 3

- Rigorous Standards Based Instruction
- Lack of Student Engagment
- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Analysis (SWAP)
- Destination Graduation "Take Two"
- Credit Recovery - Edgenuity/E-School
- Grad Prep*New Initiative for the 2017-18 School Year
- MTSS*Academic and Attendance Data Chats
- PLC's
- Danielson PD's

Plan to Monitor Progress Toward G2. 8

Lesson Plan Audits and Classroom Walk-Through's/ Data (CWT) will be used to verify lessons are Rigorous and fully aligned to Standards; Student Achievement/Attendance Data

Person Responsible
Carmine Rufa

Schedule
Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion
Weekly SWAP data/Quarterly Common assessment Data/Monthly Student Attendance Data

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. By the end of the 2017-18 school year, students at SHS will demonstrate improved academic achievement as measured by (a) a 90% or higher attendance rate; (b) an increase of 3% in graduation rate for each consecutive year through the 2021. [1]

🔑 G099117

G1.B1 Student Attendance [2]

🔑 B266841

G1.B1.S1 Improving student attendance will invariably have a positive impact on student achievement. We will continue to gather attendance data to assess the correlation with student attendance and achievement. [4]

🔑 S282746

Strategy Rationale

We have embarked on an era of increased accountability for schools. We cannot educate students if they are absent from classrooms.

Action Step 1 [5]

Student attendance data will be monitored monthly in an effort to be proactive and identify troubling trends early.

Person Responsible

Donald McNaughton

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Monthly Attendance Data.

Action Step 2 [5]

Teachers will conduct 'attendance data chats during study' hall to create and ensure students are aware of their attendance standing.

Person Responsible

Schedule

Biweekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Bi-weekly 90% attendance reports.

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

Monthly analysis of data coupled with the implementation of MTSS. All stakeholders will play critical roles in addressing this issue - Social Worker/Guidance/Parents/Student.

Person Responsible

Donald McNaughton

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Attendance Data

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

Evaluate data on an on-going basis.

Person Responsible

Donald McNaughton

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Attendance Reports/Quarterly student achievement reports

G2. Teachers will demonstrate expertise in delivering rigorous based instruction that is aligned with the District's Curriculum Map and backward Planning Models. This goal will be monitored through the use of Student Work analysis Protocol (SWAP) with focus on the school's priority of increasing student achievement. 1

🔑 G099118

G2.B1 Rigorous Standards Based Instruction 2

🔑 B266842

G2.B1.S1 Continued use of high yield instructional strategies fostered and modeled through effective professional development. 4

🔑 S282747

Strategy Rationale

The top high-yield research driven instructional strategies proven to increase student engagement include vocabulary acquisition, summarizing and questioning techniques (use of HOTS)

Action Step 1 5

Comprehensive Instructional Sequence/Student Work analysis Protocol (SWAP)

Person Responsible

Carmine Rufa

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Classroom Walk-through's (CWT's), lesson plans, student work posted in classrooms, daily formative assessments

Action Step 2 5

Vocabulary Acquisition/CIS lessons/SWAP/PLC's

Person Responsible

Ed LaRose

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Classroom Walk-through's (CWT's), lesson plans, student work posted in classrooms, daily formative assessments/Learning walks

Action Step 3 `5`

Higher Order Thinking Strategies (HOTS)

Person Responsible

Carmine Rufa

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Walk-throughs, lesson plans, student work samples, quarterly common assessments

Action Step 4 `5`

Examine student work, SWAP, HOTS, Common Assessments/Buffer strategies and CIS lessons.

Person Responsible

Carmine Rufa

Schedule

Monthly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Classroom Walk-throughs (CWT's) documenting use if CIS lessons, vocabulary and HOTs in conjunction with data evidencing student proficiency on common assessments. Teacher instruction consisting of vocabulary acquisition, incorporating complex/multiple texts and summarizing strategies will enable students to master content aligned to standards based instruction. Students will be engaged in meaningful learning of different modalities and complexities demonstrating increasing student engagement.

Action Step 5 `5`

Danielson Overview

Person Responsible

Carmine Rufa

Schedule

Annually, from 8/28/2017 to 5/31/2018

Evidence of Completion

Danielson Instructional Framework Domains/Elements. Teachers will be given the opportunity to dissect the elements in all Domains paying close attention to specific language. Teachers will look at all 4 rating categories paying close attention to the language that separates each rating category.

Action Step 6 `5`

Performance Matters

Person Responsible

Mary Bennett

Schedule

On 8/11/2017

Evidence of Completion

Teachers receive hands-on training accessing their student data and demonstrate understanding in manipulating data into workable spreadsheets.

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

Classroom walk-through's and lesson plans monitored for alignment and implementation.

Person Responsible

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Lesson Plans will be reviewed for Rigor and curriculum alignment; classroom will be monitored for display of common board/student work samples with accompanying rubrics.

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

Analysis of student data to demonstrate evidence of increasing Student Achievement

Person Responsible

Carmine Rufa

Schedule

Quarterly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Formative/Summative Common assessment, FCAT retake data, course failure data, lesson plans and At Risk students.

G2.B2 Lack of Student Engagment `2`

🔍 B266843

G2.B2.S1 Having meaningful student engagement throughout the learning environment is critical to high student achievement. `4`

🔍 S282748

Strategy Rationale

Student Engagement is multi-dimensional; the learning environment must allow students to be behaviorally/ emotionally and cognitively engaged. Student engagement is one key component used to address issues in the classroom such as low achievement.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G2.B3 Student Attendance 2

🔑 B266844

G2.B3.S1 According to studies approximately 5 million students miss a month of school each year. Research supports missing 10% of school each year (approx. 18 days) negatively impacts student achievement. 4

🔑 S282749

Strategy Rationale

When students attendance is improved they increase their chances of success and graduation.

Action Step 1 5

Attendance Data Chats will be completed by Study Hall teachers in an ongoing effort to create awareness in students.

Person Responsible

Donald McNaughton

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Overall attendance will be logged monthly in addition to the careful scrutiny of the ninety (90) percent report generated every two weeks. This data will be used to address those students who have fallen below the 90% threshold.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Person Responsible

Schedule

Evidence of Completion

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					
G2.B2.S1.A1 A381512	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.MA1 M414572	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.MA1 M414573	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A6 A381511	Performance Matters	Bennett, Mary	8/11/2017	Teachers receive hands-on training accessing their student data and demonstrate understanding in manipulating data into workable spreadsheets.	8/11/2017 one-time
G2.B1.S1.A1 A381506	Comprehensive Instructional Sequence/ Student Work analysis Protocol (SWAP)	Rufa, Carmine	8/28/2017	Classroom Walk-through's (CWT's), lesson plans, student work posted in classrooms, daily formative assessments	5/18/2018 biweekly
G2.B1.S1.A2 A381507	Vocabulary Acquisition/CIS lessons/ SWAP/PLC's	LaRose, Ed	8/28/2017	Classroom Walk-through's (CWT's), lesson plans, student work posted in classrooms, daily formative assessments/Learning walks	5/18/2018 weekly
G1.B1.S1.A2 A381505	Teachers will conduct 'attendance data chats during study' hall to create and ensure students are...		9/4/2017	Bi-weekly 90% attendance reports.	5/25/2018 biweekly
G2.B1.S1.MA1 M414571	Classroom walk-through's and lesson plans monitored for alignment and implementation.		8/28/2017	Lesson Plans will be reviewed for Rigor and curriculum alignment; classroom will be monitored for display of common board/student work samples with accompanying rubrics.	5/25/2018 monthly
G2.B1.S1.A3 A381508	Higher Order Thinking Strategies (HOTS)	Rufa, Carmine	9/4/2017	Walk-throughs, lesson plans, student work samples, quarterly common assessments	5/25/2018 monthly
G2.B1.S1.A4 A381509	Examine student work, SWAP, HOTS, Common Assessments/Buffer strategies and CIS lessons.	Rufa, Carmine	9/4/2017	Classroom Walk-throughs (CWT's) documenting use if CIS lessons, vocabulary and HOTs in conjunction with data evidencing student proficiency on common assessments. Teacher instruction consisting of vocabulary acquisition, incorporating complex/ multiple texts and summarizing strategies will enable students to master content aligned to standards based instruction. Students will be engaged in meaningful learning of different modalities and complexities demonstrating increasing student engagement.	5/28/2018 monthly
G1.MA1 M414569	Student Attendance Data	McNaughton, Donald	9/4/2017	90% Student Attendance Data will be logged monthly.	5/31/2018 monthly
G2.MA1 M414574	Lesson Plan Audits and Classroom Walk-Through's/ Data (CWT) will be used to verify lessons are...	Rufa, Carmine	8/28/2017	Weekly SWAP data/Quarterly Common assessment Data/Monthly Student Attendance Data	5/31/2018 monthly
G1.B1.S1.MA1 M414567	Evaluate data on an on-going basis.	McNaughton, Donald	8/21/2017	Attendance Reports/Quarterly student achievement reports	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 🔍 M414568	Monthly analysis of data coupled with the implementation of MTSS. All stakeholders will play...	McNaughton, Donald	8/21/2017	Attendance Data	5/31/2018 monthly
G1.B1.S1.A1 🔍 A381504	Student attendance data will be monitored monthly in an effort to be proactive and identify...	McNaughton, Donald	8/21/2017	Monthly Attendance Data.	5/31/2018 monthly
G2.B1.S1.MA1 🔍 M414570	Analysis of student data to demonstrate evidence of increasing Student Achievement	Rufa, Carmine	9/11/2017	Formative/Summative Common assessment, FCAT retake data, course failure data, lesson plans and At Risk students.	5/31/2018 quarterly
G2.B1.S1.A5 🔍 A381510	Danielson Overview	Rufa, Carmine	8/28/2017	Danielson Instructional Framework Domains/Elements. Teachers will be given the opportunity to dissect the elements in all Domains paying close attention to specific language. Teachers will look at all 4 rating categories paying close attention to the language that separates each rating category.	5/31/2018 annually
G2.B3.S1.A1 🔍 A381513	Attendance Data Chats will be completed by Study Hall teachers in an ongoing effort to create...	McNaughton, Donald	8/28/2017	Overall attendance will be logged monthly in addition to the careful scrutiny of the ninety (90) percent report generated every two weeks. This data will be used to address those students who have fallen below the 90% threshold.	5/31/2018 biweekly

V. Professional Development Opportunities

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

G2. Teachers will demonstrate expertise in delivering rigorous based instruction that is aligned with the District's Curriculum Map and backward Planning Models. This goal will be monitored through the use of Student Work analysis Protocol (SWAP) with focus on the school's priority of increasing student achievement.

G2.B1 Rigorous Standards Based Instruction

G2.B1.S1 Continued use of high yield instructional strategies fostered and modeled through effective professional development.

PD Opportunity 1

Vocabulary Acquisition/CIS lessons/SWAP/PLC's

Facilitator

Administrative Team

Participants

All faculty

Schedule

Weekly, from 8/28/2017 to 5/18/2018

PD Opportunity 2

Danielson Overview

Facilitator

Administrative Team

Participants

All Faculty

Schedule

Annually, from 8/28/2017 to 5/31/2018

PD Opportunity 3

Performance Matters

Facilitator

Mary Bennet

Participants

All Faculty

Schedule

On 8/11/2017

VI. Technical Assistance Items

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