2013-2014 SCHOOL IMPROVEMENT PLAN

Fleming Island High School

2233 VILLAGE SQUARE PKWY
Orange Park, FL 32003
904-541-2100
http://www.clay.k12.fl.us/fih/

School Demographics

School Type High School	**Title I** No	**Free and Reduced Lunch Rate** 16%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 24%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Fleming Island High School

Principal
Tom Pittman

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Thomas Pittman	Principal
Teresa Hankel	Vice Principal
Jennifer Blackwood	ESE Support Faciliator
Teresa Cornett	CTE Department Chair
Roger Dailey	Social Studies Teacher
Judy Denio	Support Facilitator
JoAnn Henning	Reading Coach
Mary Beth Ferguson	Support Facilitator
Bree Hellwig	English Teacher
Calvin Malone	Social Studies Teacher
Marsha Skiles	Science Teacher
Kim Repper	Math Teacher
Shirley Baggett	Guidance Counselor

District-Level Information

District
Clay

Superintendent
Mr. Charles E Vanzant, Jr

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Fleming Island High School Advisory Council recognizes that the education of students is a shared responsibility involving the school, students, their families, and members of this community. Our School Advisory Council is composed of the principal, Mr. Pittman, and an appropriately balanced number of

teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. A majority of our members of the School Advisory Council are not employed by the school board. Within the School Advisory Council one member serves as the Chair and one member serves as the secretary.

Involvement of the SAC in the development of the SIP

Our School Advisory Council will assist in reviewing student data from 2012-2013 as well as progress monitoring data collected throughout the school year to drive both the School Improvement Plan and allocation of resources.

Activities of the SAC for the upcoming school year

Our School Advisory Council will:
• Determine School Improvement Priorities
• Publicize the School Improvement Plan
• Support School Improvement Plan implementation
• Evaluate the School Improvement Plan
• Assist in decision making process and approval of expenditures of District Lottery Funds and School Recognition Funds, as well as review School Budget

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds are projected to be used to supplement instructional needs and resources of our teachers.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tom Pittman		
Principal	Years as Administrator: 13	Years at Current School: 9

Credentials	Masters in Educational Leadership, University of North Florida Bachelors in Marketing and Management, Florida State University Professional Educator's Certificate: Educational Leadership; Math
Performance Record	2012-2013 – School Grade PENDING. Reading: 77% of students scored a Level 3 or higher on FCAT 2.0 Reading. Target AMO was 78%; we did not achieve this level. 72% of the lowest 25% made gains in reading for the year. Math: 88% of students scored a Level 3 or higher on Math EOC's. AMO target of 78% was met. 77% of the lowest 25% made learning gains in math. 2011-2012 – School Grade "A." Reading: 75% of students scored a Level 3 or higher on FCAT. Target AMO was 76%; we did not achieve our target. 71% of the lowest 25% made reading gains. Math: 83% of students scored a Level 3 or higher on FCAT Math. We achieved our Target AMO 78%. 52% of the lowest 25% made adequate learning gains. 2010-2011 – School Grade "A." Reading: 71% of students scored a Level 3 or higher on FCAT reading. Target AMO of 68% was met. 57% of the lowest 25% made learning gains in reading. Math: 89% of students scored a Level 3 or higher on FCAT Math. The Target AMO of 91% was not met. 76% of the lowest 25% made learning gains.

Teresa Hankel		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Masters in Educational Leadership, University of North Florida Masters in Special Education, University of North Florida NBTS – Exceptional Needs Specialist/Early Childhood through Young Adulthood Professional Educator's Certificate: Educational Leadership; Elementary K-6; School Principal, SLD K-12, EHC K-12 Reading and Gifted Endorsed Member of NASSP and FASA
Performance Record	2012-2013 – School Grade PENDING. Reading: 77% of students scored a Level 3 or higher on FCAT 2.0 Reading. Target AMO was 78%; we did not achieve this level. 72% of the lowest 25% made gains in reading for the year. Math: 88% of students scored a Level 3 or higher on Math EOC's. AMO target of 78% was met. 77% of the lowest 25% made learning gains in math. 2011-2012 – School Grade "A." Reading: 75% of students scored a Level 3 or higher on FCAT. Target AMO was 76%; we did not achieve our target. 71% of the lowest 25% made reading gains. Math: 83% of students scored a Level 3 or higher on FCAT Math. We achieved our Target AMO 78%. 52% of the lowest 25% made adequate learning gains. 2010-2011 – School Grade "A." Reading: 71% of students scored a Level 3 or higher on FCAT reading. Target AMO of 68% was met. 57% of the lowest 25% made learning gains in reading. Math: 89% of students scored a Level 3 or higher on FCAT Math. The Target AMO of 91% was not met. 76% of the lowest 25% made learning gains.

John Chappell		
Asst Principal	Years as Administrator: 19	Years at Current School: 2

Credentials	Bachelor of Science, University of Florida Masters of Education, Nova University Masters of Educational Leadership, Nova University Professional Teaching Certificate: Educational Leadership and Physical Education K-12
Performance Record	2012-2013 – School Grade PENDING. Reading: 77% of students scored a Level 3 or higher on FCAT 2.0 Reading. Target AMO was 78%; we did not achieve this level. 72% of the lowest 25% made gains in reading for the year. Math: 88% of students scored a Level 3 or higher on Math EOC's. AMO target of 78% was met. 77% of the lowest 25% made learning gains in math. 2011-2012 – School Grade "A." Reading: 75% of students scored a Level 3 or higher on FCAT. Target AMO was 76%; we did not achieve our target. 71% of the lowest 25% made reading gains. Math: 83% of students scored a Level 3 or higher on FCAT Math. We achieved our Target AMO 78%. 52% of the lowest 25% made adequate learning gains. 2010-2011 – School Grade "A." Reading: 71% of students scored a Level 3 or higher on FCAT reading. Target AMO of 68% was met. 57% of the lowest 25% made learning gains in reading. Math: 89% of students scored a Level 3 or higher on FCAT Math. The Target AMO of 91% was not met. 76% of the lowest 25% made learning gains.

Greg Henderson		
Asst Principal	Years as Administrator: 9	Years at Current School: 11

Credentials	Bachelor of Science, University of Florida Masters in Educational Leadership, Appalachian State University Professional Teaching Certificate: Educational Leadership and Science 6-9
Performance Record	2012-2013 – School Grade PENDING. Reading: 77% of students scored a Level 3 or higher on FCAT 2.0 Reading. Target AMO was 78%; we did not achieve this level. 72% of the lowest 25% made gains in reading for the year. Math: 88% of students scored a Level 3 or higher on Math EOC's. AMO target of 78% was met. 77% of the lowest 25% made learning gains in math. 2011-2012 – School Grade "A." Reading: 75% of students scored a Level 3 or higher on FCAT. Target AMO was 76%; we did not achieve our target. 71% of the lowest 25% made reading gains. Math: 83% of students scored a Level 3 or higher on FCAT Math. We achieved our Target AMO 78%. 52% of the lowest 25% made adequate learning gains. 2010-2011 – School Grade "A." Reading: 71% of students scored a Level 3 or higher on FCAT reading. Target AMO of 68% was met. 57% of the lowest 25% made learning gains in reading. Math: 89% of students scored a Level 3 or higher on FCAT Math. The Target AMO of 91% was not met. 76% of the lowest 25% made learning gains.

Becky Murphy		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Masters in Educational Leadership, Saint Leo University Bachelors in English and Secondary Education, Flagler College Professional Educator's Certificate: Educational Leadership and English 6-12 NBTS in English Language Arts/Early Adolescence
Performance Record	2012-2013 – School Grade PENDING. Reading: 77% of students scored a Level 3 or higher on FCAT 2.0 Reading. Target AMO was 78%; we did not achieve this level. 72% of the lowest 25% made gains in reading for the year. Math: 88% of students scored a Level 3 or higher on Math EOC's. AMO target of 78% was met. 77% of the lowest 25% made learning gains in math. 2011-2012 – School Grade "A." Reading: 75% of students scored a Level 3 or higher on FCAT. Target AMO was 76%; we did not achieve our target. 71% of the lowest 25% made reading gains. Math: 83% of students scored a Level 3 or higher on FCAT Math. We achieved our Target AMO 78%. 52% of the lowest 25% made adequate learning gains. 2010-2011 – School Grade "A." Reading: 71% of students scored a Level 3 or higher on FCAT reading. Target AMO of 68% was met. 57% of the lowest 25% made learning gains in reading. Math: 89% of students scored a Level 3 or higher on FCAT Math. The Target AMO of 91% was not met. 76% of the lowest 25% made learning gains.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

JoAnn Henning		
Full-time / School-based	Years as Coach: 3	Years at Current School: 7

Areas	Reading/Literacy
Credentials	Bachelor's in Education Masters in Curriculum and Instruction Professional Educator's Certificate: Middle Grades Integrated Curriculum and K-6 Reading Endorsed ESOL Endorsed Gifted Endorsed
Performance Record	2012-2013 – School Grade PENDING. Reading: 77% of students scored a Level 3 or higher on FCAT 2.0 Reading. Target AMO was 78%; we did not achieve this level. 72% of the lowest 25% made gains in reading for the year. Math: 88% of students scored a Level 3 or higher on Math EOC's. AMO target of 78% was met. 77% of the lowest 25% made learning gains in math. 2011-2012 – School Grade "A." Reading: 75% of students scored a Level 3 or higher on FCAT. Target AMO was 76%; we did not achieve our target. 71% of the lowest 25% made reading gains. Math: 83% of students scored a Level 3 or higher on FCAT Math. We achieved our Target AMO 78%. 52% of the lowest 25% made adequate learning gains. 2010-2011 – School Grade "A." Reading: 71% of students scored a Level 3 or higher on FCAT reading. Target AMO of 68% was met. 57% of the lowest 25% made learning gains in reading. Math: 89% of students scored a Level 3 or higher on FCAT Math. The Target AMO of 91% was not met. 76% of the lowest 25% made learning gains.

Classroom Teachers

# of classroom teachers
118

 # receiving effective rating or higher
118, 100%

 # Highly Qualified Teachers
97%

 # certified in-field
115, 97%

 # ESOL endorsed
12, 10%

 # reading endorsed
4, 3%

 # with advanced degrees

49, 42%

 # National Board Certified

9, 8%

 # first-year teachers

5, 4%

 # with 1-5 years of experience

23, 19%

 # with 6-14 years of experience

62, 53%

 # with 15 or more years of experience

28, 24%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

40

 # receiving effective rating or higher

40, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

One of the most important factors in the achievement of our students is the effectiveness of the teachers who serve them. With a growing student population and a shrinking teacher force, especially in critical shortage areas, the need to recruit and retain quality educators remains a top priority. To recruit highly qualified, certified-in-field, effective teachers, administrators seek and interview highly qualified/certified candidates for positions. To retain teachers, administration provides continual support to faculty members through job embedded training and learning communities. All new teachers to FIHS are partnered with veteran teachers and first year teachers are assigned a mentor teacher who helps them through the Teacher Induction Program.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mr. Roger Dailey, Social Studies teacher, will be paired with new teacher, Mr. Thomas Collier. Mr. Dailey has strengths in areas of leadership, mentoring, and increasing student achievement. Weekly visits will include coaching, modeling, analyzing student work/data, developing assessments, conferencing, and problem solving.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the

Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 360

FCAT tutorials are offered to all students, with an emphasis on those not achieving standards in reading. The tutorials are conducted three afternoons after school by our school's reading coach for two hours each session. The sessions focus on specific reading strategies students can use to help them with improving their reading ability.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

A brief pre and post test are administered at the beginning of each session to the students and the data is analyzed to determine the effectiveness of that day's tutoring session. Students are also given a survey where they can share what they thought was valuable from the day's tutoring as well as what they would like to see changed.

Who is responsible for monitoring implementation of this strategy?

JoAnn Henning and Teresa Hankel

Strategy: Before or After School Program

Minutes added to school year: 360

Biology EOC tutorials are offered to all students, with an emphasis on those not achieving standards in their current biology classes. The tutorials are conducted three afternoons after school by one of our school's biology teachers. The sessions focus on specific science strands the students have trouble with as identified by their classroom teachers as well as their progress monitoring data.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

A brief pre and post test are administered at the beginning of each session to the students and the data is analyzed to determine the effectiveness of that day's tutoring session. Students are also given a survey where they can share what they thought was valuable from the day's tutoring as well as what they would like to see changed.

Who is responsible for monitoring implementation of this strategy?

Teresa Hankel and science department

Strategy: Before or After School Program

Minutes added to school year: 360

Math EOC tutorials are offered to all students, with an emphasis on those not achieving standards in math. The tutorials are conducted three afternoons after school by two of our school's math teachers. The sessions focus on specific math skills the students have trouble with as identified by their classroom teachers as well as their progress monitoring data.

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

A brief pre and post test are administered at the beginning of each session to the students and the data is analyzed to determine the effectiveness of that day's tutoring session. Students are also given a survey where they can share what they thought was valuable from the day's tutoring as well as what they would like to see changed.

Who is responsible for monitoring implementation of this strategy?

Teresa Hankel and math department

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Thomas Pittman	Principal
Teresa Hankel	Vice Principal
Becky Murphy	Assistant Principal
Jan Clifton	Reading Teacher
JoAnn Henning	Reading Coach
Jordan Bright	Reading Teacher
Carol Papuga	Media Specialist
Janet Hallstrom	Media Specialist
Teresa Cornett	CTE Department Chair
Christie Duhon	Math Teacher
Mary Beth Ferguson	ESE Support Facilitator
Diana Wilkinson	Science Department Chair
Roger Dailey	Social Studies Teacher
Judy Denio	ESE Support Facilitator
Jennifer Blackwood	ESE Support Facilitator
Pamela Johnson	Foreign Language Teacher
Maura Stringer	English Teacher
Christy Napier	English Teacher
Shannon Jordan	Guidance Counselor

How the school-based LLT functions

Vice Principal, Teresa Hankel, leads the group, preparing an agenda for the quarterly meetings. Meetings are organized around our progress monitoring testing dates. The group members plan initiatives to increase literacy school-wide, examine data trends, assess school-wide needs, and problem solve to make positive changes, that will increase student learning gains in reading and writing. Each team member brings their knowledge, expertise, and experiences to collaboratively contribute to setting and achieving goals to ultimately increase student achievement in literacy.

Major initiatives of the LLT

The major initiatives for SY 2013-2014 LLT include targeting the lowest 25% of students. While increasing learning gains for the lowest 25% from 71% to 72% during the last school year, our African American, economically disadvantaged, and students with disabilities subgroups did not meet the 78% benchmark. We will continue to target these three subgroups as well as continue to support all learners at our school. We will attempt to increase the percentage of students making learning gains from 72% to 75% during SY 2013-2014. Our first strategy to support the lowest 25% as well as our entire student body is NG-CAR-PD professional development for our content area teachers. This training program will take place throughout the entire school year and includes a practicum for integrating reading and comprehension strategies across content areas. Our reading coach will facilitate, model and support these teachers as they progress through the program. Our second focus is to support our entire staff by providing ongoing training regarding reading strategies for our entire faculty during our monthly meetings. These continuing sessions presented by members of the LLT will discuss and model strategies to be implemented across all content area classrooms.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Professional development for all staff members at FIHS includes reading comprehension strategies. These include high order questioning techniques, vocabulary building strategies, and summarizing text structure. Teachers collaborate in their Professional Learning Community to share instructional strategies within and across disciplines. Strategy of the month trainings from our Reading Coach, JoAnn Henning, allow teachers to gain further understanding in the application of reading strategies throughout the school year. CAR-PD training is also offered to our teachers to enhance their use of reading strategies across the content areas.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students with appropriate grade point averages and the required number of credits are offered the opportunity to take Duel Enrollment classes on campus or at St. Johns River State College if the class is not offered on our campus. Students may also take various AP courses. We other two academies at our school - the Vystar Academy of Business and Finance and the Academy of Television Production and Photojournalism. We also offer several CTE courses where students may receive industry certification. To prepare students for college, English for College Readiness and Math for College Readiness classes are required for those students whose PERT scores were lacking in proficiency.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Each grade level meets with their assigned guidance counselor yearly to determine their career academic goals, to discuss course options, and college placement testing.
Our career specialist works with the guidance counselors to ensure that students are placed in the appropriate sequence of classes in their programs of study. Our career specialist also meets with academy students to determine appropriate pathways. Additionally, she coordinates career shadowing for students in the career and technical programs and coordinates field trip opportunities to St. John's River State College, and she also coordinates dual enrollment opportunities with the academies at Florida State College Jacksonville.
Our career specialist also visits all junior high schools and presents CTE and academy options to all 8th graders and a Career Academy Expo is held each February/March within our district to provide parents their options upon entering high school.
We receive a Worksource grant that provides opportunities for 16 of our Career and Technical Education students (who meet the grant requirements) to meet one on one with the career specialist. Career planning, academic advising, and possible internships are made available through monthly meetings with the selected students.

Strategies for improving student readiness for the public postsecondary level

FIHS is a testing center for both the ACT and SAT. We also encourage all of our students to take a practice ACT that we administer on site. The practice ACT allows students to identify strengths and weaknesses. Additionally, students who do not pass the PERT in either English or math are required to take the appropriate College Readiness course. Based on the 2011 High School Feedback Report (the most recent version available), the CCSD had 42.9% of its graduates complete at least one AP, IB, AICE, or Dual Enrollment course. We are working as a school to increase our number of students who are taking these higher level courses by having our guidance counselors meet with students to encourage more participation.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	77%	No	81%
American Indian				
Asian	92%	84%	No	93%
Black/African American	62%	61%	No	66%
Hispanic	78%	70%	No	80%
White	80%	80%	Yes	82%
English language learners				
Students with disabilities	48%	48%	Yes	53%
Economically disadvantaged	64%	60%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	450	72%	74%
Students scoring at or above Achievement Level 4	743	46%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	913	57%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	274	72%	74%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	70	41%	43%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	325	66%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	88%	Yes	80%
American Indian				
Asian	85%	86%	Yes	87%
Black/African American	64%	70%	Yes	68%
Hispanic	54%	82%	Yes	59%
White	81%	90%	Yes	83%
English language learners				
Students with disabilities	84%	67%	No	86%
Economically disadvantaged	70%	78%	Yes	73%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	263	28%	30%
Students in lowest 25% making learning gains (EOC)	78	77%	79%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	112	42%	44%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	41%	43%
Students scoring at or above Achievement Level 4	155	22%	39%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	26%	28%
Students scoring at or above Achievement Level 4	325	62%	64%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	35%	37%
Students scoring at or above Achievement Level 4	262	53%	55%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	85	9%	7%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	17	5%	4%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	573	98%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	52	96%	98%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Goals Summary

G1.   Increase student engagement during instruction through the use of effective engagement strategies.

G2.   Utilize data-based problem solving to drive differentiated instruction

G3.   Increase students' writing skills through incorporating writing throughout all content areas.

Goals Detail

G1. Increase student engagement during instruction through the use of effective engagement strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- CTE

Resources Available to Support the Goal

- Reading Coach; PLC meetings; professional development opportunities related to effective engagement strategies

Targeted Barriers to Achieving the Goal

- Time for professional development related to engagement strategies

Plan to Monitor Progress Toward the Goal

Increased student achievement in classes

Person or Persons Responsible
Teachers; Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student grades; teacher notes;

G2. Utilize data-based problem solving to drive differentiated instruction

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- CTE

Resources Available to Support the Goal
- PD360, Reading Coach, Support Facilitators, professional development,

Targeted Barriers to Achieving the Goal
- Lack of collaborative, data driven analysis and instruction

Plan to Monitor Progress Toward the Goal

Increase in student achievement from data-driven instruction

Person or Persons Responsible
SBLT; Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student grades, data from progress monitoring assessments

G3. Increase students' writing skills through incorporating writing throughout all content areas.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal
- DBQ notebook for school, PLC meetings, professional development opportunities on writing in the content areas

Targeted Barriers to Achieving the Goal
- Time for Professional Development related to content-area writing strategies

Plan to Monitor Progress Toward the Goal

Students improve their writing skills in all content areas

Person or Persons Responsible
Administration Team and teachers

Target Dates or Schedule:
September, November, and April

Evidence of Completion:
Clay Writes and FCAT Writes

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student engagement during instruction through the use of effective engagement strategies.

G1.B1 Time for professional development related to engagement strategies

G1.B1.S1 School will launch a series of professional learning opportunities on effective engagement strategies

Action Step 1

2013 Mayco Ceramic Workshop - participants will learn engagement strategies to utilize with students when teaching them to understand mixed medias of ceramic with emphasis on creativity, design, texture, and firing process.

Person or Persons Responsible

Mayco Colors Art

Target Dates or Schedule

September 7 and 8, 2013

Evidence of Completion

Follow-up form, agenda, and student work sample

Facilitator:

Denise Ertler/Mayco Colors

Participants:

Paul Suter, Michael Green, Fredrick Shimer

Action Step 2

Targeted PD on effective engagement strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda; participation log, follow-up form

Facilitator:

Jo Ann Henning

Participants:

All teachers

Action Step 3

Language Teacher Summer Institute- teacher will learn various engagement strategies to use in the foreign language classroom

Person or Persons Responsible

University of Florida

Target Dates or Schedule

July 8-19, 2013

Evidence of Completion

Follow-up form; lesson plans; agenda

Facilitator:

University of Florida

Participants:

Lilia Irigoyen-Meyers

Action Step 4

UF CPET Mini Medical School - teacher will learn instructional engagement strategies to use in the science classroom.

Person or Persons Responsible

University of Florida

Target Dates or Schedule

December 6th

Evidence of Completion

Follow-up form, student work sample

Facilitator:

University of Florida

Participants:

John Walters

Action Step 5

Book Study on Teacher Preneurs: Innovative Teachers Who Lead But Don't Leave

Person or Persons Responsible

Teachers who participate in the book study

Target Dates or Schedule

Monthly during the 13-14 school year

Evidence of Completion

Sign-in sheets, Chapter discussion answers, follow-up forms

Facilitator:

Teresa Hankel

Participants:

Various teachers

Action Step 8

Understanding Poverty - a workshop focused on helping teachers and guidance counselors maximize the learning experience for their students of low-socioeconomic status

Person or Persons Responsible

FDLRS

Target Dates or Schedule

November 14 from 8:30 to 3:30

Evidence of Completion

Follow-up form

Facilitator:

FDLRS

Participants:

Shirley Baggett

Action Step 8

Adobe Photoshop Lightroom Training - teachers will learn strategies to teach their students to take photographs effectively

Person or Persons Responsible

Kelby Training

Target Dates or Schedule

December 13, 2013

Evidence of Completion

Follow-up form; student work samples

Facilitator:

Matt Kloskowski - Kelby Training

Participants:

Milisa Taylor-Hicks and Rick Shimer

Action Step 8

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

PD on effective engagement strategies

Person or Persons Responsible

Jo Ann Henning

Target Dates or Schedule

Monthly

Evidence of Completion

PD agenda, sign-in sheets, follow-up forms, administrator presence

Plan to Monitor Effectiveness of G1.B1.S1

Effective engagement activities are used in the classroom to enhance student instruction.

Person or Persons Responsible

Administration Team; department chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Data gathered through walk-throughs, observations, and lesson plans

G2. Utilize data-based problem solving to drive differentiated instruction

G2.B1 Lack of collaborative, data driven analysis and instruction

G2.B1.S1 Design and deliver PD in data-based problem solving/instruction

Action Step 1

AICE Coordinator Annual Conference - focus on using assessment data to drive the AICE program

Person or Persons Responsible

Florida Association of AICE Coordinators Annual Conference

Target Dates or Schedule

September 19, 2013 in Boca Raton, Florida

Evidence of Completion

Agenda, Follow-up form, data meeting minutes

Facilitator:

Florida Association of AICE Coordinators Annual Conference

Participants:

Gina Davis

Action Step 2

Creating a Positive Climate for a Professional Learning Community

Person or Persons Responsible

FIHS/Teresa Hankel

Target Dates or Schedule

October 15 2pm-4pm

Evidence of Completion

Sign-in sheet, follow-up form, PLC minutes

Facilitator:

Teresa Hankel

Participants:

Open to all teachers

Action Step 3

Professional development on data-based problem solving and data-driven instruction

Person or Persons Responsible

School-based leadership

Target Dates or Schedule

Monthly

Evidence of Completion

PD agendas, sign-in sheets, follow-up forms, exit slips

Facilitator:

Reading Coach, Support Facilitators

Participants:

Open to all teachers

Action Step 4

PDA Assessment and Evaluation - focus on interpreting, analyzing, and applying the results from formal and informal assessments for students with disabilities

Person or Persons Responsible

FDLRS

Target Dates or Schedule

10-1-13 - 12-31-13

Evidence of Completion

Follow-up form

Facilitator:

FDLRS

Participants:

Shirley Baggett and Shannon Jordan

Action Step 5

An Introduction to Differentiated Instruction

Person or Persons Responsible

FDLRS/Crown

Target Dates or Schedule

October 1, 2013 - December 31, 2013

Evidence of Completion

Follow-up form, lesson plans, student work samples

Facilitator:

FDLRS/Crown

Participants:

Carol Papuga

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

Professional Development on data-based problem solving and data-driven instruction

Person or Persons Responsible

Administration, Reading Coach, support Facilitators

Target Dates or Schedule

October, January, March, and May

Evidence of Completion

Agendas, Sign-in sheets, exit slips

Plan to Monitor Effectiveness of G2.B1.S1

SBLT will collect data from progress monitoring assessments as well as administrative data from classroom walk-throughs to determine implementation effectiveness.

Person or Persons Responsible

SBLT; administration

Target Dates or Schedule

Ongoing with quarterly meetings and more as needed

Evidence of Completion

Minutes from data meetings; student progress monitoring data; lesson plans

G3. Increase students' writing skills through incorporating writing throughout all content areas.

G3.B1 Time for Professional Development related to content-area writing strategies

G3.B1.S1 School will relaunch PLCs centered around utilizing writing in the content areas

Action Step 1

AICE Face-to-Face Training for U.S. History, AS English Language, AS/A English Literature

Person or Persons Responsible

AICE

Target Dates or Schedule

October 28-29, 2013 in Miami, Florida

Evidence of Completion

Agenda, follow-up form, student work samples

Facilitator:

AICE

Participants:

Steve Shannon, Brian Gartner, and Allison Edmonds (Connell)

Action Step 2

Guidance Counselors will attend the SUS Admissions Tour at the University of North Florida to learn of effective writing strategies colleges would like for students to use both when applying for college and when taking college courses.

Person or Persons Responsible

Florida State University System

Target Dates or Schedule

August 29, 2012 from 8 a.m. to 1 p.m.

Evidence of Completion

Follow-up form

Facilitator:

University of North Florida

Participants:

Shirley Baggett, Carly Netherland, Shannon Jordan, Brian Haggard, Howard Cushnir

Action Step 3

Set aside time monthly for teachers to meet with their PLC groups

Person or Persons Responsible

Administration

Target Dates or Schedule

Second Wednesday of each month from 1:40 until 2:30

Evidence of Completion

Administrators will be part of the PLC meetings. Agendas and minutes of the meetings will be used as evidence.

Facilitator:

Teresa Hankel

Participants:

All FIH teachers

Action Step 4

Teachers will attend Common Core training to learn more information about effective writing across the content areas in order to lead PLC's.

Person or Persons Responsible

Joy Dailey, Howard Altman, Diana Wilkinson, Michelle Gardner-Hale, Lisa Cobaugh, Thomas Pittman, Teresa Hankel, Becky Murphy

Target Dates or Schedule

July 2013

Evidence of Completion

Follow-up forms for training

Facilitator:

Florida Department of Education

Participants:

Joy Dailey, Howard Altman, Diana Wilkinson, Michelle Gardner-Hale, Lisa Cobaugh, Thomas Pittman, Teresa Hankel, Becky Murphy

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

PLC agendas and minutes as well as administration observation of the meetings

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Monthly in Monday administration meetings

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Effectiveness of G3.B1.S1

Teacher use of writing in the content areas

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through data collected; lesson plans; student work samples, Clay and FCAT Writes scores

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement during instruction through the use of effective engagement strategies.

G1.B1 Time for professional development related to engagement strategies

G1.B1.S1 School will launch a series of professional learning opportunities on effective engagement strategies

PD Opportunity 1

2013 Mayco Ceramic Workshop - participants will learn engagement strategies to utilize with students when teaching them to understand mixed medias of ceramic with emphasis on creativity, design, texture, and firing process.

Facilitator

Denise Ertler/Mayco Colors

Participants

Paul Suter, Michael Green, Fredrick Shimer

Target Dates or Schedule

September 7 and 8, 2013

Evidence of Completion

Follow-up form, agenda, and student work sample

PD Opportunity 2

Targeted PD on effective engagement strategies

Facilitator

Jo Ann Henning

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda; participation log, follow-up form

PD Opportunity 3

Language Teacher Summer Institute- teacher will learn various engagement strategies to use in the foreign language classroom

Facilitator

University of Florida

Participants

Lilia Irigoyen-Meyers

Target Dates or Schedule

July 8-19, 2013

Evidence of Completion

Follow-up form; lesson plans; agenda

PD Opportunity 4

UF CPET Mini Medical School - teacher will learn instructional engagement strategies to use in the science classroom.

Facilitator

University of Florida

Participants

John Walters

Target Dates or Schedule

December 6th

Evidence of Completion

Follow-up form, student work sample

PD Opportunity 5

Book Study on Teacher Preneurs: Innovative Teachers Who Lead But Don't Leave

Facilitator

Teresa Hankel

Participants

Various teachers

Target Dates or Schedule

Monthly during the 13-14 school year

Evidence of Completion

Sign-in sheets, Chapter discussion answers, follow-up forms

PD Opportunity 6

Understanding Poverty - a workshop focused on helping teachers and guidance counselors maximize the learning experience for their students of low-socioeconomic status

Facilitator

FDLRS

Participants

Shirley Baggett

Target Dates or Schedule

November 14 from 8:30 to 3:30

Evidence of Completion

Follow-up form

PD Opportunity 7

Adobe Photoshop Lightroom Training - teachers will learn strategies to teach their students to take photographs effectively

Facilitator

Matt Kloskowski - Kelby Training

Participants

Milisa Taylor-Hicks and Rick Shimer

Target Dates or Schedule

December 13, 2013

Evidence of Completion

Follow-up form; student work samples

G2. Utilize data-based problem solving to drive differentiated instruction

G2.B1 Lack of collaborative, data driven analysis and instruction

G2.B1.S1 Design and deliver PD in data-based problem solving/instruction

PD Opportunity 1

AICE Coordinator Annual Conference - focus on using assessment data to drive the AICE program

Facilitator

Florida Association of AICE Coordinators Annual Conference

Participants

Gina Davis

Target Dates or Schedule

September 19, 2013 in Boca Raton, Florida

Evidence of Completion

Agenda, Follow-up form, data meeting minutes

PD Opportunity 2

Creating a Positive Climate for a Professional Learning Community

Facilitator

Teresa Hankel

Participants

Open to all teachers

Target Dates or Schedule

October 15 2pm-4pm

Evidence of Completion

Sign-in sheet, follow-up form, PLC minutes

PD Opportunity 3

Professional development on data-based problem solving and data-driven instruction

Facilitator

Reading Coach, Support Facilitators

Participants

Open to all teachers

Target Dates or Schedule

Monthly

Evidence of Completion

PD agendas, sign-in sheets, follow-up forms, exit slips

PD Opportunity 4

PDA Assessment and Evaluation - focus on interpreting, analyzing, and applying the results from formal and informal assessments for students with disabilities

Facilitator

FDLRS

Participants

Shirley Baggett and Shannon Jordan

Target Dates or Schedule

10-1-13 - 12-31-13

Evidence of Completion

Follow-up form

PD Opportunity 5

An Introduction to Differentiated Instruction

Facilitator

FDLRS/Crown

Participants

Carol Papuga

Target Dates or Schedule

October 1, 2013 - December 31, 2013

Evidence of Completion

Follow-up form, lesson plans, student work samples

G3. Increase students' writing skills through incorporating writing throughout all content areas.

G3.B1 Time for Professional Development related to content-area writing strategies

G3.B1.S1 School will relaunch PLCs centered around utilizing writing in the content areas

PD Opportunity 1

AICE Face-to-Face Training for U.S. History, AS English Language, AS/A English Literature

Facilitator

AICE

Participants

Steve Shannon, Brian Gartner, and Allison Edmonds (Connell)

Target Dates or Schedule

October 28-29, 2013 in Miami, Florida

Evidence of Completion

Agenda, follow-up form, student work samples

PD Opportunity 2

Guidance Counselors will attend the SUS Admissions Tour at the University of North Florida to learn of effective writing strategies colleges would like for students to use both when applying for college and when taking college courses.

Facilitator

University of North Florida

Participants

Shirley Baggett, Carly Netherland, Shannon Jordan, Brian Haggard, Howard Cushnir

Target Dates or Schedule

August 29, 2012 from 8 a.m. to 1 p.m.

Evidence of Completion

Follow-up form

PD Opportunity 3

Set aside time monthly for teachers to meet with their PLC groups

Facilitator

Teresa Hankel

Participants

All FIH teachers

Target Dates or Schedule

Second Wednesday of each month from 1:40 until 2:30

Evidence of Completion

Administrators will be part of the PLC meetings. Agendas and minutes of the meetings will be used as evidence.

PD Opportunity 4

Teachers will attend Common Core training to learn more information about effective writing across the content areas in order to lead PLC's.

Facilitator

Florida Department of Education

Participants

Joy Dailey, Howard Altman, Diana Wilkinson, Michelle Gardner-Hale, Lisa Cobaugh, Thomas Pittman, Teresa Hankel, Becky Murphy

Target Dates or Schedule

July 2013

Evidence of Completion

Follow-up forms for training

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement during instruction through the use of effective engagement strategies.	$302
G2.	Utilize data-based problem solving to drive differentiated instruction	$550
G3.	Increase students' writing skills through incorporating writing throughout all content areas.	$3,933
	Total	$4,785

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
6400	$4,585	$200	$4,785
Total	$4,585	$200	$4,785

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student engagement during instruction through the use of effective engagement strategies.

G1.B1 Time for professional development related to engagement strategies

G1.B1.S1 School will launch a series of professional learning opportunities on effective engagement strategies

Action Step 5

Book Study on Teacher Preneurs: Innovative Teachers Who Lead But Don't Leave

Resource Type

Professional Development

Resource

15 books - Teacher Preneurs: Innovative Teachers Who Lead But Don't Leave

Funding Source

6400

Amount Needed

$302

Action Step 8

Adobe Photoshop Lightroom Training - teachers will learn strategies to teach their students to take photographs effectively

Resource Type

Professional Development

Resource

Workshop will allow art teachers to teach students lighting strategies for photography

Funding Source

6400

Amount Needed

G2. Utilize data-based problem solving to drive differentiated instruction

G2.B1 Lack of collaborative, data driven analysis and instruction

G2.B1.S1 Design and deliver PD in data-based problem solving/instruction

Action Step 1

AICE Coordinator Annual Conference - focus on using assessment data to drive the AICE program

Resource Type

Professional Development

Resource

Gina Davis, our AICE Coordinator, will attend the annual Florida Association of AICE Coordinators Conference. The conference will focus on using assessment data to drive the current AICE program.

Funding Source

6400

Amount Needed

$550

G3. Increase students' writing skills through incorporating writing throughout all content areas.

G3.B1 Time for Professional Development related to content-area writing strategies

G3.B1.S1 School will relaunch PLCs centered around utilizing writing in the content areas

Action Step 1

AICE Face-to-Face Training for U.S. History, AS English Language, AS/A English Literature

Resource Type

Professional Development

Resource

Teachers will attend a face-to-face professional development conference for AS U.S. History, AS English Language, and AS/A English Literature. The conference will focus on effective writing strategies as well as analytical reading of texts.

Funding Source

6400

Amount Needed

$3,733

Action Step 4

Teachers will attend Common Core training to learn more information about effective writing across the content areas in order to lead PLC's.

Resource Type

Other

Resource

Travel expense (gas)

Funding Source

6400

Amount Needed

$200