

Santa Rosa County District Schools

School Improvement Plan

2017-2018



Gulf Breeze High School

School

Daniel Brothers

Principal

Principal--Signature

Joanne Haynes

School Advisory Chair

School Advisory Chair—Signature

District Mission

Preparing students for success by providing a superior, relevant education

District Vision

Our students will be productive, successful contributors to society.

School Mission

To achieve and maintain an academic community that fosters achievement for all students, regardless of ability and background. The teachers, students, administration, staff, parents, and community assume responsibility the achievement and progress of each student. Ultimately, we must prepare our students to be problem-solving, creative, productive, and responsible citizens in an ever-changing world.

School Vision

Student learning is the highest priority for our school and that clear goals and high expectations for student achievement should guide our curriculum and extracurricular activities.

The learning environment must honor academic achievement, innovation, diversity, and personal expression in a safe, respectful, and supportive manner.

Our curriculum and the personal example we set should foster strong personal values in our students.

A commitment to continuous improvement is imperative if our school is to keep pace with rapidly evolving technology and to continue to inspire our students to become confident, self-directed, life-long learners.

Date of School Board Approval _____

Santa Rosa School Improvement Plan- 2017-2018

Part I- Current School Status

1. Describe the involvement of the School Advisory Council in the development of this plan.

Council members: Joanne Haynes (Chairperson), Grace Garbell (12th), Ana DeCesare (11th), Katie Russell (10th), Lauren Thompson (9th), Anita Marie Hitchcock (Past Chairperson/ Bus. Comm. Ldr.), Bo Marks (Vice Chairperson/Bus. Comm. Ldr.), Buz Eddy (Bus. Comm. Ldr.), Nathan Ford (Bus. Comm. Ldr.), Donna Richards (PTSO Rep.), Jim Docherty (Parent), Lisa Compton (Parent), Michaela Zimmer (Parent), Lisa Aylstock (Parent), Dan Hecht (Parent), Jay Matthews (Teacher), Pierce Taylor (Teacher), Sarah Barker (Dean of Students/Secretary), Margaret Whibbs (Teacher), Cynthia Murray (Support Personnel), Daniel Brothers (Principal).

The council's input is sought in utilization of the school's operating budget, and the council is also used as a "sounding board" for various community, curricular and policy initiatives that may come before the school. The meetings are noted for their open atmosphere with a genuine sharing of ideas and thoughts. The Advisory Council at Gulf Breeze High School has been a positive and supportive organization.

2. Describe the activities of the School Advisory Council anticipated for the 2017-2018 school year including the monitoring of this School Improvement Plan.

Gulf Breeze High School's Advisory Council meets monthly during the school year. The council is elected by the school's stakeholders (parents, community members, staff) as described in the School Advisory Council's bylaws. It is composed of community and parent representatives (this group represents the largest percentage of voting members) as well as members of the school's staff. The primary function of the council is to develop and oversee the implementation of the School Improvement Plan and the School Improvement Plan's Budget. It is the sole body responsible for final decision-making at the school relating to the implementation of the provisions of Sections 100.42(16) and 1008.345, F.S. (School Improvement). It will also allocate funds for teacher-initiated projects related to School Improvement Plan goals. Data Reviews are presented to the council several times a year. The council's meetings are open to the public and input is solicited, although only duly-elected council members are allowed to make motions and cast votes. A quorum must be present in order for motions to be made and action to be taken. Meetings are announced in advance via the Gulf Breeze News, the school website and the school message board in accordance with the SAC bylaws.

Multi-Tiered System of Supports (MTSS)

School-Based MTSS Team

A. Identify the school-based MTSS leadership team members.

MTSS Core Leadership Team members are as follows: Daniel Brothers, Principal; Tori Baker, Assistant Principal; Jon Watts, Assistant Principal; Patrick Keen, Sarah Barker (Chairpersons & Deans of Students); Shelly Crisco, School Social Worker; Lana Kaufman, CDAC/ECHO Counselor; Annette Edwins, Ashley Turner, Kayla Graham, Jessica Howie, guidance counselors; David Eskridge, School Resource Officer; Jessica Barnes, ESE Department Chair; Joe Salter, Military and Family Life Counselor. MTSS also includes 20 teachers/faculty members who are mentors in our program.

B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).

MTSS meetings are held monthly and provide a forum for attendance, behavior, and academic progress reports, as well as discussion of any other red flags that have arisen that might endanger success for a student. The chairperson, Sarah Barker, leads the discussion of students that were identified as needing mentors for the 2017-2018 school year. Each mentor shares the information that is recorded on their monthly mentoring documentation (student's progress monitoring plan in SMART). Additionally, the results from faculty engagement meetings/department meetings are reviewed, and students who demonstrate needs are discussed and interventions are assigned to meet specific student needs. Interventions already in place are reviewed and revised as needed, based on student results. In order to be able to review all this data at each meeting, much has gone on behind the scenes to create a network of support across the curriculum and with all available resources for students.

Interventions discussed are for general education students of all academic achievement levels, self-contained ESE students, and ESOL students placed within either of these academic paths. Attention is given to all subgroups and groups, as well as individual data. Collaborations on behalf of lowest performing students includes input from the intervention teacher of record. Other professionals are included in meetings based on individual student needs.

The past focus has been on Tier 1 and Tier 3 students as the most urgent focus. This year's focus will still include Tiers 1 and 3, but the specific focus will be on Tier 2 students in an effort to close the gap before their needs progress to Tier 3 levels. All students currently assigned a mentor for the 2017-2018 school year are considered Tier 2 in our MTSS process.

C. Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP).

All members participate in the collection, interpretation, and analysis of data and the development of intervention plans. They also provide support for intervention fidelity as appropriate to their roles. They collaborate on problem-solving activities at each step of the MTSS process from data collection and analysis, to intervention planning and program evaluation.

Patrick Keen and Sarah Barker: (Chairpersons) Plan and facilitate all meetings, coordinate with other team members on specific student progress and intervention effectiveness. Oversee the mentoring program and monitor PMP's on SMART. Send monthly MTSS email tips and suggestions, and coordinate all MTSS activities. Meet with individual departments/teachers on implementing MTSS strategies in the classroom.

Tori Baker: Assistant Principal of Guidance and Curriculum. Participate in implementing interventions as appropriate, provide school-wide data as needed, and report on District MTSS information for implementation. Provide professional development as needed.

Shelly Crisco: Social Worker/Truancy - Process referrals for truancy and report on home visits.

Lana Kaufman: CDAC/ECHO Counselor. Provide input as appropriate on intervention groups and individuals. Provide information on available services and process referrals for them.

Jon Watts: Assistant Principal. Provide support through school-wide academic or guidance –related MTSS initiatives. Gathers and provides attendance/truancy information monthly, as well as current interventions in place.

Annette Edwins, Ashley Turner, Jessica Howie, Kayla Graham: Guidance counselors who each represent an alphabetical segment of the student population. Provide updates on students who are in academic distress and in graduation jeopardy. They also report on progress with various non-academic student needs.

Joe Salter: Military and Family Life Counselor who provides input regarding assistance available for military dependent support.

Jessica Barnes: ESE Department Chairperson/ Inclusion Teacher. Participates in identifying student needs and provide updates on ongoing intervention monitoring.

The GBHS MTSS leadership team focuses on ways our faculty and staff can implement strategies and school-based solutions of student problems within our control, while understanding a student's barriers to learning that are beyond our control. As a result, our mission is simple: we seek to identify students who have issues that affect learning and school success, and then identify how we can use school-based services or instructional intensity to impact those issues.

D. Describe how the problem-solving process was used in developing and implementing the SIP

The GBHS MTSS leadership team focuses on ways our faculty and staff can implement strategies and school-based solutions of student problems within our control, while understanding a student's barriers to learning that are beyond our control. As a result, our mission is simple: we seek to identify students who have issues that affect learning and school success, and then identify how we can use school-based services or instructional intensity to impact those issues.

The goal of this mission is graduation for all students, especially those who might feel the gap between current success and graduation is too wide to cross. Additionally, we are tasked with helping all students reach their potential - by extending learning for students who are already proficient in all key areas. Our desire is that our students don't just make it across the stage at graduation, but that they are prepared for creating success in their adult life after they graduate.

These concepts are the reason there is a School Improvement Plan because they clearly identify our school's role in this community and our responsibility to our students. We identified our areas of success and our areas for growth in prior years, but our responsibility to this year's students is a vision for their success now, and in the future.

As a result, all programs, all initiatives, and all curricula reflect our PURPOSE – to act in the best interests of our students. We constantly enlarge our PERSPECTIVE with our purpose in mind, see POSSIBILITIES, and incorporate them into PRACTICE. This is our School Improvement Plan in action.

To accomplish this goal, our MTSS team, with the guidance of administrative vision, used the problem-solving process to determine what we wanted our students to do, used data to analyze why the problems were occurring, and then developed a plan to address these problems by setting a goal, establishing interventions, and strategically carrying out those interventions. Constant monitoring and revising the plan as needed should help us achieve our MTSS/School Improvement goals.

Our MTSS plan for this year includes the following four focus areas for school improvement:

- 1) More effectively identify Tier 2 students in need of supplemental support. Identify and communicate interventions and strategies to teachers, providing professional development and instructional coaching as needed.
- 2) Provide individual mentoring by using 3 markers: academics, attendance, and discipline.
- 3) Establish school-based solutions for barriers within our control. This will include a team of teachers and administrators who will meet regularly with individuals to address their individual barriers to success.
- 4) Document all interventions using PMP's in SMART to track progress so reflection on successes/challenges can be readily attained.

MTSS Implementation

E. Provide the data source(s) used at each tier for academics (ELA, mathematics, social studies, science) and behavior (attendance/discipline)

- Tier I Academics- FSA, Unify, PERT, End of Course Exam data, SMART Reports, Classroom data, IEP Requirements
- Tier I- Behavior- SMART Discipline and Attendance Tools, Teacher reflection sheets, SMART Progress Monitoring Tool
- Tier II Academics- ACT Compass, Classroom documentation, Unify, CommonLit, SMART Progress Monitoring Tool, IEP requirements
- Tier II- Behavior- SMART Discipline and Attendance tools, Behavior Contracts, Behavior Intervention Plans, MTSS Intervention Strategies including regular mentoring reports
- Tier III Academics- ACT Compass, Classroom documentation, Unify, CommonLit, SMART Progress Monitoring Tool, IEP requirements
- Tier III- Behavior- Behavior Contracts, Behavior Intervention Plans, Ripple Effects, MTSS Intervention Strategies including regular mentoring reports and other services as needed

F. Describe the plan to train staff on MTSS during the 2017-2018 school year.

The following are action plans, but the overall PD timeline is TBA. (Plan for 1st Nine Weeks is listed below the overview of this year's goals.)

Goal #1: Identify Tier 2 students, and through collaboration, develop and communicate strategies and interventions to teachers.

- Increase teacher awareness of the role and purpose of MTSS and their role in the process.
- Provide monthly MTSS tips and suggestions through email to faculty.
- Define objectives for teachers regarding Tier 1 and Tier 2 strategies.
- Include MTSS strategies into individual teacher PMPs.

Goal #2: Provide individual and small group mentoring by using 3 markers: academics, attendance, and discipline.

- Recruit mentors and provide them with tools to be successful.
- Provide mentor training and professional development.
- Create and monitor PMP's in SMART on students assigned mentors through MTSS.

Goal #3: Identify and make known a strategic list of students who qualify for Tier 2 and Tier 3 interventions, noting successful prior interventions.

- Improve school's communication across content and program areas regarding the Tier 2 and Tier 3 students and their interventions
- Encourage collaboration and improve communication regarding effective strategies for intervention with data evidence.
- Provide professional development and resources, noting individual teacher needs. Provide teachers with layered support of implementation as needed.

Goal #4: Document the process and share pertinent information to teachers. Adapt, change, and re-tool as needed.

- Utilize technology (SMART, One Note, PPT, Z: drive) to streamline the documentation process for teachers.
- Establish an atmosphere of sharing information throughout the school.
- Establish a consistent meeting time for MTSS and include on school calendar.
- Continuously adapt to meet needs as they arise.
- As an MTSS committee, continuously provide and analyze feedback for improvement of the MTSS process, keeping our PURPOSE in mind.

Plans for the 1st Nine Weeks include the following:

- Inform teachers about the role of MTSS as well as their role in the process.
- Initiate mentoring and assign students mentors from the MTSS team. Conscientiously working toward adapting its implementation and measuring its success.
- Identify a strategic list of successful prior intervention strategies.
- Documentation of process and sharing of pertinent information with teachers.
- Adapt, change, and re-tool the monthly MTSS meeting as needed.

G. Early Warning System--The Early Warning System has been extended to include students in kindergarten through grade 8. The Early Warning System will identify students with a course failure in English Language Arts or math for any grading period and identify substantial Reading deficiencies for K- 3rd students. The school MTSS team is responsible for monitoring Early Warning System data and implementing appropriate intervention strategies for a student who exhibits two or more early learning indicators unless the student is already being served by an intervention program.

4. Effective and Highly Effective Teachers

Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible
The school district assumes all responsibility in recruiting and retaining high quality and effective teachers through a rigorous hiring and evaluation process, feedback and improvement of instruction follows the research-based Marzano process.	Assistant Superintendent of Human Resources Conni Carnley

5. Non-Highly Effective Instructors

Provide the number of instructional staff teaching out-of-field and received a less than an effective rating.

Number of instructional staff and paraprofessionals teaching out-of-field and who received <i>less than</i> an effective rating.	Strategies to support the staff in becoming highly effective
Instructors out of field – 1 Instructors with less than effective rating - 0	The school administration follows the district’s research-based guidelines regarding observations, feedback, and evaluation of employees. High quality professional development is provided at the school and district level based on need demonstrated through district, school, and/or individual employee performance data.

6. Title I Schools (*not applicable for Gulf Breeze High School*)

A. As applicable, describe how federal, state, and local services and programs will be coordinated and integrated in the school.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title IX- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start

Part II-Expected Outcomes

Area 1- Schoolwide Barriers to Proficiency/ Graduation - *Required for primary, elementary, middle and high schools.*

Data Source for this Schoolwide Goal: Marzano Rubric for Observation	2016-17 Year-end Results PDP Data	2017-18 Year-end Goal PDP Data	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Deeper understanding of rigorous instruction in the classroom.	A. PLC's for teachers and administrators	Administrators	Use of My PD data for PDP student and teacher goals/outcome statement
	B. New teacher meetings	Tori Baker, AP of Guidance; Amy Parker, Teacher; Misty Meredith, Teacher	Use of My PD data for PDP student and teacher goals/outcome statement

Data Source for this Schoolwide Goal: Attendance Rate	2016-17 Year-end Results (%/#): 94 %	2017-18 Year-end Goal (%/#): 96%	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2. Making learning and success the priority in the absence of an exam exemption policy.	A. Letter mailed to parent at 5 absences in 30 days or 10 in semester	Administrators, deans, guidance counselors, social worker, attendance clerk	SMART data checks, parent conferences, parent communication through letters mailed home
	B. Parent conferences with admin/deans/guidance at 5 unexcused absences	Administrators, deans, guidance counselors, social worker, attendance clerk	SMART data checks, parent conferences, parent communication through letters mailed home
	C. After 10 absences in a semester, official documentation required	Administrators, deans, guidance counselors, social worker, attendance clerk	SMART data checks, parent conferences, parent communication through letters mailed home

ENGLISH LANGUAGE ARTS

Area 2: English Language Arts (ELA) (2A-2G)

2A-2B. - Required for primary, elementary, middle and high schools.

2A. Percentage scoring at or above level 3.		2B. Percentage scoring at or above level 4.	
2016-17 DEA Reading Test D Year-end Results (%/#): _____ <i>For Primary Schools Only</i>	2016-17 FSA ELA Year-end Results (%/#): 73.52% <i>For Non-Primary Schools</i>	2016-17 DEA Reading Test D Year-end Results (%/#): _____ <i>For Primary Schools Only</i>	2016-17 FSA ELA Year-end Results (%/#): 49.18% <i>For Non-Primary Schools</i>
2017-18 Unify ELA Test C Year end Goal (%/#): _____ <i>For Primary Schools</i>	2017-18 FSA ELA Year-end Goal (%/#): 75% <i>For Non-Primary Schools</i>	2017-18 Unify ELA Test C Year-end Goal (%/#): _____ <i>For Primary Schools</i>	2017-18 FSA ELA Year-end Goal (%/#): 51% <i>For Non-Primary Schools</i>
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increased use of high-yield strategies to close the achievement gap	Grade-level and subject planning PLC's focused on implementation of appropriate high-yield strategies- teacher choice	Department chairperson/administration/PLC members	PLC documentation
Challenging high-performing students to extend their learning	Use of problem solving/higher level thinking activities Collaborative lesson activities Use of pre-tests to determine next steps in instructional planning	Administrators/teachers	Modeling/observation Lesson plans

2C-2D. - Required for elementary, middle and high schools.

2C. Percentage of all students making learning gains in ELA.	2016-17 FSA ELA Year-end Results (%/#): 58.95%	2017-18 FSA ELA Year-end Goal (%/#): 60%	
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increase vocabulary instruction	College preparation vocabulary instruction	Classroom teachers/department chairperson/administration	Lesson plans PLC documentation

Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies Use of pre- assessments to determine next steps in instructional planning	Classroom teachers/department chairperson/administration/PLC members	Lesson plans PLC documentation Modeling/observations
2D. Percentage of students in lowest 25% making learning gains in ELA.	2016-17 FSA ELA Year-end Results (%/#): 45.88%	2017-18 FSA ELA Year-end Goal (%/#): 47%	
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increase vocabulary instruction	College preparation vocabulary instruction 9 th & 10 th grades using Sadler-Oxford Vocabulary Series	Classroom teachers/department chairperson/administration	Lesson plans PLC documentation
Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies Use of pre- assessments to determine next steps in instructional planning	Classroom teachers/department chairperson/administration/PLC members	Lesson plans PLC documentation Modeling/observations

FSAA ELA

2E-2G. - Required for schools with students in grades 3-10 who are administered the 17-18 ELA FSAA.

2E. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA ELA Year-end Results (%): 50%	2017-18 FSAA ELA Year-end Goal (%): 100%
2F. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA ELA Year-end Results (%): 50%	2017-18 FSAA ELA Year-end Goal (%): 100%
2G. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA ELA Year-end Results (%): 100%	2017-18 FSAA ELA Year-end Goal (%): 100%

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increase vocabulary instructions, especially sight words	Use of I-Ready for Reading	Jessica Rabon, ESE Teacher; Tyler Alt, ESE Teacher; Administrators	Lesson plans; modeling/observations; PLC documentation
Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies Use of pre- assessments to determine next steps in instructional planning	Jessica Rabon, ESE Teacher; Tyler Alt, ESE Teacher; Administrators	Lesson plans; modeling/observations; PLC documentation

Proposed English/Language Arts Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Teaching Shakespeare’s Plays	Alabama Shakespeare Festival	English Department	May 2018	PLC’s; department discussions; lesson plans	Department Chair
AP Capstone Training	CollegeBoard Trainers	Nikki Odom	July 2017	PLC’s; department discussions; lesson plans	Nikki Odom; administrators

MATHEMATICS

Area 3: Mathematics (3A-3M)

3A-3B. - Required for grades K-8.

3A. Percentage scoring at or above level 3.		3B. Percentage scoring at or above level 4.	
2016-17 DEA Math Test D Year-end Results (%/#): _____ <i>For Primary Schools Only</i>	2016-17 FSA Math Year-end Results (%/#): _____ <i>For Non-Primary Schools</i>	2016-17 DEA Math Test D Year-end Results (%/#): _____ <i>For Primary Schools Only</i>	2016-17 FSA Math Year-end Results (%/#): _____ <i>For Non-Primary Schools</i>
2017-18 Unify Math Test C Year-end Goal (%/#): _____ <i>For Primary Schools</i>	2017-18 FSA Math Year-end Goal (%/#): _____ <i>For Non-Primary Schools</i>	2017-18 Unify Math Test C Goal (%/#): _____ <i>For Primary Schools</i>	2017-18 FSA Math Year-end Goal (%/#): _____ <i>For Non-Primary Schools</i>
Mathematics Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

3C-3D. - Required for elementary, middle and combination high schools.

3C. Percentage of all students making learning gains in math	2016-17 FSA Math Year-end Results (%/#): _____	2017-18 FSA Math Year-end Goal (%/#): _____	
Mathematics-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
3D. Percentage of students in lowest 25% making learning gains in math	2016-17 FSA Math Year-end Results (%/#): _____	2017-18 FSA Math Year-end Goal (%/#): _____	
Mathematics Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

FSAA Mathematics

3E-3G. - Required for schools with students in grades 3-8 who are administered the 17-18 Math FSAA.

3E. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Math Year-end Results (%): _____	2017-18 FSAA Math Year-end Goal (%): _____	
3F. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Math Year-end Results (%): _____	2017-18 FSAA Math Year-end Goal (%): _____	
3G. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Math Year-end Results (%): _____	2017-18 FSAA Math Year-end Goal (%): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Algebra I EOC

3H-3I. - Required for schools who offer the course **and** administer the Algebra I EOC.

3H. Percentage scoring at or above level 3.	2016-17 Algebra I EOC Results (%/#): 64.35%	3I. Percentage scoring at or above level 4.	2016-17 Algebra I EOC Results (%/#): 24.54%
	2017-18 Algebra I EOC Year-end Goal (%/#): 66%		2017-18 Algebra I EOC Year-end Goal (%/#): 26%
Algebra I-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies	Department chair/administration/PLC members	PLC documentation Modeling/observations Lesson plans
Challenging high-performing students to extend their learning	Use of problem solving/higher level thinking activities Collaborative lesson activities	Department chair/administration/PLC members	PLC documentation Modeling/observations Lesson plans

Awareness of available math related resources	<i>Algebra Nation</i> training <i>Turn Key</i> for shared resources and collegial planning	Department chair/administration/PLC members	PLC documentation Implementation of <i>Algebra Nation</i> in instruction
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FSAA Algebra I

3J-3L. - Required for schools with students in grades 9-12 who administered the 2017-18 Algebra I FSAA.

3J. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Algebra I Year-end Results (%): <u> n/a </u>	2017-18 FSAA Algebra I Year-end Goal (%): <u> n/a </u>	
3K. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Algebra I Year-end Results (%): <u> n/a </u>	2017-18 FSAA Algebra I Year-end Goal (%): <u> n/a </u>	
3L. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Algebra I Year-end Results (%): <u> n/a </u>	2017-18 FSAA Algebra I Year-end Goal (%): <u> n/a </u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Algebra II EOC—Due to HB 7069 signed into law, the Algebra II EOC has been repealed.

Geometry EOC

3M-3N. - Required for schools who offer the course *and* administer the Geometry EOC.

3M. Percentage scoring at or above level 3.	2016-17 Geometry EOC Results (%/#): 78.57% 2017-18 Geometry EOC Year-end Goal (%/#): 80%	3N. Percentage scoring at or above level 4.	2016-17 Geometry EOC Results (%/#): 37.5% 2017-18 Geometry EOC Year-end Goal (%/#): 39%
Geometry-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies	Department chair/administration/PLC members	PLC documentation Modeling/observations Lesson plans

Challenging high-performing students to extend their learning	Use of problem solving/higher level thinking activities Collaborative lesson activities	Department chair/administration/PLC members	PLC documentation Modeling/observations Lesson plans
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FSAA Geometry

3O-3Q. - *Required for schools with students in grades 9-12 who are administered the 2017-18 Geometry FSAA.*

3O. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Geometry Year-end Results (%) : 100%	2017-18 FSAA Geometry Year-end Goal (%) : 100%	
3P. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Geometry Year-end Results (%) : <u> n/a </u>	2017-18 FSAA Geometry Year-end Goal (%) : <u> n/a </u>	
3Q. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Geometry Year-end Results (%) : 100%	2017-18 FSAA Geometry Year-end Goal (%) : 100%	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	
Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies	Administrators Jessica Rabon Tyler Alt	PLC documentation Modeling/observations Lesson plans

Proposed Mathematics Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Mathematical Modeling	Department Chair	Math Department	2017-2018 school year	PLC documentation	PLC facilitator
Office 365	District Rep.	Stephanie Duffy	July 2017	Department discussions, PLC documentation	Stephanie Duffy
GenCyber	District Rep.	Andrea Gutshall, Carrie Gaut	July 2017	Department discussions, PLC documentation, Classroom implementation	Andrea Gutshall, Carrie Gaut

Science

Area 4: Science (4A-4G)

4A-4B. - Required for grades 5 and 8.

4A. Percentage scoring at or above level 3.	2016-17 SSA Year-end Results (%/#): _____ 2017-18 SSA Year-end Goal (%/#): _____	4B. Percentage scoring at or above level 4.	2016-17 SSA Year-end Results (%/#): _____ 2017-18 SSA Year-end Goal (%/#): _____
Science-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

FSAA Science

4C-4E. - Required for schools with students in grades 5 and/or 8 who are administered the Science FSAA.

4C. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Science Year-end Results (%): _____	2017-18 FSAA Science Year-end Goal (%): _____	
4D. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Science Year-end Results (%): _____	2017-18 FSAA Science Year-end Goal (%): _____	
4E. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Science Year-end Results (%): _____	2017-18 FSAA Science Year-end Goal (%): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Biology I EOC

4F-4G. - Required for schools who offer the course **and** administer the Biology EOC.

4F. Percentage scoring at or above level 3.	2016-17 Biology EOC Results (%/#): 81.46% 2017-18 Biology EOC Year-end Goal (%/#): 83%	4G. Percentage scoring at or above level 4.	2016-17 Biology EOC Results (%/#): 46% 2017-18 Biology EOC Year-end Goal (%/#): 48%
Biology-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increased use of targeted high-yield strategies to close the learning gap Challenging high-performing students to extend their learning	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies Use of problem solving/higher level thinking activities Collaborative lesson activities Use of pre-tests to determine next steps in instructional planning	Department chair/administrators/PLC members	PLC documentation Modeling/observations
Increased use of graphs and other text features for data analysis	Incorporate graphs and data analysis into classroom assessments	Biology teachers	Classroom documentation

FSAA Biology I

4H-4J. - Required for schools with students in grades 9-12 who are administered the 2017-18 Biology I FSAA.

4H. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Biology I Year-end Results (%): <u> n/a </u>	2017-18 FSAA Biology I Year-end Goal (%): <u> n/a </u>
4I. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Biology I Year-end Results (%): <u> n/a </u>	2017-18 FSAA Biology I Year-end Goal (%): <u> n/a </u>
4J. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Biology I Year-end Results (%): <u> n/a </u>	2017-18 FSAA Biology I Year-end Goal (%): <u> n/a </u>

Proposed Science Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Departmental PLCs	PLC Leaders	Science department	September-May	Collegial sharing	PLC members/facilitators

Social Studies

Area 5: Social Studies (5A-5D)

Florida Civics EOC

5A-5B. - Required for schools with grades 7 and 8.

5A. Percentage of students scoring at or above level 3.	2016-17 EOC Results (%/#): _____ 2017-18 EOC Year-end Goal (%/#): _____	5B. Percentage of students scoring at or above level 4.	2016-17 EOC Results (%/#): _____ 2017-18 EOC Year-end Goal (%/#): _____
Civics-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

FSAA Civics EOC

5C.-5E. - Required for schools with students in grades 7-8 who are administered the 2017-18 Civics FSAA.

5C. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Civics Year-end Results (%): _____	2017-18 FSAA Civics Year-end Goal (%): _____	
5D. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Civics Year-end Results (%): _____	2017-18 FSAA Civics Year-end Goal (%): _____	
5E. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Civics Year-end Results (%): _____	2017-18 FSAA Civics Year-end Goal (%): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Florida US History EOC

5F- 5G. - Required for schools who offer the course *and* administer the Florida US History EOC.

5F. Percentage of students scoring at or above level 3.	2016-17 EOC Results (%/#): 81.85% 2017-18 EOC Year-end Goal (%/#): 83%	5G. Percentage of students scoring at or above level 4.	2016-17 EOC Results (%/#): 49.81% 2017-18 EOC Year-end Goal (%/#): 51%
FL US History-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increased use of targeted high-yield strategies to close the learning gap Challenging high-performing students to extend their learning	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies Use of problem solving/higher level thinking activities Collaborative lesson activities Use of pre-tests to determine next steps in instructional planning	PLC members/facilitators; administrators; department chair	Lesson plans PLC documentation Pre/post tests

FSAA US History EOC

5H.-5J. - *Required for schools with students in grades 9-12 who are administered the 2017-18 US History FSAA.*

5H. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA US History Year-end Results (%): 100%	2017-18 FSAA US History Year-end Goal (%): 100%	
5I. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA US History Year-end Results (%): n/a	2017-18 FSAA US History Year-end Goal (%): n/a	
5J. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA US History Year-end Results (%): 100%	2017-18 FSAA US History Year-end Goal (%): 100%	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increased use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies	Administrators; Jessica Rabon; Tyler Alt	Lesson plans PLC documentation

	Use of problem solving/higher level thinking activities Collaborative lesson activities		
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Proposed Social Studies Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Departmental PLCs	PLC facilitator	Social studies department	September- May	PLC documentation and discussion of classroom implementation	PLC members/facilitators
AP Advanced Workshops	CollegeBoard Trainer	Cynthia Gulley, Amanda Dixon, Kim Messer	July 2017	Classroom implementation; departmental discussion	AP teachers

At-Risk

Area 6: At-Risk Section (6A-6F)

Students at Risk

6A. - Required for primary, elementary and middle schools.

Number of students with 3 or more At-Risk Indicators as of August, 2017 (%#): _____ List is to be maintained.	Number of students identified August, 2017 promoted to next grade (%#): _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

At-Risk Graduates

6B. - Required for schools with grades 9-12.

Goal Area: At Risk Graduates Note: The dates provided are to capture the number of students in a cohort at the beginning of each school year. The official cohort is determined by the October FTE count.	Number of 2017-18 cohort's At Risk Graduates actively enrolled August, 2017 (#): 16 List is to be maintained	This cohort is in the 9 th grade during this 2017-18 school year.		
	Number of 2016-17 cohort's At Risk Graduates actively enrolled August, 2017 (#): 42 List is to be maintained.	Goal for the number of 2016-17 cohort's At Risk Graduates identified August, 2017 to be enrolled June, 2018 (/#): 42	Most of this cohort is in the 10 th grade during this 2017-18 school year.	
	Number of 2015-16 cohort's At Risk Graduates actively enrolled August, 2017 (#): 54 List is to be maintained.	Goal for the number of 2015-16 cohort's At Risk Graduates identified August 18, 2017 to be enrolled June, 2018 (/#): 54	Most of this cohort is in the 11 th grade during this 2017-18 school year.	
	Number of 2014-15 cohort's At Risk Graduates actively enrolled August, 2017 (#): 41 List is to be maintained.	Goal for the number of 2014-15 cohort's At Risk Graduates identified August, 2017 to be enrolled June, 2018 (/#): 41	Most of this cohort is in the 12 th grade during this 2017-18 school year.	

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Awareness of students who are in the at-risk cohort group.	Cohort lists posted on Z: drive for school personnel. Student progress regularly monitored by teachers and staff.	MTSS team/administrators/teachers	Conferences, PMPs, mentor conferences, MTSS monthly meetings
Awareness of available school options in addition to the regular school environment for earning needed credits or meeting graduation requirements	<p>Credit recovery participation outside of school hours offered to 9th grade students following the 1st and 3rd nine weeks</p> <p>Compass Learning offered to all students during the day for grade recovery.</p> <p>ACT prep training offered through intensive reading classes for possible concordant score to meet state reading test proficiency requirement</p>	MTSS team, administrators/teachers, guidance counselors	MTSS procedures, counselor/student/teacher conferences, intervention teacher conferences

Dropout Prevention

6C. - Required for schools with grades 9-12.

2016-17 Dropout Rate (%)	2017-18 Dropout Goal (%)		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Awareness of students at risk for dropping out.	<p>Student progress monitored regularly by teachers, guidance counselors, administration, and MTSS team.</p> <p>MTSS interventions</p> <p>CDAC counselor referrals</p>	<p>All teachers</p> <p>Administration</p> <p>MTSS team</p> <p>Lana Kaufman, CDAC counselor</p>	<p>Monthly MTSS meetings/mentoring documentation</p> <p>Department meetings</p> <p>CDAC procedures/list of students referred</p>
Awareness of available school options in addition to the regular school environment for earning needed credits or meeting graduation requirements.	<p>Credit recovery participation outside of school hours offered to 9th grade students following the first and third 9 weeks</p> <p>Compass Learning offered to all students during the day for grade recovery</p> <p>ACT prep training offered through intensive reading classes for possible concordant score to meet state reading test proficiency requirement.</p>	<p>MTSS team</p> <p>Counselors</p> <p>Intensive reading teachers/guidance counselors</p>	<p>MTSS procedures, counselor/student/parent conferences, intervention teacher conferences, teacher data reports/discussions</p> <p>Conferences with students and parents</p> <p>Test sign-up and score reports</p> <p>Scheduled tutoring sessions, score reports</p>

2016-17 Graduation Rate (%) : 98%	2017-18 Graduation Rate Goal (%) : 99%		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Continued awareness of at-risk cohort members	Constant monitoring of progress Assignment of mentors and tutoring as needed	All teachers Counselors MTSS team	Conferences with teachers Counselor updates/reflection sheets for MTSS Documentation of mentoring

Attendance

6D. - Required for all schools.

2016-17 Number of Students with Excessive Late-to-School (15 or more) (#): <u>124</u>	2016-17 Number of Students with Excessive Absences (More than 10% absentee rate) (#): 301	2016-17 Attendance Rate (%) : 94.06%	
2017-18 Goal - Number of Students with Excessive Late-to-School (15 or more) (#): <u>99</u>	2017-18 Goal – Number of Students with Excessive Absences (More than 10% absentee rate) (#): 250	2017-18 Attendance Rate Goal (%) : 96%	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Habitual tardiness to school in the morning Habitual absenteeism	Regular monitoring and conferencing with students Student Code of Conduct review at the beginning of each semester Multiple discipline options Parent contact	Student Services/Assistant Principal Deans of Students All teachers Mentors assigned through MTSS	Weekly review of attendance records Monthly review through MTSS Meetings SMART records
Parental awareness of problem	School attendance procedures and social worker contact	Assistant Principal /Deans/Social Worker	Regular updates/follow-up reports through MTSS

Suspension

6E. - Required for all schools.

2016-17 Total Number of In-School Suspensions (#):66	2016-17 Total Number of Students Suspended In-School (#):39	2016-17 Total Number of Out-of-School Suspensions (#):64	2016-17 Total Number of Students Suspended Out-of-School (#):49
2017-18 Goal - Total Number of In-School Suspensions (#):60	2017-18 Goal - Total Number of Students Suspended In-School (#):30	2017-18 Goal - Total Number of Out-of-School Suspensions (#):55	2017-18 Goal - Total Number of Students Suspended Out-of-School (#):40
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Assignment of suspensions due to frequency and severity of student discipline interactions	Use of a variety of detentions or alternate consequences when appropriate Mentoring program for students with frequent referrals Implementation of Ripple Effects program through in-school suspension MTSS to address individual students and provide interventions to reduce frequency of discipline interactions: behavior contracts, parent involvement, school mentors, etc.	Assistant Principal of Student Services MTSS team Deans of Students Administrators/teachers ISS teacher	Primary method of monitoring will be data showing reduced use of suspensions due to collaborations with teachers and parents, reports at monthly MTSS meetings, Ripple Effects reports

Parent Involvement

6F. - Required for all schools. See Title I Parent Involvement Plan

2016-17 Volunteer Hours (#): 3500	2017-18 Volunteer Hour Goal (#): 3550		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Parents' awareness of specific school volunteer needs, available parent resources, and parent/community feedback	Administer climate survey Utilize school website and PTSSO newsletter for general communication and volunteer recruitment Use of school marquee for announcements/meetings Implement or participate in parent information nights for various teen social concerns, as well as topics such as AP courses, college scholarship and financial aid, vocational programs, college fairs, etc.	Administrators PTSSO representatives/school webmaster Guidance department Assistant Principal of Guidance	Advertise, distribute, and collect surveys- submit to district Regular announcements for articles, newsletter publication Event planning, scheduling, advertising, and implementation

Proposed At-Risk Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
MTSS Training	Sharon Patrick	MTSS team members, administrators	September 28, 2017	Monthly MTSS meetings	MTSS team
Ripple Effects Training	Alexis Cash	Sarah Barker, Patrick Keen, Jim Jenkins	August 2017	MTSS meetings, Discipline meetings with students	Jim Jenkins, Deans of Students, Assistant Principal of Student Services

Science, Technology, Engineering, Arts, and Mathematics

Area 7: Science, Technology, Engineering, and Mathematics (STEAM)

7A. - Required for all schools

7A. 2017-18 STEAM To increase innovating teacher techniques and methods to maximize student achievement in Science, Technology, Engineering, Arts, and Mathematics.

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student participation in other academic areas (clubs, honor societies, etc.) College applications career for college.	Installation of WeatherSTEM station on school grounds to create collaborative projects between Math, Science, and Technology classes. Science Olympiad activities and meetings.	Science teachers Science Olympiad sponsor and parent volunteers	Documentation of program implementation
Creating an interest in STEAM activities to engage students in collaborative projects across the curriculum.	Math and Science department selections for STEM recognition Collaboration with technology department to align with STEM curriculum goals	Math/Technology department Business partners- WeatherSTEM station	Documentation of program implementation

Proposed STEAM Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Science industry certification	District/state leadership	Science Teachers	TBA	Science Olympiad results/competition	Department chair, teachers, Science Olympiad sponsor
WeatherSTEM Station	Science teacher	Science Teachers	Ongoing	Implementation	Department chair, Science teachers

Acceleration Success

Area 8: Advanced Coursework and/or Industry Certification

8A. Middle School Acceleration - *Required for middle and combination schools.*

8A. Percentage of students who pass high school end of course exams and industry certifications.	2016-17 Acceleration Success Rate (%) :_____	2017-18 Acceleration Success Rate Goal (%) :_____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

8B. College and Career Acceleration - *Required for high schools and combination schools.*

8B. Percentage of graduates who are eligible to earn college credit through passing Advanced Placement, AP, IB or AICE exams; passing dual enrollment courses ; or earning industry certification.	2016-17 College and Career Acceleration Success Rate 73%	2017-18 College and Career Acceleration Success Rate Goal 74%	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Increasing use of targeted high-yield strategies to close the learning gap	Collegial planning PLCs focused on implementation of appropriate high-yield instructional strategies Use of problem solving/higher level thinking activities Collaborative lesson activities Use of pre-tests to determine next steps in instructional planning	Department chair/administration/PLC members	PLC documentation Modeling/observations
Technology/Business: Increase and maximize uninterrupted instructional time, free from non-essential interruptions, such as class meetings, or special events (often students are pulled from	Coordination/planning with administrators and school departments/ Departmental PLC	Administrators/Department chair All CTE instructors that administer Industry Certification Exams	School calendar documentation Lesson plans, PLC documentation, Industry Certification results

<p>elective courses instead of core courses for various conferences.)</p>	<p>Reteach and practice; engage students and encourage students to work harder to become software proficient to be able to earn Industry Certifications by year end. Focus on Adobe Photoshop CC, Flash CS6, MOS.</p>	<p>PLC members</p>	<p>PLC documentation</p>
<p>Health Academy: Retention of students for all 4 years to increase completion rate</p>	<p>Implement summer requirements for beginning qualification process required for clinical work 2nd semester of the senior year</p> <p>Implement a more streamlined timeline for completing the documentation process required for clinicals beginning in the summer before the senior year (immunizations, fingerprinting, background checks, employee badges for the hospital, new employee modules, etc.)</p> <p>All documentation must be turned in by December in order to begin clinical work the beginning of the 2nd semester in January</p>	<p>Health Academy Instructors Barbara Henriques and Stephanie Miller</p>	<p>Qualification records and documentation of all requirements necessary to complete senior clinicals in order to take Certification Exam</p> <p>Timeline document</p>
<p>Maximize AP course offerings</p>	<p>New AP courses offered for 2017-2018: AP Capstone, AP Computer Science, AP Environmental Science, AP Human Geography</p>	<p>Qualified AP teachers</p>	<p>Class grades, passing of AP exams for credit</p>

Proposed Acceleration Success Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
AP Training	CollegeBoard trainers	New AP teachers	Summer 2017	Lesson plans, classroom observations, PLCs	Administrators, department chairs, teachers
Adobe MAX	Adobe trainers	Heather Renfroe	October 2017	Lesson plans, classroom observations, PLCs	Administrators, department chairs, teachers
Escambia/Santa Rosa DCT Educators	DCT trainers	Diane Folse	Fall 2017	Lesson plans, classroom observations, PLCs	Administrators, department chairs, teachers
Northwest FL Agribusiness Tour	District trainers	Heather Renfroe, Janae Cox, Diane Folse	Fall 2017	Lesson plans, classroom observations, PLCs	Administrators, department chairs, teachers
My Career Shines	Locklin Tech trainers	Technology department	Fall 2017	Lesson plans, classroom observations, PLCs	Administrators, department chairs, teachers

Florida State Statute Requirements

Area 9A. SB 850 Section- *Required for schools with grades 6, 7 and/or 8.*

Required Items	Strategy to Implement Item	Person Monitoring Strategy	Method of Monitoring Strategy
1. Provide interdisciplinary planning, collaboration, and instruction			
2. Insure the alignment of curriculum and instructional materials to the state academic standards			
3. Use of learning communities			
4. Use of problem-solving, inquiry-driven research and analytical approaches for students.			
5. Use of strategies and tools based on student needs			
6. Use of competency-based instruction; integrated digital instruction; and project-based instruction			
7. Use of integrated digital instruction; and project-based instruction.			
8. Use of project-based instruction.			
9. Insure availability of CAPE Digital Tool certificates and CAPE industry certifications.			

9B. Early Warning Systems *Required for schools with grade levels of K-8th.*

The signing of HB 7069 eliminates the requirement that a school improvement plan include middle grades early warning system data, however schools with any grade levels of K-8 are required to monitor students who are “off-track”. The Santa Rosa County School District will monitor this group through the SMART System—*See Part I. 3.G. MTSS section.*

Every Student Succeeds Act (ESSA)

ESSA Highlights – *For all schools*

The Every Student Succeeds Act was signed into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality pre-school.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

This section will be completed based upon the State of Florida's timelines.