# Hilliard Middle Senior High



## 2014-15 School Improvement Plan

# Hilliard Middle Senior High

## 1 FLASHES AVE, Hilliard, FL 32046

### [ no web address on file ]

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| High | No | 51% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 10% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Nassau County School Board.

## SIP Authority and Template

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

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.

# Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

#### Provide the school's vision statement

Inspire a passion for learning, excellence, and character.

### School Environment

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

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

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

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

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

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

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

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

## 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**

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

**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 |
| --- | --- | --- | --- | --- |
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 10 | 25 | 36 | 71 |
| One or more suspensions | 4 | 17 | 25 | 46 |
| Course failure in ELA or Math | 4 | 7 | 8 | 19 |
| Level 1 on statewide assessment | 7 | 4 | 17 | 28 |

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

| Indicator | Grade Level | | | Total |
| --- | --- | --- | --- | --- |
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 3 | 12 | 22 | 37 |

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

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

## 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*

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.
The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on

the National Standards for Parent/Family Involvement Programs, which include:

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

B. Responsible parenting is promoted and supported.

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

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

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

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

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

• Open House and Information Parent "Nights"

• School Edline web page

• Focus

• Newsletters communicating classroom and school news to parents

• Parent phone calls, School Reach, and face-to face meetings

• College and Career Fairs

• School Matters Publication

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

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

• Establishing structured opportunities to engage all stakeholders

• Encouraging open dialogue about challenges and solutions

• Engaging stakeholders in the use of data

• Leveraging community resources and funding sources

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

## 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 |
|---|---|
| Copps, Cheryl | Assistant Principal |
| Johnson, Tammy | SAC Member |
| Tilley, Brent | Principal |
| Smith, Julie | Instructional Coach |

**Duties**

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.
The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach.The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.
In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.
Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?
Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.
The Problem Solving Process
The Problem Solving/Response to Intervention model is a decision making process based on the

scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

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

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

Title I

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

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

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

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

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

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

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education is taught through many programs and courses

3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

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

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade

forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.
Career and Technical Education
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

### School Advisory Council (SAC)

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

| Name | Stakeholder Group |
| --- | --- |
| Trista Reeves | Student |
| Tammy Johnson | Teacher |
| Heather VanPuymbrouck | Teacher |
| Gerald Wollitz | Business/Community |
| Wanda Saunders | Education Support Employee |
| Natalie Dianna | Parent |
| Whitney Lee | 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*

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

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

School improvement funds are limited. No money was allocated for 2013-2014 so the funds we have are rollover from previous years. Funds will be used for substitute teachers for training and staff

development activities ($1,000). Additional funds may be used as needs are identified by the SAC or requests are made by teachers.

***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 |
|---|---|
| Smith, Julie | Instructional Coach |
| Copps, Cheryl | Assistant Principal |
| Tilley, Brent | Principal |
| Johnson, Tammy | Guidance Counselor |
| Ray, Kristen | Instructional Media |

### Duties

***Describe how the LLT promotes literacy within the school***

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

## 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**

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

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

1. Provision of mentoring, training and coaching for:
a) first and second-year new teachers, including those in Alternative Certification (ACP) or
Educator Preparation Institute (EPI) programs; and
b) ESOL and Reading teachers in the process of earning an Endorsement.
These activities are coordinated with the district's Personnel system and through the provision of an
ESOL Coach and an Instructional Strategies/New Teacher Coach.
2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide
resources, coaching, and professional development to any teacher whose overall evaluation rating is
Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to
determine specific goals and needs for professional development, in addition to needs for classroom
strategies and behaviors.
3. Resources and/or professional development will be provided to support the skills and knowledge
needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision
of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of
certification to teachers' existing certificates; financial support for provision of study guides and
workshops (as available); assistance with cost of adding subject areas to certificates to become in-field
in all courses taught.
4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and
diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership
development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure
teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring
activities:
1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn
This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or
Writing.
B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District
Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and
feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a
mentor teacher or other certified educator who teaches the same grade level/subject area as the new
teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching
resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new
teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade
level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies
Coach, with related professional development resources available via the district's iObservation system.

5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

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

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

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

## 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***

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.

2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.

3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

#### 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 analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress

monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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

**Strategy:** Before School Program

**Minutes added to school year:** 7,200

Communities in Schools is a before-school program providing academic support to students in core subjects. Communities in Schools also provides Life Skills curriculum which provide learning strategies and life-related lessons for success.

### Strategy Rationale

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

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Copps, Cheryl , cheryl.copps@nassau.k12.fl.us

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

A number of data elements are collected: student grades, FCAT data, attendance data, and discipline data.
Data is analyzed to determine student improvement on FCAT assessments and course grades.
Attendance and discipline data is analyzed to determine student attitude and motivation towards school.

**Strategy:** After School Program

**Minutes added to school year:** 1,800

A once-a-week program offering students assistance with college preparedness and entrance. The program focuses on ACT/SAT preparation, college applications and funding sources, targeted college campus visits, and identified needs based on student and parent input.

### Strategy Rationale

Students (and their families) benefit from step-by-step support of the college entrance experience.

### Strategy Purpose(s)

- Enrichment

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

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

Number of completed college applications in both vocational and academic institutions, number of students taking ACT/SAT, participation in weekly program, college acceptance rates, and student enrollment into rigorous coursework such as Advanced Placement

**Strategy:** Summer Program

**Minutes added to school year:** 3,000

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

### Strategy Rationale

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

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Tilley, Brent, brent.tilley@nassau.k12.fl.us

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

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

## 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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

**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*

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters.
Several initiatives and programs have been established to foster college-going culture and to support and assist students as they work toward achieving college and career readiness.
Students receive daily instruction and support to prepare them for college and careers. These academic strategies impact students school-wide as strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR ) are taught in all classes. In class students learn organizational skills, study skills, and work on critical thinking skills that will better prepare them for college and career readiness.
Initiatives include: AP and Dual Enrollment courses, SAT school day test administration, College and Career Fairs, college and career field trips, and assemblies with guest speakers.
The Nassau County Economic Development Board conducts soft-skills training and seminars on employment seeking to the district's students as a component of their partnership with the district. Other business partners assist in career education curriculum development and placement efforts through their participation in program area advisory boards. Partners include trade organizations such as the First Coast Manufacturing Association and the Northeast Florida Builders Association, and numerous employers in the area.

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

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.
Course Title Industry Certification
Introduction to Information Technology Word
Administration Office Technology I Powerpoint
Business Software Applications Excel
Culinary Arts I & II ServeSafe (Bean)
Culinary Arts III Prostart Level I (Exam Only) (Bean)
Culinary Arts IV Prostart Level II (Exam Only) (Bean)
Building Construction I NCCER Core
Building Construction II NCCER Carpentry I
Building Construction III NCCER Carpentry II
HVAC 1 NCCER HVAC Level 1 All/Bean
HVAC 2 NCCER HVAC Level 2 All/Bean
Electricity 2 NCCER Electricity Level 1 All/Bean
Agritechnology II Agricultural Technician Certification
Game & Simulation Programming Bean
Drafting 1 AutoDesk Certified User - AutoCAD All/Bean
Drafting 2 AutoDesk Certified Professional - AutoCAD All/Bean

Allied Health Assistant III CMAA
Machining NIMS – Turning and Milling

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

Schools recognize students who meet Florida's college and career readiness criteria. Student data is at the forefront of all we do to assure students' academic success. In order to meet this goal based on analysis of assessment data, students may be provided with additional support through courses such as Intensive Reading, Math for College Readiness, Math for College Success, and English 4 Florida College Prep.

Career Education programs offer certification opportunities for students in Food Service Management (Serve Safe), Certified Nursing Assistant, Certified Medical Administrative Assistant, EMT, ADOBE Dreamweaver, ADOBE Flash, ADOBE Photoshop, Autodesk – AutoCAD Certified User, National Center for Construction Education and Research: Level 1 Electrical and HVAC Level 1 and 2, Carpentry Level 1 and 2, and Masonry Level 1 and 2, Microsoft Office Specialist, QuickBooks, and FAA Ground School. Dual Enrollment and Advanced Placement courses provide opportunities for students to engage in college-level course work while enrolled in high 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***

To be considered "college and career" ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics that have been identified through a cross-sector collaborative effort by Florida's K12, college and university faculty. Students demonstrate proficiency by achieving passing-level scores in reading, writing and mathematics on the Postsecondary Education Readiness Test or an approved alternative. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete remedial courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, college-credit courses.

Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the skilled workforce. These higher levels of competency may be measured by SAT and/or ACT scores, in addition to earning postsecondary credits through AP, Dual Enrollment, or by earning state-approved industry certifications.

Strategies:
• Remediation classes are offered
• School-wide PSAT and SAT day
• SAT/ACT prep given in content area classes
• After school review classes offered

# 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 close the achievement gap by preparing all students for college readiness.

**G2.**   Increase the percentage of students scoring at or above the proficiency levels on the Civics and American History End-of-Course Exams.

**G3.**   Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam and at or above grade level on the eighth grade FCAT Science Assessment.

**G4.**   Given the implementation of the New Florida Standards Assessment (FSA), exceed the state average for the percentage of students passing the FSA for Algebra 1, Algebra 2, and Geometry.

**G5.**   Meet or exceed the state average for percentage of students achieving on or above grade level performance on the New ELA Florida Standards Assessments (FSA).

## 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 close the achievement gap by preparing all students for college readiness. 1a

🔍 G052906

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| College Readiness Reading | 65.0 |

### Resources Available to Support the Goal 2

- AP and Honors courses, AVID, College Education for students and parents, on-site PERT, ACT, and SAT administrations, Dual Enrollment and CTE courses, college campus field trips

### Targeted Barriers to Achieving the Goal 3

- Students may not understand their options for post-secondary educations and teachers may feel ill-equipped to guide their students.

### Plan to Monitor Progress Toward G1. 8

Data for identified activities will be collected.

**Person Responsible**

Tammy Johnson

**Schedule**

Semiannually, from 8/6/2014 to 5/27/2015

***Evidence of Completion***

Artifacts from activities and other applicable data will serve as evidence.

**G2.** Increase the percentage of students scoring at or above the proficiency levels on the Civics and American History End-of-Course Exams. 1a

🔑 G049549

### Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| AMO Reading - All Students | 73.0 |

### Resources Available to Support the Goal 2

- Implementation: PLC strategies, CPALMS, Curriculum Maps, School-based and District-based Professional Development Indicators: American History and Civics End of Course exams

### Targeted Barriers to Achieving the Goal 3

- Students may lack research and inquiry skills to analyze, evaluate, and differentiate primary and secondary sources.

### Plan to Monitor Progress Toward G2. 8

Increase use of research and inquiry skills with analysis and evaluation of primary and secondary sources.

**Person Responsible**

Brent Tilley

**Schedule**

Quarterly, from 8/6/2014 to 5/22/2015

***Evidence of Completion***

Lesson plans, student work samples, assessment results, classroom observations

**G3.** Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam and at or above grade level on the eighth grade FCAT Science Assessment. `1a`

`G049541`

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Bio I EOC Pass | 85.0 |

### Resources Available to Support the Goal `2`

- Science labs, District Science Resource Teacher, CPALMS, PLC's, Marzano's Art and Science of Teaching Framework, AVID instructional Strategies

### Targeted Barriers to Achieving the Goal `3`

- Students may demonstrate difficulty with understanding scientific concepts.

### Plan to Monitor Progress Toward G3. `8`

Assessment data from historical years and semesters

**Person Responsible**

Brent Tilley

**Schedule**

Biweekly, from 8/6/2014 to 8/6/2014

***Evidence of Completion***

Assessment data from historical years and semesters, lesson plans, classroom observations, student work samples

**G4.** Given the implementation of the New Florida Standards Assessment (FSA), exceed the state average for the percentage of students passing the FSA for Algebra 1, Algebra 2, and Geometry. `1a`

🔑 G049538

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA - Mathematics - Proficiency Rate | 66.0 |
| Algebra I EOC Pass Rate | 68.0 |
| Geometry EOC Pass Rate | 65.0 |

### Resources Available to Support the Goal `2`

- CPALMS, PLC's, Remediation Program, Thunder U Support, Communities in Schools, District Professional Development

### Targeted Barriers to Achieving the Goal `3`

- Students will likely lack experience with the New FSA question types (Equation response, Graphic response, Multiple-choice response, Natural Language response, Simulation Response)

### Plan to Monitor Progress Toward G4. `8`

Assessment data each semester, student work samples, classroom observations

**Person Responsible**
Brent Tilley

**Schedule**
Biweekly, from 8/6/2014 to 8/6/2014

***Evidence of Completion***
Assessment data, student work samples, classroom observations

**G5.** Meet or exceed the state average for percentage of students achieving on or above grade level performance on the New ELA Florida Standards Assessments (FSA). `1a`

### Targets Supported `1b`

🔑 G049535

| Indicator | Annual Target |
|---|---|
| FSA - English Language Arts - Proficiency Rate | 61.0 |

### Resources Available to Support the Goal `2`

- Site-based Reading Coach, Read 180, Achieve 3000, New Florida Standards Assessment online portal, CPALMS, Student Writing Exemplars, Florida's writing rubrics, HMH curriculum, District Professional Development

### Targeted Barriers to Achieving the Goal `3`

- Students may lack experience with text-based writing prompts.

### Plan to Monitor Progress Toward G5. `8`

Progress toward new goal will be monitored through lesson plans, student work samples, classroom observations, assessments, and PLC's

**Person Responsible**
Brent Tilley

**Schedule**
Biweekly, from 8/6/2014 to 8/6/2014

*Evidence of Completion*
Lesson plans, student work samples, classroom observations, assessments, PLC's

## 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 close the achievement gap by preparing all students for college readiness. `1`

🔑 G052906

**G1.B1** Students may not understand their options for post-secondary educations and teachers may feel ill-equipped to guide their students. `2`

🔑 B133306

**G1.B1.S1** The school will develop a Professional Learning Community (PLC) comprised of teachers, counselors, and administrators to plan instructional and academic support activities, and monitor the implementation of activities. `4`

🔑 S145196

### Strategy Rationale

The PLC offers a deliberate system for effective implementation.

### Action Step 1 `5`

Identify members, host meetings, and implement recommendations

#### Person Responsible

Tammy Johnson

#### Schedule

Quarterly, from 8/6/2014 to 5/27/2015

#### *Evidence of Completion*

List of activities planned and completed; meeting minutes

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

Meeting outcomes will identify progress.

### Person Responsible

Tammy Johnson

### Schedule

On 5/27/2015

### *Evidence of Completion*

Meeting minutes that identify activities planned and executed. Artifacts from activities, if appropriate.

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

Follow-through of action items will determine effectiveness of the PLC.

### Person Responsible

Tammy Johnson

### Schedule

On 5/27/2015

### *Evidence of Completion*

Outcomes of activities will determine effectiveness.

**G1.B1.S2** The school will provide teachers and staff with professional development to prepare them to integrate college readiness strategies into their instruction and to help them create a strong college-going culture within the school. 4

S145197

### Strategy Rationale

Buy-in among school staff is key to implementing our desired culture.

### Action Step 1  5

Professional development will continue with AVID strategies (close reading, Cornell notes, higher-order questions, WICOR, etc.) within PLC teams each month.

### Person Responsible

Brent Tilley

### Schedule

On 10/24/2014

### *Evidence of Completion*

teacher and student artifacts, PLC leader feedback, meeting calendar and attendance, teacher walk-throughs, observations

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

PLC Leadership meetings provide direct feedback on the fidelity of implementation.

### Person Responsible

Brent Tilley

### Schedule

Monthly, from 8/6/2014 to 5/27/2015

### *Evidence of Completion*

Student artifacts, PLC Leader feedback, PLC Teammember feedback, walk-throughs, observations

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

PLC Leadership will evaluate effectiveness of implementation within its monthly meeting.

### Person Responsible

Brent Tilley

### Schedule

Monthly, from 8/6/2014 to 5/27/2015

### *Evidence of Completion*

PLC Leadership feedback, meeting calendar and attendance, student artifacts, walk-throughs, and observations

**G1.B1.S3** The school will offer an elective class that focuses on the following skills needed for success in college: writing, critical thinking, collaboration, organization, and academic reading. `4`

🔑 S145198

### Strategy Rationale

Students will benefit in developing good academic habits.

**Action Step 1** `5`

HMSHS currently offers AVID elective classes that support identified skills. These skills are also embedded within core and elective course offerings. The school will explore implementation of a SLS Dual Enrollment course.

### Person Responsible

Brent Tilley

### Schedule

Annually, from 10/24/2014 to 5/27/2015

### *Evidence of Completion*

Partnership with FSCJ/District Office, implementation within Master Schedule, needs analysis study

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** `6`

AVID has a systemic monitoring process in place. If SLS were offered, implementation will be monitored by the school and FSCJ.

### Person Responsible

Brent Tilley

### Schedule

Semiannually, from 10/24/2014 to 5/27/2015

### *Evidence of Completion*

Master schedule, course descriptions/syllabus, student artifacts, AVID monitoring reports, Dual Enrollment monitoring

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

AVID has a systemic monitoring process in place. If SLS were offered, implementation will be monitored by the school and FSCJ.

### Person Responsible

Brent Tilley

### Schedule

Monthly, from 10/24/2014 to 5/27/2015

### *Evidence of Completion*

Master schedule, course descriptions/syllabus, student artifacts, AVID monitoring reports, walkthroughs, observations

**G2.** Increase the percentage of students scoring at or above the proficiency levels on the Civics and American History End-of-Course Exams. 1

G049549

**G2.B1** Students may lack research and inquiry skills to analyze, evaluate, and differentiate primary and secondary sources. 2

B124011

**G2.B1.S1** Students will be exposed to, and have frequent practice with, primary and secondary sources. Deliberate instruction will guide students through the research and inquiry thinking process. 4

S137207

### Strategy Rationale

Students need additional exposure and experience with evaluating primary and secondary historical source documents, especially those students who perform in the lower quartile of reading assessments.

**Action Step 1** 5

Social studies instruction will include opportunities to research, analyze, evaluate, and differentiate primary and secondary sources.

### Person Responsible

Brent Tilley

### Schedule

Biweekly, from 8/6/2014 to 5/22/2015

### *Evidence of Completion*

Lesson plans, student work samples, walk-throughs

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

The Leadership Team (possibly the PLC Leadership Team as well) will meet and review evidences collected. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process.

### Person Responsible

Tammy Johnson

### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes/checklists will serve as evidence.

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

Effectiveness of implementation will be evaluated through lesson plans, Marzano walkthroughs, student work samples that indicate increased student proficiency with the skills.

### Person Responsible

Tammy Johnson

### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes/checklists will serve as evidence.

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

**G3.** Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam and at or above grade level on the eighth grade FCAT Science Assessment. 1

🔑 G049541

**G3.B1** Students may demonstrate difficulty with understanding scientific concepts. 2

🔑 B125324

**G3.B1.S1** Students will participate in instructional activities that fall into Marzano's DQ3 and DQ4 lesson segments, allowing them to make connections between scientific concepts and subject areas, life, careers/vocations, or other relevant application. 4

🔑 S139314

### Strategy Rationale

Allowing students to 'operate' with DQ3 and DQ4 will likely enhance their ability to make scientific connections, thereby increasing understanding. Additionally, many students have limited exposure to the few industries available in our small community. Understanding scientific concepts increases their opportunity to improve not only school performance, but career/vocational choices.

### Action Step 1  5

While learning scientific concepts, increased focus upon life-application and relevance will be emphasized. Marzano and AVID strategies will be used to assist students in deepening their knowledge and making connections (such as generating and testing hypothesis).

#### Person Responsible

Brent Tilley

#### Schedule

Weekly, from 10/9/2014 to 5/22/2015

#### *Evidence of Completion*

Lesson plans, classroom observations, PLC minutes/discussions, student work samples

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

The Leadership Team and the PLC Leadership Team will meet and review evidences collected. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process.

#### Person Responsible

Brent Tilley

#### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

#### *Evidence of Completion*

Artifacts of lesson plans, classroom observations, PLC minutes/discussions, and student work samples will serve as evidence.

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

Effectiveness of implementation will be evaluated through the analysis of lesson plans, Marzano walkthroughs, student work samples, and PLC discussions.

### Person Responsible

Brent Tilley

### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes/checklists will serve as evidence.

**G4.** Given the implementation of the New Florida Standards Assessment (FSA), exceed the state average for the percentage of students passing the FSA for Algebra 1, Algebra 2, and Geometry. `1`

🔑 G049538

**G4.B1** Students will likely lack experience with the New FSA question types (Equation response, Graphic response, Multiple-choice response, Natural Language response, Simulation Response) `2`

🔑 B125347

**G4.B1.S1** Provide ample practice with the New FSA question formats. `4`

🔑 S139339

### Strategy Rationale

Both teachers and students need practice with the new expectations and question delivery styles of the new FSA assessment.

**Action Step 1** `5`

Instruction will include deliberate question types for students to practice and respond to.

### Person Responsible

Brent Tilley

### Schedule

Weekly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

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

The Leadership Team (and the High School and Middle School math teachers if appropriate) will meet and review evidences collected. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process.

### Person Responsible

Brent Tilley

### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

Artifacts of lesson plans, student work samples, classroom walkthroughs, and/or meeting minutes will serve as evidence.

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

Effectiveness of implementation will be evaluated through lesson plans, Marzano walkthroughs, student work samples, or other relevant data that demonstrates 'student familiarity' with the new question formats.

### Person Responsible

Brent Tilley

### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

Artifacts of lesson plans, student work samples, classroom walkthroughs, and/or meeting minutes will serve as evidence.

**G5.** Meet or exceed the state average for percentage of students achieving on or above grade level performance on the New ELA Florida Standards Assessments (FSA). 1

🔑 G049535

**G5.B1** Students may lack experience with text-based writing prompts. 2

🔑 B125369

**G5.B1.S1** Provide explicit instruction and practice for developing text-based writing for the ELA Writing Component (across the curriculum). 4

🔑 S139353

### Strategy Rationale

Many students lack experience in developing high-quality, text-based writing for responses.

**Action Step 1** 5

Integrate text-based questions/required responses within instruction.

#### Person Responsible

Julie Smith

#### Schedule

Weekly, from 10/9/2014 to 5/22/2015

#### *Evidence of Completion*

Lesson plans, student work samples, classroom walkthroughs, and PLC minutes.

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

The Leadership and PLC Leadership teams will meet and review evidences and progress. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process.

#### Person Responsible

Julie Smith

#### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

#### *Evidence of Completion*

Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes will serve as evidence.

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

Effectiveness of implementation will be evaluated through lesson plans, Marzano walkthroughs, student work samples, and teacher collaboration.

### Person Responsible

Julie Smith

### Schedule

Quarterly, from 10/9/2014 to 5/22/2015

### *Evidence of Completion*

Artifacts of lesson plans, Marzano walkthroughs, student work samples, and meeting minutes will serve as evidence.

## 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 | Social studies instruction will include opportunities to research, analyze, evaluate, and differentiate primary and secondary sources. | Tilley, Brent | 8/6/2014 | Lesson plans, student work samples, walk-throughs | 5/22/2015 biweekly |
| G3.B1.S1.A1 | While learning scientific concepts, increased focus upon life-application and relevance will be emphasized. Marzano and AVID strategies will be used to assist students in deepening their knowledge and making connections (such as generating and testing hypothesis). | Tilley, Brent | 10/9/2014 | Lesson plans, classroom observations, PLC minutes/discussions, student work samples | 5/22/2015 weekly |
| G4.B1.S1.A1 | Instruction will include deliberate question types for students to practice and respond to. | Tilley, Brent | 10/9/2014 | | 5/22/2015 weekly |
| G5.B1.S1.A1 | Integrate text-based questions/required responses within instruction. | Smith, Julie | 10/9/2014 | Lesson plans, student work samples, classroom walkthroughs, and PLC minutes. | 5/22/2015 weekly |
| G1.B1.S1.A1 | Identify members, host meetings, and implement recommendations | Johnson, Tammy | 8/6/2014 | List of activities planned and completed; meeting minutes | 5/27/2015 quarterly |
| G1.B1.S2.A1 | Professional development will continue with AVID strategies (close reading, Cornell notes, higher-order questions, WICOR, etc.) within PLC teams each month. | Tilley, Brent | 8/6/2014 | teacher and student artifacts, PLC leader feedback, meeting calendar and attendance, teacher walk-throughs, observations | 10/24/2014 one-time |
| G1.B1.S3.A1 | HMSHS currently offers AVID elective classes that support identified skills. These skills are also embedded within core and elective course offerings. The school will explore implementation of a SLS Dual Enrollment course. | Tilley, Brent | 10/24/2014 | Partnership with FSCJ/District Office, implementation within Master Schedule, needs analysis study | 5/27/2015 annually |
| G1.MA1 | Data for identified activities will be collected. | Johnson, Tammy | 8/6/2014 | Artifacts from activities and other applicable data will serve as evidence. | 5/27/2015 semiannually |
| G1.B1.S1.MA1 | Follow-through of action items will determine effectiveness of the PLC. | Johnson, Tammy | 8/6/2014 | Outcomes of activities will determine effectiveness. | 5/27/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.MA1 | Meeting outcomes will identify progress. | Johnson, Tammy | 8/6/2014 | Meeting minutes that identify activities planned and executed. Artifacts from activities, if appropriate. | 5/27/2015 one-time |
| G1.B1.S2.MA1 | PLC Leadership will evaluate effectiveness of implementation within its monthly meeting. | Tilley, Brent | 8/6/2014 | PLC Leadership feedback, meeting calendar and attendance, student artifacts, walk-throughs, and observations | 5/27/2015 monthly |
| G1.B1.S2.MA1 | PLC Leadership meetings provide direct feedback on the fidelity of implementation. | Tilley, Brent | 8/6/2014 | Student artifacts, PLC Leader feedback, PLC Teammember feedback, walk-throughs, observations | 5/27/2015 monthly |
| G1.B1.S3.MA1 | AVID has a systemic monitoring process in place. If SLS were offered, implementation will be monitored by the school and FSCJ. | Tilley, Brent | 10/24/2014 | Master schedule, course descriptions/ syllabus, student artifacts, AVID monitoring reports, walkthroughs, observations | 5/27/2015 monthly |
| G1.B1.S3.MA1 | AVID has a systemic monitoring process in place. If SLS were offered, implementation will be monitored by the school and FSCJ. | Tilley, Brent | 10/24/2014 | Master schedule, course descriptions/ syllabus, student artifacts, AVID monitoring reports, Dual Enrollment monitoring | 5/27/2015 semiannually |
| G2.MA1 | Increase use of research and inquiry skills with analysis and evaluation of primary and secondary sources. | Tilley, Brent | 8/6/2014 | Lesson plans, student work samples, assessment results, classroom observations | 5/22/2015 quarterly |
| G2.B1.S1.MA1 | Effectiveness of implementation will be evaluated through lesson plans, Marzano walkthroughs, student work samples that indicate increased student proficiency with the skills. | Johnson, Tammy | 10/9/2014 | Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes/checklists will serve as evidence. | 5/22/2015 quarterly |
| G2.B1.S1.MA1 | The Leadership Team (possibly the PLC Leadership Team as well) will meet and review evidences collected. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process. | Johnson, Tammy | 10/9/2014 | Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes/checklists will serve as evidence. | 5/22/2015 quarterly |
| G3.MA1 | Assessment data from historical years and semesters | Tilley, Brent | 8/6/2014 | Assessment data from historical years and semesters, lesson plans, classroom observations, student work samples | 8/6/2014 biweekly |
| G3.B1.S1.MA1 | Effectiveness of implementation will be evaluated through the analysis of lesson plans, Marzano walkthroughs, student work samples, and PLC discussions. | Tilley, Brent | 10/9/2014 | Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes/checklists will serve as evidence. | 5/22/2015 quarterly |
| G3.B1.S1.MA1 | The Leadership Team and the PLC Leadership Team will meet and review evidences collected. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process. | Tilley, Brent | 10/9/2014 | Artifacts of lesson plans, classroom observations, PLC minutes/discussions, and student work samples will serve as evidence. | 5/22/2015 quarterly |
| G4.MA1 | Assessment data each semester, student work samples, classroom observations | Tilley, Brent | 8/6/2014 | Assessment data, student work samples, classroom observations | 8/6/2014 biweekly |
| G4.B1.S1.MA1 | Effectiveness of implementation will be evaluated through lesson plans, Marzano walkthroughs, student work samples, or other relevant data that demonstrates 'student familiarity' with the new question formats. | Tilley, Brent | 10/9/2014 | Artifacts of lesson plans, student work samples, classroom walkthroughs, and/ or meeting minutes will serve as evidence. | 5/22/2015 quarterly |
| G4.B1.S1.MA1 | The Leadership Team (and the High School and Middle School math teachers if appropriate) will meet and review evidences collected. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process. | Tilley, Brent | 10/9/2014 | Artifacts of lesson plans, student work samples, classroom walkthroughs, and/ or meeting minutes will serve as evidence. | 5/22/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G5.MA1 | Progress toward new goal will be monitored through lesson plans, student work samples, classroom observations, assessments, and PLC's | Tilley, Brent | 8/6/2014 | Lesson plans, student work samples, classroom observations, assessments, PLC's | 8/6/2014 biweekly |
| G5.B1.S1.MA1 | Effectiveness of implementation will be evaluated through lesson plans, Marzano walkthroughs, student work samples, and teacher collaboration. | Smith, Julie | 10/9/2014 | Artifacts of lesson plans, Marzano walkthroughs, student work samples, and meeting minutes will serve as evidence. | 5/22/2015 quarterly |
| G5.B1.S1.MA1 | The Leadership and PLC Leadership teams will meet and review evidences and progress. Adjustments will be made after each meeting, if necessary, to improve the fidelity of the process. | Smith, Julie | 10/9/2014 | Artifacts of lesson plans, student work samples, classroom walkthroughs, and meeting minutes will serve as evidence. | 5/22/2015 quarterly |

## 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 Opportuntities

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

**G1.** To close the achievement gap by preparing all students for college readiness.

**G1.B1** Students may not understand their options for post-secondary educations and teachers may feel ill-equipped to guide their students.

**G1.B1.S2** The school will provide teachers and staff with professional development to prepare them to integrate college readiness strategies into their instruction and to help them create a strong college-going culture within the school.

### PD Opportunity 1

Professional development will continue with AVID strategies (close reading, Cornell notes, higher-order questions, WICOR, etc.) within PLC teams each month.

#### Facilitator

PLC Leaders

#### Participants

Existing PLC teams

#### Schedule

On 10/24/2014

**G2.** Increase the percentage of students scoring at or above the proficiency levels on the Civics and American History End-of-Course Exams.

**G2.B1** Students may lack research and inquiry skills to analyze, evaluate, and differentiate primary and secondary sources.

**G2.B1.S1** Students will be exposed to, and have frequent practice with, primary and secondary sources. Deliberate instruction will guide students through the research and inquiry thinking process.

### PD Opportunity 1

Social studies instruction will include opportunities to research, analyze, evaluate, and differentiate primary and secondary sources.

#### Facilitator

Reading Coach or other resource

#### Participants

Social Studies and other cross-curricular educators

#### Schedule

Biweekly, from 8/6/2014 to 5/22/2015

**G3.** Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam and at or above grade level on the eighth grade FCAT Science Assessment.

**G3.B1** Students may demonstrate difficulty with understanding scientific concepts.

**G3.B1.S1** Students will participate in instructional activities that fall into Marzano's DQ3 and DQ4 lesson segments, allowing them to make connections between scientific concepts and subject areas, life, careers/vocations, or other relevant application.

### PD Opportunity 1

While learning scientific concepts, increased focus upon life-application and relevance will be emphasized. Marzano and AVID strategies will be used to assist students in deepening their knowledge and making connections (such as generating and testing hypothesis).

#### Facilitator

PLC Leadership Teammates

#### Participants

PLC's, science educators, applicable career and vocational educators

#### Schedule

Weekly, from 10/9/2014 to 5/22/2015

**G4.** Given the implementation of the New Florida Standards Assessment (FSA), exceed the state average for the percentage of students passing the FSA for Algebra 1, Algebra 2, and Geometry.

**G4.B1** Students will likely lack experience with the New FSA question types (Equation response, Graphic response, Multiple-choice response, Natural Language response, Simulation Response)

**G4.B1.S1** Provide ample practice with the New FSA question formats.

### PD Opportunity 1

Instruction will include deliberate question types for students to practice and respond to.

**Facilitator**

PLC Leadership members, District PD as available

**Participants**

Math educators

**Schedule**

Weekly, from 10/9/2014 to 5/22/2015

**G5.** Meet or exceed the state average for percentage of students achieving on or above grade level performance on the New ELA Florida Standards Assessments (FSA).

**G5.B1** Students may lack experience with text-based writing prompts.

**G5.B1.S1** Provide explicit instruction and practice for developing text-based writing for the ELA Writing Component (across the curriculum).

### PD Opportunity 1

Integrate text-based questions/required responses within instruction.

**Facilitator**

Reading Coach, District PD Facilitator

**Participants**

All curriculum educators

**Schedule**

Weekly, from 10/9/2014 to 5/22/2015