

Duval – Fletcher High School – 2017-18 SIP - Problem Solving Quick Report

Action Plan for Improvement

Problem Solving Key

G = Goal B = Barrier S = Strategy AS = Action Step

STRATEGIC PLAN		PERFORMANCE MANAGEMENT	
Step (1-5)	Description	Measurable	Step (1.b, 6-8)
G1.	If Fletcher High School builds a learning-focused community by aligning activities that meet the expectation of the standards, then student achievement will meet the following targets:	Summative Results ELA Proficiency – 62% Bottom Quartile ELA Gains – 40% Overall Reading Gains – 53% Math Proficiency – 78% Bottom Quartile Math Gains – 66% Overall Math Gains – 61% Biology Proficiency – 85% US History Proficiency – 84%	1.b
		Progress Monitoring Teacher Common Assessments Achieve 3000 Mid-year Assessments Quarterly Assessments	8
G1.B1	Lesson plans that consistently include activities that are aligned to the rigor of the standard.		
G1.B1.S1	Professional Learning Community (PLCs) Planning Procedures	Effectiveness: Classroom observation data will be collected and analyzed to ensure activities are aligned to standards.	7
G1.B1.S1.AS1	Coaches and Administrative staff will work with teachers during common planning to ensure support is provided around lesson planning.	Fidelity: Administrative Meeting Minutes that include report outs on common planning and specific strategies implemented in the classroom.	6
G1.B1.S1.AS2	Reading Coach will work across disciplines to ensure lessons incorporate school wide reading strategies.		
G1.B1.S2	System of Instructional Support	Effectiveness: Observational data collected from classroom walkthroughs	7
G1.B1.S2.AS1	Administration and Coaches will work together to provide professional development for their subject area.	Fidelity: Agendas, Minute and reflections from professional development or PLC meetings	6
G1.B1.S2.AS2	Administration and Coach will identify model classrooms and strategies from teachers within the school to share with the entire staff.		

Fletcher High School

2017-2018

Reading, Professional Development and Teacher Retention Plan

Reading

Implement reading strategies across all curriculums

Reading coach working closely with History and Science teachers.

Continue with double block reading at the 9th grade level for low level students with the same teacher.

Reading department is separating ELA 1 and 2 during PLC time to give more specific support with these teachers.

Next Steps (Future planning)

Working on school wide reading initiative for all students.

Professional Development

Polling teachers continuously about needs regarding professional development – increasing buy-in for all professional development facilitations.

Having teachers share best practices during early release time.

Continuing with AICE and AP off campus professional development opportunities.

Teacher Retention

Recognizing teachers more often – increase amount of “game balls” from last year.

Use leadership team to promote teachers for “game balls”.

Changing culture of walkthroughs to more of a support visit.

Teachers gave feedback regarding school wide walkthrough form.

Expanding course offerings based on teacher input/feedback.

Created a Social Committee for teachers.

Bridging gaps between teachers on specific tracks (ESE, AICE, AP, Electives)

Next Steps

Added teacher retention to leadership agendas to take advantage opportunities where teachers can lead certain strategies around school.

Conducting Department Head meetings monthly.