

Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

www.edline.net/pages/hcsb_shs

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

53%

Alternative/ESE Center

No

Charter School

No

Minority

30%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

SHS promotes an educational environment where students are challenged, successful, and inspired.

Provide the school's vision statement

SHS - advancing excellence, building community, and choosing responsibility

School Environment

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

Students are paired academically with teachers based on need in a daily study hall. This is designed to provide an unstructured time for teachers to build relationships with students as related to academic and emotional need. Many teachers sponsor after school clubs based on student interests and needs. Examples include: Model United Nations, Japanese Culture, Chess, Submarine Competition, Influenced Cinema, Engineering, and a variety of academic clubs.

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

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

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

The student code of conduct provides the base for student behavior expectations. Behaviors are monitored against these standards to ensure classroom distractions are minimized and time-on-task is maximized. Students are recognized quarterly for making positive choices in their behavior and academics through our PRIDE recognition program. Teachers nominate students based on criteria to include improvement in studies, attitude, and behavior, exhibiting school pride through actions or work, or displaying exceptional kindness or concern. Teachers have been provided training on instructional best practices to increase students engagement resulting in decreased classroom disruptions.

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

Certified School Guidance Counselors, an on-site mental health professional, social worker, and community support specialists provide a safe place for students to express concerns and receive support. Multiple support groups exist on campus to include: Alateen, PFLAG, Bay Care, Hospice,

Healthy Relationships, Anger Management, and AA/NA. Administrators meet with students to provide conflict resolution. Teachers and students are trained on bullying awareness and prevention.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance clerks monitor daily student attendance. Students who show a pattern of non-attendance are referred to the school social worker. The Child Study Team meets with students and parents to provide interventions and suggestions for improving attendance. "Destination Graduation" is a school-wide initiative where teachers select 2 at-risk seniors ("Take Two") to mentor in efforts to increase their likelihood of graduation. Students selected for this program include seniors who are deficient in credits and/or lacking the required grade point average. Community in Schools monitors 9th grade at-risk students weekly for academics, attendance, and behavior concerns. Students complete weekly tracking forms which are checked by members of guidance.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	109	130	116	132	487
One or more suspensions	8	20	11	8	47
Course failure in ELA or Math	5	127	115	63	310
Level 1 on statewide assessment	87	68	54	16	225

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	67	93	78	32	270

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

Students are strategically assigned to Study Hall based on academic need. Students who are struggling to pass statewide assessments in math or reading are placed in a study hall with a teacher to help them achieve proficiency in the subject of concern. Peer tutoring occurs daily through National Honors Society, International Baccalaureate, Advanced Placement, and Beta Club. Community in Schools monitors student academics weekly. Teachers provide tutoring after school and by appointment. Teachers mentoring at-risk seniors provide academic interventions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

Creativity Action Service is a project where the students work with community partners to promote awareness and raise funds that benefit the public. Community in Schools is a non-profit agency that provides academic support and interventions for struggling students in 9th grade. In conjunction with Flammer Ford, fundraising occurs to provide financial support for academic initiatives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Rufa, Carmine	Principal
Shelby, Sarah	Assistant Principal
Pletincks, Jan	Guidance Counselor
Pearce, Dana	Assistant Principal
Imhof, John	Assistant Principal
Bennett, Mary	Teacher, K-12
Eisenberg, Paula	Teacher, Career/Technical
Espinosa, Rosanna	Teacher, K-12
Hafliger, Michael	Teacher, K-12
Levija, Robert	Teacher, K-12
McLeod, Mimi	Instructional Coach
Pusta, Rebecca	Teacher, K-12
Sweeney, Julie	Teacher, K-12
Sweetwine, Darryl	Teacher, K-12
Temple, Vicki	Teacher, ESE
Trowell, Sarah	Assistant Principal
Urling, Nancy	Teacher, K-12
Wagner, Cliff	Other
Wright, Brandon	Teacher, K-12

Duties

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

Members are department chairs who facilitate instructional PLC's. The focus of PLC's is to ensure instruction results in increased student engagement and access to rigorous assignments and assessments.

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

Resources include current textbook adoptions for ELA and math that align with the Florida Standards. Resources have been purchased for hands-on activities/labs. CPALMS is utilized to align instruction to the standards. Personnel are placed strategically based on their strength and student need. Additional faculty have been hired with their emphasis on providing students opportunities to recover credits, allowing for on-time graduation. Training has been provided for teachers through Learning Focused Solutions to help them determine the high-yield areas and strategies to maximize proficiency in these areas. Teachers implement Comprehension Instructional Sequence aimed at maximizing student exposure to and analyzing complex texts. Administrators monitor instructional practices through weekly walk-throughs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carmine Rufa	Principal
Dana Pearce	Education Support Employee
Regina Vanlow	Teacher
Mary Bennett	Teacher
Victoria Hernaiz	Teacher
Pam Gauvin	Teacher
Serena Geiger	Parent
Melanie Fielder	Parent
Donna McCane	Parent
Suzanne Miranda	Parent
Lynn Reardon	Education Support Employee
Lynn VanMeter	Business/Community
Chandler Griffin	Student

Duties

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

Evaluation of last year's school improvement plan

Members will review progress on last year's strategies and goals. They will provide input on the effectiveness of goals. This will provide insight for creating the current year's school improvement plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

Algebra Boot Camp was offered for Winter Algebra Retakes. Payment to teachers totaled \$600.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McLeod, Mimi	Instructional Coach
Sweeney, Julie	Teacher, K-12
Urling, Nancy	Teacher, K-12
Pearce, Dana	Assistant Principal
Trowell, Sarah	Assistant Principal
Eisenberg, Paula	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

Instructional coaches and school-based leaders provide modeling of instructional best practices related to literacy in the classroom. Comprehension Instructional Sequence strategies are modeled and promote exposure to complex texts. Professional development is offered providing teachers with a deeper understanding of the standards. Literacy week activities are planned by the Literacy Leadership Team to promote school-wide literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers collaborate in Professional Learning Communities weekly to produce common assessments and pacing guides to inform instruction. Teachers are encouraged to create common unit plans per subject area aligned with standards. Celebrations occur monthly to recognize teacher success and to positively increase school culture.

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

The school contacts local colleges to recruit highly-qualified teachers. Advertisements are posted on websites for recruiting teachers. New teachers to our county are assigned mentors. Professional development is offered to help increase teacher knowledge of instructional practices, and therefore their effectiveness.

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

Teachers new to our district are provided a mentor who is certified as a Clinical Educator. Weekly meetings occur with the mentor and new teacher to provide assistance with school and district procedures and trainings in best practices. Pairings were created due to subject areas taught or proximity of location for ease of assistance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Textbooks are selected by a district committee and purchased based on their alignment to the standards.

Administration conducts walk-throughs to ensure lessons are standard-based and instructional strategies are being implemented with fidelity. Lesson plans are monitored for coverage to the standards.

Instructional Strategies

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

Data is used to provide placement of students in appropriate level classes, such as remediation of skills in which they are deficient. Study hall (additional time built into the instructional day) is used to provide further remediation and/or enrichment to students as needed. Peer tutors are used to provide additional support for struggling students.

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

Strategy: After School Program

Minutes added to school year: 9,000

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

Strategy Rationale

Students receive additional support in areas of need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rufa, Carmine, rufa_c@hcsb.k12.fl.us

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

Student grades and common assessment data will show academic improvement

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

To support incoming cohorts, guidance counselors visit feeder schools to provide information to our incoming 9th graders pertaining to graduation requirements, test specifications, course offerings, athletics, clubs, and support groups available to students. An 8th grade parent night is held for students and parents to meet faculty, learn about course offerings, and activities available on

campus. National Honors Society offers a College Prep class to assist students with test-taking strategies and skills needed for success on the ACT and SAT. A peer tutoring schedule has been established for each content area. To ensure outgoing students are academically prepared for their next level of education, students are screened for and placed in college-prep classes in math and English as needed.

College and Career Readiness

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

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

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

COURSES:

Computing for College and Career
Foundations of Web Development
User Interface Design
Web Scripting Fundamentals
Digital Design 1, 2, and 3
Digital Media/Multimedia Foundations 1, 2, 3, and 4
Medical Skills and Services
Health Science 1 and 2
Allied Health Assisting
Sports, Recreation, and Entertainment Essentials
Sports, Recreation, and Entertainment Applications
Sports, Recreation, and Entertainment Management
Marketing Essentials
Marketing Applications
Marketing Management
TV Production 1, 2, 3, and 4
Industry Certifications:
Adobe Flash
Adobe Dreamweaver
Adobe Photoshop
Adobe After Effects
Premier Pro
Certified Medical Admin. Assistant

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

Cross-curricular lesson planning with core classes occurs in all career and technical education (CTE) classes. Subject area vocabulary from core courses is integrated in CTE courses. Cross-curricular instructional strategies (graphic organizers, etc) occur throughout the school.

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

Students are highly encouraged to enroll in Advanced Placement, International Baccalaureate, and Dual Enrollment courses. Additional offerings of dual enrollment courses on campus will be considered for future school years. Based on PERT scores, students are identified to participate in college prep classes.

Students are placed in study hall and provided peer tutors based on academic areas of need, particularly math.

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.** Increase graduation rate
- G2.** Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement

Strategic Goals Detail

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

G1. Increase graduation rate 1a

G048925

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	82.0

Resources Available to Support the Goal 2

- Communities in Schools
- Destination Graduation "Take Two"
- Credit Recovery
- Data Analysis

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement

Plan to Monitor Progress Toward G1. 8

Assessment data

Person Responsible

Carmine Rufa

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

FAIR comparing AP 1 and AP 2, End of Course assessments, common subject area assessments, course failure data, lesson plans, student samples

G2. Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement 1a

G044607

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	35.0
Geometry EOC Pass Rate	71.0
FSA - English Language Arts - Proficiency Rate	62.0
Bio I EOC Pass	73.0

Resources Available to Support the Goal 2

- Vocabulary Acquisition
- Summarizing Strategies
- Algebra Nation

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- Lack of prerequisite skills

Plan to Monitor Progress Toward G2. 8

Common quarterly assessments, walkthrough data, progress monitoring, lesson plans

Person Responsible

Carmine Rufa

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Quarterly assessments will show student mastery of standards, walkthroughs will provide frequency of CIS/Vocabulary delivery in instruction, lesson plans will provide documentation of CIS occurrences, and progress monitoring will provide quantifiable data on student progress towards mastering the assessed standards.

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. Increase graduation rate **1**

 G048925

G1.B1 Lack of student engagement **2**

 B122172

G1.B1.S1 Professional development on vocabulary acquisition strategies **4**

 S134140

Strategy Rationale

One of the top five high-yield research based instructional strategies proven to increase engagement

Action Step 1 **5**

Vocabulary

Person Responsible

Carmine Rufa

Schedule

On 8/13/2014

Evidence of Completion

Walk-throughs, lesson plans, and student exemplary work posted in classrooms

Action Step 2 5

Leadership Development for Advancing Schools

Person Responsible

Carmine Rufa

Schedule

On 8/27/2014

Evidence of Completion

Action plan for monitoring high-yield strategies

Action Step 3 5

Summarizing Strategies

Person Responsible

Carmine Rufa

Schedule

On 10/10/2014

Evidence of Completion

Walk-throughs, lesson plans, student samples using summarizing techniques, quarterly assessments , course grades

Action Step 4 5

Comprehension Instructional Sequence (CIS)

Person Responsible

Mimi McLeod

Schedule

Monthly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades

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

Classroom walk-throughs and lesson plans monitored for implementation

Person Responsible

Carmine Rufa

Schedule

Weekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Lesson plans will be reviewed for incorporation of instructional strategies, classrooms will be monitored for display of exemplary student samples

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

Analysis of data to show student improvement

Person Responsible

Carmine Rufa

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

FAIR data, common assessments, FCAT retake data, course failure data, lesson plans, student samples.

G2. Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement **1**

 G044607

G2.B1 Lack of student engagement **2**

 B115782

G2.B1.S1 Lessons delivered using the Comprehension Instructional Sequence (CIS) **4**

 S127455

Strategy Rationale

CIS will increase student exposure to different texts, provide them with the strategies to be successful when dealing with complex texts including text marking, graphic organizers, vocabulary acquisition strategies, question generation, and summarizing strategies. CIS requires increased engagement from students as they work through complex texts following the CIS path.

Action Step 1 **5**

CIS Refresher Training

Person Responsible

Mimi McLeod

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

CIS Lesson Plans completed and implemented

Action Step 2 **5**

CIS Training for New Teachers

Person Responsible

Mimi McLeod

Schedule

Semiannually, from 10/10/2014 to 5/29/2015

Evidence of Completion

CIS Lesson Plans completed and implemented

Action Step 3 5

Summarization

Person Responsible

Carmine Rufa

Schedule

Semiannually, from 10/10/2014 to 5/29/2015

Evidence of Completion

Summarizing strategies evident in lesson plans and observed during walk-throughs

Action Step 4 5

Vocabulary Acquisition

Person Responsible

Carmine Rufa

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Vocabulary strategies evident in lesson plans and observed during walk-throughs, PLC's focus on vocabulary strategies.

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

Review lesson plans, classroom walk-throughs, PLC minutes

Person Responsible

Carmine Rufa

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, student samples posted, Walkthrough data showing frequency of occurrence of CIS, vocabulary, and summarizing strategies.

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

Review data from common quarterly assessments for student achievement.

Person Responsible

Carmine Rufa

Schedule

Quarterly, from 10/17/2014 to 6/2/2015

Evidence of Completion

Walkthroughs documenting use of CIS, specifically vocabulary, and summarizing strategies in conjunction with data showing proficiency on quarter exams. Instruction consisting of vocabulary acquisition, incorporating complex texts, and summarizing strategies will enable students to master content related to the standards addressed.

G2.B2 Lack of prerequisite skills 2

 B122228

G2.B2.S1 Use of Algebra Nation with students lacking prerequisite skills required for success in math courses and on the EOC. 4

 S142036

Strategy Rationale

As students master prerequisite skills, they will be more prepared to perform math skills at the levels needed to be successful in their current math course and on the corresponding EOC.

Action Step 1 5

Training on Algebra Nation Resources

Person Responsible

John Imhof

Schedule

On 10/24/2014

Evidence of Completion

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

Classroom walk-throughs and review of data reports from Algebra Nation

Person Responsible

Carmine Rufa

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Lesson plans will be reviewed for incorporation of on-line modules, videos, and assessments. Teachers will provide reports of student progress from Algebra Nation

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

Analyze student data reports from Algebra Nation

Person Responsible

Carmine Rufa

Schedule

Biweekly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Teachers will print out student data reports from Algebra Nation. Reports will be analyzed to compare student completion of online tasks to their proficiency on related assessments. SAM and EOC data will be analyzed to show correlation of student success in areas completed using Algebra Nation.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	CIS Refresher Training	McLeod, Mimi	8/18/2014	CIS Lesson Plans completed and implemented	5/29/2015 quarterly
G1.B1.S1.A1	Vocabulary	Rufa, Carmine	8/13/2014	Walk-throughs, lesson plans, and student exemplary work posted in classrooms	8/13/2014 one-time
G2.B2.S1.A1	Training on Algebra Nation Resources	Imhof, John	10/10/2014		10/24/2014 one-time
G2.B1.S1.A2	CIS Training for New Teachers	McLeod, Mimi	10/10/2014	CIS Lesson Plans completed and implemented	5/29/2015 semiannually
G1.B1.S1.A2	Leadership Development for Advancing Schools	Rufa, Carmine	8/27/2014	Action plan for monitoring high-yield strategies	8/27/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Summarization	Rufa, Carmine	10/10/2014	Summarizing strategies evident in lesson plans and observed during walk-throughs	5/29/2015 semiannually
G1.B1.S1.A3	Summarizing Strategies	Rufa, Carmine	10/10/2014	Walk-throughs, lesson plans, student samples using summarizing techniques, quarterly assessments, course grades	10/10/2014 one-time
G2.B1.S1.A4	Vocabulary Acquisition	Rufa, Carmine	8/13/2014	Vocabulary strategies evident in lesson plans and observed during walk-throughs, PLC's focus on vocabulary strategies.	5/29/2015 monthly
G1.B1.S1.A4	Comprehension Instructional Sequence (CIS)	McLeod, Mimi	8/18/2014	Walk-throughs, lesson plans, student exemplary work posted in classrooms, quarterly assessment, course grades	5/27/2015 monthly
G1.MA1	Assessment data	Rufa, Carmine	9/15/2014	FAIR comparing AP 1 and AP 2, End of Course assessments, common subject area assessments, course failure data, lesson plans, student samples	5/29/2015 biweekly
G1.B1.S1.MA1	Analysis of data to show student improvement	Rufa, Carmine	9/8/2014	FAIR data, common assessments, FCAT retake data, course failure data, lesson plans, student samples.	5/29/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs and lesson plans monitored for implementation	Rufa, Carmine	9/15/2014	Lesson plans will be reviewed for incorporation of instructional strategies, classrooms will be monitored for display of exemplary student samples	5/27/2015 weekly
G2.MA1	Common quarterly assessments, walkthrough data, progress monitoring, lesson plans	Rufa, Carmine	9/8/2014	Quarterly assessments will show student mastery of standards, walkthroughs will provide frequency of CIS/Vocabulary delivery in instruction, lesson plans will provide documentation of CIS occurrences, and progress monitoring will provide quantifiable data on student progress towards mastering the assessed standards.	5/29/2015 biweekly
G2.B1.S1.MA1	Review data from common quarterly assessments for student achievement.	Rufa, Carmine	10/17/2014	Walkthroughs documenting use of CIS, specifically vocabulary, and summarizing strategies in conjunction with data showing proficiency on quarter exams. Instruction consisting of vocabulary acquisition, incorporating complex texts, and summarizing strategies will enable students to master content related to the standards addressed.	6/2/2015 quarterly
G2.B1.S1.MA1	Review lesson plans, classroom walk-throughs, PLC minutes	Rufa, Carmine	8/18/2014	Lesson Plans, student samples posted, Walkthrough data showing frequency of occurrence of CIS, vocabulary, and summarizing strategies.	5/29/2015 weekly
G2.B2.S1.MA1	Analyze student data reports from Algebra Nation	Rufa, Carmine	10/27/2014	Teachers will print out student data reports from Algebra Nation. Reports will be analyzed to compare student completion of online tasks to their proficiency on related assessments. SAM and EOC data will be analyzed to show correlation of student success in areas completed using Algebra Nation.	5/29/2015 biweekly
G2.B2.S1.MA1	Classroom walk-throughs and review of data reports from Algebra Nation	Rufa, Carmine	10/20/2014	Lesson plans will be reviewed for incorporation of on-line modules, videos, and assessments. Teachers will provide reports of student progress from Algebra Nation	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase graduation rate

G1.B1 Lack of student engagement

G1.B1.S1 Professional development on vocabulary acquisition strategies

PD Opportunity 1

Vocabulary

Facilitator

Learning Focused Solutions

Participants

All faculty

Schedule

On 8/13/2014

PD Opportunity 2

Leadership Development for Advancing Schools

Facilitator

Learning Focused Solutions

Participants

Administration

Schedule

On 8/27/2014

PD Opportunity 3

Summarizing Strategies

Facilitator

Carmine Rufa and Leslie Pingley

Participants

All faculty

Schedule

On 10/10/2014

PD Opportunity 4

Comprehension Instructional Sequence (CIS)

Facilitator

Mimi McLeod

Participants

All faculty

Schedule

Monthly, from 8/18/2014 to 5/27/2015

G2. Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement

G2.B1 Lack of student engagement

G2.B1.S1 Lessons delivered using the Comprehension Instructional Sequence (CIS)

PD Opportunity 1

CIS Refresher Training

Facilitator

Leslie Pingley

Participants

All returning faculty

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

PD Opportunity 2

CIS Training for New Teachers

Facilitator

Leslie Pingley

Participants

All teachers new to SHS

Schedule

Semiannually, from 10/10/2014 to 5/29/2015

PD Opportunity 3

Summarization

Facilitator

Carmine Rufa, Sarah Trowell

Participants

All faculty

Schedule

Semiannually, from 10/10/2014 to 5/29/2015

PD Opportunity 4

Vocabulary Acquisition

Facilitator

Max Thompson, Department Heads

Participants

All faculty

Schedule

Monthly, from 8/13/2014 to 5/29/2015

G2.B2 Lack of prerequisite skills

G2.B2.S1 Use of Algebra Nation with students lacking prerequisite skills required for success in math courses and on the EOC.

PD Opportunity 1

Training on Algebra Nation Resources

Facilitator

Amy Adams, Leslie Pingley

Participants

Math instructors

Schedule

On 10/24/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Increase graduation rate	3,568
Goal 2: Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement	3,568
Grand Total	7,136

Goal 1: Increase graduation rate		
Description	Source	Total
B1.S1.A1 - LFS Faculty and Administrative trainings	School Improvement Funds	3,568
Total Goal 1		3,568

Goal 2: Increase student achievement in the major focus areas of reading, math (Algebra and Geometry) and science (Biology) by increasing student engagement		
Description	Source	Total
B1.S1.A4 - Learning Focused Solutions	School Improvement Funds	3,568
Total Goal 2		3,568