

Nassau County School District

West Nassau County High School



2015-16 School Improvement Plan

West Nassau County High School

1 WARRIOR DR, Callahan, FL 32011

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	43%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	10%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Nassau County School Board on 11/12/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Our vision is to ensure that each student graduates on time and that they are college and career ready at time of graduation.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

N/A

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
- School Edline web page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, School Messenger, 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:

Name	Title
Gaus, Curtis	Principal
Burnette, Kelly	Assistant Principal
Finley, Joyce	Teacher, K-12
Pulliam, Laura	Teacher, K-12
Belyea, Zoe	Teacher, ESE
Grant, Sherrie	Teacher, K-12
Garvin, Martha	Teacher, K-12
Loyd, Mary	Teacher, K-12
Langford, Jackie	Teacher, K-12
Zobel, Karen	Teacher, K-12
Geiger, Sandy	Teacher, K-12
Winters, Susan	Instructional Coach
Pearce, Jimmie	Dean
Pittman, Anita	Guidance Counselor
Smith, Brooke	Guidance Counselor

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:

Name	Stakeholder Group
Brinson, Laurie	Parent
Burnette, Kelly	Education Support Employee
Carpenter, Tim	Business/Community
Gaus, Curtis	Principal
Grice, Sharon	Parent
Jaques, Nicole	Parent
Lane, Natalia	Teacher
Lullo, Maureen	Teacher
Williams, Dotti	Business/Community
Coombs, Emma	Business/Community
Mau, Rylee	Student
McElroy, Courtney	Teacher
Smith, Tammy	Parent
Summerlin, Haley	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC members 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

Our School Advisory Council takes a lead role in the development of the SIP. SAC shares the vision and mission of the school and serves as a liaison between the school and the community. The administrative team advises the SAC of current student data and achievement as well as academic goals, and then includes them in the process of meeting these goals. 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. They then arrange the school's needs in priority order, and indicate problems and barriers that underlie the needed improvements and their causes. After identifying and evaluating possible solutions, they develop strategies and actions that will be done, a timeline for the completion of the said actions, person(s) responsible for completing the actions, and the needed resources. In closing, 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

Funds have not been distributed, however the expectation is that approximately two thousand dollars will be allocated to SAC. Currently Funds will be utilized to purchase support activities, supplies and materials for students, which will directly impact student achievement. The council will approve all expenditures in excess of \$100. Fourteen (14) days' advance notice in writing must be provided before the SAC members vote to expend school improvement funds.

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

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gaus, Curtis	Principal
Burnette, Kelly	Assistant Principal
Winters, Susan	Instructional Coach
Cooper, Robin	Teacher, K-12
Stewart, Alison	Teacher, K-12
Ludvigsen, Leanne	Teacher, K-12
Ford, Michele	Teacher, ESE
Flemming, Kyle	Teacher, K-12
Kelm, Angelica	Teacher, K-12
Siusta, Karol	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will support instructional strategies to improve reading comprehension and the Florida 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. Florida State 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. RATIONAL 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, 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:

Before/After school tutoring is offered by classroom teachers for students who are struggling in their class. All teachers have posted tutoring hours in their class expectations and grading standards letters.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gaus, Curtis, curtis.gaus@nassau.k12.fl.us

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

Student classroom performance is carefully monitored by the teachers. The site coach reviews the data weekly and makes the necessary adjustment to scheduling to benefit students and improve 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

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

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

Course Title Industry Certification
Introduction to Information Technology Word
Administration Office Technology I Powerpoint
Business Software Applications Excel
Digital Media Foundations I Photoshop
Digital Media Foundations II Premier
Business Entrepreneurial Principles
Quickbooks
Culinary Arts I & II ServeSafe (Bean)
Culinary Arts III Prostart Level I (Exam Only) (Bean)
Culinary Arts IV Prostart Level II (Exam Only) (Bean)
Biotechnology I and II Biotechnician Assistant
Building Construction I NCCER Core
Building Construction II NCCER Carpentry I
Building Construction III NCCER Carpentry II
HVAC 1 NCCER HVAC Level 1 (Bean)
HVAC 2 NCCER HVAC Level 2 (Bean)
Electricity 2 NCCER Electricity Level Bean I (Bean)
Game & Simulation Programming Flash (Bean)
Java Programming (Bean)
Drafting 1 AutoDesk Certified User - AutoCAD (Bean)
Drafting 2 AutoDesk Certified Professional - AutoCAD (Bean)
Nursing Assistant III C.N.A
Allied Health Assistant III CMAA

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

Career Education teachers have received staff development training in teaching reading through the content area. Other career education courses such as Drafting, Culinary Arts, HVAC/Electrical, and Machining include application of mathematical principles. Health Science and Biotechnical programs curriculum includes instruction in Anatomy and Physiology and other science concepts.

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 SAT day
- SAT/ACT prep given in content area classes
- After school/Sat. review classes offered

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students scoring at or above grade level on the ELA Florida Standards Assessments (FSA).
- G2.** The percentage of students passing the Florida Standards Assessments (FSA) for Algebra 1, Algebra 2, and Geometry will increase.
- G3.** Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam.
- G4.** Increase the percentage of students scoring at or above the proficiency level on the US History End-Of-Course Exam.

Strategic Goals Detail

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

G1. Increase the percentage of students scoring at or above grade level on the ELA Florida Standards Assessments (FSA). 1a

G074788

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Professional Learning Communities
- Read 180
- Achieve 3000
- Florida Standards Assessment online portal
- CPALMS
- Student Writing Exemplars
- District Professional Development
- Florida Standards training materials
- Florida Writing Rubrics
- HMH Curriculum Package
- Novels and CCSS Recommended Texts
- AVID WICOR Strategies
- AP Summer Institutes

Targeted Barriers to Achieving the Goal 3

- Students are unable to read carefully and grasp information, arguments, ideas and details based on evidence in the text. Students must be able to answer a range of text-dependent questions whose answers require inferences based on careful attention to the text.
- Students may lack experience with "text-based" writing which will be required for the ELA Writing Component and they may also lack experience with the new Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

Plan to Monitor Progress Toward G1. 8

Administrative classroom walkthroughs and analysis of student lexile data.

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

IObservation data and monthly Achieve3000 reports.

G2. The percentage of students passing the Florida Standards Assessments (FSA) for Algebra 1, Algebra 2, and Geometry will increase. 1a

G074789

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	34.0
Geometry EOC Pass Rate	33.0

Resources Available to Support the Goal 2

- Pearson Math Institute
- Math XL
- Khan Academy
- Kuta Software

Targeted Barriers to Achieving the Goal 3

- Students need support interacting with new mathematical concepts and knowledge.
- Students may lack foundational math skills necessary to understand complex mathematical concepts.

Plan to Monitor Progress Toward G2. 8

Conduct classroom walkthroughs and observations

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

iObservation Data and Math Assessment Data

G3. Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam. **1a**

G074790

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	72.0

Resources Available to Support the Goal **2**

- CPALMs, Marzano's Art and Science of Teaching Framework
- UFUTURES Inquiry Course
- STEM Professional Development from MSP Grant
-

Targeted Barriers to Achieving the Goal **3**

- Students may lack specific scientific knowledge and skills.

Plan to Monitor Progress Toward G3. **8**

Review and provide professional development to support teachers in the elements of teaching.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

i Observation Data, Teacher Evaluation Data, District EOC Data,& Biology I EOC Data

G4. Increase the percentage of students scoring at or above the proficiency level on the US History End-Of-Course Exam. 1a

G074791

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	76.0

Resources Available to Support the Goal 2

- CPALMS, FLDOE website, DiscoveryEd Resources, Advanced Placement supplemental resources

Targeted Barriers to Achieving the Goal 3

- Students may lack the ability to analyze, evaluate, and differentiate primary and secondary sources.

Plan to Monitor Progress Toward G4. 8

Identify sources to utilize for US History Instruction and use of applied strategies through the use of Achieve 3000.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Data from Achieve 3000, FSA Reading Data, EOC and/or AP Data, i Observation Data, and Teacher Evaluation Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of students scoring at or above grade level on the ELA Florida Standards Assessments (FSA). **1**

 G074788

G1.B1 Students are unable to read carefully and grasp information, arguments, ideas and details based on evidence in the text. Students must be able to answer a range of text-dependent questions whose answers require inferences based on careful attention to the text. **2**

 B195297

G1.B1.S1 Students will use WICOR strategies to summarize, analyze, and contextualize complex informational text. **4**

 S206931

Strategy Rationale

Action Step 1 **5**

Through the PLC process, teachers will work together to develop lessons to support the implementation of the AVID WICOR strategies for text-based reading.

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Classroom Walkthroughs, PLC minutes and classroom artifacts.

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

Administrative classroom walkthroughs will be completed to monitor the implementation of WICOR strategies campus-wide.

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

IObservation data

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

Student lexile levels and FSA ELA scores will be analyzed and compared to previous years' scores.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion


Student lexile scores and FSA ELA scores will increase.

G1.B2 Students may lack experience with "text-based" writing which will be required for the ELA Writing Component and they may also lack experience with the new Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –) **2**

 B195298

G1.B2.S1 Through the use of WICOR strategies, teachers will improve the quality of text-based writing for the ELA writing component and assist students with mastering question complexity on the FSA ELA.

4

 S206933

Strategy Rationale

Action Step 1 **5**

Review student performance data for Achieve 3000 and Read 180.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Use of the text in Reading and Social Studies Classes

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

Review teacher lesson plans and conduct classroom walkthroughs

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Instructional plans for Reading classes and PMP's for individual students.

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

Chart student progress in assigned program and make adjustments to instructional delivery as needed.

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Data Sets for Reading, Instructional Plans and Classroom iObservations

G2. The percentage of students passing the Florida Standards Assessments (FSA) for Algebra 1, Algebra 2, and Geometry will increase. 1

 G074789

G2.B1 Students need support interacting with new mathematical concepts and knowledge. 2

 B195299

G2.B1.S1 Provide teachers with professional development to assist them with the implementation of small group instruction in the math classroom. 4

 S206934

Strategy Rationale

Action Step 1 5

Review and provide professional development support to teachers for the elements of teaching.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Classroom Observations, artifacts of quality math instruction, student work samples, weekly lesson plans

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

Classroom Observations

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

i Observation data, Math data results from Florida Achieves, End of Course Math Data, and practice assessments

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

Review lesson plans, conduct classroom observations, analyze student data , and monitor teacher progress for Marzano's Art and Science of Teaching Framework

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Assessment Data, Lesson Plans, and Artifacts and Evidence of deliberate practice

G2.B2 Students may lack foundational math skills necessary to understand complex mathematical concepts. **2**

 B195300

G2.B2.S1 Utilizing instructional technology resources teachers will provide skill-based instruction with the implementation of Khan Academy, Math XL, and Kuta Software. **4**

 S206935

Strategy Rationale

Action Step 1 **5**

Through the PLC process, math teachers will collaborate to develop common strategies of how to implement computer-based programs.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Classroom artifacts and student work samples

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

Review lesson plans submitted by teachers each week

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Classroom Observation Data

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

Review best teaching practices and strategies as related to the Art and Science of Teaching Framework.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Classroom artifacts and student work samples

G3. Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam. 1

 G074790

G3.B1 Students may lack specific scientific knowledge and skills. 2

 B195301

G3.B1.S1 Provide hands-on activities and experiments to increase students' scientific knowledge and deepen the understanding of the scientific method. 4

 S206936

Strategy Rationale

Action Step 1 5

Provide appropriate resources and quality activities that meet the standards for science instruction.

Person Responsible

Curtis Gaus

Schedule

Daily, from 8/11/2015 to 5/24/2016

Evidence of Completion

i Observation and teacher evaluation data, Science Data, End of Course Exam Data

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

Classroom Walkthroughs/ Classroom iObservations

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Student samples of work/ lab reports

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

Monitor student data on chapter assessments and EOC Assesments.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Student Data

G4. Increase the percentage of students scoring at or above the proficiency level on the US History End-Of-Course Exam. 1

G074791

G4.B1 Students may lack the ability to analyze, evaluate, and differentiate primary and secondary sources. 2

B195302

G4.B1.S1 Teachers will implement FSA literacy skills to help students analyze the relationship between primary and secondary sources on the same topic. 4

S206937

Strategy Rationale

Action Step 1 5

Provide professional development to teachers on the FSA for reading and book studies as related to US History content. Utilize non-fiction articles for US History instruction from the Achieve 3000 program.

Person Responsible

Curtis Gaus

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Implementation, classroom artifacts, and student work samples

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

Monitor student data

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

iObservation data, Classroom Walk-through data, Student work collections and samples

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

Chart student progress and review Achieve 3000 Non-fiction data, Performance rates on End of Course or AP Exams for students in US History courses.

Person Responsible

Curtis Gaus

Schedule

Weekly, from 8/11/2015 to 5/24/2016

Evidence of Completion

Student data progress, i Observation data. EOC and/or AP exam data for US History

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	Through the PLC process, teachers will work together to develop lessons to support the implementation of the AVID WICOR strategies for text-based reading.	Gaus, Curtis	8/10/2015	Classroom Walkthroughs, PLC minutes and classroom artifacts.	5/24/2016 weekly
G1.B2.S1.A1	Review student performance data for Achieve 3000 and Read 180.	Gaus, Curtis	8/11/2015	Use of the text in Reading and Social Studies Classes	5/24/2016 monthly
G2.B1.S1.A1	Review and provide professional development support to teachers for the elements of teaching.	Gaus, Curtis	8/11/2015	Classroom Observations, artifacts of quality math instruction, student work samples, weekly lesson plans	5/24/2016 monthly
G2.B2.S1.A1	Through the PLC process, math teachers will collaborate to develop common strategies of how to implement computer-based programs.	Gaus, Curtis	8/11/2015	Classroom artifacts and student work samples	5/24/2016 monthly
G3.B1.S1.A1	Provide appropriate resources and quality activities that meet the standards for science instruction.	Gaus, Curtis	8/11/2015	i Observation and teacher evaluation data, Science Data, End of Course Exam Data	5/24/2016 daily
G4.B1.S1.A1	Provide professional development to teachers on the FSA for reading and book studies as related to US History content. Utilize non-fiction articles for US History instruction from the Achieve 3000 program.	Gaus, Curtis	8/11/2015	Implementation, classroom artifacts, and student work samples	5/24/2016 monthly
G1.MA1	Administrative classroom walkthroughs and analysis of student lexile data.	Gaus, Curtis	8/11/2015	iObservation data and monthly Achieve3000 reports.	5/24/2016 weekly
G1.B1.S1.MA1	Student lexile levels and FSA ELA scores will be analyzed and compared to previous years' scores.	Gaus, Curtis	8/11/2015	Student lexile scores and FSA ELA scores will increase.	5/24/2016 monthly
G1.B1.S1.MA1	Administrative classroom walkthroughs will be completed to monitor the implementation of WICOR strategies campus-wide.	Gaus, Curtis	8/10/2015	iObservation data	5/24/2016 weekly
G1.B2.S1.MA1	Chart student progress in assigned program and make adjustments to instructional delivery as needed.	Gaus, Curtis	8/11/2015	Data Sets for Reading, Instructional Plans and Classroom iObservations	5/24/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Review teacher lesson plans and conduct classroom walkthroughs	Gaus, Curtis	8/11/2015	Instructional plans for Reading classes and PMP's for individual students.	5/24/2016 weekly
G2.MA1	Conduct classroom walkthroughs and observations	Gaus, Curtis	8/11/2015	iObservation Data and Math Assessment Data	5/24/2016 weekly
G2.B1.S1.MA1	Review lesson plans, conduct classroom observations, analyze student data , and monitor teacher progress for Marzano's Art and Science of Teaching Framework	Gaus, Curtis	8/11/2015	Assessment Data, Lesson Plans, and Artifacts and Evidence of deliberate practice	5/24/2016 weekly
G2.B1.S1.MA1	Classroom Observations	Gaus, Curtis	8/11/2015	i Observation data, Math data results from Florida Achieves, End of Course Math Data, and practice assessments	5/24/2016 weekly
G2.B2.S1.MA1	Review best teaching practices and strategies as related to the Art and Science of Teaching Framework.	Gaus, Curtis	8/11/2015	Classroom artifacts and student work samples	5/24/2016 monthly
G2.B2.S1.MA1	Review lesson plans submitted by teachers each week	Gaus, Curtis	8/11/2015	Classroom Observation Data	5/24/2016 weekly
G3.MA1	Review and provide professional development to support teachers in the elements of teaching.	Gaus, Curtis	8/11/2015	i Observation Data, Teacher Evaluation Data, District EOC Data,& Biology I EOC Data	5/24/2016 monthly
G3.B1.S1.MA1	Monitor student data on chapter assessments and EOC Assesments.	Gaus, Curtis	8/11/2015	Student Data	5/24/2016 monthly
G3.B1.S1.MA1	Classroom Walkthroughs/ Classroom iObservations	Gaus, Curtis	8/11/2015	Student samples of work/ lab reports	5/24/2016 weekly
G4.MA1	Identify sources to utilize for US History Instruction and use of applied strategies through the use of Achieve 3000.	Gaus, Curtis	8/11/2015	Data from Achieve 3000, FSA Reading Data, EOC and/or AP Data, i Observation Data, and Teacher Evaluation Data	5/24/2016 monthly
G4.B1.S1.MA1	Chart student progress and review Achieve 3000 Non-fiction data, Performance rates on End of Course or AP Exams for students in US History courses.	Gaus, Curtis	8/11/2015	Student data progress, i Observation data. EOC and/or AP exam data for US History	5/24/2016 weekly
G4.B1.S1.MA1	Monitor student data	Gaus, Curtis	8/11/2015	iObservation data, Classroom Walk-through data, Student work collections and samples	5/24/2016 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 Opportunities

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

G1. Increase the percentage of students scoring at or above grade level on the ELA Florida Standards Assessments (FSA).

G1.B1 Students are unable to read carefully and grasp information, arguments, ideas and details based on evidence in the text. Students must be able to answer a range of text-dependent questions whose answers require inferences based on careful attention to the text.

G1.B1.S1 Students will use WICOR strategies to summarize, analyze, and contextualize complex informational text.

PD Opportunity 1

Through the PLC process, teachers will work together to develop lessons to support the implementation of the AVID WICOR strategies for text-based reading.

Facilitator

Curtis Gaus/Kelly Burnette/Susan Winters

Participants

PLC Teacher Leaders, Department Chairs, and Faculty Members

Schedule

Weekly, from 8/10/2015 to 5/24/2016

G1.B2 Students may lack experience with "text-based" writing which will be required for the ELA Writing Component and they may also lack experience with the new Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

G1.B2.S1 Through the use of WICOR strategies, teachers will improve the quality of text-based writing for the ELA writing component and assist students with mastering question complexity on the FSA ELA.

PD Opportunity 1

Review student performance data for Achieve 3000 and Read 180.

Facilitator

Curtis Gaus Kelly Burnette Susan Winters ELA Teachers

Participants

PLC Teams

Schedule

Monthly, from 8/11/2015 to 5/24/2016

G2. The percentage of students passing the Florida Standards Assessments (FSA) for Algebra 1, Algebra 2, and Geometry will increase.

G2.B1 Students need support interacting with new mathematical concepts and knowledge.

G2.B1.S1 Provide teachers with professional development to assist them with the implementation of small group instruction in the math classroom.

PD Opportunity 1

Review and provide professional development support to teachers for the elements of teaching.

Facilitator

Curtis Gaus Kelly Burnette Mary Loyd (Math Dept. Chair)

Participants

All Math Teachers

Schedule

Monthly, from 8/11/2015 to 5/24/2016

G2.B2 Students may lack foundational math skills necessary to understand complex mathematical concepts.

G2.B2.S1 Utilizing instructional technology resources teachers will provide skill-based instruction with the implementation of Khan Academy, Math XL, and Kuta Software.

PD Opportunity 1

Through the PLC process, math teachers will collaborate to develop common strategies of how to implement computer-based programs.

Facilitator

Curtis Gaus Kelly Burnette Mary Loyd (Math Dept. Chair)

Participants

All Math Teachers and PLC Teams

Schedule

Monthly, from 8/11/2015 to 5/24/2016

G3. Increase the percentage of students scoring at or above the proficiency level on the Biology I End-of-Course exam.

G3.B1 Students may lack specific scientific knowledge and skills.

G3.B1.S1 Provide hands-on activities and experiments to increase students' scientific knowledge and deepen the understanding of the scientific method.

PD Opportunity 1

Provide appropriate resources and quality activities that meet the standards for science instruction.

Facilitator

Monica Wright (District Science Curriculum Specialist) Karen Zobel -Science Department Chair
Science PLC teachers

Participants

School Based Science Teachers

Schedule

Daily, from 8/11/2015 to 5/24/2016

G4. Increase the percentage of students scoring at or above the proficiency level on the US History End-Of-Course Exam.

G4.B1 Students may lack the ability to analyze, evaluate, and differentiate primary and secondary sources.

G4.B1.S1 Teachers will implement FSA literacy skills to help students analyze the relationship between primary and secondary sources on the same topic.

PD Opportunity 1

Provide professional development to teachers on the FSA for reading and book studies as related to US History content. Utilize non-fiction articles for US History instruction from the Achieve 3000 program.

Facilitator

Curtis Gaus Kelly Burnette Lead Social Studies Teachers

Participants

All Social Studies Teachers

Schedule

Monthly, from 8/11/2015 to 5/24/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Through the PLC process, teachers will work together to develop lessons to support the implementation of the AVID WICOR strategies for text-based reading.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0191 - West Nassau County High School	School Improvement Funds		\$1,000.00
	5100	510-Supplies	0191 - West Nassau County High School	School Improvement Funds		\$500.00
2	G1.B2.S1.A1	Review student performance data for Achieve 3000 and Read 180.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0191 - West Nassau County High School	School Improvement Funds		\$500.00
3	G2.B1.S1.A1	Review and provide professional development support to teachers for the elements of teaching.				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0191 - West Nassau County High School	School Improvement Funds		\$1,000.00
	5100	510-Supplies	0191 - West Nassau County High School	School Improvement Funds		\$250.00
4	G2.B2.S1.A1	Through the PLC process, math teachers will collaborate to develop common strategies of how to implement computer-based programs.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0191 - West Nassau County High School			\$0.00
	5100	750-Other Personal Services	0191 - West Nassau County High School	School Improvement Funds		\$1,000.00
5	G3.B1.S1.A1	Provide appropriate resources and quality activities that meet the standards for science instruction.				\$1,500.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	750-Other Personal Services	0191 - West Nassau County High School	School Improvement Funds		\$1,000.00	
	5100	510-Supplies	0191 - West Nassau County High School	School Improvement Funds		\$500.00	
6	G4.B1.S1.A1	Provide professional development to teachers on the FSA for reading and book studies as related to US History content. Utilize non-fiction articles for US History instruction from the Achieve 3000 program.					\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	750-Other Personal Services	0191 - West Nassau County High School	School Improvement Funds		\$1,000.00	
	5100	510-Supplies	0191 - West Nassau County High School	School Improvement Funds		\$500.00	
Total:						\$7,250.00	