



## 2013-2014 SCHOOL IMPROVEMENT PLAN

West Nassau County High School  
1 WARRIOR DR  
Callahan, FL 32011  
904-879-3461

### School Demographics

<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 37%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 10%

### School Grades History

<b>2013-14</b> PENDING	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> B
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

West Nassau County High School

##### Principal

Curtis Gaus

##### School Advisory Council chair

Kimberly Harrison

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Curtis Gaus	Principal
Kimberly Harrison	Assistant Principal
Latroy Strong	Dean of Students
Sue Winters	Reading Coach
Richard Pearce	Athletic Director/Attendance Coor.
Mary Loyd	Math Department Head
Mary Pulliam	Literacy Department Chair
Karen Zobel	Science Department Chair
Sandra Geiger	Social Studies Department Chair
Sherrie Grant	Foreign Language Department Chair
Tammy Roberts	CTE Department Chair
Zoe Belyea	ESE Department Chair

#### District-Level Information

##### District

Nassau

##### Superintendent

Dr. John L Ruis

##### Date of school board approval of SIP

11/14/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC membership is comprised of parents, students, community members, and faculty and staff members. The group is led by the Chairperson (Kimberly Harrison), the Vice Chair Person (Tim Carpenter), and the Secretary/ Treasurer (Nicole Jaques). The chairperson creates the agenda, reviews

the agenda items, and oversees the meetings. The Vice Chairperson serves as the assistant and resumes duties when the Chairperson is absent. The secretary/ treasurer records attendance, takes notes, monitors financial records and appropriately communicates the minutes to the committee members.

**Involvement of the SAC in the development of the SIP**

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, academic goals, and includes them in the process of meeting the

**Activities of the SAC for the upcoming school year**

The School Advisory Council will serve an active role in increasing parental involvement for academic meetings and events. They will also assist with the development and review of the School Improvement Plan and make decisions regarding budget allocation.

**Projected use of school improvement funds, including the amount allocated to 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 and supplies and materials for students, which will directly impact student achievement.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Curtis Gaus</b>		
Principal	Years as Administrator: 13	Years at Current School: 2
<b>Credentials</b>	BS in Biology Northwest Missouri State Master's in Educational Leadership University of North Florida Middle Grades Science 5-9 Biology 6-12 Educational Leadership	
<b>Performance Record</b>	Highly Effective Ratings	

<b>Kimberlly Harrison</b>		
Asst Principal	Years as Administrator: 13	Years at Current School: 1
<b>Credentials</b>	Education: Bachelor's Degree Elementary Education from University of Florida Master's Degree in Education Leadership from Nova Southeastern University Certifications: Middle Grade Science 5-9 Educational Leadership School Principal Gifted Endorsed	
<b>Performance Record</b>	New to Nassau County Previously worked in Duval County Public Schools	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Susan Winters</b>		
Full-time / School-based	Years as Coach: 6	Years at Current School: 5
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor's Degree in English Education 6-12 Certified in English 6-12, Reading Endorsed K-12	
<b>Performance Record</b>	Highly Effective Ratings	

**Classroom Teachers**

**# of classroom teachers**

54

**# receiving effective rating or higher**

54, 100%

**# Highly Qualified Teachers**

93%

**# certified in-field**

50, 93%

**# ESOL endorsed**

3, 6%

**# reading endorsed**

4, 7%

**# with advanced degrees**

25, 46%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

10, 19%

**# with 6-14 years of experience**

24, 44%

**# with 15 or more years of experience**

20, 37%

**Education Paraprofessionals**

**# of paraprofessionals**

7

**# Highly Qualified**

6, 86%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**



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.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same

grade level/subject area as the new teacher and who has been rated as Highly Effective.

4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.

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

#### C. 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.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Classroom observations.
- Walk-throughs.
- Lesson plan documentation.
- Monitor grade level reports from progress monitoring assessments.
- Monitor discipline referrals and attendance reports.
- Monitor course-work grades.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

- Data Sources:
- Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR
  - Tier II – Program specific
  - Tier III – Student Specific; PMP student individualized progress monitoring plans.
- Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

- The District Rtl Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker). The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention
- The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide
- PLC meetings
  - Professional development – webinars, workshops
  - Data Star
  - District support staff

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

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

Before school tutoring is offered from 8:00 A.M.-9:00 A.M. three days per week for 40 weeks during the school year to support students struggling in core subject areas. Tutoring is provided by certificated teachers or qualified and trained tutors through the Gear-up Program.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Student classroom performance is carefully monitored by the Gear-up Tutors or teachers. The site coach reviews the data weekly and makes the necessary adjustment to scheduling to benefit students and improve student achievement.

**Who is responsible for monitoring implementation of this strategy?**

The Gear-Up Coach monitors student participation and progress. The Reading Coach also reviews and analyzes student data and progress.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Susan Winters	Reading Coach
Sandy Geiger	Teacher
Anita Pitman	Teacher
Allison Stewart	Teacher
Brooke Smith	Guidance
Mary Loyd	Teacher
Jennifer Henderson	Teacher
John Bousfield	Teacher
Kim Godwin	Teacher
Karen Zobel	Teacher
Nancy Moore	Teacher
Leigh Kioro	Teacher
Randalyn Bryant	ESE Teacher
Curtis Gaus	Principal
Kimberly Harrison	Assistant Principal

### **How the school-based LLT functions**

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.

### **Major initiatives of the LLT**

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

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The Reading Coach provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards, FCAT 2.0, ACT, SAT, and PERT requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family

involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters.

### **Strategies for improving student readiness for the public postsecondary level**

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

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	60%	No	65%
American Indian				
Asian				
Black/African American	39%	58%	Yes	45%
Hispanic	77%	67%	No	79%
White	62%	61%	No	66%
English language learners				
Students with disabilities	34%	31%	No	41%
Economically disadvantaged	57%	54%	No	61%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	28%	31%
Students scoring at or above Achievement Level 4	168	31%	33%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	356	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	105	80%	81%



**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	149	60%	65%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	152	59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	57%	No	72%
American Indian				
Asian				
Black/African American	31%	43%	Yes	38%
Hispanic				
White	69%	60%	No	72%
English language learners				
Students with disabilities	55%	33%	No	60%
Economically disadvantaged	69%	55%	No	72%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%



**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	219	62%	65%
Students in lowest 25% making learning gains (EOC)	53	61%	64%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	84	34%	40%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	33%	43%
Students scoring at or above Achievement Level 4	39	15%	29%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	47%	50%
Students scoring at or above Achievement Level 4	68	26%	28%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	100%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	64		100
Students taking CTE-STEM industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	572	55%	56%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	286	28%	30%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		79%	80%
Students taking CTE industry certification exams	286	26%	27%
Passing rate (%) for students who take CTE industry certification exams		79%	80%
CTE program concentrators	237	47%	50%
CTE teachers holding appropriate industry certifications	5	100%	100%

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	41	3%	2%
Students in ninth grade with one or more absences within the first 20 days	100	40%	35%
Students in ninth grade who fail two or more courses in any subject	8	3%	2%
Students with grade point average less than 2.0	19	7%	5%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	43	16%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	9	3%	2%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	223	90%	93%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	66	81%	85%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	87%	90%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increase the number of academic sessions for parents and students to plan for college and career readiness.

Increase the participation in school surveys and gain authentic feedback from parents on progress and programming.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Offer at least 4 additional meetings for students and parents after school hours to discuss the options for high school graduation, college preparation, and career readiness.	4	50%	100%
Meet with school focus groups to increase the participation in the school parent surveys to 20% or more of the school population.	38	4%	20%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** All students will increase their reading achievement level.
- G2.** All students will increase in math proficiency.
- G3.** All students will increase science proficiency.
- G4.** Sustained and systematic attention will be given to Social Studies and Civics instruction.
- G5.** Provide and increase the opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking) as it relates to effective integration of STEM across the curriculum.
- G6.** Actively engage parents in the educational process and maintain open lines of communication.
- G7.** Quickly identify students who are considered "at risk" due to attendance, behavior, and academic performance. Early interventions and support will be provided to identified students.
- G8.** Increase opportunities for students to enroll in CTE courses and complete industry certifications.
- G9.** All students' quality of narrative, expository, and informative writing will improve and include supporting evidence from text and multiple sources.

## Goals Detail

**G1. All students will increase their reading achievement level.****Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Achieve 3000
- Read 180
- FCAT Explorer/ Florida Achieves
- Novels and CCSS Recommended texts
- Springboard Curriculum
- Gear-up Program
- Avid Program

**Targeted Barriers to Achieving the Goal**

- Students may fail to see the connections between classroom activities and learning goals.
- Lack of data analysis to support targeted instruction to improve student achievement.
- Students may have significant deficits in reading skills and are working below grade level.

**Plan to Monitor Progress Toward the Goal**

Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to aide students in making the connection between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)

**Person or Persons Responsible**

Administration, AVID Team, Professional Learning Communities by grade level, Common Core State Standards Team

**Target Dates or Schedule:**

Review expectations at faculty council meetings, AVID meetings, CCSS Team, and professional learning communities. Assess implementation of posting and referring to learning goals during instruction. Conduct Classroom Walk-throughs and formal and informal observations to assess implementation.

**Evidence of Completion:**

Focus Walks, AVID Binder checks, Formative and Sumative Assessment Data

## G2. All students will increase in math proficiency.

### Targets Supported

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Study Island, <http://www.illustrativemathematics.org>, CCSS Mathematics Marzano's Art and Science of Teaching Framework, Florida Achieves, Algebra Nation

### Targeted Barriers to Achieving the Goal

- Students need support interacting with new mathematical concepts and knowledge.
- Students may not be engaged in cognitively complex tasks.

## Plan to Monitor Progress Toward the Goal

Conduct classroom walkthroughs and observations

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

iObservation Data and Math Assessment Data

## G3. All students will increase science proficiency.

### Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Study Island, CPALMs, Marzano's Art and Science of Teaching Framework

### Targeted Barriers to Achieving the Goal

- Students may lack specific scientific knowledge and skills.

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

Administration/ Lead Science Teachers/ District Science Instructional Coach

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

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

### G4. Sustained and systematic attention will be given to Social Studies and Civics instruction.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- CPALMS, Study Island, FLDOE website, PBS resources

**Targeted Barriers to Achieving the Goal**

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

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

Reading Coach/ Administration/ District Curriculum Resource Teacher for Reading

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Data from Achieve 3000, FCAT Reading Data, EOC Data, i Observation Data, and Teacher Evaluation Data



**G5.** Provide and increase the opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking) as it relates to effective integration of STEM across the curriculum.

**Targets Supported**

- STEM
- STEM - All Levels
- STEM - High School

**Resources Available to Support the Goal**

- Project Based Learning, Collaboration with the CTE Teachers, STEM website , Science Fair

**Targeted Barriers to Achieving the Goal**

- Teachers lack professional development and content knowledge to implement STEM in instructional practices.

**Plan to Monitor Progress Toward the Goal**

Classroom Observations and Analyze Student Performance Data in Math and Science.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly Data Reviews during Faculty Council

**Evidence of Completion:**

Notes from Meetings and Student Data Sets

**G6.** Actively engage parents in the educational process and maintain open lines of communication.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- School Reach: Parent Notification System, RTI Teams, School Based Attendance Team and Truancy Officer, Dropout Prevention, Adult Education, Read 180, Achieve 3000

**Targeted Barriers to Achieving the Goal**

- Parental Support

**Plan to Monitor Progress Toward the Goal**

Analyze attendance of events offered and seek to increase family participation

**Person or Persons Responsible**

Administration and Guidance Counselors

**Target Dates or Schedule:**

After each event

**Evidence of Completion:**

Attendance and documentation and feedback from parents

**G7.** Quickly identify students who are considered "at risk" due to attendance, behavior, and academic performance. Early interventions and support will be provided to identified students.

**Targets Supported**

- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- School wide safety nets for students, such as RTI, Gear-up Tutoring, Avid Strategies, and attendance intervention team.

**Targeted Barriers to Achieving the Goal**

- Identifying at-risk students in the high school setting can be difficult.

**Plan to Monitor Progress Toward the Goal**

Monitor student data and academic performance.

**Person or Persons Responsible**

Administration and Lead Teachers

**Target Dates or Schedule:**

Monthly at Faculty Council Meetings and RTI Meetings

**Evidence of Completion:**

Documentation from Meeting Minutes

**G8.** Increase opportunities for students to enroll in CTE courses and complete industry certifications.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- CTE Director, CTE Programs of study career education class choices of ePEP Work Force website

**Targeted Barriers to Achieving the Goal**

- Lack of CTE Teachers and Programs

**Plan to Monitor Progress Toward the Goal**

Compare data for enrollment into CTE programs.

**Person or Persons Responsible**

Administration, Guidance Counselors, and CTE Teachers

**Target Dates or Schedule:**

Monthly Meetings

**Evidence of Completion:**

Meeting agendas and CTE data review

**G9.** All students' quality of narrative, expository, and informative writing will improve and include supporting evidence from text and multiple sources.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- iObservation professional development videos
- Common Core Standards with Professional Learning Communities
- State Writing Exemplars and Student Writing Samples and Examples
- State of Florida Writing Rubric
- Springboard Curriculum

**Targeted Barriers to Achieving the Goal**

- Teachers need additional professional development on strategies to enhance student writing due to the changes to the State requirements. Extensive support is need in the areas of conventions, quality support, and include relevant and supporting details.

**Plan to Monitor Progress Toward the Goal**

Conduct frequent classroom walk throughs and review data for writing data.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Writing FCAT 2.0 Scores

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All students will increase their reading achievement level.

**G1.B1** Students may fail to see the connections between classroom activities and learning goals.

**G1.B1.S1** Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to aide students in making the connection between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)

### Action Step 1

Professional development on developing and establishing learning goals Professional development and resources on creating rubrics and scales Provide web resources on rubric designs

#### Person or Persons Responsible

Administration, Reading Coach, Lead Teachers, Grade Level PLC Groups

#### Target Dates or Schedule

Grade level PLC groups will meet monthly. Coaching sessions will be conducted frequently. Administration will hold post conferences after walk throughs, formal and informal observations to provide feedback on learning goals and rubrics.

#### Evidence of Completion

Data from iObservation visits and focus walks

#### Facilitator:

Curtis Gaus Kim Harrison Sue Winters Lead Teachers

#### Participants:

PLC Grade Level Groups

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

Classroom Observations

**Person or Persons Responsible**

Administration/ Reading Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

iObservation Data / Achieve 3000 Data/ Read 180 Data

### Plan to Monitor Effectiveness of G1.B1.S1

Analyze reading data from FAIR, Read 180, Achieve 3000, and informal observations.

**Person or Persons Responsible**

Administration and Reading Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Data Charts

### G1.B2 Lack of data analysis to support targeted instruction to improve student achievement.

**G1.B2.S1** Review student data weekly for Achieve 3000 and Read 180 to address students' needs and to refer students to Gear-Up tutoring and/or for RTI interventions.

**Action Step 1**

Review student performance data for Achieve 3000 and Read 180

**Person or Persons Responsible**

Reading Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Data Sets

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Reassess program needs for students in Read 180 and Achieve 3000

#### Person or Persons Responsible

Reading Coach, Intensive Reading Teachers, Guidance Counselors, and Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Instructional plans for Reading Classes and PMP's for individual students

### Plan to Monitor Effectiveness of G1.B2.S1

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

#### Person or Persons Responsible

Reading Teachers, Reading Coach, Guidance Counselors, and Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Data Sets for Reading, Instructional Plans, and Classroom Observations

**G1.B3** Students may have significant deficits in reading skills and are working below grade level.

**G1.B3.S1** Engage students in a book study and discussion to relate fiction and non-fiction text and support instruction in the CCSS. This process will strengthen the reading skills of students performing below grade level.

#### Action Step 1

Purchase texts for a book talk on Letters from Sala

#### Person or Persons Responsible

School Advisory Council provide the funding and 11th grade teachers organize the book study

#### Target Dates or Schedule

Daily in class during 2nd quarter

#### Evidence of Completion

Use of the text in Reading and Social Studies Classes

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Classroom visits and walk-throughs

**Person or Persons Responsible**

Reading Coach and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom assessments from the study

### **Plan to Monitor Effectiveness of G1.B3.S1**

Conduct book studies and book talks with identified students.

**Person or Persons Responsible**

Reading Teachers, Social Studies Teachers

**Target Dates or Schedule**

During Class or through specialized book clubs

**Evidence of Completion**

Student participation and performance data

**G2.** All students will increase in math proficiency.

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

**G2.B1.S1** Teacher's will implement Marzano's Art and Science of Teaching Framework and the associated research based instructional strategies in every classroom.

**Action Step 1**

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

**Person or Persons Responsible**

Administration and reading coach

**Target Dates or Schedule**

During Monthly Faculty Meetings and PLC Grade Level group meetings

**Evidence of Completion**

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

**Facilitator:**

Kim Harrison and Curtis Gaus

**Participants:**

All Math Teachers

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

Classroom Observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

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



## Plan to Monitor Effectiveness of G2.B1.S1

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

### Person or Persons Responsible

Administration, Teachers, and Students

### Target Dates or Schedule

Ongoing

### Evidence of Completion

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

**G2.B2** Students may not be engaged in cognitively complex tasks.

**G2.B2.S1** Teachers will incorporate CCSS in Math and utilize high level critical thinking skills.

### Action Step 1

A CCSS team will meet monthly and each grade level and department is represented. Information on Common Core Instructional Practices will be discussed and shared among the faculty.

### Person or Persons Responsible

CCSS Team, Administration, and Reading Coach

### Target Dates or Schedule

Monthly

### Evidence of Completion

Classroom artifacts and student work samples

### Facilitator:

Sue Winters, Kim Harrison, Curtis Gaus, and Lead Math Teachers

### Participants:

All Math Teachers

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

Review lesson plans submitted by teachers each weekly.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Classroom Observation Data

### **Plan to Monitor Effectiveness of G2.B2.S1**

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

#### **Person or Persons Responsible**

Administration and Lead Math Teachers

#### **Target Dates or Schedule**

PLC Meetings

#### **Evidence of Completion**

Classroom artifacts and student work samples

**G3.** All students will increase science proficiency.

**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.

**Action Step 1**

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

**Person or Persons Responsible**

Lead Science Teachers/ District Science Specialist

**Target Dates or Schedule**

Department Meetings and Professional Development Activities

**Evidence of Completion**

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

**Facilitator:**

District Science Specialist

**Participants:**

School Based Science Teachers

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

Classroom Walkthroughs/ Classroom Observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student samples of work/ lab reports,

### Plan to Monitor Effectiveness of G3.B1.S1

Monitor student data on chapter assessments and EOC Assessments.

#### Person or Persons Responsible

Classroom Teachers/ Science Lead Teachers/ Administration

#### Target Dates or Schedule

Monthly at Department Meetings

#### Evidence of Completion

Student Data

**G4.** Sustained and systematic attention will be given to Social Studies and Civics instruction.

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

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

#### Action Step 1

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

#### Person or Persons Responsible

Reading Coach/ District Reading Support Coaches

#### Target Dates or Schedule

PLC's and Coaching Sessions

#### Evidence of Completion

Implementation, classroom artifacts, and student work samples

#### Facilitator:

Sue Winters

#### Participants:

All Social Studies Teachers

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

Monitor student data

**Person or Persons Responsible**

Administration./ Reading Coaches/ Lead Social Studies Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

I Observation data, Classroom Walk-through data, Student work collections and samples

### Plan to Monitor Effectiveness of G4.B1.S1

Chart student progress and review Achieve 3000 Non-fiction data, Performance rates on End of Course Exams for students in social studies classes

**Person or Persons Responsible**

Administration/ Reading Coach/ Lead Social Studies Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student data progress, i Observation data. EOC exam data for Social Studies

**G5.** Provide and increase the opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking) as it relates to effective integration of STEM across the curriculum.

**G5.B1** Teachers lack professional development and content knowledge to implement STEM in instructional practices.

**G5.B1.S1** Professional development opportunities for STEM will be provided to teachers at the PLC school meetings , faculty meetings, and department meetings.

**Action Step 1**

Provide professional development to teachers to integrate curriculum and infuse the scientific method and problem solving techniques in everyday instruction.

**Person or Persons Responsible**

Science & Math & CTE Lead teachers

**Target Dates or Schedule**

Monthly Professional Development meeting for Common Core and Department meetings

**Evidence of Completion**

Meeting agendas and evidence of strategies in classroom walk-throughs.

**Facilitator:**

Lead Science, Math, & CTE Teachers

**Participants:**

All teachers

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

Implementation of critical thinking and problem solving embedded in daily instruction. Use of the STEM goals.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom Walkthroughs/ Student work samples

### Plan to Monitor Effectiveness of G5.B1.S1

Monitor implementation of STEM Goals and classroom instruction.

#### Person or Persons Responsible

Administration, Lead Math and Science Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Data from classroom observations

**G6.** Actively engage parents in the educational process and maintain open lines of communication.

### G6.B1 Parental Support

**G6.B1.S1** Increase parental communication through parent newsletters, School Reach, FOCUS, Edline School Websites, School Advisory Council, Open House, New Student Orientation, surveys, parent training sessions, parent conferences with teachers and guidance.

#### Action Step 1

Conduct information sessions for parents and students on graduation requirements, college preparation, and career readiness.

#### Person or Persons Responsible

Lead Teachers, Guidance Counselors, Department Heads, Administration

#### Target Dates or Schedule

Evening Sessions Throughout the School Year

#### Evidence of Completion

Agendas from Events and Parent Sign-in Sheets

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Monitor communication of events through monthly newsletters, fliers, and the School Reach System and document parent participation. Make information from events readily available to parents through the Edline website.

#### **Person or Persons Responsible**

Administration/ Front Office Staff

#### **Target Dates or Schedule**

At least one week prior to events

#### **Evidence of Completion**

Newsletters and printed documents for communication Ed-line and the use of School Reach

### **Plan to Monitor Effectiveness of G6.B1.S1**

Monitor attendance and receive feedback from families on information or training sessions needed

#### **Person or Persons Responsible**

Administration, Lead Teachers, and Guidance Counselors

#### **Target Dates or Schedule**

Each Scheduled Event

#### **Evidence of Completion**

Documentation from Meetings, such as agendas, Powerpoint Presentations, handouts, and sign in sheets.



**G7.** Quickly identify students who are considered "at risk" due to attendance, behavior, and academic performance. Early interventions and support will be provided to identified students.

**G7.B1** Identifying at-risk students in the high school setting can be difficult.

**G7.B1.S1** Conduct monthly RTI meetings to address students academic and behavioral needs.

**Action Step 1**

Monitor students academic progress and identify students who are not academically successful.

**Person or Persons Responsible**

RTI team, Guidance Counselors, District RTI Support Staff, Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Documentation from RTI and meeting agendas

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Monthly meeting dates and times are established and documentation on student progress monitoring is reviewed weekly.

**Person or Persons Responsible**

RTI team, Classroom Teachers, District Support Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

RTI documents

### Plan to Monitor Effectiveness of G7.B1.S1

The progress of each student will be documented and the team will determine the effectiveness of implemented strategies.

#### Person or Persons Responsible

RTI Team

#### Target Dates or Schedule

Monthly Meetings and Weekly Progress Monitoring

#### Evidence of Completion

Data from RTI and student progress data sets

**G7.B1.S2** Host Gear-up Tutoring for Identified students three mornings per week for approximately 40 weeks and assign specific tutors to classes or individual students during the school day, as needed.

#### Action Step 1

Students may be recommended for tutoring or elect to attend by completing a registration form. Appropriate tutors for the identified content areas will be assigned.

#### Person or Persons Responsible

Gear- Up Tutor, Reading Coach, Guidance Counselors, and Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Documentation from tutoring logs and progress monitoring of student data

### Plan to Monitor Fidelity of Implementation of G7.B1.S2

Document the students receiving tutoring

#### Person or Persons Responsible

Gear-up Coach, Reading Coach, and Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Documentation from tutoring and student progress

### Plan to Monitor Effectiveness of G7.B1.S2

Student performance record or improvements noted for students in the Gear-Up tutoring

**Person or Persons Responsible**

Gear-up Coach, Reading Coach, Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Documentation from tutoring logs and student progress

**G7.B1.S3** Conduct "Math Blitz" sessions for students who have not successfully gained an Algebra I credit to improve student performance on the End of Course Assessment for Algebra I.

**Action Step 1**

Devote at least three one hour sessions to support students with reviewing for the Algebra I End of Course Exam.

**Person or Persons Responsible**

Identified Math Instructors

**Target Dates or Schedule**

Throughout the school year as data determines the need

**Evidence of Completion**

Documentation of students participating and testing results

### Plan to Monitor Fidelity of Implementation of G7.B1.S3

identify criteria for targeted students

**Person or Persons Responsible**

Math Instructor, Reading Coach, Administration

**Target Dates or Schedule**

Each testing cycle

**Evidence of Completion**

Documentation of student participation and results from testing

### Plan to Monitor Effectiveness of G7.B1.S3

Comparison data of student participation and results on the EOC Assessment.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

After each testing cycle

#### Evidence of Completion

Data Sets and percentage of pass rate for the Algebra I EOC Assessment.

**G8.** Increase opportunities for students to enroll in CTE courses and complete industry certifications.

### G8.B1 Lack of CTE Teachers and Programs

**G8.B1.S1** CTE director will work with school's leadership team to implement career programs of study that will prepare students with ore academic skills and relevant technical skills needed in emerging, high demand, high-wage, career fields.

#### Action Step 1

Conduct information sessions for students and parents and promote CTE programs Have students observe and visit off campus programs to promote their interest.

#### Person or Persons Responsible

CTE Teachers, Guidance Counselors, and Administration

#### Target Dates or Schedule

Course pre-registrations, at the beginning of the year and end of the year.

#### Evidence of Completion

CTE registrations and documentation from information sessions

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Monitor enrollment and progress of students in CTE programs

**Person or Persons Responsible**

Guidance Counselors

**Target Dates or Schedule**

Monthly and Quarterly

**Evidence of Completion**

Documentation of Student Grades

### **Plan to Monitor Effectiveness of G8.B1.S1**

Monitor communication of programs, student enrollment, and interest in programs.

**Person or Persons Responsible**

Guidance Counselors, Administration, and FSCJ

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of coordination meetings with FSCJ

**G9.** All students' quality of narrative, expository, and informative writing will improve and include supporting evidence from text and multiple sources.

**G9.B1** Teachers need additional professional development on strategies to enhance student writing due to the changes to the State requirements. Extensive support is need in the areas of conventions, quality support, and include relevant and supporting details.

**G9.B1.S1** Teacher will use writing across the curriculum with common writing rubrics.

**Action Step 1**

Teachers will use the state writing rubrics and student writing samples to devise a plans for instruction. Feedback on writing will be provided to the students.

**Person or Persons Responsible**

Administration, School Reading Coach, District Support Staff

**Target Dates or Schedule**

Teachers will periodically conduct writing assessments and score student writing and provide feedback to students.

**Evidence of Completion**

Writing data , FCAT 2.0 Writing Data for 10th grade

**Facilitator:**

Reading Coach and District Personnel

**Participants:**

All 9th & 10th grade Writing Teachers

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Student Writing Data / FCAT 2.0 Scores

**Person or Persons Responsible**

Administration & Reading Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data Charts

## **Plan to Monitor Effectiveness of G9.B1.S1**

Data from student writing will be used to monitor student progress and make adjustments to teaching plans and strategies.

### **Person or Persons Responsible**

Classroom Teachers, Reading Coach, and Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Data Charts, Classroom Observations, and iObservation Data

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** All students will increase their reading achievement level.

**G1.B1** Students may fail to see the connections between classroom activities and learning goals.

**G1.B1.S1** Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to aide students in making the connection between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)

### PD Opportunity 1

Professional development on developing and establishing learning goals Professional development and resources on creating rubrics and scales Provide web resources on rubric designs

#### Facilitator

Curtis Gaus Kim Harrison Sue Winters Lead Teachers

#### Participants

PLC Grade Level Groups

#### Target Dates or Schedule

Grade level PLC groups will meet monthly. Coaching sessions will be conducted frequently. Administration will hold post conferences after walk throughs, formal and informal observations to provide feedback on learning goals and rubrics.

#### Evidence of Completion

Data from iObservation visits and focus walks

**G2.** All students will increase in math proficiency.

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

**G2.B1.S1** Teacher's will implement Marzano's Art and Science of Teaching Framework and the associated research based instructional strategies in every classroom.

**PD Opportunity 1**

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

**Facilitator**

Kim Harrison and Curtis Gaus

**Participants**

All Math Teachers

**Target Dates or Schedule**

During Monthly Faculty Meetings and PLC Grade Level group meetings

**Evidence of Completion**

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

**G2.B2** Students may not be engaged in cognitively complex tasks.

**G2.B2.S1** Teachers will incorporate CCSS in Math and utilize high level critical thinking skills.

**PD Opportunity 1**

A CCSS team will meet monthly and each grade level and department is represented. Information on Common Core Instructional Practices will be discussed and shared among the faculty.

**Facilitator**

Sue Winters, Kim Harrison, Curtis Gaus, and Lead Math Teachers

**Participants**

All Math Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Classroom artifacts and student work samples

**G3.** All students will increase science proficiency.

**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**

District Science Specialist

**Participants**

School Based Science Teachers

**Target Dates or Schedule**

Department Meetings and Professional Development Activities

**Evidence of Completion**

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

**G4.** Sustained and systematic attention will be given to Social Studies and Civics instruction.

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

**G4.B1.S1** Teachers will implement CCSS 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 CCSS for reading and book studies as related to social studies content. Utilize non-fiction articles for social studies instruction from the Achieve 3000 program.

#### **Facilitator**

Sue Winters

#### **Participants**

All Social Studies Teachers

#### **Target Dates or Schedule**

PLC's and Coaching Sessions

#### **Evidence of Completion**

Implementation, classroom artifacts, and student work samples

**G5.** Provide and increase the opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking) as it relates to effective integration of STEM across the curriculum.

**G5.B1** Teachers lack professional development and content knowledge to implement STEM in instructional practices.

**G5.B1.S1** Professional development opportunities for STEM will be provided to teachers at the PLC school meetings , faculty meetings, and department meetings.

### **PD Opportunity 1**

Provide professional development to teachers to integrate curriculum and infuse the scientific method and problem solving techniques in everyday instruction.

#### **Facilitator**

Lead Science, Math, & CTE Teachers

#### **Participants**

All teachers

#### **Target Dates or Schedule**

Monthly Professional Development meeting for Common Core and Department meetings

#### **Evidence of Completion**

Meeting agendas and evidence of strategies in classroom walk-throughs.

**G9.** All students' quality of narrative, expository, and informative writing will improve and include supporting evidence from text and multiple sources.

**G9.B1** Teachers need additional professional development on strategies to enhance student writing due to the changes to the State requirements. Extensive support is need in the areas of conventions, quality support, and include relevant and supporting details.

**G9.B1.S1** Teacher will use writing across the curriculum with common writing rubrics.

### **PD Opportunity 1**

Teachers will use the state writing rubrics and student writing samples to devise a plans for instruction. Feedback on writing will be provided to the students.

#### **Facilitator**

Reading Coach and District Personnel

#### **Participants**

All 9th & 10th grade Writing Teachers

#### **Target Dates or Schedule**

Teachers will periodically conduct writing assessments and score student writing and provide feedback to students.

#### **Evidence of Completion**

Writing data , FCAT 2.0 Writing Data for 10th grade

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G4.	Sustained and systematic attention will be given to Social Studies and Civics instruction.	\$4,109
	Total	\$4,109

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Improvement Funds	\$4,109	\$4,109
Total	\$4,109	\$4,109

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G4.** Sustained and systematic attention will be given to Social Studies and Civics instruction.

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

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

#### Action Step 1

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

#### Resource Type

Evidence-Based Program

#### Resource

Computer based Program Novels for book Study

#### Funding Source

School Improvement Funds

#### Amount Needed

\$4,109