

Duncan U. Fletcher High School



2014-15 School Improvement Plan

Duncan U. Fletcher High School

700 SEAGATE AVE, Neptune Beach, FL 32266

<http://www.duvalschools.org/fhs>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

31%

Alternative/ESE Center

No

Charter School

No

Minority

28%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

B

B

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All students will graduate from Fletcher High School prepared to enter college, post high school training, or the workforce.

Provide the school's vision statement

Fletcher High School's mission is to provide a learning community that enhances student success through academic achievement and character development in a positive and safe environment so that every student will graduate prepared to enter college, post high school training or the workforce.

School Environment

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

Fletcher High is a very diverse school with diverse cultural student and teacher populations. Fletcher offers a variety of different clubs, organizations and activities to meet the needs of our students. Our teachers also sponsor many of those sports, clubs, activities, and organizations based on students' interest that assist in fostering relationships. Our guidance counselors and administrators also work to develop relationships where students feel comfortable to rely on. The students and staff also participate in Challenge Day where students build empathy and ignite a movement of compassion and positive change.

The perceptions of teachers, students, and parents regarding school culture and environment are assessed using the Gallup and TNTP survey instruments. This feedback provides direction for strengthening specific areas of the school culture and environment.

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

Fletcher has a strong Foundations Team (Beaches) which involves the entire school. Throughout the day security, administrators, and other staff are strategically placed throughout the school to assist in making sure students feel safe. This year we were able to add an additional security member, who is female to the team. She has been a great addition and provides the team with two males and two females. All teachers stand at the doorway to greet students before each class and make sure students are wearing their ID's. Each student participates in grade specific orientation at the beginning of the year. The school also has peer counseling classes and restorative justice. The administrators have an open door policy and guidance counselors who are dedicated to their students. The school also has a partnership with the Beaches Resource Center which provides free counseling for students in need. According to our Gallup poll, the students seem to feel safe at school.

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 school has a Foundations program called Beach. They are responsible for creating rituals and routines for the school. They also create lesson plans that each teacher will use to teach school wide

rituals and routines at the beginning of the of each semester. The school as also created a system called the Guidelines to Success. From day one, the teachers go over the rituals and routines for their individual classrooms. They give the students their expectations explicitly so there will be no questions, regarding teacher expectations. During the first week of school, we hold grade level assemblies for the entire school to go over the Student Code of Conduct and the expectations of Fletcher High. The grade level assemblies are facilitated by the administrators and the dean of discipline. We have also installed a new electronic tardy system that was suggested through our Shared Decision Making Team. We also developed a positive behavior plan ensure we are focused rewarding students for positive behavior.

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

At Fletcher High School, we pride ourselves on being student-friendly and keeping their best interests as our first priority. The school has a partnership with the Beaches Resource Center which provides free counseling for students in need. We also have peer counseling as well as volunteer mentors. We have also established a relationship with the military to assist the military families called Club Beyond. This year we have an ESE coordinator that will assist in helping us meet the needs of our ESE population. We also participate in another program that provides mentors for the our students called Take Stock In Children which provides mentors for our student population. The Gallup survey reports the level of hopefulness and engagement based on student responses to survey questions.

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

The attendance clerk works with the truancy officer and staff to monitor absences and meet with students and their families. The teachers also make phone calls home when students miss 2 or more consecutive days. Then there is an automated system that will make phone calls home when a student misses a class. We have a teacher that monitors our at risk students. At risk students are grouped together so they can be monitored. Counselors review grades to make sure students recover failing grades immediately. Teachers constantly track formative assessments and remediate before grades are the end of grading periods.

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	0	0	0	0	
One or more suspensions	0	44	35	25	104
Course failure in ELA or Math	0	148	167	154	469
Level 1 on statewide assessment	13	60	57	13	143

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	60	87	59	46	252

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

Students are assigned a mentor when needed. We have a reading coach that will assist in providing reading support. ESE and counselors provide support to identified students as needed. We provide tutoring before and after school for all students. There are positive reward systems for academic performance. We provide automated phone calls home whenever necessary. Each administrator is responsible for checking grades for their specific grade levels. The dean of discipline also monitors students discipline records for red flags.

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

Improve parent involvement in school related functions and activities both during the school day and outside of regular school hours. Our Volunteer Coordinator has created several notebooks focused on different areas of volunteerism to better monitor parent and community involvement. During student orientation and Open House, by School Messenger, on the school website, and through the PTSA e-mail blast, parents are informed about different ways to participate and become involved at Fletcher High School. Parents are encouraged to use Oncourse and we provide passwords during Open House and upon request throughout the year.

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

We establish partnerships through SAC and PTSA. There is a partnership with the Beaches oversight committee that provides financial assistance with school initiatives. The school has a partnership with Take Stock in Children that provides mentors for students. There is also a partnership with the military that provides counselors to assist with military families. We also have numerous volunteers as well as other businesses that donate supplies, funds, and other resources. Our athletic director developed a multi-tiered support package for our athletic business partners, who are involved at varying levels both financially and through volunteer hours. We have an administrator that coordinates all of our volunteer assistance. We also have a great Communities in Schools program which assists the school with various school needs.

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
Nelson, Donald	Principal
Franklin, Jeremy	Assistant Principal
Milita, Angela	Assistant Principal
Reed, Christine	Other
McKenzie, Joeseeph	Instructional Coach
Hays, Virginia	Assistant Principal
Charvat, Mignon	Dean

Duties

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

Fletcher's Rtl Team leads the faculty in a review of the data and, with input from building instructional teams, develops the Literacy Leadership Team (LLT) initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year.

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

Fletcher's Rtl Team meet around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets 2 times per month to engage in the following activities:

- Review universal screening data and link to instructional decisions;
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will:

- Identify professional development and resources.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content

area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following:

Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

Tier 3, the current TARGET Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

Exceptional Student Education (ESE) teachers participate in student data collection, integrates core, instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as Coteaching, observing classrooms with mainstreamed ESE students in the class and frequent meetings with Professional Learning Communities (PLCs) and Small Learning Communities (SLCs) to discuss specific students and specific strategies.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Donald Nelson	Principal
Rob Schantz	Business/Community
Julie Rekow	Education Support Employee
Kris Robinson	Parent
Korin Abrams	Student
Andrea Valindonino	Parent
Jetta Schantz	Parent
Linda Trinidad	Parent
Rod Wilson	Teacher
Scott Bennett	Parent
Laura Acker	Business/Community
John Snyder	Parent
Janet Ramdass	Parent

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

We used the status report. The principal met with the SAC committee to review the plan and make recommendations for improvement.

Development of this school improvement plan

A draft of the SIP is presented to the SAC during a monthly meeting. Each page is reviewed and explained. Based on inputs from the SAC adjustments and changes are made to the SIP. The SAC Chair signs the SIP signature after being presented with the final document.

Preparation of the school's annual budget and plan

The use of school improvement funds is reviewed by a subcommittee and recommended to the entire committee for full funding, partial funding, or no funding of the request, which is made in writing by the teacher or staff member requesting funding. Their request must include the way in which the funding will directly support the School Improvement Plan.

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

School Improvement Funds are not anticipated for the 2013-2014.
No funds were received during the 2012 – 2013

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
Milita, Angela	Assistant Principal
McKenzie, Joeseeph	Instructional Coach
Nelson, Donald	Principal
Snell, Ashley	Teacher, K-12
Reed, Christine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. The continued professional development and monitoring of the reading strategies in all classrooms.
2. The continued professional development and monitoring of the organization strategy (Cornell Notes) in all classrooms.
3. The professional development, implementation and monitoring of the district-mandated timed writings in grades 9-12 ELA.
4. The professional development, implementation and monitoring of the Social Studies Persuasive Writing Plan in all Social Studies classes.
5. The continued professional development and monitoring of the organizational strategy Cornell Notes in all subject areas.

The major initiative of the LLT for this school year is the integration of reading strategies throughout the curriculum. All teachers are responsible for teaching reading strategies embedded within the curriculum of their classes. Administrators will also monitor during PLC meetings held on Early Dismissal days.

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

The administration team begin by asking teachers what they would like to teach. The school participates in professional learning communities (PLC). The master schedule was designed to allow common planning for teachers based on the subject they are teaching. Teachers are required to meet once a week as a group during common planning, based on the classes each teacher is assigned. Most areas meet as a group, then separate to the individual subject areas. The school has additional time for collaborative planning during early release. Teachers are allowed TDE for training. The teachers participate in cross curriculum planning and the reading coach supports science and social studies. The school also receives regular visits from content district specialist that provide support.

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

1. On-going professional development through planning periods meetings, faculty meetings and quarterly instructional days.

Person Responsible: Administrative and Academic Coaching Staff

2. Full-time instructional coaching staff to support and assist teachers in honing their craft.

Person Responsible: Principal and Assistant Principal

3. All teachers participating in the Mentor Induction of Novice Teachers program or those new to FHS are assigned mentors.

Person Responsible: Professional Development Facilitator

4. The school's leadership actively encourages more teachers to become CET trained in order to increase the number of mentors available in each subject area.

5. Each new teacher is assigned a mentor to assist all new teachers and even experienced teachers new to FHS.

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

The purpose of the DCPS Mentoring and Induction for Novice Teacher (MINT) program is to increase student learning by providing supervised support services for teachers during their first years of teaching, to assist in the continuance of their professional development, and to meet the requirements of Florida Statute 1012.56 (6)(f) and (8)(b). The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

At Fletcher the PDF matches CET teachers with new teachers in the MINT program based on consultation with the department head, job alike and grade alike similarities, and close physical proximity. The rationale is that best practices indicate that new teachers who receive 60-90 minutes of mentor interaction per week are 40% more likely to remain in education, so with our overburdened schedules, it seems the best use of limited resources to match people who are nearby and teaching the same subject and similar populations of students. Our MINT teachers are also provided with a roster of other teachers to use as support and emulation, on the theory that you can never have too many aunts.

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

FHS uses district approved curriculum guides based on Florida Standards. We utilize data from observations and evaluations under the CAST system. We also utilize a data base called performance matters to provide targeted and differentiated instruction. Teachers also participate in common planning sessions and professional learning community sessions where they read and apply new knowledge of the standards to their lesson planning process.

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

Teachers work in their PLCs to analyze data and plan lessons according to individual academic needs. All teachers have been trained on how to utilize Performance Matters (new data based system implemented by the district this year). Students are strategically placed into classes based on a variety of data sources. Teachers also provide immediate remediation when necessary. Teachers have been trained and utilize RTI to provide differentiated lessons.

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: Extended School Day

Minutes added to school year: 10,000

Secondary Course Recovery Program - It is a unique opportunity for student to retake an unsuccessful course and move forward in their educational journey. Students can also enroll in our blended computer supported courses and will work on one credit which they need to retake. They will be supported and assisted by certified teachers each day.

Strategy Rationale

To increase the promotion rate for every grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nelson, Donald, nelsond@duvalschools.org

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

Attendance is kept at all after school activities. These students are monitored regarding their academic success as well as their test scores.

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

FHS provides middle school registration for students at our feeder schools by our counselors. They present a PowerPoint to the students on the classes they may take, credits they need and what to expect in high school before completing the course selection request. The school provides an 8th grade student/parent night as well as an 8th grade breakfast for incoming freshman during the spring semester of their 8th grade year. We also have an orientation for incoming students. Counselors are vital to the success of our students. They go into freshman classes to provide help sessions on a variety of topics such as bullying. The Counselors also play a pivotal role in preparing seniors for their next phase in life, whether it be military, work or college. They sit with each senior individually to discuss their post graduation options as well as provide them with resources for their next step in life.

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

The guidance department meets with every student in grades 9-12 to make sure that their schedules are not only meeting state guidelines but are also filled with courses that the students are interested in. Also, they have conversations with the students about their goals and aspirations and help them in determining the path that they can take that can give them the best opportunity for courses that the student finds meaningful. We have a dedicated counselor for freshman and our AICE program. All of the other students are divided by last name and are able to establish a relationship with their counselor because they will have the same counselor throughout their tenure at FHS beginning their 10th grade year.

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

Fletcher is working towards making sure that students see relevance in every course that they take. We currently offer career and technical education programs in the following areas: Digital Media and Web Design. Both programs integrate several subjects and offer insight for the students into future careers.

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

Based upon the data, Fletcher High School consistently scores above the district & state average for % of graduates scoring a 3 or higher on the FCAT Reading & Math.

Strategies to improve student readiness for the post-secondary level:

- * Students are encouraged to apply for the AICE program during their 8th grade year
- Students & parents are encouraged to enroll in honors & advanced courses by the administration, guidance counselors & teachers.
- Students who choose to “opt-out” of advanced placement courses (after being scheduled into the courses) have to:
 - The parents are to contact the AP teacher to discuss the student potential & issues.
 - The parents must sign a waiver agreeing to the course change
 - The student & the parents must meet with the principal before the course change is made.
- The school offers 26 Advanced Placement courses & 12 Dual Enrollment courses.
- The school offers to pay the testing fee for any grade 11 students who are interested in taking the PSAT.
- The teachers have included in their opening of school lessons the advantages of applying for Free/Reduced Lunch status for students who are eligible. This opportunity encourages students to take the SAT/ACT & apply to colleges because the fees could be waived.

- Guidance counselors, at the start of the year, go into classes and promote students to use FACTS.ORG & the advantages of taking the SAT/ACT/ASVAB tests.
- The school schedules a testing day & has all grade 12 students take the ASVAB.
- The school consistently has colleges & universities come and meet with interested students during the school day.

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

We offer SAT/ACT prep classes for students that have been identified as not being PSR ready. We also offer PERT and PSAT for students. Students who have not passed the FCAT in reading are giving additional reading support through an enrichment class. Students are encouraged to become PSR and receive incentives just as discounted parking passes. We also have college visits. We receive regular visits from the Armed Forces who reiterate what is needed to join the military. We have an administrator and teacher who are designed to work with the at-risk population. These students are discussed during leadership meeting and provided a mentor.

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.** To increase the Geometry EOC exam scores to 60% Level 3 or higher .
- G2.** At least 55% of students in grades 9-11 taking the FSA will earn a passing score.
- G3.** Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity to increase Algebra EOC scores to 35% Level 3 or higher.


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. To increase the Geometry EOC exam scores to 60% Level 3 or higher . **1a**

Targets Supported

1b

 **G051971**

Indicator	Annual Target
Geometry EOC Pass Rate	60.0

Resources Available to Support the Goal **2**

- 1. New District curriculum and text books
- 2. District Provided Technology (i.e. laptop carts, wireless connection,)
- 3. Administrator (certified in mathematics)
- 4. Additional time for Professional Development, and Common Planning
- 5. Math Club that offers Tutoring on Mondays
- 6. Paid Teachers for After School Tutoring 2 days a week

Targeted Barriers to Achieving the Goal **3**

- 3. Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials
- 4. Student/Teacher Relationships & Student and Teacher Buy-in

G2. At least 55% of students in grades 9-11 taking the FSA will earn a passing score. 1a

G040674

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- 1. Achieve 3000
- 2. Reading Coach
- 3. District Specialist
- 4. IReady
- 5. Performance Matters for tracking student data
- 6. New reading curriculum
- Write to Learn Program

Targeted Barriers to Achieving the Goal 3

- 2. Lack of rigor in classroom instruction.
- 3. There has been a great deal of teacher resistance with use of new technology and curriculum

Plan to Monitor Progress Toward G2. 8

Check to make sure common planning is effective and being used with fidelity.

Person Responsible

Donald Nelson

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

G3. Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity to increase Algebra EOC scores to 35% Level 3 or higher. 1a

G040678

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	35.0

Resources Available to Support the Goal 2

- 1. Professional Development
- 2. PLC/Common Planning
- 3. ESE Teachers
- 4. Math Coach
- 5. District Math Specialists
- 6. Algebra 1/Algebra 1 Retake Math teachers
- 7. Data
- 8. Curriculum Guides/Textbooks
- 9. Technology
- 10. Class time
- 11. Algebra Nation/Carnegie Curriculum

Targeted Barriers to Achieving the Goal 3

- 1. Quality of instruction and rigor of instruction
- 2. Lack of technology use.

Plan to Monitor Progress Toward G3. 8

We will use CGA data, coaching logs, and CAST observations

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Common Planning logs, CAST observations, CGA data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase the Geometry EOC exam scores to 60% Level 3 or higher . **1**

 G051971

G1.B3 3. Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials **2**

 B130754

G1.B3.S1 Teachers will receive professional development to assist them in implementation of new materials. **4**

 S142786

Strategy Rationale

Teachers have to be comfortable with materials before they are able to teach it with fidelity.

Action Step 1 **5**

Geometry teachers will receive professional development in the use of the new curriculum and the new Florida Standards. Professional development will continue throughout the year.

Person Responsible

Frances Heckermann

Schedule

Biweekly, from 7/1/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, Early release agendas, PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrator will attend PLC, conduct observations, and attend monthly math coach's meetings

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CAST observations, sign-in sheets, PLC documents

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Principal will review data and check for any coaching cycles deemed necessary from observations

Person Responsible

Donald Nelson


Schedule

Monthly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Leadership meeting notes, observations, CGA data, anecdotal notes from observations

G1.B4 4. Student/Teacher Relationships & Student and Teacher Buy-in 2

 B130756

G1.B4.S1 Ensure teachers are using new curriculum with fidelity and incorporating technology into the classroom. 4

 S142787

Strategy Rationale

Teachers must use the materials with fidelity to get the results we want from our students. It's about the students.

Action Step 1 5

Math specialist will provide professional development for teachers in the use of new curriculum as well as input information into the system so teachers and students can use the online component.

Person Responsible

Frances Heckermann

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The administrator will attend the PLC and conduct observations to check for teacher use as well as student online use.

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC documentation, CAST observations, Professional Development documentation, usage reports

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review observations and usage data.

Person Responsible

Donald Nelson


Schedule

Weekly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Leadership notes, usage reports, observations

G2. At least 55% of students in grades 9-11 taking the FSA will earn a passing score. 1

 G040674

G2.B2 2. Lack of rigor in classroom instruction. 2

 B098458

G2.B2.S1 Increase rigor in the classroom by using targeted instruction especially with vocabulary. 4

 S129531

Strategy Rationale

The new test is more rigorous and students must be prepared.

Action Step 1 5

The reading coach will attend common planning to ensure reading strategies are being implemented with fidelity.

Person Responsible

Joeseeph McKenzie

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

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

Administrator will attend common planning and conduct classroom observations

Person Responsible

Angela Milita

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CAST observations, PLC meeting notes, CGA data

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

Design and implement ongoing support for teachers through structured common planning. Reading teacher will provide PMA data to the leadership team for review.

Person Responsible

Angela Milita


Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Professional development calendar, coach's logs, and CGA data,

G2.B3 3. There has been a great deal of teacher resistance with use of new technology and curriculum 2

 B098459

G2.B3.S1 Design and implement ongoing support through structured common planning and professional development during early release. 4

 S129532

Strategy Rationale

To maximize the effectiveness of the new curriculum and ensure all teachers are on one accord.

Action Step 1 5

Design and implement ongoing support for teachers during weekly common plannings.

Person Responsible

Joeseeph McKenzie

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Common planning agendas and minutes, lesson plans, and walk-through data collection

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

The administrator will review common planning documentation and conduct observations as well as attend common planning

Person Responsible

Angela Milita

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Cast observations and common planning documentation

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

Data will be collected through CGA's and common assessments to determine effectiveness

Person Responsible

Joeseeph McKenzie


Schedule

On 5/29/2015


Evidence of Completion

CGA data and other progress monitoring data will be collected and discussed during leadership meetings.

G3. Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity to increase Algebra EOC scores to 35% Level 3 or higher. 1

 G040678

G3.B1 1. Quality of instruction and rigor of instruction 2

 B098477

G3.B1.S1 Algebra 1 teachers and retake teachers will plan together in their mini PLC groups. 4

 S109814

Strategy Rationale

Teachers will work together to implement strategies to assist students in passing the Algebra EOC.

Action Step 1 5

Collaboratively produce lesson plans that meet the rigorous needs for the Algebra EOC using HOQ

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students in their detailed lesson plans.

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional development needs.

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CAST, PD calendar, and feedback forms from observations

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

Monitor CAST observations and data from CGA's in math classes.

Person Responsible

Donald Nelson


Schedule

Weekly, from 9/1/2014 to 5/29/2015


Evidence of Completion

coaching logs, lesson plans, CAST observations, Leadership meeting notes

G3.B2 2. Lack of technology use. 2

 B098478

G3.B2.S1 Will provide a dedicated laptop cart for implementation of the Carnegie curriculum. 4

 S142269

Strategy Rationale

Teachers did not have the equipment to implement the online portion of Carnegie.

Action Step 1 5

Teacher will implement the online Carnegie curriculum using the laptop carts

Person Responsible

Frances Heckermann

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Carnegie usage data, teacher lesson plans

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

District math coach will monitor usage and provide ongoing professional development including modeling lessons.

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data usage reports, lesson plans, PLC documentents

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

Administrator will conduct observations and attend PLC meetings

Person Responsible

Jeremy Franklin

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

CAST observation and PLC documentation

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
G3.B1.S1.A1	Collaboratively produce lesson plans that meet the rigorous needs for the Algebra EOC using HOQ	Franklin, Jeremy	8/25/2014	Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students in their detailed lesson plans.	5/29/2015 weekly
G2.B3.S1.A1	Design and implement ongoing support for teachers during weekly common plannings.	McKenzie, Joeseeph	8/25/2014	Common planning agendas and minutes, lesson plans, and walk-through data collection	5/29/2015 weekly
G2.B2.S1.A1	The reading coach will attend common planning to ensure reading strategies are being implemented with fidelity.	McKenzie, Joeseeph	8/25/2014		5/29/2015 weekly
G3.B2.S1.A1	Teacher will implement the online Carnegie curriculum using the laptop carts	Heckermann, Frances	9/1/2014	Carnegie usage data, teacher lesson plans	5/29/2015 weekly
G1.B3.S1.A1	Geometry teachers will receive professional development in the use of the new curriculum and the new Florida Standards. Professional development will continue throughout the year.	Heckermann, Frances	7/1/2014	Sign-in sheets, Early release agendas, PLC agendas	5/29/2015 biweekly
G1.B4.S1.A1	Math specialist will provide professional development for teachers in the use of new curriculum as well as input information into the system so teachers and students can use the online component.	Heckermann, Frances	8/25/2014		5/29/2015 biweekly
G1.B3.S1.MA1	Principal will review data and check for any coaching cycles deemed necessary from observations	Nelson, Donald	9/1/2014	Leadership meeting notes, observations, CGA data, anecdotal notes from observations	5/29/2015 monthly
G1.B3.S1.MA1	Administrator will attend PLC, conduct observations, and attend monthly math coach's meetings	Franklin, Jeremy	8/25/2014	CAST observations, sign-in sheets, PLC documents	5/29/2015 weekly
G1.B4.S1.MA1	Review observations and usage data.	Nelson, Donald	9/1/2014	Leadership notes, usage reports, observations	5/29/2015 weekly
G1.B4.S1.MA1	The administrator will attend the PLC and conduct observations to check for teacher use as well as student online use.	Franklin, Jeremy	9/1/2014	PLC documentation, CAST observations, Professional Development documentation, usage reports	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Check to make sure common planning is effective and being used with fidelity.	Nelson, Donald	8/25/2014	Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/ teacher data chats. IPDP and support plans.	5/29/2015 monthly
G2.B2.S1.MA1	Design and implement ongoing support for teachers through structured common planning. Reading teacher will provide PMA data to the leadership team for review.	Milita, Angela	8/25/2014	Professional development calendar, coach's logs, and CGA data,	5/29/2015 weekly
G2.B2.S1.MA1	Administrator will attend common planning and conduct classroom observations	Milita, Angela	8/25/2014	CAST observations, PLC meeting notes, CGA data	5/29/2015 weekly
G2.B3.S1.MA1	Data will be collected through CGA's and common assessments to determine effectiveness	McKenzie, Joeseeph	8/25/2014	CGA data and other progress monitoring data will be collected and discussed during leadership meetings.	5/29/2015 one-time
G2.B3.S1.MA1	The administrator will review common planning documentation and conduct observations as well as attend common planning	Milita, Angela	8/25/2014	Cast observations and common planning documentation	5/29/2015 weekly
G3.MA1	We will use CGA data, coaching logs, and CAST observations	Franklin, Jeremy	8/25/2014	Common Planning logs, CAST observations, CGA data	5/29/2015 weekly
G3.B1.S1.MA1	Monitor CAST observations and data from CGA's in math classes.	Nelson, Donald	9/1/2014	coaching logs, lesson plans, CAST observations, Leadership meeting notes	5/29/2015 weekly
G3.B1.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/ specialist. Perform informal/ formal observations. School based professional development needs.	Franklin, Jeremy	8/25/2014	CAST, PD calendar, and feedback forms from observations	5/29/2015 weekly
G3.B2.S1.MA1	Administrator will conduct observations and attend PLC meetings	Franklin, Jeremy	9/1/2014	CAST observation and PLC documentation	5/29/2015 weekly
G3.B2.S1.MA1	District math coach will monitor usage and provide ongoing professional development including modeling lessons.		9/1/2014	Data usage reports, lesson plans, PLC documents	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. To increase the Geometry EOC exam scores to 60% Level 3 or higher .

G1.B3 3. Implementing curriculum with fidelity to focus on Geometry EOC concepts as well as new Florida standards due to new materials

G1.B3.S1 Teachers will receive professional development to assist them in implementation of new materials.

PD Opportunity 1

Geometry teachers will receive professional development in the use of the new curriculum and the new Florida Standards. Professional development will continue throughout the year.

Facilitator

District Math Specialist

Participants

Geometry Teachers

Schedule

Biweekly, from 7/1/2014 to 5/29/2015

G1.B4 4. Student/Teacher Relationships & Student and Teacher Buy-in

G1.B4.S1 Ensure teachers are using new curriculum with fidelity and incorporating technology into the classroom.

PD Opportunity 1

Math specialist will provide professional development for teachers in the use of new curriculum as well as input information into the system so teachers and students can use the online component.

Facilitator

Heckermann, Frances

Participants

Geometry Teachers

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

G2. At least 55% of students in grades 9-11 taking the FSA will earn a passing score.

G2.B2 2. Lack of rigor in classroom instruction.

G2.B2.S1 Increase rigor in the classroom by using targeted instruction especially with vocabulary.

PD Opportunity 1

The reading coach will attend common planning to ensure reading strategies are being implemented with fidelity.

Facilitator

Joe Mackenzie

Participants

ELA/Reading teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G2.B3 3. There has been a great deal of teacher resistance with use of new technology and curriculum

G2.B3.S1 Design and implement ongoing support through structured common planning and professional development during early release.

PD Opportunity 1

Design and implement ongoing support for teachers during weekly common plannings.

Facilitator

Joe McKenzie

Participants

ELA/Reading Teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G3. Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity to increase Algebra EOC scores to 35% Level 3 or higher.

G3.B2 2. Lack of technology use.

G3.B2.S1 Will provide a dedicated laptop cart for implementation of the Carnegie curriculum.

PD Opportunity 1

Teacher will implement the online Carnegie curriculum using the laptop carts

Facilitator

Heckermann, Frances

Participants

Math Department

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

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