School Demographics

School Type and Grades Served (per MSID File) 2016-17 Title I School 2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)

| High School 9-12 | No | 15% |

Primary Service Type (per MSID File) Charter School 2016-17 Minority Rate (Reported as Non-white on Survey 2)

| K-12 General Education | No | 25% |

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A</td>
<td>A*</td>
<td>B</td>
</tr>
</tbody>
</table>

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at [https://www.floridaCIMS.org](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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- Targeted Support and Improvement - A school with a current school grade of an initial D.
- Comprehensive Support and Improvement - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Allen D Nease Senior High School

<table>
<thead>
<tr>
<th>DA Region and RED</th>
<th>DA Category and Turnaround Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast - Wayne Green</td>
<td>Not In DA - N/A</td>
</tr>
</tbody>
</table>
A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, Leadership skills through World Cultural Geography, and an incredible 9th grade transition program sponsored by Link Crew.
Currently, there are over 60 extra-curricular clubs 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.'

b. 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.

c. 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.

d. 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).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our goal is to increase the number of parent volunteer hours at Nease High School to five hours per student, which would total 12,000 hours based on enrollment in 2017. 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 Blackboard connect.

2. 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.

C. Effective Leadership
1. School Leadership Team

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kunze, Lisa</td>
<td>Principal</td>
</tr>
<tr>
<td>Mander, Abbey</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Bowens, Latasha</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>LaRochelle, Scott</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Tusing, Joseph</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Tewey, Debra</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Combs, Jaime</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Goodman, Cheryl</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Maynard, David</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Davis, Melissa</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Banton, Ted</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Harden, Daphne</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>O'Connell, Katherine</td>
<td>Dean</td>
</tr>
<tr>
<td>Kennedy, Missy</td>
<td>Other</td>
</tr>
<tr>
<td>Gebauer, Kelli</td>
<td>Teacher, K-12</td>
</tr>
</tbody>
</table>

**b. Duties**

1. **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 RtI 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 RtI students into the RtI folder
   - Updates data into the RtI digital database
   - Schedules meetings to review RtI 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 RtI procedures, progress monitoring and related interventions
-Finalizes RtI referral packet and submits to LEA

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.: 
<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Carver</td>
<td>Principal</td>
</tr>
<tr>
<td>Jamichwa Desmore</td>
<td>Education Support Employee</td>
</tr>
<tr>
<td>Christina Talbot</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lena Ford</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Dustin Vaughn</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Jennifer Zeiller</td>
<td>Parent</td>
</tr>
<tr>
<td>Tina Willis</td>
<td>Teacher</td>
</tr>
<tr>
<td>Amrita Bhargava</td>
<td>Parent</td>
</tr>
<tr>
<td>Sierra Vidales</td>
<td>Student</td>
</tr>
<tr>
<td>Sneha Kapil</td>
<td>Student</td>
</tr>
<tr>
<td>Jonathan Kurian</td>
<td>Student</td>
</tr>
<tr>
<td>Carolyn Millian</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jan Sweet</td>
<td>Business/Community</td>
</tr>
</tbody>
</table>

**b. Duties**

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

   The school’s response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

   a. **Evaluation of last year's school improvement plan**

   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.

   b. **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.

   c. **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.

2. **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)
3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
   Yes

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

3. Literacy Leadership Team (LLT)

   a. Membership
      Identify the name and position title for each member of the school-based LLT or similar group, if applicable:

      | Name            | Title            |
      |-----------------|------------------|
      | Kunze, Lisa     | Principal        |
      | Mander, Abbey   | Assistant Principal |
      | Bowens, Latasha | Assistant Principal |
      | Davis, Melissa  | Teacher, K-12    |
      | LaRochelle, Scott | 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 |
      | Banton, Ted     | Assistant Principal |

   b. Duties

      1. Describe how the LLT or similar group promotes literacy within the school, if applicable

         Our focus for this year is on professional learning communities integrating Florida 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.

         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 teaching Florida standards.

         All reading classes use Achieve 3000 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.

D. Public and Collaborative Teaching

   The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

   1. 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.

2. 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. Teachers are assigned a mentor and attend monthly New to Nease teacher meetings.

3. Describe the school’s teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are given a mentor. These mentors help with classroom management, lesson planning, grade process instruction, attendance, parent communication skills, and classroom behavior management.

New teacher meetings are held during pre-planning and monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

   a. Instructional Programs

    1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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 are planning their learning opportunities for students using their unit scale. After each learning opportunity, teachers are monitoring students for understanding. Teachers are then planning differentiated learning opportunities based on student needs.

On a larger scale with the scheduling, students are placed into intensive reading or intensive math based on FSA or EOC data, so remediation of standards can be provided.

2. 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:

<table>
<thead>
<tr>
<th>Strategy: After School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year:</td>
</tr>
</tbody>
</table>

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 our 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.

b. College and Career Readiness

1. *Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*  
   
   Students are given input in career path selections with IB, AP and Honors courses. The students may also select from career 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.

2. *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

3. **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.

4. **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. Increase the number of students making gains on the FSA ELA.

G2. Increase students making learning gains on Algebra and Geometry EOCs.

G3. Increase student performance on Science and US History EOCs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.
G1. Increase the number of students making gains on the FSA ELA.  

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSAA ELA Achievement</td>
<td>70.0</td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**

- All teachers having academic rigor in every course.
- Common assessments written infrequently and with questions that are too low.

**Resources Available to Help Reduce or Eliminate the Barriers**

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

**Plan to Monitor Progress Toward G1.**

Student data on common assessments and district assessments

**Person Responsible**

Lisa Kunze

**Schedule**

Every 6 Weeks, from 8/10/2016 to 3/31/2017

**Evidence of Completion**

assessment data
G2. Increase students making learning gains on Algebra and Geometry EOCs. 1a

Targets Supported 1b

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMO Math - All Students</td>
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</table>

Targeted Barriers to Achieving the Goal 3

- All teachers teaching the standards with academic rigor.
- Common assessments written infrequently and with too many low questions.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion
G3. Increase student performance on Science and US History EOCs. 1a

Targets Supported 1b

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio I EOC Pass</td>
<td>94.0</td>
</tr>
<tr>
<td>U.S. History EOC Pass</td>
<td>91.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal 3

- All teachers teaching standards with academic rigor.
- Common assessments written infrequently and with too many low questions.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion
Action Plan for Improvement

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

**Problem Solving Key**

G = Goal  
B = Barrier  
S = Strategy

1 = Problem Solving Step  
S123456 = Quick Key

**G1. Increase the number of students making gains on the FSA ELA.** 1

**G1.B1 All teachers having academic rigor in every course.** 2

**G1.B1.S1 Teachers unpacking standards and writing scales within their PLC.** 4

**Strategy Rationale**

Teachers will use their scale to plan their lessons ensuring rigor.

**Action Step 1** 5

Professional development on how to unpack standards and write scales.

**Person Responsible**

Lisa Kunze

**Schedule**

Quarterly, from 8/3/2016 to 5/24/2017

**Evidence of Completion**

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

Walk throughs and observations (formal and informal)

Person Responsible
Lisa Kunze

Schedule
On 5/24/2017

Evidence of Completion
unit scales

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

Administrators will review scale and unit plans during every observation.

Person Responsible
Lisa Kunze

Schedule
Every 6 Weeks, from 8/10/2016 to 3/31/2017

Evidence of Completion
Unit scales and plans
**G1.B2** Common assessments written infrequently and with questions that are too low.

**G1.B2.S1** PLC groups will write their common assessments with 20% low questions, 60% moderate, and 20% high

---

**Strategy Rationale**

Students need practice with moderate and high level questioning throughout the year to ensure they are ready for FSA ELA.

---

**Action Step 1**

Professional development will be provided at the school level.

- **Person Responsible**
  Lisa Kunze

- **Schedule**
  Monthly, from 8/10/2016 to 5/24/2017

- **Evidence of Completion**
  Teacher inservice records

---

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

During observations, common assessments will be reviewed.

- **Person Responsible**
  Lisa Kunze

- **Schedule**
  Every 2 Months, from 8/10/2016 to 3/31/2017

- **Evidence of Completion**
  common assessments
Plan to Monitor Effectiveness of Implementation of G1.B2.S1

Data will be compared using common assessments and district assessments.

**Person Responsible**

Lisa Kunze

**Schedule**

Every 2 Months, from 8/10/2016 to 3/31/2017

**Evidence of Completion**

assessment data

---

**G2. Increase students making learning gains on Algebra and Geometry EOCs.**

**G2.B1 All teachers teaching the standards with academic rigor.**

**G2.B1.S1 Teachers unpacking standards and writing scales with their PLC.**

**Strategy Rationale**

Common discussion about standards and scales will help every teacher with their understanding.

**Action Step 1**

Teachers will be trained on how to unpack standards and write unit scales.

**Person Responsible**

Lisa Kunze

**Schedule**

Weekly, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

Unit scales
Plan to Monitor Fidelity of Implementation of G2.B1.S1

During observations administrators will review unit scales.

Person Responsible
Lisa Kunze

Schedule
On 5/24/2017

Evidence of Completion
Unit scales

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

Student data on common assessments and district assessments.

Person Responsible
Lisa Kunze

Schedule
Every 2 Months, from 8/10/2016 to 3/31/2017

Evidence of Completion
data from assessments
**G2.B2** Common assessments written infrequently and with too many low questions.

**G2.B2.S1** Teachers will write common assessments with 20% questions low, 60% moderate and 20% high.

---

**Strategy Rationale**

Students will have more practice answering moderate and high level questions.

---

**Action Step 1**

PLCs will write their common assessments for every unit with 20% low questions, 60% moderate, and 20% high.

**Person Responsible**

Lisa Kunze

**Schedule**

Weekly, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

Common unit assessments

---

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

Student data on common assessments and district assessments.

**Person Responsible**

Lisa Kunze

**Schedule**

Every 6 Weeks, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

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

Person Responsible

Schedule

**Evidence of Completion**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G3. Increase student performance on Science and US History EOCs.</td>
</tr>
<tr>
<td>2</td>
<td>G3.B1 All teachers teaching standards with academic rigor.</td>
</tr>
<tr>
<td>4</td>
<td>G3.B1.S1 Teachers will unpack standards and write unit scale in their PLC.</td>
</tr>
</tbody>
</table>

**Strategy Rationale**
Teachers will have common understanding about standards.

**Action Step 1**
Teachers will be taught how to unpack standards and write unit scales.

**Person Responsible**
Lisa Kunze

**Schedule**
Weekly, from 8/10/2016 to 5/24/2017

**Evidence of Completion**
PLC portfolio

During observations administrators will review unit scales.

**Person Responsible**
Lisa Kunze

**Schedule**
Every 6 Weeks, from 8/10/2016 to 5/24/2017

**Evidence of Completion**
unit scales


Student data on common unit assessments and district assessments.

**Person Responsible**
Lisa Kunze

**Schedule**
On 3/31/2017

**Evidence of Completion**
student data

G3.B2.S1 PLC groups will write their common assessments with 20% low questions, 60% moderate and 20% high.

Strategy Rationale

Teachers will have good data to evaluate every student's understanding of the standards.

Action Step 1

Teachers will be trained on Webb's depth of knowledge.

Person Responsible

Lisa Kunze

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

PLC portfolio


Administrators will review common assessments during classroom observations.

Person Responsible

Lisa Kunze

Schedule

Every 6 Weeks, from 8/10/2016 to 3/31/2017

Evidence of Completion

common assessments

Student data on common unit assessments and district assessments.

**Person Responsible**

Lisa Kunze

**Schedule**

Quarterly, from 8/10/2016 to 3/31/2017

**Evidence of Completion**

data
# IV. Implementation Timeline

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2 B2. S1.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
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<td></td>
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<tr>
<td>G2.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3 B2.S1.MA1</td>
<td>Student data on common unit assessments and district assessments.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 data</td>
<td>3/31/2017 quarterly</td>
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</tr>
<tr>
<td>G3 B2.S1.MA1</td>
<td>Administrators will review common assessments during classroom observations.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 common assessments</td>
<td>3/31/2017 every-6-weeks</td>
<td></td>
</tr>
<tr>
<td>G1 B1. S1.MA1</td>
<td>Administrators will review scale and unit plans during every observation.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 Unit scales and plans</td>
<td>3/31/2017 every-6-weeks</td>
<td></td>
</tr>
<tr>
<td>G1 B2. S1.MA1</td>
<td>Data will be compared using common assessments and district assessments.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 assessment data</td>
<td>3/31/2017 every-2-months</td>
<td></td>
</tr>
<tr>
<td>G1 B2. S1.MA1</td>
<td>During observations, common assessments will be reviewed.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 common assessments</td>
<td>3/31/2017 every-2-months</td>
<td></td>
</tr>
<tr>
<td>G3 B1. S1.MA1</td>
<td>Student data on common unit assessments and district assessments.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 student data</td>
<td>3/31/2017 one-time</td>
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</tr>
<tr>
<td>G2 B1. S1.MA1</td>
<td>Student data on common assessments and district assessments.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 data from assessments</td>
<td>3/31/2017 every-2-months</td>
<td></td>
</tr>
<tr>
<td>G1 MA1</td>
<td>Student data on common assessments and district assessments.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 assessment data</td>
<td>3/31/2017 every-6-weeks</td>
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<tr>
<td>G2 B1. S1.MA1</td>
<td>During observations administrators will review unit scales.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 Unit scales</td>
<td>5/24/2017 one-time</td>
<td></td>
</tr>
<tr>
<td>G2 B1. S1.A1</td>
<td>Teachers will be trained on how to unpack standards and write unit scales.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 Unit scales</td>
<td>5/24/2017 weekly</td>
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</tr>
<tr>
<td>G2 B2. S1.MA1</td>
<td>Student data on common assessments and district assessments.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 data</td>
<td>5/24/2017 every-6-weeks</td>
<td></td>
</tr>
<tr>
<td>G2 B2. S1.A1</td>
<td>PLCs will write their common assessments for every unit with 20% low questions, 60% moderate, and...</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 Common unit assessments</td>
<td>5/24/2017 weekly</td>
<td></td>
</tr>
<tr>
<td>G1 B2. S1.A1</td>
<td>Professional development will be provided at the school level.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 Teacher inservice records</td>
<td>5/24/2017 monthly</td>
<td></td>
</tr>
<tr>
<td>G3 B1. S1.MA1</td>
<td>During observations administrators will review unit scales.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 unit scales</td>
<td>5/24/2017 every-6-weeks</td>
<td></td>
</tr>
<tr>
<td>G3 B1. S1.A1</td>
<td>Teachers will be taught how to unpack standards and write unit scales.</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 PLC portfolio</td>
<td>5/24/2017 weekly</td>
<td></td>
</tr>
<tr>
<td>G1 B1. S1.MA1</td>
<td>Walk throughs and observations (formal and informal)</td>
<td>Kunze, Lisa</td>
<td>8/10/2016 unit scales</td>
<td>5/24/2017 one-time</td>
<td></td>
</tr>
</tbody>
</table>
V. Professional Development Opportunities

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

**G1. Increase the number of students making gains on the FSA ELA.**

**G1.B1** All teachers having academic rigor in every course.

**G1.B1.S1** Teachers unpacking standards and writing scales within their PLC.

**PD Opportunity 1**

Professional development on how to unpack standards and write scales.

**Facilitator**

Principal, Assistant Principals

**Participants**

teachers

**Schedule**

Quarterly, from 8/3/2016 to 5/24/2017

**G1.B2** Common assessments written infrequently and with questions that are too low.

**G1.B2.S1** PLC groups will write their common assessments with 20% low questions, 60% moderate, and 20% high.

**PD Opportunity 1**

Professional development will be provided at the school level.

**Facilitator**

Administrators

**Participants**

teachers

**Schedule**

Monthly, from 8/10/2016 to 5/24/2017
G2. Increase students making learning gains on Algebra and Geometry EOCs.

G2.B1 All teachers teaching the standards with academic rigor.

| G2.B1.S1 Teachers unpacking standards and writing scales with their PLC. |
| PD Opportunity 1 |
| Teachers will be trained on how to unpack standards and write unit scales. |
| **Facilitator** |
| Principal |
| **Participants** |
| Teachers |
| **Schedule** |
| Weekly, from 8/10/2016 to 5/24/2017 |

G2.B2 Common assessments written infrequently and with too many low questions.

| G2.B2.S1 Teachers will write common assessments with 20% questions low, 60% moderate and 20% high. |
| PD Opportunity 1 |
| PLCs will write their common assessments for every unit with 20% low questions, 60% moderate, and 20% high. |
| **Facilitator** |
| Lisa Kunze |
| **Participants** |
| Teachers |
| **Schedule** |
| Weekly, from 8/10/2016 to 5/24/2017 |
G3. Increase student performance on Science and US History EOCs.

G3.B1 All teachers teaching standards with academic rigor.

G3.B1.S1 Teachers will unpack standards and write unit scale in their PLC.

PD Opportunity 1

Teachers will be taught how to unpack standards and write unit scales.

Facilitator
Lisa Kunze

Participants
Teachers

Schedule
Weekly, from 8/10/2016 to 5/24/2017


G3.B2.S1 PLC groups will write their common assessments with 20% low questions, 60% moderate and 20% high.

PD Opportunity 1

Teachers will be trained on Webb's depth of knowledge.

Facilitator
Lisa Kunze

Participants
teachers

Schedule
Monthly, from 8/10/2016 to 5/24/2017

<table>
<thead>
<tr>
<th>VII. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
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<td>2</td>
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0251 - Allen D Nease Senior High School
<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
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<td>Teachers will be trained on how to unpack standards and write unit scales.</td>
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<td>4</td>
<td>G2.B2.S1.A1</td>
<td>PLCs will write their common assessments for every unit with 20% low questions, 60% moderate, and 20% high.</td>
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<td>5</td>
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<td>Teachers will be taught how to unpack standards and write unit scales.</td>
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<td>0251 - Allen D Nease Senior High School</td>
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<td>6</td>
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<td>Teachers will be trained on Webb’s depth of knowledge.</td>
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<td>0251 - Allen D Nease Senior High School</td>
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