Hilliard Middle Senior High

2018-19 Schoolwide Improvement Plan

Hilliard Middle Senior High

1 FLASHES AVE, Hilliard, FL 32046

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	56%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	C	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 Nassau 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.

2018-19 DA Category and Statuses for Hilliard Middle Senior High

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Hilliard Middle-Senior High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. HMSHS is committed to focusing on high expectations and individual academic success to create a community of respect and responsibility.

b. Provide the school's vision statement.

Inspire a passion for learning, excellence, and character.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:
• The history and content of the Declaration of Independence
• The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
• Flag education
• The elements of civil government
• The history of the United States
• The history of the Holocaust
• The history of African Americans
• The history of the state
• The conservation of natural resources
• Comprehensive health education
• The study of Hispanic contributions to the United States
• The study of women's contributions to the United States
• Character development programs
• Sacrifices of veterans
We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.
Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors.
Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.
Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Educate students on expected behaviors through PBS strategies. Staff will model qualities of character and highlight desired character traits through school functions.

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.

Ensure teachers are trained in Classroom management strategies and follow PBS protocols.
Instructional team reviews classroom data to ensure students are engaged while in class.
Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
Class meetings will occur on a frequent basis to include student feedback.
School-wide recognition systems are in place are in place to support Positive Behavior (PBS).
Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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.

School based teams meet to discuss students with barriers to academic and social success.
Mentors are assigned to students identified with concerns.
Offer instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

3. Early Warning Systems

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

Early Warning Indicators
a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b. One or more suspensions, whether in school or out of school
c. Course failure in English Language Arts or mathematics
d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	10	20	22	16	19	15	18	120
One or more suspensions	0	0	0	0	0	0	3	4	3	2	3	0	2	17
Course failure in ELA or Math	0	0	0	0	0	0	1	2	4	5	20	5	12	49
Level 1 on statewide assessment	0	0	0	0	0	0	5	11	26	12	22	11	16	103
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	5	9	6	16	6	7	51

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

1. A 90 minute block of reading instruction to all students scoring Achievement Level 1 or 2 in the FSA Reading Assessment. Students will also benefit from revised instructional models originating within the K8 Reading Initiative.
2. All students scoring below 50th percentile on the FSA mathematics assessment receive remediation in their areas of deficiency during their mathematics course.
3. Students who accumulate five absences in a month or 10 absences during 90 day period are referred to the Child Study Team who will develop, implement, and monitor interventions designed to improve the student's school attendance.
4. Teachers and administrators use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include: positive behavior support that rewards appropriate behaviors, monitoring student behavior through short-term progress reports and other strategies, conferences and contracts between administrators, parents/guardians, teachers, and students, referrals to Child Study Team, or Student Services (i.e. group or individual counseling with a guidance counselor, psychological evaluation, and direction to appropriate agencies for specific problems).

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

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.

B. Responsible parenting is promoted and supported.

C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

• Open House and Information Parent Nights
• School Blackboard web page
• Focus
• Newsletters and Remind communicating classroom and school news to parents
• Parent phone calls, School Messenger, and face-to face meetings
• College and Career Fairs
• School Matters Publication
• Social Media

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.

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

• Establishing structured opportunities to engage all stakeholders
• Encouraging open dialogue about challenges and solutions
• Engaging stakeholders in the use of data
• Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

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
Moore, Amanda	Instructional Coach
Johnson, Tammy	Principal
Carr, Brooke	School Counselor
Chaires, Christie	School Counselor
Mirando, Nick	Dean
Crawford, John	Assistant Principal

b. Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach.The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are exceeding grade level expectations, meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process
The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III
The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)
These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education is taught through many programs and courses
3) The School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start
The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education
Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dallis Hunter	Business/Community
Tammy Johnson	Principal
Amanda Moore	Teacher
Alana Isham	Parent
Kevin Webb	Business/Community
Kelvin Terry	Business/Community
Kiersten Wright	Student
Rob McCannell	Teacher
Terisia McKelvy	Education Support Employee
Brooke Geiger	Student
Kimberly Sims	Education Support Employee

b. Duties

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

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 Advisory Council members will serve as liaisons and participants in the school's programs. In addition, SAC members will assist with the analysis of climate survey data, monitor adequate
progress, and identify and recommend programs and projects that contribute to a positive and safe learning environment.

b. Development of this school improvement plan

The SAC assesses the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data. The SAC arranges the school's needs in priority order, indicates problems and barriers that underlie the needed improvements and their causes. The SAC identifies and evaluates possible solutions and develop strategies. The School Advisory Council establishes actions that will be done, a timeline for the completion of the said actions, person responsible for completing the action, and the needed resources. The SAC specifies precisely the expected outcomes.

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

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

School improvement funds are limited but sufficient to sustain the school's SAC needs.

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
Moore, Amanda	Instructional Coach
Ray, Kristen	Instructional Media
Johnson, Tammy	Principal
Rau, Amanda	Teacher, K-12
Jarrett, Angela	Teacher, K-12
Crawford, John	Assistant Principal

b. Duties

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

The LLT supports instructional strategies to improve reading comprehension and the Florida State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities. The LLT also coaches subject-area teachers methodology and strategies for reading literacy.

D. Public and Collaborative Teaching

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

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

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.
The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time. Four additional partial days were included in the 201819 school calendar to allow for collaboration and teacher planning.

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

1. Provision of mentoring, training and coaching for:
a) first and second-year new teachers, including those in Alternative Certification (ACP) or
Educator Preparation Institute (EPI) programs; and
b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONALE FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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.

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.
District Adoption Process:
1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.
Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

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 analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.
The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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: Before School Program

Minutes added to school year: 3,645

Communities in Schools is a before-school program providing academic support to students in reading and mathematics.

Strategy Rationale

Communities in Schools offers additional academic support through tutoring, mentoring, and celebration of achievements so that students may develop/improve their academic skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Moore, Amanda, mooream@nassau.k12.fl.us

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

A number of data elements are collected: student grades, FSA/EOC data, progress monitoring data, attendance data, and discipline data.

Data is analyzed to determine student improvement on state assessments and course grades. Attendance and discipline data is analyzed to determine student attitude and motivation towards school.

Strategy: After School Program

Minutes added to school year: 3,645

Communities in Schools is a before/after-school program providing academic support to students in reading and mathematics.

Strategy Rationale

Communities in Schools offers additional academic support through tutoring, mentoring, and celebration of achievements so that students may develop/improve their academic skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Moore, Amanda, mooream@nassau.k12.fl.us

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

A number of data elements are collected: student grades, FSA/EOC data, progress monitoring data, attendance data, and discipline data.

Data is analyzed to determine student improvement on state assessments and course grades. Attendance and discipline data is analyzed to determine student attitude and motivation towards school.

Strategy: After School Program

Minutes added to school year: 2,380

Common Planning time for teachers

Strategy Rationale

Wednesday afternoon planning time and partial day schedules offer a designated session of collaboration, planning, and comparison of student data for instructional purposes

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Johnson, Tammy, johnsonta@nassau.k12.fl.us

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

Lesson plans, data chat results, meeting outcomes, observations of common planning

Strategy: Summer Program
Minutes added to school year: 6,600

Summer program offers middle school students an opportunity to recover course/grade level failures.

Strategy Rationale

The Summer Program, a drop-out prevention program, allows students to remain with their Kindergarten co-hort or prevent further grade-level retention.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Carr, Brooke, brooke.carr@nassau.k12.fl.us

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

Graduation progress data, promotion rates, attendance data, and discipline data.

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.

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Messenger, Remind, school websites, and school newsletters.
Several initiatives and programs have been established to foster college-going culture and to support and assist students as they work toward achieving college and career readiness.

Students receive daily instruction and support to prepare them for college and careers. These academic strategies impact students school-wide as strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes. Students learn organizational skills, study skills, and work on critical thinking skills that will better prepare them for college and career readiness.
Initiatives include: Career and Technical Occupations courses for middle school students, AVID elective courses, AP and Dual Enrollment courses, SAT school day test administration, College and Career Fairs, college and career field trips, and assemblies with guest speakers.

The Nassau County Economic Development Board conducts soft-skills training and seminars on employment seeking to the district's students as a component of their partnership with the district. Other business partners assist in career education curriculum development and placement efforts through their participation in program area advisory boards. Partners include trade organizations such as the First Coast Manufacturing Association and the Northeast Florida Builders Association, and

numerous employers in the area.Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed. A parent support group has been formed to assist in supporting parents and students in the transition process as well.

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.

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, College Campus Field Trips, on-campus college resource center and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Messenger, the Remind app, bulletin and marquee announcements, school websites, and school newsletters.

Several initiatives and programs have been established to foster college-going culture and to support and assist students as they work toward achieving college and career readiness. Students receive daily instruction and support to prepare them for college and careers. These academic strategies impact students school-wide as strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes. In class students learn organizational skills, study skills, and work on critical thinking skills that will better prepare them for college and career readiness.
Initiatives include: Career and Technical Occupations programs are available to middle school students, AVID elective courses, AP and Dual Enrollment courses, SAT school day test administration, PSAT school day administration for grades 8, 9, and 10, College and Career Fairs, college and career field trips, and assemblies with guest speakers.

The Nassau County Economic Development Board conducts soft-skills training and seminars on employment seeking to the district's students as a component of their partnership with the district. Other business partners assist in career education curriculum development and placement efforts through their participation in program area advisory boards. Partners include trade organizations such as the First Coast Manufacturing Association and the Northeast Florida Builders Association, and numerous employers in the area.

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

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.

Course Title Industry Certification
Introduction to Information Technology Word
Administration Office Technology I Powerpoint
Business Software Applications Excel
Culinary Arts I & II ServeSafe (Bean)
Culinary Arts III Prostart Level I (Exam Only) (Bean)
Culinary Arts IV Prostart Level II (Exam Only) (Bean)
Machining II NIMS Certification
Machining III NIMS Certification

HVAC 1 NCCER HVAC Level 1 All/Bean
HVAC 2 NCCER HVAC Level 2 All/Bean
Electricity 2 NCCER Electricity Level 1 All/Bean
Agritechnology II Agricultural Technician Certification
Game & Simulation Programming Bean
Drafting 1 AutoDesk Certified User - AutoCAD All/Bean
Drafting 2 AutoDesk Certified Professional - AutoCAD All/Bean
Allied Health Assistant III CMAA
JAVA Java Programming
Horticulture Certified Horticulture Professional
Advanced IT (IBA)

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

Career Education teachers have received staff development training in teaching reading through the content area. Other career education courses such as Drafting, Culinary Arts, HVAC/Electrical, and Machining include application of mathematical principles. In addition, the JAVA class was added for the 2015-2016 school year allowing students to sit for the AP Computer Science Exam. Health Sciences and Biomedical sciences programs curriculum includes instruction in Anatomy and Physiology and other science concepts.

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.

To be considered "college and career" ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics that have been identified through a cross-sector collaborative effort by Florida's K12, college and university faculty. Students demonstrate proficiency by achieving passing-level scores in reading, writing and mathematics on the Postsecondary Education Readiness Test or an approved alternative. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete remedial courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, and college-credit courses.
Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the skilled workforce. These higher levels of competency may be measured by SAT and/or ACT scores, in addition to earning postsecondary credits through AP, Dual Enrollment, or by earning state-approved industry certifications.
Strategies:
• Remediation classes are offered
• School-wide PSAT and SAT day
• SAT/ACT prep given in content area classes
• After-school review classes offered
• Implementation of Khan Academy throughout the curriculum
• 8th/9th Grade PSAT, 10th grade PSAT/NMSQT, and 11th grade NMSQT School Day
• Implementation of the AVID system district-wide

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. Improve middle school acceleration by increasing the percentage of eligible middle school students who achieve Level 3 or higher in a high school course such as Algebra 1.

G2. Increase the percentage of graduating seniors who earned college credit or industry certification through Advanced Placement, dual enrollment, or career technical education courses.

G3. Increase the percentage of students scoring Achievement Level 3 or above on the Civics and US History End-Of-Course Exam.

G4. Increase the percentage of students scoring at level 3 or above on the FCAT 2.0 Science Assessment and Biology 1 EOC.

G5. Increase percentage of students scoring Level 3 or above on the Florida Standards Assessments (FSA) for Mathematics (6-8), Algebra 1, and Geometry EOC's as well as increase percentage of students achieving learning gains.

G6. Increase the number of students scoring Level 3 or above and increase overall learning gains on the ELA Florida Standards Assessments (FSA).

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. Improve middle school acceleration by increasing the percentage of eligible middle school students who achieve Level 3 or higher in a high school course such as Algebra 1. `1a`

🔍 G100917

Targets Supported `1b`

Indicator	Annual Target
High School Acceleration	60.0

Targeted Barriers to Achieving the Goal `3`

• Scheduling and capacity constraints may inhibit opportunities for eligible students to pursue acceleration options.

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

•

Plan to Monitor Progress Toward G1. `8`

The master schedule and student enrollment will indicate progress.

Person Responsible
Tammy Johnson

Schedule
On 5/24/2019

Evidence of Completion

G2. Increase the percentage of graduating seniors who earned college credit or industry certification through Advanced Placement, dual enrollment, or career technical education courses. 1a

🔍 G100918

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	71.0

Targeted Barriers to Achieving the Goal 3

- Not all students understand the benefits of achieving college and career readiness while in high school.

- Preparation/registration for post-secondary education can be a confusing and complex process.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G2. 8

An increase in percentage of students earning industry certification, AP, and dual enrollment credit will demonstrate progress.

Person Responsible
Tammy Johnson

Schedule
Annually, from 5/24/2019 to 8/30/2019

Evidence of Completion
FTE Survey 5 data on college readiness

G3. Increase the percentage of students scoring Achievement Level 3 or above on the Civics and US History End-Of-Course Exam. 1a

🔑 G100919

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	80.0
Civics EOC Pass	72.0

Targeted Barriers to Achieving the Goal 3

- Students may lack skills to analyze, evaluate, and differentiate a variety of historical texts (such as primary and secondary sources).

- Middle school students lack sufficient knowledge and experience in reading maps, charts, and tables so as to make inferences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, textbooks, curriculum maps, current events, primary and secondary sources, Khan Academy, FOCUS planning tool, Google Classroom, Common Planning collegiality, Staff Development focused on literacy strategies, Kahootz monitoring

Plan to Monitor Progress Toward G3. 8

iObservations, walkthroughs, lesson plans, Social Studies PLC/meeting minutes, assessment data, curriculum maps, student work, progress monitoring data (USATestPrep/ALbertIO)

Person Responsible
John Crawford

Schedule
Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion
PD agendas and sign-in sheets

G4. Increase the percentage of students scoring at level 3 or above on the FCAT 2.0 Science Assessment and Biology 1 EOC. `1a`

🔍 G100920

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	60.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal `3`

- Students may lack specific scientific knowledge and skill, resulting in limited higher level thinking and problem solving of scientific concepts.

- Scheduling of science courses within the master schedule must be strategic.

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

- Marzano's Art and Science of Teacher Framework, Science Textbooks and Labs, District Science CRT, CPALMS, Discovery Ed, Khan Academy, IQWST, WICOR, after school Robotics Club (STEM), Science Professional Development Opportunities, USATestPrep Progress Monitoring

Plan to Monitor Progress Toward G4. `8`

Lesson plans, classroom observations, student artifacts, professional development participation logs, common planning time participation

Person Responsible

Tammy Johnson

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Lesson plans, classroom observations, student artifacts, professional development, increased STEM activities among general science students (such as Robotics club, maker spaces, etc.), EOC and FCAT 2.0 data, USATestPrep and AlbertIO, Science Fair, Schoolwide Eclipse Lessons

G5. Increase percentage of students scoring Level 3 or above on the Florida Standards Assessments (FSA) for Mathematics (6-8), Algebra 1, and Geometry EOC's as well as increase percentage of students achieving learning gains. 1a

🔑 G100921

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0
Geometry EOC Pass Rate	80.0
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Students may lack foundational math skills necessary to understand complex mathematical concepts.

- Students need support interacting with new mathematical concepts.

- Students' literacy skills are an essential element in understanding mathematical applications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Khan Academy, Pearson Math Institute, Math XL, Math Intel, Accelerated Math, STAR Math Diagnostic, WICOR, Florida Standards Training Materials, KUTA software, my.hmh, USATestPrep, online textbook resources, MathNation, Kagan

Plan to Monitor Progress Toward G5. 8

Conduct classroom walkthroughs and evaluations, monitor lesson plans and Math program reports of student performance

Person Responsible
Tammy Johnson

Schedule
Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion
iObservation classroom observations, lesson plans, Math program reports of student performance, K8 Literacy Initiative

G6. Increase the number of students scoring Level 3 or above and increase overall learning gains on the ELA Florida Standards Assessments (FSA). `1a`

🔍 G100922

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	69.0

Targeted Barriers to Achieving the Goal `3`

- Students are unable to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students must be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text (reading and writing). They may need additional support with Florida Standards Assessment question types (Equation response - Graphic response - Multiple-choice response - Multi-select response - May require selection responses. Natural language response, Simulation response).

- Students may lack experience with text-based writing.

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

- Professional Learning Communities, Corrective Reading Program, Achieve 3000, CPALMS, remediation programs, Lexia Power Up, Accelerated Reader 360, Discovery Ed, STAR Assessments, Khan Academy, NoRedInk, CommonLit, FSA Online Portal, WICOR Strategies, Student Writing Exemplars, AP Summer Institute, HMH Curriculum Package, staff development focused on differentiated instruction and small group instruction, collaborative strategy walks, K8 Literacy Initiative, Kagan, Support Facilitation Professional Development

Plan to Monitor Progress Toward G6. `8`

iObservations, walkthroughs, lesson plans, student work, reading software data will be conducted/monitored.

Person Responsible

John Crawford

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservations, walkthroughs, lesson plans, student work, reading software data, FSA data, STAR/DAR data, Achieve, Lexia, performance matters,

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. Improve middle school acceleration by increasing the percentage of eligible middle school students who achieve Level 3 or higher in a high school course such as Algebra 1. 1

🔑 G100917

G1.B1 Scheduling and capacity constraints may inhibit opportunities for eligible students to pursue acceleration options. 2

🔑 B272116

G1.B1.S1 Sustain three sections of Algebra 1 Honors courses offered to middle school students (8th graders). 4

🔑 S288123

Strategy Rationale

Action Step 1 5

Sustain three sections of Algebra 1 Honors courses offered to middle school students (8th graders).

Person Responsible

Tammy Johnson

Schedule

On 5/24/2019

Evidence of Completion

Master Schedule

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

The master schedule will reflect course offerings.

Person Responsible

Tammy Johnson

Schedule

On 5/24/2019

Evidence of Completion

Master Schedule/FOCUS

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

8th Grade enrollment will expand for the Algebra 1 Honors course.

Person Responsible

Tammy Johnson

Schedule

On 5/24/2019

Evidence of Completion

8th grade enrollment

G1.B1.S2 Expand access for CAPE computer-based courses to 7th and 8th grade students. `4`
🔑 S288124

Strategy Rationale

Action Step 1 `5`

Expand access for CAPE computer-based courses to 7th and 8th grade students.

Person Responsible

Tammy Johnson

Schedule

On 5/24/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

The master schedule will reflect course offerings.

Person Responsible

Tammy Johnson

Schedule

On 5/24/2019

Evidence of Completion

Master Schedule/FOCUS; 7th/8th grade students will begin earning CAPE certifications and corresponding high school credit.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

7th and 8th Grade enrollment will expand for the CAPE computer-based courses.

Person Responsible

Tammy Johnson

Schedule

Semiannually, from 8/10/2018 to 5/24/2019

Evidence of Completion

G2. Increase the percentage of graduating seniors who earned college credit or industry certification through Advanced Placement, dual enrollment, or career technical education courses. 1

🔍 G100918

G2.B1 Not all students understand the benefits of achieving college and career readiness while in high school. 2

🔍 B272117

G2.B1.S1 Increase opportunities for college and career advising through classroom instruction, guidance department, parent nights, and campus visits. 4

🔍 S288125

Strategy Rationale

Action Step 1 5

Guidance counselors, AVID teachers, and classroom teachers will provide additional career counseling to students and parents.

Person Responsible

Christie Chaires

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

School Calendars, observations, contact lists, agendas, career/college field trips, parent nights, teacher lesson plans, department meetings

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

Guidance counselors will report progress to administration on a quarterly basis.

Person Responsible

Tammy Johnson

Schedule

Quarterly, from 8/10/2018 to 5/24/2019

Evidence of Completion

leadership meetings

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

Surveys, verbal feedback, and student/parent participation will indicate effectiveness.

Person Responsible

Christie Chaires

Schedule

Quarterly, from 8/10/2018 to 5/24/2019

Evidence of Completion

G2.B2 Preparation/registration for post-secondary education can be a confusing and complex process. `2`
🔑 B272118

G2.B2.S1 Increase cooperation and communication with the Advising and Recruiting Office of FSCJ. Increase AVID experiences. `4`
🔑 S288126

Strategy Rationale

Action Step 1 `5`

Establish and attend a regularly scheduled collaboration meeting between NCSB Administration and Guidance Staff and FSCJ staff. For AVID, increase the number of college experiences (on and off campus).

Person Responsible

Tammy Johnson

Schedule

Quarterly, from 9/14/2018 to 5/24/2019

Evidence of Completion

Meeting agendas

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

Meeting agendas, minutes, or trip/event forms will indicate implementation.

Person Responsible

Tammy Johnson

Schedule

Quarterly, from 9/14/2018 to 5/24/2019

Evidence of Completion

Meeting agendas, minutes, or trip/event forms will indicate implementation.

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

Implementation and improvements regarding FSCJ initiatives and communication, and AVID school calender identifying college events, will indicate effectiveness.

Person Responsible

Tammy Johnson

Schedule

Quarterly, from 9/14/2018 to 5/24/2019

Evidence of Completion

Meeting agendas, minutes, and outcomes.

G3. Increase the percentage of students scoring Achievement Level 3 or above on the Civics and US History End-Of-Course Exam. 1

🔍 G100919

G3.B1 Students may lack skills to analyze, evaluate, and differentiate a variety of historical texts (such as primary and secondary sources). 2

🔍 B272119

G3.B1.S1 Provide professional development to teachers on the Reading FSA and book studies as it relates to US History content. Increase progress monitoring of student performance. 4

🔍 S288127

Strategy Rationale

The ability to critically read directly impacts understanding of chronology, events, and relationships.

Action Step 1 5

Continue professional development in explicit prescriptive FSA/WICOR/Kagan reading and writing strategies as related to Civics and US History content. Emphasize high-engagement strategies.

Person Responsible

John Crawford

Schedule

Quarterly, from 8/10/2018 to 5/24/2019

Evidence of Completion

PD Rosters, Artifacts from training, lesson plans, iObservations, walkthroughs, student work, strategy walks

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

Student artifacts, lesson plans, progress monitoring data, and observations indicate authentic implementation of reading strategies.

Person Responsible

John Crawford

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservations, walkthroughs, lesson plans, iObservations, student work, Khan Academy data,

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

iObservations, walkthroughs, lesson plans, Social Studies PLC/meeting minutes, assessment data, curriculum maps, student work, progress monitoring data

Person Responsible

John Crawford

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

PD agendas and sign-in sheets

G3.B2 Middle school students lack sufficient knowledge and experience in reading maps, charts, and tables so as to make inferences. `2`

🔍 B272120

G3.B2.S1 With the use of new resources and digital classroom experiences, students will be taught and interact more frequently with non-linguistic and linguistic formats. `4`

🔍 S288128

Strategy Rationale

Action Step 1 `5`

Social studies teachers will mutually plan (pacing and curriculum) during common planning time.

Person Responsible

John Crawford

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Lesson plans, assessment data, curriculum maps, classroom observations, PLC participation

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans, classroom observations, assessment data, curriculum maps plans, student progress monitoring

Person Responsible

John Crawford

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

lesson plans, classroom observations, middle school and high school progression maps

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

John Crawford

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

lesson plans, classroom observations, middle school and high school progression maps

G4. Increase the percentage of students scoring at level 3 or above on the FCAT 2.0 Science Assessment and Biology 1 EOC. 1

🔍 G100920

G4.B1 Students may lack specific scientific knowledge and skill, resulting in limited higher level thinking and problem solving of scientific concepts. 2

🔍 B272121

G4.B1.S1 Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective science instruction. 4

🔍 S288129

Strategy Rationale

By increasing opportunities for teachers to change their instructional practices, students will engage in more opportunities (such as hands-on activities and experiments) that increase their scientific knowledge and deepen their understanding of the scientific method.

Action Step 1 5

Teachers will use research-based instructional strategies and provide appropriate resources and quality activities that meet the standards for science instruction.

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservation and teacher evaluation data, Science Data, End of Course Exam Data, increased STEM activities among general science students (such as Robotics club, maker spaces)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Walk-throughs and observations; monitor and align professional development opportunities (particularly STEM and literacy-based initiatives), ensure common planning time, and implementation of WICOR strategies,

Person Responsible

Tammy Johnson

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Lesson plans, classroom observations, student artifacts, professional development participation, increased STEM activities among general science students (such as Robotics club, maker spaces, etc.), WICOR strategies, Marzano's Art and Science of Teaching, USATtestPrep, AlbertIO

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Walk-throughs, observations, and lesson plans

Person Responsible

Tammy Johnson

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Lesson plans, classroom observations, student artifacts, professional development, increased STEM activities among general science students (such as Robotics club, maker spaces, etc.),

G4.B2 Scheduling of science courses within the master schedule must be strategic. 2

🔑 B272122

G4.B2.S1 Offer 8th grade students a strong STEM experience for Semester 1 that sustains scientific inquiry prior to Semester 2 Science course and EOC. 4

🔑 S288130

Strategy Rationale

Action Step 1 5

Ensure an increased number of 8th grade students are enrolled in the Semester 1 Tech/STEM lab.

Person Responsible

Tammy Johnson

Schedule

On 12/21/2018

Evidence of Completion

Master schedule and FOCUS will reflect scheduling and enrollment.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Master schedule and FOCUS reflect majority of 8th grade students for Semester 1 Tech/STEM courses.

Person Responsible

Brooke Carr

Schedule

On 12/21/2018

Evidence of Completion

Master schedule and FOCUS reflect majority of 8th grade students for Semester 1 Tech/STEM courses.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Master schedule, FOCUS rosters, walk-throughs, and observations

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2018 to 12/21/2018

Evidence of Completion

Student artifacts, engagement, and FOCUS rosters will reflect implementation efficacy.

G5. Increase percentage of students scoring Level 3 or above on the Florida Standards Assessments (FSA) for Mathematics (6-8), Algebra 1, and Geometry EOC's as well as increase percentage of students achieving learning gains. `1`

🔍 G100921

G5.B1 Students may lack foundational math skills necessary to understand complex mathematical concepts. `2`

🔍 B272123

G5.B1.S1 Utilizing technology instructional resources, teachers will provide skill-based instruction in small groups or high-engagement activities while providing differentiated instruction throughout the learning environment. `4`

🔍 S288131

Strategy Rationale

Action Step 1 `5`

Using available data, teachers will implement high engagement strategies, including but not limited to small group instruction. Instruction will integrate differentiation strategies based on ability, skill, or topic.

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

classroom artifacts, Math program reports, Performance matters, Academy of Math deliverables; STAR data; Performance Matters

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Conduct classroom observations, review lesson plans, Math program reports

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

HHS's Action Plan targets Mathematics performance; classroom observations, lesson plans, Math program reports, Academy of Math deliverables.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Conduct classroom observations, lesson plans, Math program reports of student performance; review best practices as related to Marzano's Art and Science of Teaching

Person Responsible

Tammy Johnson

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

classroom observations, lesson plans, Math program reports of student performance, EOC data

G5.B2 Students need support interacting with new mathematical concepts. `2`

🔑 B272124

G5.B2.S1 Provide teachers with professional development to assist them with the implementation of small group instruction, literacy skills (vocabulary), and progress monitoring. `4`

🔑 S288132

Strategy Rationale

Monitor effectiveness of implementation.

Action Step 1 `5`

Review and provide professional development support for teachers for the implementation of small group instruction, literacy skills (vocabulary), and progress monitoring.

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Classroom observations, weekly lesson plans, artifacts, Academy of Math deliverables, vocabulary google folder

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Classroom observations

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservations

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Review lesson plans and classroom observations

Person Responsible

Tammy Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work samples and products, Academy of Math deliverables, progress monitoring data

G5.B3 Students' literacy skills are an essential element in understanding mathematical applications. `2`
🔍 B272125

G5.B3.S1 Increase explicit vocabulary and mathematical comprehension instruction. `4`
🔍 S288133

Strategy Rationale

Mathematical problems are increasingly text-based and couched in authentic applications. Students must be able to comprehend essential vocabulary as well as understand the full scope of the problem posed so they can successfully solve multi-step equations.

Action Step 1 `5`

Implement explicit math vocabulary instruction so as to improve math literacy.

Person Responsible

Tammy Johnson

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Google Vocabulary Drive (target words), observations, lesson plans, student products, K-8 Literacy Initiative

Plan to Monitor Fidelity of Implementation of G5.B3.S1 `6`

Monthly discussion/review of vocabulary strategies implemented within math classrooms.

Person Responsible

Tammy Johnson

Schedule

Monthly, from 10/3/2017 to 5/25/2018

Evidence of Completion

Agendas/minutes, google vocabulary drive, lesson plans, observations.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Monthly discussion/review of vocabulary strategies implemented within math classrooms.

Person Responsible

Tammy Johnson

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Agendas/minutes, google vocabulary drive, lesson plans, observations.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G6. Increase the number of students scoring Level 3 or above and increase overall learning gains on the ELA Florida Standards Assessments (FSA). [1]

🔍 G100922

G6.B1 Students are unable to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students must be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text (reading and writing). They may need additional support with Florida Standards Assessment question types (Equation response - Graphic response - Multiple-choice response - Multi-select response - May require selection responses. Natural language response, Simulation response). [2]

🔍 B272126

G6.B1.S1 Students will use WICOR/Kagan strategies to summarize, analyze, and contextualize complex informational text. Explicit literacy instruction focused on vocabulary, fluency, phonics, and comprehension will be implemented to remedy reading deficiencies. [4]

🔍 S288134

Strategy Rationale

Action Step 1 [5]

Integrate explicit teacher-led literacy instruction focused on vocabulary, fluency, and comprehension; instruction is differentiated according to ability and standards mastery.

Person Responsible

John Crawford

Schedule

Daily, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservations, walkthroughs, lesson plans, student work, reading software data, data meeting agendas, professional development days

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

iObservations, walkthroughs, lesson plans, student work, reading software data

Person Responsible

John Crawford

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservations, walkthroughs, lesson plans, student work, reading software data, K8 literacy initiative outcomes

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

iObservations, walkthroughs, lesson plans, student work, and reading software data will be conducted/monitored to ensure appropriate implementation.

Person Responsible

John Crawford

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iObservations, walkthroughs, lesson plans, student work, reading software data

V. Professional Development Opportunities

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

G3. Increase the percentage of students scoring Achievement Level 3 or above on the Civics and US History End-Of-Course Exam.

G3.B2 Middle school students lack sufficient knowledge and experience in reading maps, charts, and tables so as to make inferences.

G3.B2.S1 With the use of new resources and digital classroom experiences, students will be taught and interact more frequently with non-linguistic and linguistic formats.

PD Opportunity 1

Social studies teachers will mutually plan (pacing and curriculum) during common planning time.

Facilitator

Tammy Johnson John Crawford Social Studies Department Chair

Participants

Social Studies Teachers

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

G4. Increase the percentage of students scoring at level 3 or above on the FCAT 2.0 Science Assessment and Biology 1 EOC.

G4.B1 Students may lack specific scientific knowledge and skill, resulting in limited higher level thinking and problem solving of scientific concepts.

G4.B1.S1 Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective science instruction.

PD Opportunity 1

Teachers will use research-based instructional strategies and provide appropriate resources and quality activities that meet the standards for science instruction.

Facilitator

Science Department Chair

Participants

School Based Science Teachers, Media Specialist

Schedule

Weekly, from 8/10/2018 to 5/24/2019

G5. Increase percentage of students scoring Level 3 or above on the Florida Standards Assessments (FSA) for Mathematics (6-8), Algebra 1, and Geometry EOC's as well as increase percentage of students achieving learning gains.

G5.B1 Students may lack foundational math skills necessary to understand complex mathematical concepts.

G5.B1.S1 Utilizing technology instructional resources, teachers will provide skill-based instruction in small groups or high-engagement activities while providing differentiated instruction throughout the learning environment.

PD Opportunity 1

Using available data, teachers will implement high engagement strategies, including but not limited to small group instruction. Instruction will integrate differentiation strategies based on ability, skill, or topic.

Facilitator

John Crawford Tammy Johnson Johnna Taylor Kristen Musgrove

Participants

Math Department

Schedule

Weekly, from 8/10/2018 to 5/24/2019

G5.B3 Students' literacy skills are an essential element in understanding mathematical applications.

G5.B3.S1 Increase explicit vocabulary and mathematical comprehension instruction.

PD Opportunity 1

Implement explicit math vocabulary instruction so as to improve math literacy.

Facilitator

Tammy Johnson, Kristen Musgrove, Johnna Taylor

Participants

Leadership Team, Math Team

Schedule

Monthly, from 10/1/2018 to 5/24/2019

G6. Increase the number of students scoring Level 3 or above and increase overall learning gains on the ELA Florida Standards Assessments (FSA).

G6.B1 Students are unable to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students must be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text (reading and writing). They may need additional support with Florida Standards Assessment question types (Equation response - Graphic response - Multiple-choice response - Multi-select response - May require selection responses. Natural language response, Simulation response).

G6.B1.S1 Students will use WICOR/Kagan strategies to summarize, analyze, and contextualize complex informational text. Explicit literacy instruction focused on vocabulary, fluency, phonics, and comprehension will be implemented to remedy reading deficiencies.

PD Opportunity 1

Integrate explicit teacher-led literacy instruction focused on vocabulary, fluency, and comprehension; instruction is differentiated according to ability and standards mastery.

Facilitator

Tammy Johnson John Crawford Amanda Moore Lead Teachers

Participants

English Department

Schedule

Daily, from 8/10/2018 to 5/24/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Sustain three sections of Algebra 1 Honors courses offered to middle school students (8th graders).	$0.00
2	G1.B1.S2.A1	Expand access for CAPE computer-based courses to 7th and 8th grade students.	$0.00
3	G2.B1.S1.A1	Guidance counselors, AVID teachers, and classroom teachers will provide additional career counseling to students and parents.	$0.00
4	G2.B2.S1.A1	Establish and attend a regularly scheduled collaboration meeting between NCSB Administration and Guidance Staff and FSCJ staff. For AVID, increase the number of college experiences (on and off campus).	$0.00
5	G3.B1.S1.A1	Continue professional development in explicit prescriptive FSA/WICOR/Kagan reading and writing strategies as related to Civics and US History content. Emphasize high-engagement strategies.	$0.00
6	G3.B2.S1.A1	Social studies teachers will mutually plan (pacing and curriculum) during common planning time.	$0.00
7	G4.B1.S1.A1	Teachers will use research-based instructional strategies and provide appropriate resources and quality activities that meet the standards for science instruction.	$0.00
8	G4.B2.S1.A1	Ensure an increased number of 8th grade students are enrolled in the Semester 1 Tech/STEM lab.	$0.00
9	G5.B1.S1.A1	Using available data, teachers will implement high engagement strategies, including but not limited to small group instruction. Instruction will integrate differentiation strategies based on ability, skill, or topic.	$0.00
10	G5.B2.S1.A1	Review and provide professional development support for teachers for the implementation of small group instruction, literacy skills (vocabulary), and progress monitoring.	$0.00
11	G5.B3.S1.A1	Implement explicit math vocabulary instruction so as to improve math literacy.	$0.00
12	G6.B1.S1.A1	Integrate explicit teacher-led literacy instruction focused on vocabulary, fluency, and comprehension; instruction is differentiated according to ability and standards mastery.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G5.B3.S1.MA1 M427635	[no content entered]		No Start Date		No End Date one-time
G5.B2.S1.MA1 M427632	Review lesson plans and classroom observations	Johnson, Tammy	8/10/2017	Student work samples and products, Academy of Math deliverables, progress monitoring data	5/25/2018 weekly
G5.B3.S1.MA1 M427636	Monthly discussion/review of vocabulary strategies implemented within math classrooms.	Johnson, Tammy	10/3/2017	Agendas/minutes, google vocabulary drive, lesson plans, observations.	5/25/2018 monthly
G4.B2.S1.MA1 M427627	Master schedule, FOCUS rosters, walk-throughs, and observations	Johnson, Tammy	8/10/2018	Student artifacts, engagement, and FOCUS rosters will reflect implementation efficacy.	12/21/2018 weekly
G4.B2.S1.MA1 M427628	Master schedule and FOCUS reflect majority of 8th grade students for Semester 1 Tech/STEM courses.	Carr, Brooke	8/10/2018	Master schedule and FOCUS reflect majority of 8th grade students for Semester 1 Tech/STEM courses.	12/21/2018 one-time
G4.B2.S1.A1 A390857	Ensure an increased number of 8th grade students are enrolled in the Semester 1 Tech/STEM lab.	Johnson, Tammy	8/10/2018	Master schedule and FOCUS will reflect scheduling and enrollment.	12/21/2018 one-time
G1.MA1 M427614	The master schedule and student enrollment will indicate progress.	Johnson, Tammy	8/24/2018		5/24/2019 one-time
G3.MA1 M427624	iObservations, walkthroughs, lesson plans, Social Studies PLC/meeting minutes, assessment data,...	Crawford, John	8/10/2018	PD agendas and sign-in sheets	5/24/2019 monthly
G4.MA1 M427629	Lesson plans, classroom observations, student artifacts, professional development participation...	Johnson, Tammy	8/10/2018	Lesson plans, classroom observations, student artifacts, professional development, increased STEM activities among general science students (such as Robotics club, maker spaces, etc.), EOC and FCAT 2.0 data, USATestPrep and AlbertIO, Science Fair, Schoolwide Eclipse Lessons	5/24/2019 biweekly
G5.MA1 M427637	Conduct classroom walkthroughs and evaluations, monitor lesson plans and Math program reports of...	Johnson, Tammy	8/10/2018	iObservation classroom observations, lesson plans, Math program reports of student performance, K8 Literacy Initiative	5/24/2019 biweekly
G6.MA1 M427640	iObservations, walkthroughs, lesson plans, student work, reading software data will be...	Crawford, John	8/10/2018	iObservations, walkthroughs, lesson plans, student work, reading software data, FSA data, STAR/DAR data, Achieve, Lexia, performance matters,	5/24/2019 biweekly
G1.B1.S1.MA1 M427610	8th Grade enrollment will expand for the Algebra 1 Honors course.	Johnson, Tammy	8/24/2018	8th grade enrollment	5/24/2019 one-time
G1.B1.S1.MA1 M427611	The master schedule will reflect course offerings.	Johnson, Tammy	8/10/2018	Master Schedule/FOCUS	5/24/2019 one-time
G1.B1.S1.A1 A390850	Sustain three sections of Algebra 1 Honors courses offered to middle school students (8th graders).	Johnson, Tammy	8/10/2018	Master Schedule	5/24/2019 one-time
G2.B1.S1.MA1 M427615	Surveys, verbal feedback, and student/ parent participation will indicate effectiveness.	Chaires, Christie	8/10/2018		5/24/2019 quarterly
G2.B1.S1.MA1 M427616	Guidance counselors will report progress to administration on a quarterly basis.	Johnson, Tammy	8/10/2018	leadership meetings	5/24/2019 quarterly
G2.B1.S1.A1 A390852	Guidance counselors, AVID teachers, and classroom teachers will provide additional career...	Chaires, Christie	8/10/2018	School Calendars, observations, contact lists, agendas, career/college	5/24/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				field trips, parent nights, teacher lesson plans, department meetings	
G2.B2.S1.MA1 M427617	Implementation and improvements regarding FSCJ initiatives and communication, and AVID school...	Johnson, Tammy	9/14/2018	Meeting agendas, minutes, and outcomes.	5/24/2019 quarterly
G2.B2.S1.MA1 M427618	Meeting agendas, minutes, or trip/event forms will indicate implementation.	Johnson, Tammy	9/14/2018	Meeting agendas, minutes, or trip/event forms will indicate implementation.	5/24/2019 quarterly
G2.B2.S1.A1 A390853	Establish and attend a regularly scheduled collaboration meeting between NCSB Administration and...	Johnson, Tammy	9/14/2018	Meeting agendas	5/24/2019 quarterly
G3.B1.S1.MA1 M427620	iObservations, walkthroughs, lesson plans, Social Studies PLC/meeting minutes, assessment data,...	Crawford, John	8/10/2018	PD agendas and sign-in sheets	5/24/2019 monthly
G3.B1.S1.MA1 M427621	Student artifacts, lesson plans, progress monitoring data, and observations indicate authentic...	Crawford, John	8/10/2018	iObservations, walkthroughs, lesson plans, iObservations, student work, Khan Academy data,	5/24/2019 monthly
G3.B1.S1.A1 A390854	Continue professional development in explicit prescriptive FSA/WICOR/Kagan reading and writing...	Crawford, John	8/10/2018	PD Rosters, Artifacts from training, lesson plans, iObservations, walkthroughs, student work, strategy walks	5/24/2019 quarterly
G3.B2.S1.MA1 M427622	Lesson plans, classroom observations, assessment data, curriculum maps	Crawford, John	8/10/2018	lesson plans, classroom observations, middle school and high school progression maps	5/24/2019 monthly
G3.B2.S1.MA1 M427623	Lesson plans, classroom observations, assessment data, curriculum maps plans, student progress...	Crawford, John	8/10/2018	lesson plans, classroom observations, middle school and high school progression maps	5/24/2019 monthly
G3.B2.S1.A1 A390855	Social studies teachers will mutually plan (pacing and curriculum) during common planning time.	Crawford, John	8/10/2018	Lesson plans, assessment data, curriculum maps, classroom observations, PLC participation	5/24/2019 biweekly
G4.B1.S1.MA1 M427625	Walk-throughs, observations, and lesson plans	Johnson, Tammy	8/10/2018	Lesson plans, classroom observations, student artifacts, professional development, increased STEM activities among general science students (such as Robotics club, maker spaces, etc.),	5/24/2019 biweekly
G4.B1.S1.MA1 M427626	Walk-throughs and observations; monitor and align professional development opportunities...	Johnson, Tammy	8/10/2018	Lesson plans, classroom observations, student artifacts, professional development participation, increased STEM activities among general science students (such as Robotics club, maker spaces, etc.), WICOR strategies, Marzano's Art and Science of Teaching, USATtestPrep, AlbertIO	5/24/2019 biweekly
G4.B1.S1.A1 A390856	Teachers will use research-based instructional strategies and provide appropriate resources and...	Johnson, Tammy	8/10/2018	iObservation and teacher evaluation data, Science Data, End of Course Exam Data, increased STEM activities among general science students (such as Robotics club, maker spaces)	5/24/2019 weekly
G5.B1.S1.MA1 M427630	Conduct classroom observations, lesson plans, Math program reports of student performance; review...	Johnson, Tammy	8/10/2018	classroom observations, lesson plans, Math program reports of student performance, EOC data	5/24/2019 biweekly
G5.B1.S1.MA1 M427631	Conduct classroom observations, review lesson plans, Math program reports	Johnson, Tammy	8/10/2018	HHS's Action Plan targets Mathematics performance; classroom observations, lesson plans, Math program reports, Academy of Math deliverables.	5/24/2019 weekly
G5.B1.S1.A1 A390858	Using available data, teachers will implement high engagement strategies, including but not limited...	Johnson, Tammy	8/10/2018	classroom artifacts, Math program reports, Performance matters, Academy of Math deliverables; STAR data; Performance Matters	5/24/2019 weekly
G5.B2.S1.MA1 M427633	Classroom observations	Johnson, Tammy	8/10/2018	iObservations	5/24/2019 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A1 A390859	Review and provide professional development support for teachers for the implementation of small...	Johnson, Tammy	8/10/2018	Classroom observations, weekly lesson plans, artifacts, Academy of Math deliverables, vocabulary google folder	5/24/2019 weekly
G5.B3.S1.MA1 M427634	Monthly discussion/review of vocabulary strategies implemented within math classrooms.	Johnson, Tammy	10/1/2018	Agendas/minutes, google vocabulary drive, lesson plans, observations.	5/24/2019 monthly
G5.B3.S1.A1 A390860	Implement explicit math vocabulary instruction so as to improve math literacy.	Johnson, Tammy	10/1/2018	Google Vocabulary Drive (target words), observations, lesson plans, student products, K-8 Literacy Initiative	5/24/2019 monthly
G6.B1.S1.MA1 M427638	iObservations, walkthroughs, lesson plans, student work, and reading software data will be...	Crawford, John	8/10/2018	iObservations, walkthroughs, lesson plans, student work, reading software data	5/24/2019 biweekly
G6.B1.S1.MA1 M427639	iObservations, walkthroughs, lesson plans, student work, reading software data	Crawford, John	8/10/2018	iObservations, walkthroughs, lesson plans, student work, reading software data, K8 literacy initiative outcomes	5/24/2019 biweekly
G6.B1.S1.A1 A390861	Integrate explicit teacher-led literacy instruction focused on vocabulary, fluency, and...	Crawford, John	8/10/2018	iObservations, walkthroughs, lesson plans, student work, reading software data, data meeting agendas, professional development days	5/24/2019 daily
G1.B1.S2.MA1 M427612	7th and 8th Grade enrollment will expand for the CAPE computer-based courses.	Johnson, Tammy	8/10/2018		5/24/2019 semiannually
G1.B1.S2.MA1 M427613	The master schedule will reflect course offerings.	Johnson, Tammy	8/24/2018	Master Schedule/FOCUS; 7th/8th grade students will begin earning CAPE certifications and corresponding high school credit.	5/24/2019 one-time
G1.B1.S2.A1 A390851	Expand access for CAPE computer-based courses to 7th and 8th grade students.	Johnson, Tammy	8/10/2018		5/24/2019 one-time
G2.MA1 M427619	An increase in percentage of students earning industry certification, AP, and dual enrollment...	Johnson, Tammy	5/24/2019	FTE Survey 5 data on college readiness	8/30/2019 annually