

Allen D Nease Senior High School



2015-16 School Improvement Plan

Allen D Nease Senior High School

10550 RAY RD, Ponte Vedra, FL 32081

www-nhs.stjohns.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

15%

Alternative/ESE Center

No

Charter School

No

Minority

23%

School Grades History

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

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

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

The mission of Allen D. Nease High School is to provide an excellent, high quality education for all students. Our intent is to develop young adults who are socially responsible lifelong learners.

Provide the school's vision statement

To provide every Allen D Nease High School student, the most relevant, high level education in a safe well rounded environment. To prepare students to successfully participate in post-secondary education programs including technology preparation and promote 21st century skills in the global workplace.

School Environment

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

Nease offers programs that promote socially responsible students such as Character Counts, a 9th grade leadership program called Teen Leadership and an incredible 9th grade transition program sponsored by Link Crew.

There are over 60 extra-curricular clubs currently offered at Nease which afford students and faculty a chance to interact through culture and common interests such as 'One World Club' and 'Diversity Club.'

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

Teachers maintain positive relationship with students creating an "open door" policy encouraging students to seek help/advice when needed. Many faculty members are trained in the "Capturing Kids Hearts Program" focusing on the trusting relationships built in the classrooms. Teachers are visible before, during and after school. Three deans on staff allow for additional support. Several extra curricular clubs focus on building positive relationships.

Students receive support through RTI/MTSS team. Frequent monitoring of identified students allows Nease to provide varying different degrees of support throughout the school year.

Nease acknowledges those students who are providing the excellent examples in our school through our Character Counts! and Athlete of the Month programs.

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

Nease adheres to a progressive disciplinary system. When deciding what disciplinary action should be taken, the principal or designee shall consider the student's age, exceptionality, previous conduct, probability of a recurring violation, intent, attitude, and severity of the offense and, whenever possible, shall impose disciplinary action in a progressive manner. For all levels, any incident that is hate-related and/or gang-related should be coded in the appropriate "related" category AND should be grounds to increase disciplinary actions.

A discipline team meets weekly to discuss incidents, expectation and ensure consistency. Nease also holds assemblies by class to review expectations of student behavior.

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

We help high school students gain the knowledge and skills necessary to become successful students and good citizens. The services that we provide along with that of the teachers, staff and administrators of Nease High School encourage our students to demonstrate personal and academic growth. We provide students with the tools to make appropriate educational and career decisions. Counselors work as a team with school staff, parents, and the community to create a caring, supportive atmosphere in which students can achieve academic success. Consultation with parents, teachers, other educators and referrals to other school/community resources help us address our students' immediate and future needs.

On special assignment we have a teacher focused on supporting RTI/MTSS students working through the levels of support. We also have a guidance counselor certified in mental health who provides support to both students and teachers with skills training.

Link Crew leaders (students) are trained in mentoring other students through their high school experiences. Mentoring Training is provided by teachers and follows proven protocols provided by the Boomerang Group (Link Crew/ Web).

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

Our goal is to increase the number of parent volunteer hours at Nease High School to five hours per student, which would total 10,000 hours based on enrollment in 2015. Communicating with our Nease families comes in many formats such as: newsletter, school website, teacher websites, Home Access Center, Naviance, SAC, PTSO, digital sign, and alert now.

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

Nease utilizes partnerships with school and the local community through many avenues such as: career academy boards, athletic boosters, academic boosters, SAC, PTSO and over 60 clubs. Through community, teacher and student interactions, these partnerships provide real world experiences such as internships and field studies. Frequent meetings provide real-time opportunities to make a difference in our community and school.

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
Dresback, Kyle	Principal
Balla, Jessica	Assistant Principal
Mander, Abbey	Assistant Principal
Bowens, Latasha	Assistant Principal
Altick-Magill, Mollie	Instructional Coach
LaRochelle, Scott	Teacher, K-12
Layton, Lisa	Teacher, K-12
Martineau, Stefanie	Teacher, K-12
Tusing, Joseph	Teacher, K-12
Hollis, Kim	Teacher, K-12
Tewey, Debra	Teacher, K-12
Combs, Jaime	Teacher, K-12
Goodman, Cheryl	Teacher, K-12
Maynard, David	Teacher, K-12
Hayden, Dana	Teacher, K-12
Davis, Melissa	Teacher, K-12

Duties

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

Responsibilities

- Member of core team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations

- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

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

At Allen D. Nease High School, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Funds are directed to materials, projects, equipment and/or enhancements to classrooms, teacher lessons or professional development geared toward high yield strategies (including IB strategies) that reinforce our school goals: incorporating the FL literacy anchor standards across the school, incorporating the FL math standards of practice within our math curriculum and the use of goals and scales across all content areas.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kyle Dresback	Principal
Kristina Bransford	Teacher
Divya Mahesh	Student
Julia Mitchell	Parent
Laurie Morrison	Education Support Employee
Christina Talbot	Teacher
Lena Ford	Parent
Savannah David	Student
Emily Carver	Student
Jennifer Zeiller	Parent
Tina Willis	Teacher
Amrita Bhargava	Parent

Duties

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

Evaluation of last year's school improvement plan

A total of 8 meetings were held in 2014-2015. As needed discussions were held to ensure SIP maintained the focus for Nease. Students were directly impacted by the professional growth of teachers incorporating literacy and math FL standards across the curriculum. Engaging students in cognitively complex tasks involving hypothesis generation and testing allow students to learn to think at a higher level. Evidence of the direct impact on students is reflected in an increase in scores in science, writing and lowest quartile in reading.

Development of this school improvement plan

The School Improvement Plan is drafted in partnership with the School-based Leadership Team and the SAC Co-Chairs and submitted to SAC for approval.

Preparation of the school's annual budget and plan

The budget is determined annually by the General Appropriations Act. In conjunction with the SAC developing the SIP, the priorities are then used to establish the allocation of resources. The use of monies within the SAC account or school recognition are voted upon by the SAC committee. Funds are not used for capital improvements or projects that last more than one year. Discussion of these funds are in compliance with the Sunshine Law.

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

The projected use of SAC funds will be used to support teacher initiatives in technology, Math and Literacy in the classroom as they align with the SIP.

\$17,000 technology (ex: CPS, mimo, computers, software)

\$3,000 conferences with support materials (ex: literacy conference)

\$4,000 furniture/fixtures/equipment (ex: student work display cases)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dresback, Kyle	Principal
Balla, Jessica	Assistant Principal
Mander, Abbey	Assistant Principal
Bowens, Latasha	Assistant Principal
Altick-Magill, Mollie	Instructional Coach
Davis, Melissa	Teacher, K-12
Hollis, Kim	Teacher, K-12
LaRochelle, Scott	Teacher, K-12
Layton, Lisa	Teacher, K-12
Martineau, Stefanie	Teacher, K-12
Tusing, Joseph	Teacher, K-12
Goodman, Cheryl	Teacher, K-12
Tewey, Debra	Teacher, K-12
Lycke, Susan	Teacher, K-12
Harden, Daphine	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Our focus for this year is on Marzano implementation with a concentration on professional learning communities integrating FL standards, district initiatives and data driven decision making. The focus calendar directs the school's efforts on literacy with timely and appropriate feedback. A variety of instructional strategies are modeled to support literacy for all students.

All teachers will be encouraged to be trained in NGCAR-PD. On-going PLC portfolio review with administrators focusing on FL standards while integrating literacy strategies into all content areas.

High yield instructional strategies, balanced content literacy, digital literacy and math literacy cadres have been established to assist content area PLC meetings when needed.

Content area PLC meetings continue the discussions of integrating FL standards through the use of PLC portfolios and data.

Nease celebrates literacy week with students to promote positive awareness of literacy.

All reading classes use Reading Plus which helps to track student progress in text efficiency with a focus on vocabulary and comprehension. Reports are generated for each student showing the progress and extra small group or individual offline lessons are available for remediation. The iii classes also use Lexia which tracks student progress primarily in phonemic awareness and phonics, while also working with vocabulary and comprehension. Reports are also generated from FAIR to diagnose reading difficulties. Training was provided on Performance Plus, including how to analyze and evaluate data.

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

Faculty team building activities throughout the year provide positive working relationships between teachers. Designated subject area PLC groups allow teachers positive collaborative planning and

instructional time. Peer group social interaction is available through cook outs, mentoring, common planning/lunch and school sponsored events.

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

Effective use of AppliTrack system to recruit appropriate job candidates: Human Resources, District Office, Principal, Assistant Principals and Department Chairpersons.

Instructional Literacy Coach: Mollie Altick-Magill

Teacher Mentoring: Jessica Balla, Department Chairpersons

Teacher of the Month program: Kyle Dresback, Department Chairpersons

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

New teachers are paired with experienced teachers in their subject area taking into account personalities. (Department chairperson.)

Modeling classes, lesson planning, grade process instruction, attendance, parent communication skills, and classroom behavior management.

New teacher meetings are held during pre-planning and throughout the year to provide additional mentoring support.

New teachers are also highly encouraged to participate in the district wide New Teacher Training opportunities which include such topics as classroom management, high yield instructional strategies, etc.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to

differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use a combination of FCAT, FSA, EOC, and teacher developed assessment data for early identification of students in need. Students in need are part of each teacher's PLC notebook.

Teachers continue tracking these students through the use of Performance Plus and classroom assessments. Teachers focus on data to help identify students having difficulty attaining proficient levels within each subject unit. Discussions with administrators monitors the effectiveness of teachers who then modify or supplement lessons to assist these targeted students. Additionally, PLC groups meet monthly to share effective strategies in meeting the needs of these students.

We will continue to have Sheila Veatch (ELA), Marna Fox (science), Travis Brown (social studies) and Donna Soncrant (math) work with our teachers on using this data to improve instruction. Part of our administrative conversation with teachers includes data and how students are performing in the classroom. We talk about this data at the beginning of the year meetings to begin the curriculum discussion for the year. We continue to send teachers to review the curriculum maps and share successful ideas to improve instructional strategies based on each student's need in a content area.

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: After School Program

Minutes added to school year:

National Honor Society tutoring

Strategy Rationale

One on one interaction with a student who has excelled in that area provides a comfortable environment to seek additional help for the struggling student.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bowens, Latasha, latasha.bowens@stjohns.k12.fl.us

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

attendance

individual student performance

Strategy: After School Program

Minutes added to school year:

Study Island Program

Strategy Rationale

Allows teachers to select areas of concern for a student to remediate or use as an enrichment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Altick-Magill, Mollie, mollie.altick-magill@stjohns.k12.fl.us

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

Study Island provides various reporting options for the teacher. This data can then be used connect to classroom assessment data.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Link Crew is a high school transition program that welcomes freshmen and new students to make them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. The Link Crew high school transition program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

Link Crew begins with a powerful orientation day that makes freshmen excited and proud to be attending their new high school and allows them to begin developing relationships and strategies that will contribute to their high school success.

After orientation, Link Crew continues, providing a variety of both Academic and Social Follow Up Activities throughout the year. Academic Follow Ups are lessons presented by trained Link Leaders during visits to freshman classes; Social Follow Ups are events organized by your Coordinator team in which the freshmen and Leaders attend fun school sponsored social events together.

Link Crew's goal is to provide schools with a structure in which students make real connections with each other. Through this program, students learn that people at school care about them and their success. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school.

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

Student schedules are put together with consideration given to standardized test scores, academic grades, student preferences, as well as staff and department recommendations. Students are given input in career path selections with IB, AP and Honors courses. The students may also select from academies, IB, and NJROTC.

All of our academies have advisory boards to ensure awareness of college and career readiness standards. We also use Naviance to allow students the opportunity to research colleges and careers for their future.

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

Nease offers academies in engineering, communications, hospitality/tourism as well as NJROTC and IB. Students selecting classes in these academies will be taking courses directly related to their career path and future.

Certification Exams:

Stellar Academy of Engineering:

AutoDesk Certified User - AutoCAD

AutoDesk Certified User - Revit Architecture

Communications Academy:

Microsoft Office Specialist

Apple Certified Pro (ACP) - Final Cut Pro X

Adobe Certified Expert Photoshop

Adobe Certified Expert Illustrator

Adobe Certified Expert Flash

Adobe Certified Expert In Design

Adobe Certified Expert Premiere Pro

Hospitality Academy:

Microsoft Office Specialist

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

Students are encouraged to enroll in Honors and AP classes. IB enrollment is encouraged where applicable. A PLC team (core academics along with career academy teacher) is established which meet to discuss thematic units in cohorts as they relate to real world experiences for our students.

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

Nease monitors pre-graduation indicators to identify students in need of additional support. Additional support strategies for these students are designed to help improve student readiness for the public post-secondary level of education.

Communication between students, teachers, parents and guidance allows students the knowledge they need to make decisions about completing the requirements for public post-secondary education. Students are encouraged to take PSAT, PLAN, SAT, ACT, CPT, ASVAB and PERT prior to graduation.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Incorporate the FL literacy anchor standards across the school.
- G2.** Incorporate the FL math standards of practice within our math curriculum.
- G3.** Enhancing PLC collaboration by analyzing data to increase student achievement

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. Incorporate the FL literacy anchor standards across the school. 1a

G068948

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	84.0

Resources Available to Support the Goal 2

- Principal
- Assitant Principals
- Instructional Literacy Coach
- Department Chairs
- District CAST Members
- Peer Evaluators

Targeted Barriers to Achieving the Goal 3

- Time during the school day
- Professional development

Plan to Monitor Progress Toward G1. 8

Student work, common assessments, student performance data and teacher reflection on instructional change.

Person Responsible

Kyle Dresback

Schedule

Every 2 Months, from 8/10/2015 to 3/31/2016

Evidence of Completion

PLC notebook, student work and student performance data

G2. Incorporate the FL math standards of practice within our math curriculum. 1a

G068949

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0

Resources Available to Support the Goal 2

- Principal
- Assistant Principals
- District CAST
- Math Department Chair

Targeted Barriers to Achieving the Goal 3

- Time during the school day
- Professional Development

Plan to Monitor Progress Toward G2. 8

Identified goals and scales, student work

Person Responsible

Kyle Dresback

Schedule

Every 6 Weeks, from 8/10/2015 to 3/31/2016

Evidence of Completion

PLC notebook with goals and scales, student work, student performance data, common assessments and teacher reflections.

G3. Enhancing PLC collaboration by analyzing data to increase student achievement 1a

G068950

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	93.0

Resources Available to Support the Goal 2

- Principal
- Assistant Principals
- Instructional Literacy Coach
- Department Chairs
- District CAST Members
- Peer Evaluators

Targeted Barriers to Achieving the Goal 3

- Time during the school day
- Professional Development

Plan to Monitor Progress Toward G3. 8

PLC notebooks, student work and common assessments

Person Responsible

Kyle Dresback

Schedule

Every 6 Weeks, from 8/10/2015 to 3/31/2016

Evidence of Completion

PLC notebook with student work and student performance 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. Incorporate the FL literacy anchor standards across the school. **1**

 G068948

G1.B1 Time during the school day **2**

 B179228

G1.B1.S1 PLC meetings **4**

 S190568

Strategy Rationale

Teachers will be allowed time in PLC meetings to incorporate the literacy standards as component of their goals and scales. ILC / Administrator assistance will also be available during PLCs as needed.

Action Step 1 **5**

Professional develop of high yield and literacy strategies (including IB strategies) through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.

Person Responsible

Mollie Altick-Magill

Schedule

On 5/20/2016

Evidence of Completion

PLC notebook

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

Walk throughs and observations (formal and informal)

Person Responsible

Abbey Mander

Schedule

On 5/20/2016

Evidence of Completion

Identified goals and scales, observation data, student performance data, PLC notebook

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

Review of PLC notebook with student performance data

Person Responsible

Kyle Dresback

Schedule

On 3/31/2016

Evidence of Completion

Formal observation of the PLC notebook and student performance data

G1.B2 Professional development 2

B179229

G1.B2.S1 PLC groups will be encouraged to select needed professional development opportunities, or create them when necessary. 4

S190569

Strategy Rationale

Professional development must be relevant to the task. Allowing the PLC groups to identify the needs they want to address or create a means to address a need they have identified creates ownership.

Action Step 1 5

District and school level professional development opportunities.

Person Responsible

Latasha Bowens

Schedule

On 5/20/2016

Evidence of Completion

Teacher inservice records

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

Classroom walk-thoughts, data talks, PLC notebook reviews with administrator.

Person Responsible

Abbey Mander

Schedule

Every 2 Months, from 8/10/2015 to 3/31/2016

Evidence of Completion

Anecdotal evidence of implementation through PLC notebook reflection piece

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

Review of student assessment data and teacher reflection on instructional practice.

Person Responsible

Kyle Dresback


Schedule

Every 2 Months, from 8/10/2015 to 3/31/2016


Evidence of Completion

Student data PLC notebook will be tracked by the teacher and reviewed during the administrator meetings


G2. Incorporate the FL math standards of practice within our math curriculum. 1

 G068949

G2.B1 Time during the school day 2

 B179230

G2.B1.S1 PLC meetings 4

 S190570

Strategy Rationale

Teachers will collaborate within common subjects to create learning goals and scales as well as common assessments which are designed to promote student reflection and growth

Action Step 1 5

Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.

Person Responsible

Kyle Dresback

Schedule

Biweekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Identified goals and scales, reflections and minutes of PLC meetings

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

Walk-throughs, observations (formal and informal), review of goals and scales at monthly meetings

Person Responsible

Kyle Dresback

Schedule

On 5/20/2016

Evidence of Completion

Identified goals and scales, student work, student performance data, observation data, agenda from meetings with feedback, common assessments, teacher reflection on instruction.

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

Review of PLC notebook with performance data.

Person Responsible

Kyle Dresback

Schedule

Every 2 Months, from 8/10/2015 to 3/31/2016

Evidence of Completion

Formal observation of the PLC notebook and student performance data.

G2.B2 Professional Development 2

B179231

G2.B2.S1 Utilize peer led professional development aimed at specific needs identified through the PLC meeting. 4

S190571

Strategy Rationale

Teachers can identify a need specific to their class and receive the needed professional development through their PLC in order to establish relevance and minimize both cost and disruption.

Action Step 1 5

Utilize peer led professional development aimed at specific needs identified through the PLC meeting.

Person Responsible

Kyle Dresback

Schedule

Biweekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Identified goals and scales, PLC notebooks, PLC minutes, professional development records, teacher reflection on instruction and common assessments.

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

PLC groups will keep minutes of meetings and register professional development offerings through district tracking system.

Person Responsible

Kyle Dresback

Schedule

Every 6 Weeks, from 8/10/2015 to 5/20/2016

Evidence of Completion

PLC groups will provide minutes and professional development reflections through PLC notebooks.

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

Review of professional development reflection pieces, student work, PLC minutes in notebook.

Person Responsible

Kyle Dresback


Schedule

Every 6 Weeks, from 8/10/2015 to 3/31/2016


Evidence of Completion

Professional development reflection pieces, student work, PLC minutes in notebook.

G3. Enhancing PLC collaboration by analyzing data to increase student achievement 1

 G068950

G3.B1 Time during the school day 2

 B179232

G3.B1.S1 Build in additional time to collaborate with peers during the school day 4

 S190572

Strategy Rationale

PLC meetings will allow teachers to enhance collaboration using data to improve instructional practice thereby increasing student achievement.

Action Step 1 5

Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.

Person Responsible

Kyle Dresback

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

PLC notebook

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

Walk throughs, observations (formal and informal), review of PLC notebook at administrative meetings.

Person Responsible

Abbey Mander

Schedule

Every 6 Weeks, from 8/10/2015 to 3/31/2016

Evidence of Completion

student work, student performance data, observation data, agenda from meetings with teacher reflection.

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

Review of PLC notebook with student performance data

Person Responsible

Kyle Dresback


Schedule

On 3/31/2016

Evidence of Completion

Formal observation of the PLC notebook and student performance data

G3.B2 Professional Development 2

 B179233

G3.B2.S1 Teachers will work within PLCs using data to improve instructional practices. 4

 S190573

Strategy Rationale

Through a collaborative effort identify student needs

Action Step 1 5

Meeting with ILC, teachers and district specialists to analyze student data for improvement of instructional practices.

Person Responsible

Mollie Altick-Magill

Schedule

Monthly, from 8/10/2015 to 5/20/2016

Evidence of Completion

PLC notebook

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

Classroom walk-through, review of student data, review of PLC notebook

Person Responsible

Abbey Mander

Schedule

Every 6 Weeks, from 8/10/2015 to 3/31/2016

Evidence of Completion

Student assessment data, teacher PLC notebooks, PLC minutes

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

Review of student performance data, teacher generated common assessment data

Person Responsible

Kyle Dresback

Schedule

Quarterly, from 8/10/2015 to 3/31/2016

Evidence of Completion

Student assessment data from teacher generated common assessments from PLC notebook.

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	Professional develop of high yield and literacy strategies (including IB strategies) through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.	Altick-Magill, Mollie	8/10/2015	PLC notebook	5/20/2016 one-time
G1.B2.S1.A1	District and school level professional development opportunities.	Bowens, Latasha	8/10/2015	Teacher inservice records	5/20/2016 one-time
G2.B1.S1.A1	Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.	Dresback, Kyle	8/10/2015	Identified goals and scales, reflections and minutes of PLC meetings	5/20/2016 biweekly
G2.B2.S1.A1	Utilize peer led professional development aimed at specific needs identified through the PLC meeting.	Dresback, Kyle	8/10/2015	Identified goals and scales, PLC notebooks, PLC minutes, professional development records, teacher reflection on instruction and common assessments.	5/20/2016 biweekly
G3.B1.S1.A1	Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.	Dresback, Kyle	8/10/2015	PLC notebook	5/20/2016 weekly
G3.B2.S1.A1	Meeting with ILC, teachers and district specialists to analyze student data for improvement of instructional practices.	Altick-Magill, Mollie	8/10/2015	PLC notebook	5/20/2016 monthly
G1.MA1	Student work, common assessments, student performance data and teacher reflection on instructional change.	Dresback, Kyle	8/10/2015	PLC notebook, student work and student performance data	3/31/2016 every-2-months
G1.B1.S1.MA1	Review of PLC notebook with student performance data	Dresback, Kyle	8/10/2015	Formal observation of the PLC notebook and student performance data	3/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Walk throughs and observations (formal and informal)	Mander, Abbey	8/10/2015	Identified goals and scales, observation data, student performance data, PLC notebook	5/20/2016 one-time
G1.B2.S1.MA1	Review of student assessment data and teacher reflection on instructional practice.	Dresback, Kyle	8/10/2015	Student data PLC notebook will be tracked by the teacher and reviewed during the administrator meetings	3/31/2016 every-2-months
G1.B2.S1.MA1	Classroom walk-thoughts, data talks, PLC notebook reviews with administrator.	Mander, Abbey	8/10/2015	Anecdotal evidence of implementation through PLC notebook reflection piece	3/31/2016 every-2-months
G2.MA1	Identified goals and scales, student work	Dresback, Kyle	8/10/2015	PLC notebook with goals and scales, student work, student performance data, common assessments and teacher reflections.	3/31/2016 every-6-weeks
G2.B1.S1.MA1	Review of PLC notebook with performance data.	Dresback, Kyle	8/10/2015	Formal observation of the PLC notebook and student performance data.	3/31/2016 every-2-months
G2.B1.S1.MA1	Walk-throughs, observations (formal and informal), review of goals and scales at monthly meetings	Dresback, Kyle	8/10/2015	Identified goals and scales, student work, student performance data, observation data, agenda from meetings with feedback, common assessments, teacher reflection on instruction.	5/20/2016 one-time
G2.B2.S1.MA1	Review of professional development reflection pieces, student work, PLC minutes in notebook.	Dresback, Kyle	8/10/2015	Professional development reflection pieces, student work, PLC minutes in notebook.	3/31/2016 every-6-weeks
G2.B2.S1.MA1	PLC groups will keep minutes of meetings and register professional development offerings through district tracking system.	Dresback, Kyle	8/10/2015	PLC groups will provide minutes and professional development reflections through PLC notebooks.	5/20/2016 every-6-weeks
G3.MA1	PLC notebooks, student work and common assessments	Dresback, Kyle	8/10/2015	PLC notebook with student work and student performance data	3/31/2016 every-6-weeks
G3.B1.S1.MA1	Review of PLC notebook with student performance data	Dresback, Kyle	8/10/2015	Formal observation of the PLC notebook and student performance data	3/31/2016 one-time
G3.B1.S1.MA1	Walk throughs, observations (formal and informal), review of PLC notebook at administrative meetings.	Mander, Abbey	8/10/2015	student work, student performance data, observation data, agenda from meetings with teacher reflection.	3/31/2016 every-6-weeks
G3.B2.S1.MA1	Review of student performance data, teacher generated common assessment data	Dresback, Kyle	8/10/2015	Student assessment data from teacher generated common assessments from PLC notebook.	3/31/2016 quarterly
G3.B2.S1.MA1	Classroom walk-through, review of student data, review of PLC notebook	Mander, Abbey	8/10/2015	Student assessment data, teacher PLC notebooks, PLC minutes	3/31/2016 every-6-weeks

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. Incorporate the FL literacy anchor standards across the school.

G1.B1 Time during the school day

G1.B1.S1 PLC meetings

PD Opportunity 1

Professional develop of high yield and literacy strategies (including IB strategies) through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.

Facilitator

Principal, Assistant Principals, Instructional Literacy Coach

Participants

Principal, Assitant Principals, Instructional Literacy Coach

Schedule

On 5/20/2016

G1.B2 Professional development

G1.B2.S1 PLC groups will be encouraged to select needed professional development opportunities, or create them when necessary.

PD Opportunity 1

District and school level professional development opportunities.

Facilitator

Various district and school employees offer a variety of PD opportunities for FL literacy standards

Participants

teacher

Schedule

On 5/20/2016

G2. Incorporate the FL math standards of practice within our math curriculum.

G2.B1 Time during the school day

G2.B1.S1 PLC meetings

PD Opportunity 1

Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.

Facilitator

Principal, Assistant Principals, District CAST Members, Math Department Chair

Participants

Principal, Assitant Principals, District CAST Members, Math Department Chair

Schedule

Biweekly, from 8/10/2015 to 5/20/2016

G2.B2 Professional Development

G2.B2.S1 Utilize peer led professional development aimed at specific needs identified through the PLC meeting.

PD Opportunity 1

Utilize peer led professional development aimed at specific needs identified through the PLC meeting.

Facilitator

Kim Wuellner and Donna Soncrant

Participants

Math Department

Schedule

Biweekly, from 8/10/2015 to 5/20/2016

G3. Enhancing PLC collaboration by analyzing data to increase student achievement

G3.B1 Time during the school day

G3.B1.S1 Build in additional time to collaborate with peers during the school day

PD Opportunity 1

Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.

Facilitator

Administration, Instructional Literacy Coach, Department Chairs

Participants

Principal, Assistant Principals, Department Chairs, Teachers

Schedule

Weekly, from 8/10/2015 to 5/20/2016

G3.B2 Professional Development

G3.B2.S1 Teachers will work within PLCs using data to improve instructional practices.

PD Opportunity 1

Meeting with ILC, teachers and district specialists to analyze student data for improvement of instructional practices.

Facilitator

Mollie Altick-Magill

Participants

Instructional staff

Schedule

Monthly, from 8/10/2015 to 5/20/2016

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	Professional develop of high yield and literacy strategies (including IB strategies) through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.				\$0.00
2	G1.B2.S1.A1	District and school level professional development opportunities.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$7,000.00
3	G2.B1.S1.A1	Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.				\$0.00
4	G2.B2.S1.A1	Utilize peer led professional development aimed at specific needs identified through the PLC meeting.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$7,000.00
5	G3.B1.S1.A1	Collaborating, working in like subject areas through PLCs. Funds are directed toward materials, projects equipment and/or enhancements to classrooms, teacher lessons or professional development.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$7,000.00
6	G3.B2.S1.A1	Meeting with ILC, teachers and district specialists to analyze student data for improvement of instructional practices.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$7,000.00
Total:						\$28,000.00