New Smyrna Beach High School

2014-15 School Improvement Plan

New Smyrna Beach High School

1015 10TH ST, New Smyrna Beach, FL 32168

http://www.nsbhigh.com/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	48%

Alternative/ESE Center	Charter School	Minority
No	No	18%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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.

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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

Working together with parents, school personnel, and community members, New Smyrna Beach High School students will graduate with the knowledge, skills, and values necessary to be positive contributors to society.

Provide the school's vision statement

All teachers will implement effective teaching aligned with the curriculum using highly effective strategies that engage all students.

School Environment

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

Yearly school orientation and grade level meetings provide all students the ability to familiarize themselves to administration, procedures and school-wide initiatives for the school year.
In addition to grade level welcoming meetings, all faculty members provided uniform informational presentations to all students. Information was divided and presented on a period/daily basis to all students throughout our school.

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

School leadership, along with campus advisors and select teachers, provide effective monitoring of campus throughout the school day. Through this visibility, every student on campus has access to adults on campus to express any concern.

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

School-wide implementation of the CUDA "Respect" Policy in all classrooms throughout the campus. School-wide increase in implementation of "Good News" referrals focusing on positive achievement of students throughout the campus
Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies. Additionally, focused is placed on student misconduct being handles immediately and with minimal interruption to instruction.

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

Individual counseling – counselors provide individual counseling as necessary to help students when presenting mental health related issues.
Crisis Intervention – conduct assessments and provide referral services to Halifax Behavioral Services when needed.
Homeless Liaison services – provide students with school supplies, clothing and food items. Facilitate

Cudas Unhooked meetings to address at risk students.
Parent & Student Needs Assessment – survey parent and students to assess needs and determine program goals and objectives.
Bullying & Harassment Staff Presentation – provide updates and recommendations to faculty & staff.
Bullying & Cyber bullying Prevention Presentations – provide students with definition of bullying, harassment and cyber bullying and provide strategies to report, overcome and prevent bullying.
"The End of Bullying Begins With Me" Petition Signing Event – organize petition drive to promote awareness and engage students in creating a healthier school environment.
Day of Silence – help organize event to provide students and opportunity to reflect on the obstacles and challenges faced by GLBT students.

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 Early Warning System (EWS) identifies students who meet three or more at-risk indicators. The school meets quarterly to assess the data and develop possible interventions.
Indicators Used in Early Warning System
• FCAT Mathematics Level from Prior School Year (Level 1)
• FCAT Reading Level from Prior Year (At-Risk if Level 1 or 2)
• English Language Learner Category of Service (If Applicable)
• Exceptional Student Education Category of Service (If Applicable)
• Number of Prior School Year Retentions (1 or More)
• YTD Suspensions - Current School Year (1 or More)
• YTD Absences - Current School Year (Attendance Below 90%)
• YTD Discipline Referrals - Current School Yr (2 or More)
• Over Age for Grade Level
• Unweighted GPA (Below 2.0)

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	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	
BL: Unweighted GPA (below 2.0)	92	87	48	26	253
Qtr 1: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr 2: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr 3: Unweighted GPA (below 2.0	0	0	0	0	
Qtr 4: Unweighted GPA (below 2.0)	0	0	0	0	
BL: Overage for Grade	107	83	53	60	303
Qtr 1: Overage for Grade	0	0	0	0	
Qtr 2: Overage for Grade	0	0	0	0	
Qtr 3: Overage for Grade	0	0	0	0	
Qtr 4: Overage for Grade	0	0	0	0	
BL: Office Discipline Referrals (2+)	111	99	61	41	312
Qtr 1: Office Discipline Referrals (2+)	0	0	0	0	
Qtr 2: Office Discipline Referrals (2+)	0	0	0	0	
Qtr 3: Office Discipline Referrals (2+)	0	0	0	0	
Qtr 4: Office Discipline Referrals (2+)	0	0	0	0	
BL: Attendance below 90%	95	90	63	58	306
Qtr 1: Attendance below 90%	0	0	0	0	
Qtr 2: Attendance below 90%	0	0	0	0	
Qtr 3: Attendance below 90%	0	0	0	0	
Qtr 4: Attendance below 90%	0	0	0	0	
BL: Year to date suspensions (1+)	47	40	25	14	126
Qtr 1: Year to date suspensions (1+)	0	0	0	0	
Qtr 2: Year to date suspensions (1+)	0	0	0	0	
Qtr 3: Year to date suspensions (1+)	0	0	0	0	
Qtr 4: Year to date suspensions (1+)	0	0	0	0	
BL: Number of prior retentions (1+)	121	126	89	82	418
Qtr 1: Number of prior retentions (1+)	0	0	0	0	
Qtr 2: Number of prior retentions (1+)	0	0	0	0	
Qtr 3: Number of prior retentions (1+)	0	0	0	0	
Qtr 4: Number of prior retentions (1+)	0	0	0	0	
BL: Lev 1 assessment ELA or Math	0	0	0	0	
Qtr 1: Lev 1 assessment ELA or Math	0	0	0	0	
Qtr 2: Lev 1 assessment ELA or Math	0	0	0	0	

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Qtr 3: Lev 1 assessment ELA or Math	0	0	0	0	
Qtr 4: Lev 1 assessment ELA or Math	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

School-wide implementation of office hours. Office hours occur between 5th Period and Lunch. Office hours provide 30 minutes of additional instructional time - four days a week. Office hours allow teachers to provide targeted student interventions four days during the school week. This thirty-minute intervention time is assigned to a student by his or her teacher when the student struggles with concept/skill mastery. Additionally, students may self-select attendance in office hours for additional support and/or enrichment.

Additionally, all Algebra 1 courses are participating in Math XL online program:
MathXL's homework and practice exercises are correlated to the exercises in the textbook, and they regenerate algorithmically to give students unlimited opportunity for practice and mastery. Exercises include guided solutions, sample problems, and learning aids for extra help at point-of-use, and they offer helpful feedback when students enter incorrect answers. Instructors choose from hundreds of exercises available for each text. Most exercises are open-ended—MathXL's powerful answer checking algorithms are designed to mark any answer correct that you would consider correct. NSBHS also provides a supplemented 8th period, after-school, in the Odyssey lab for those students that need remediation and credit retrieval.

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-wide effort to increase participation at parent night events and increased participation for SAC Grade level meetings to communicate important information to students and parents

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 builds and sustains partnerships with the local community by holding such events as: Ford Drive 4 UR School, Academy Partners, Business Partners and College and Career Expo.
Additionally, the school partners with the following organizations; Southeast Volusia Chamber of Commerce, Kiwanis and Rotary. Through the Kiwanis, New Smyrna Beach High School students have the opportunity to participate in the Key Club. Through Rotary, New Smyrna Beach High School students can participate in the Interact Club.

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
Banks, Vicki	Assistant Principal
Case, William K	Assistant Principal
Hargrave, Daniel	Assistant Principal
Merrick, Timothy	Assistant Principal
Ouellette, Robert	Principal
Presley, Dhand	Other
Quijano, Sandra	Instructional Coach
Stach, Jennifer	Instructional Coach
Bosse, Elizabeth	Teacher, K-12
Curry, Tina	Teacher, K-12
Dixon, Matthew	Teacher, K-12
Gawriluk, Stephen	Teacher, PreK
Harper, Elizabeth	Teacher, K-12
Kellermeier, Grace	Teacher, K-12
McLaughlin, Isabel	Teacher, K-12
Meehl, Linda	Teacher, K-12
Rivera-Navarro, Jose	Guidance Counselor
Tyson, Teresa	Teacher, Career/Technical

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 works together to identify school based needs and resources to determine how to best support all students and teachers. Teacher feedback, classroom observations and student data are all considered in order to determine priorities of other teams (i.e. Problem Solving Team, Early Warning System, Professional Learning Communities and Literacy Leadership Team). The principal communicates the vision for student achievement and works to guide the team

as a whole. Each member of the School-Based Leadership Team serves as a representative of other teams, helping to serve as a liaison between the School Based Leadership Team and their respective team. For example, the Reading Coach, serves as a liaison between the School Based Leadership Team and all school Reading teachers.

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 improvement plan is data driven and focuses on areas of school- based need for both specific
content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks
to find solutions/resources matched in intensity to student need in academic and behavioral areas. The
MTSS framework follows the district's four-step problem solving process, with RtI as an integral component
of the process. As a result, the school improvement plan is based on a strategic analysis of data, and
identified resources (as identified by the MTSS school based leadership team) are matched to the needs of
the students/schools. Building the SIP within the context of MTSS results in the school determining the areas
of most significant need and, as importantly, enables the school to develop a plan that can be addressed
based on existing resources.
Additionally, School Based Leadership Team meets weekly to discuss, collaborate and plan.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jan Ford	Parent
Dennis Humphrey	Teacher
Frank Hunsberger	Parent
Denise Johns	Teacher
Grace Kellermeier	Teacher
Mary Mosher	Teacher
Rick Mosher	Parent
Chris Narbeth	Parent
Brian Peer	Parent
Lynn Roberson	Teacher
Hugh Williams	Parent
Dhand Presley	Teacher
Robert Ouellette	Principal
Deborah Croak	Teacher
Jennifer Stach	Teacher
Gabi Booth	Parent
Kathleen Chiampou	Parent
Ann Brady	Parent
Stacy Ferner	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 improvement plan was presented to the SAC over several meetings, including the discussions of goals and measurements throughout the year.

Development of this school improvement plan

The School Advisory Council is actively involved in the development of the SIP. Data from assessments are shared with members of the SAC team. The SAC works as a team to problem solve and provide input for the school improvement goals. Monthly SAC meetings provide all members the opportunity to review the progress of the school improvement plan and make adjustments when necessary.

Preparation of the school's annual budget and plan

School improvement funds are utilized when available to support professional learning or academic needs as identified and requested. For the 2014-2015 school year, schools have been allocated $5.00/student for School Improvement funds. The amount of funds allocated to any given projects varies depending upon the project, the number of students that are served and how closely the project aligns to the identified school improvement goal.
School improvement funds have been allocated for the following purposes:
1. An 8th period intervention in the amount of $1,387.60
2. Discipline Committee - $695.03

3. AVID Planning: $359.44
4. Attendance Committee: $810.32

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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
Quijano, Sandra	Instructional Coach
Ouellette, Robert	Principal
Merrick, Timothy	Assistant Principal
Croak, Deborah	Instructional Media
Rosensteel, Roberta	Teacher, K-12
Woodard, Paul	Teacher, K-12
Hinton-Manson, Charlea	Teacher, K-12
Kellermeier, Grace	Teacher, K-12
Johnson, Mary	Teacher, ESE
Bell, Katherine	Teacher, K-12
Boylan, Amanda	Teacher, K-12
Crawford, Ruth	Teacher, K-12
Marshall, Wendy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To promote a school wide culture of literacy that will reinforce reading,
writing, listening, and speaking in all content areas,
2. Engage students in literacy:
o Team members will present this goal and expectations in their PLC meetings;
o Discuss and determine as a department the activities that will help you individually and collectively engage students;
o Prepare and compile ideas and activities to present at the next scheduled LLT meeting.
Possible activities: current events, close read, writing experiences, and caught you reading.
• FSA- Teachers are encouraged to take the FSA training tests and use the information to guide their instruction in reading, writing, and listening skills. Suggestion: Test students a couple of weeks before

winter break.
• Reading Coach will provide a list of reading strategies to all content areas.

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

Common planning, Professional Learning Communities(PLCs) and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

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

Mr. Robert Ouellette, Principal works with the administrative staff and department chairs at New Smyrna Beach High School to interview and support all teachers within the school. One Administrator is designated as the Empowering Education Excellence Program contact to communicate and assist teachers who are 1st year teachers or who are in their 1st year in Volusia County. Each Administrator works with a department of teachers as the primary contact for needs and concerns that arise throughout the school year.

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, new teachers are paired with an administrator who will assist with lesson planning, classroom management techniques, as the needs of the teacher and the classroom to provide a collaborative coaching team. Department chairpersons, administrators, reading, math and academic coaches, the media specialist and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment.

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

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida State Standards. Additionally, teachers throughout the school create formative and summative assessments to work as a cohesive unit to monitor student achievement.

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

Weekly PLC meetings allow teachers to regularly review formative and summative assessment data. This data helps to guide instruction according to student achievement and needs. PLCs work together to identify those students in need of additional instruction during office hours time. The School Based

Leadership Team reviews Early Warning System (EWS) data on a quarterly basis to address specific academic and behavioral concerns across the content areas.

Additionally, Eduphoria assessment data is utilized by teachers as a way to evaluate student achievement and adjust instruction according to students abilities and needs.

New Smyrna Beach High School also provides students the ability to attend an 8th period. This supplemented 8th period teacher provides math laboratory instruction and credit retrieval opportunities for students on campus that are working toward completing graduation requirements.

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: 5,320

A period between 5th period and lunch was created to allow teachers to provide targeted student interventions for days per week. This thirty-minute intervention time is assigned to a student by his or her teacher when the student struggles with concept/skill mastery. Students may also self-select attendance in office hours for assistance and/or enrichment.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Sign in sheets are collected daily and student information in entered into a database. Student progress is tracked and evaluated by the classroom teacher. Data is analyzed by Administration each grading period.

Additionally, Eduphoria! is utilized to collect data on student academic achievement. This data is then utilized to differentiate instruction within the classroom based on student achievement.

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

The transition between middle and high school is improved with the addition of a 9th grade hallway. The 9th grade hallway houses most core courses, allowing students to remain in a familiar setting for the majority of the school day, giving those students a more successful transition into the high school setting.

Commit to Graduate (C2G) is a school-led program for for each grade level. This initiative encourages students in the beginning of the year to commit to graduate on time. In addition, a College & Career Expo is held for students to help them focus on connections between their high school experience and postsecondary goals.

Students taking the PSAT, SAT & ACT are provided onsite assistance with guidance to complete necessary profiles and account information, with financial support as needed.

College and Career Readiness

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

The school offers students elective courses in art, business, technology, and career study. Many of these
courses focus on job skills and offer students internships. Every year, after FCAT testing, students and
parents participate in a course selection fair that exposes them to next year's curriculum to inform their
course selection. After the course selection fair, students meet one-on-one with a counselor to decide what
classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

The school offers five academies that integrate the curriculum between the student's CTE class and their core
classes. This enables the students to see the relevance of all of their courses and how they are beneficial to
their future. The school also offers elective courses in art, business, technology, and career study. Many of
these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and
students to ask each other, "why are we learning this?" to ensure that instruction is always relevant.
Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

A variety of strategies have been implemented to prepare high school students for post secondary education
and employment. Specific programs and or initiatives that are used at the school and district level:
• Dual Enrollment
• Making College Count Programs
• Early College • College Expo
• Career Academies • College Tours
• High School Showcase • College Rep Visits
• Career and Technical Education Classes • Making High School Count Programs
• Advanced Placement Opportunities

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

Data from the High School Feedback Report is available from 2004-2012 at http://data.fldoe.org/
readiness/
A variety of strategies have been implemented to prepare high school students for the post secondary
level. Specific programs and initiatives that are used at the school and district level are:
* Advanced Placement
* Career Academies and Career and Technical Education Classes
* AVID(including the Utilization of Cornell Notes)
* College Expo

* College Tours and College Rep Visits
* High School Showcase

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. All teachers will implement effective teaching aligned with curriculum by utilizing highly effective strategies that engage all students.

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. All teachers will implement effective teaching aligned with curriculum by utilizing highly effective strategies that engage all students. 1a

G039954

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	65.0
Algebra I EOC Pass Rate	58.0
4-Year Grad Rate (Standard Diploma)	82.0
Geometry EOC Pass Rate	69.0
Math Gains	79.0
Math Lowest 25% Gains	46.0
Bio I EOC Pass	85.0

Resources Available to Support the Goal 2

- Reading Coach
- Math Coach
- Academic Coach
- Common Planning Time (PLC time)
- PD for Differentiated Instruction
- Academic Intervention in all subject areas
- Odyssey Lab: Credit Retrieval
- Bring Your Own Technology School (BYOT)
- Eduphoria Data Analysis
- Attendance Committee
- AVID(Including the utilization of Cornell Notes)

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of the use of Eduphoria! Data System to Differentiate Instruction and Engage all Students
- Student Attendance

Plan to Monitor Progress Toward G1. `8`

Administration will review attendance and assessment data throughout the school year to ensure that all teachers will implement effective teaching aligned with curriculum by utilizing highly effective strategies that engage all students

Person Responsible
Robert Ouellette

Schedule

Evidence of Completion
Eduphoria! Assessment Data Weekly attendance reports from Crosspointe! Administrative observations

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. All teachers will implement effective teaching aligned with curriculum by utilizing highly effective strategies that engage all students. 1

🔑 G039954

G1.B1 Lack of teacher understanding of the use of Eduphoria! Data System to Differentiate Instruction and Engage all Students 2

🔑 B113060

G1.B1.S1 Professional Development will be provided to all Faculty. Professional Development will cover the use of Eduphoria! data system to input and evaluate student assessment data. 4

🔑 S124515

Strategy Rationale

The assessment data will be used to differentiate instruction based on student academic achievement.

Through data analysis and differentiated instruction, all students will be provided effective and engaging instruction.

Action Step 1 5

School Based Leadership Team identified the use of Eduphoria! for Professional Development

Person Responsible

Robert Ouellette

Schedule

On 8/18/2014

Evidence of Completion

Action Step 2 `5`

Academic Coach provided voluntary introduction Eduphoria! training in the Media Center for all Faculty members

Person Responsible

Timothy Merrick

Schedule

On 9/8/2014

Evidence of Completion

Action Step 3 `5`

Eduphoria! and Differentiated Instruction Professional Development provided to all Faculty members

Person Responsible

Timothy Merrick

Schedule

On 10/1/2014

Evidence of Completion

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

Additional Eduphoria! and Differentiated Instruction Professional Development will be provided throughout the 2014-2015 school year

Person Responsible

Timothy Merrick

Schedule

Evidence of Completion

Assessment Data will be collected through Eduphoria!. This data will be utilized to Differentiate Instruction

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

Administration will monitor effectiveness with observations

Person Responsible

Robert Ouellette

Schedule

Evidence of Completion

G1.B2 Student Attendance `2`

🔑 B123582

G1.B2.S1 Weekly attendance meetings identify those students who have 6 or more tardies/absences in any given class period. On a weekly basis, Guidance counselors contact student parent/guardian to inform of the tardy/absence from class Weekly emails are sent to teachers, require those students with excessive tardies/absences to attend intervention office hours to complete missing assignments and assessments. `4`

🔑 S135479

Strategy Rationale

Student attendance directly correlates to academic performance

Action Step 1 `5`

Principal and School Counselor identified the need for the development of an Attendance Committee

Person Responsible

Robert Ouellette

Schedule

On 8/18/2014

Evidence of Completion

Action Step 2 `5`

Attendance Committee was formed

Person Responsible

Vicki Banks

Schedule

On 8/25/2014

Evidence of Completion

Attendance Committee consists of Mr. Robert Ouellette(Principal), Dr. Vicki Banks (Assistant Principal), Dhand Presley(Administrative TOA), Mr.Moore(Campus Advisor), Mrs.Roberts(Attendance Clerical Staff) and all school counselors

Action Step 3 `5`

Weekly Attendance Committee Meetings

Person Responsible

Vicki Banks

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Weekly Attendance Committee Meetings

Person Responsible

Vicki Banks

Schedule

Evidence of Completion

Weekly attendance meetings identify those students who have 6 or more tardies/absences in any given class period. On a weekly basis, Guidance counselors contact student parent/ guardian to inform of the tardy/absence from class Weekly emails are sent to teachers, require those students with excessive tardies/absences to attend intervention office hours to complete missing assignments and assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Attendance reports are pulled from Crosspointe

Person Responsible

Vicki Banks

Schedule

Evidence of Completion

Weekly attendance reports

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
G1.B1.S1.A1	School Based Leadership Team identified the use of Eduphoria! for Professional Development	Ouellette, Robert	8/18/2014		8/18/2014 one-time
G1.B2.S1.A1	Principal and School Counselor identified the need for the development of an Attendance Committee	Ouellette, Robert	8/18/2014		8/18/2014 one-time
G1.B1.S1.A2	Academic Coach provided voluntary introduction Eduphoria! training in the Media Center for all Faculty members	Merrick, Timothy	9/8/2014		9/8/2014 one-time
G1.B2.S1.A2	Attendance Committee was formed	Banks, Vicki	8/25/2014	Attendance Committee consists of Mr. Robert Ouellette(Principal), Dr. Vicki Banks (Assistant Principal), Dhand Presley(Administrative TOA), Mr.Moore(Campus Advisor), Mrs.Roberts(Attendance Clerical Staff) and all school counselors	8/25/2014 one-time
G1.B1.S1.A3	Eduphoria! and Differentiated Instruction Professional Development provided to all Faculty members	Merrick, Timothy	10/1/2014		10/1/2014 one-time
G1.B2.S1.A3	Weekly Attendance Committee Meetings	Banks, Vicki	9/1/2014		weekly
G1.MA1	Administration will review attendance and assessment data throughout the school year to ensure that all teachers will implement effective teaching aligned with curriculum by utilizing highly effective strategies that engage all students	Ouellette, Robert	Eduphoria! Assessment Data Weekly attendance reports from Crosspointe! Administrative observations	one-time	
G1.B1.S1.MA1	Administration will monitor effectiveness with observations	Ouellette, Robert		one-time	
G1.B1.S1.MA1	Additional Eduphoria! and Differentiated Instruction Professional Development will be provided throughout the 2014-2015 school year	Merrick, Timothy	Assessment Data will be collected through Eduphoria!. This data will	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			be utilized to Differentiate Instruction		
G1.B2.S1.MA1	Attendance reports are pulled from Crosspointe	Banks, Vicki	Weekly attendance reports	weekly	
G1.B2.S1.MA1	Weekly Attendance Committee Meetings	Banks, Vicki	Weekly attendance meetings identify those students who have 6 or more tardies/ absences in any given class period. On a weekly basis, Guidance counselors contact student parent/ guardian to inform of the tardy/ absence from class Weekly emails are sent to teachers, require those students with excessive tardies/ absences to attend intervention office hours to complete missing assignments and assessments.	weekly	

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. All teachers will implement effective teaching aligned with curriculum by utilizing highly effective strategies that engage all students.

G1.B1 Lack of teacher understanding of the use of Eduphoria! Data System to Differentiate Instruction and Engage all Students

G1.B1.S1 Professional Development will be provided to all Faculty. Professional Development will cover the use of Eduphoria! data system to input and evaluate student assessment data.

PD Opportunity 1

Academic Coach provided voluntary introduction Eduphoria! training in the Media Center for all Faculty members

Facilitator

Academic Coach

Participants

All Faculty Members

Schedule

On 9/8/2014

PD Opportunity 2

Eduphoria! and Differentiated Instruction Professional Development provided to all Faculty members

Facilitator

Academic Coach/Reading Coach/Math Coach/Media Specialist

Participants

All Faculty members

Schedule

On 10/1/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**