# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Andrew Jackson High School

3816 N MAIN ST
Jacksonville, FL 32206
904-630-6950
http://www.duvalschools.org/ajhs

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| High School | Yes | 74% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 96% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 | 2009-10 |
|---|---|---|---|---|
| PENDING | C | B | F | D |

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

# Table of Contents

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

## Part II: Expected Improvements

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

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

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

## Part III: Coordination and Integration

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

## Appendix 1: Professional Development Plan to Support Goals

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

## Appendix 2: Budget to Support Goals

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

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
| --- | --- | --- |
| Focus Year 1 | 2 | Wayne Green |

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

## Current School Status

### School Information

#### School-Level Information

**School**

Andrew Jackson High School

**Principal**

Evan Daniels

**School Advisory Council chair**

Sabrina Zinamon

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

| Name | Title |
| --- | --- |
| Evan Daniels | Principal |
| Ursula Parris | Assistant Principal |
| Jennifer Crady | Assistant Principal |
| Dawaun Smith | Assistant Principal (Intern) |
| Robin Renelus | Test Coordinator |
| Michael McNair | Discipline Dean |
| Naishanda Jones | Graduation Coach |
| Edward Kiep | Math Coach |
| Ashlyn Martin | Reading Coach |

#### District-Level Information

**District**

Duval

**Superintendent**

Dr. Nikolai P Vitti

**Date of school board approval of SIP**

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

We hosted nominations for officers at our October meeting held on the first Monday in October. Parents were elected based on majority vote or if there were no other members seeking to be candidates for that position. Elected positions include: Chairperson, vice-chair, and recording secretary. Other members include the principal, teachers, community members and any other parents willing to participate.

#### Involvement of the SAC in the development of the SIP

Once our plan was developed, it was presented to the SAC Committee for approval. Each section was reviewed and the SAC Committee discussed and made changes as needed. This will be an on-going process throughout the year.

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

Section 1:
The functions of the School Advisory Council are:
a) assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),
b) assist in the preparation of educational improvement proposals for implementing an educational improvement grant
c) assist in the preparation of the school's annual budget (Sec. 1001.452(2) F.S.),
d) the SAC shall perform functions prescribed by regulations of the district school board (Sec. 1001.452(2) F.S.),
Section 2: Other board functions of the School Advisory Council are:
a. participate in planning and monitoring of school buildings and grounds
b. initiate activities or programs that generate greater cooperation between the community and the school
c. assist in the development of educational goals and objectives
d. recommend various support services in the school
e. to provide input regarding the district's Strategic Plan.
f. review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students
g. review the budget to be sure it is aligned with the School Improvement Plan
h. Perform other functions as requested by the principal

**Projected use of school improvement funds, including the amount allocated to each project**

All school improvement funds, if given, will be used to purchase any needed supplies for classroom instruction and improvements.

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

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

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

### Administrators

**# of administrators**
5

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Administrator Information:**

| **Evan Daniels** | | |
|---|---|---|
| Principal | Years as Administrator: 10 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Bachelor's Degree in Sociology<br>Master's Degree in Education Leadership<br>FL Certification(s): Education Leadership (all levels); School Principal (all levels); Exceptional Student Education (K-12); English 6-12 |
| **Performance Record** | Gilbert Middle School<br>09-10 (C)<br>10-11 (D)<br>11-12 (C)<br>12-13 (D)<br>Northwestern Middle School<br>08-09 (C)<br>07-08 (D)<br>Oceanway Middle School<br>04-05 (C)<br>05-06 (B)<br>06-07 (A) |

| **Ursula Parris** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 5 | Years at Current School: 5 |

| | |
|---|---|
| **Credentials** | Educational Leadership (All-Levels),<br>Science (Middle Grade),<br>Principal (All-Levels) |
| **Performance Record** | Memorial Middle School 1995-1997(NG), 1998-1999 (D)<br>Alternative Educational Programs 2000-2003(NG)<br>Hunter's Creek Middle School 2003-2005 (A)<br>Lake Gibson Middle School 2005-2006 (A)<br>Crystal Lake Middle School 2006-2007 (C)<br>Davenport School of the Arts 2007 (A)<br>Lavilla School of the Arts 2008 (A)<br>Andrew Jackson 2008-2009 (F) 2009-2010 (D), 2010-2011 (F), 2011-2012 (B) |

| Marvin McQueen | | |
|---|---|---|
| Asst Principal | Years as Administrator: 18 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | MoreHouse College] Political Science/Education<br>M.S. Degree [Nova University] Administration/Supervision<br>Ed. S. Degree [Nova Southeastern University] Educational Leadership<br>D. Th. Degree [Andersonville College] Theological Studies/ Administration<br>Certficates - Educational Leadership K-12<br>School Principal<br>Social Science 6-12 |
| **Performance Record** | 2012-2013 Northwestern Middles School - School Grade D<br>2011-2012 Northwestern Middle School - School Grade F<br>2010-2011 Northwestern Middle School - School Grade D<br>2009-2010 Northwestern Middle School, School Grade D<br>2004-2008 DJJ - No School Grade<br>2003-2003 Grand Park - No School Grade<br>2001-2003 Ribault Middle School - School Grades F, D<br>1999 - 2001 JEB Stuart Middle School - School Grades D, C<br>1996-1999 Madarin Oaks Elementary - School Grades A,A,A<br>1994-1996 Englewood High School - School Grades C,C |

| Jennifer Crady | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 5 |

| | |
|---|---|
| **Credentials** | Bachelor of Arts in Education - Middle School English and Social Sciences<br>Master of Arts in Education - Education Leadership<br>Certifications: English (6-12), Educational Leadership (all grades) |
| **Performance Record** | Andrew Jackson 2009-2010 (F), 2010-2011 (D), 2011-2012 (F), 2012-2013 (B) |

| Dawaun Smith | | |
|---|---|---|
| Asst Principal | Years as Administrator: 1 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | B.S. Physical Education<br>Math 5-9<br>Integrated Curriculum 5-9 |
| **Performance Record** | 2012-2013 Westview K-8 School Grade "B"<br>Reading Mastery , Math Mastery , Science Mastery , Writing<br>2011 – 2012 Westview K-8 School Grade "A"<br>Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81%<br>2010-2011 Paxon Middle School - School Grade D |

## Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Edward Kiep | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 8 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Mathematics |
| **Credentials** | B.S. Industrial Technology<br>Mathematics 5-12 |
| **Performance Record** | Duval County Schultz Training Center<br>2006-2007(B)<br>2007-2008(B)<br>2008-2009(B)<br>2009-2010(B)<br>2010-2011(B)<br>2011-2012(B) |

| Ashlyn Martin | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | BA in Elementary Education<br>FL Professional Certification: K-5, English 6-12 |
| **Performance Record** | Jean Ribault Senior High - B (2012-2013), A (2011-2012), B (2010-2011) |

## Classroom Teachers

**# of classroom teachers**

41

**# receiving effective rating or higher**

40, 98%

**# Highly Qualified Teachers**

98%

**# certified in-field**

40, 98%

**# ESOL endorsed**

10, 24%

**# reading endorsed**
4, 10%

**# with advanced degrees**
8, 20%

**# National Board Certified**
0, 0%

**# first-year teachers**
7, 17%

**# with 1-5 years of experience**
21, 51%

**# with 6-14 years of experience**
13, 32%

**# with 15 or more years of experience**
7, 17%

## Education Paraprofessionals

**# of paraprofessionals**
0

**# Highly Qualified**
0

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**
8

**# receiving effective rating or higher**
(not entered because basis is < 10)

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

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

1. Respond to walk in and faxed resumes (Principal, Assistant Principals)
2. Work with Human Resources Department to find quality applicants from college and university informational fairs (Principal, Assistant Principals)
3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design. (Principal, PDF – Professional Development Facilitator, (Mentor Teachers)
4. Teacher Induction Program (TIP) – Assists beginning teachers with meeting the professional requirements of the state statutes. (Principal, PDF – Professional Development Facilitator)
5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers (Principal, PDF – Professional Development Facilitator, Mentor Teachers)
6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction. (Principal, Assistant Principals, Leadership Team)

### Teacher Mentoring Program/Plan

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

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

Mentor Names:
1. Andrea Barletta
2. Ashley Jordan
3. Lashanda Taylor
4. Edward Kiep
5. Paula Anderson
6. Yolanda Carlise
7. Zenja Stallworth
Mentee Assigned
1. Tonya Romano
2. Mara Wileman
3. Salvador OCampo
4. Christina Wolfsen
5. Vernon Edwards
6. Heather Ziemba
7. Reginal Mitchell
Rationale for Pairing
1. Department chair, with experience, who can help with co-planning.
2. Veteran, CET certified teacher with experience in that subject, and with that population of students.
3. Veteran ESE/CET certified teacher with experience with that population of students.
4. Math Instructional Coach with Middle School experience
5. Veteran, CET certified teacher with experience in that subject, and with that population of students.
6. Department chair, with experience, who can help with co-planning.
7. Department chair, with experience, who can help with co-planning.
Planned Mentoring Activities
1.- 6. Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.

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

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

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

Tier I interventions are designed for every student in the general curriculum. Best practices are aligned with student data to drive instruction and professional development. Teachers use differentiated instruction to increase student understanding. Differentiated professional development is implemented during
common planning and early release Wednesdays, and then monitored to ensure that the
specific outcomes are being implemented in the classroom with students.
The Tier II supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and/or the school support staff (the Instructional coaches, Test Coordinator, and/or administration). Following data analysis, instructional strategies are created during common planning by content area teachers and school-based coaches. Small group remediation is then facilitated by the teacher. Data is monitored to determine the level of success.

The Tier III supports are individualized and occur throughout the year. Tier III individual education is data based using various data sources which include but are not limited to: State assessment data, district assessment data, student's GPA, discipline data, and attendance data.

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

Principal: Evan Daniels
Assistant Principal: Ursula Parris
Assistant Principal Jennifer Crady
Assistant Principal & Foundations Team Chair: Marvin McQueen
Assistant Principal (Intern) - DaWaun Smith
Test Coordinator: Robin Renelus
Discipline Dean - Michael McNair
Math Coach: Edward Kiep
Reading Coach: Ashlyn Martin
Graduation Coach: Naishanda Jones
ESE Lead Teacher: Vanessa Bracy-Jenkins
School Counselor: Marishay Griffin & Travis Pinckney
Grade Level Chairpersons: Andrea Barletta, Sabrina Hall, Yolanda Carlise, Willie Robinson, Zenja Stallworth
The team meets monthly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the MTSS process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions the MTSS leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student's data supports a meeting with the MRT Team.
Principal: Evan Daniels - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
Assistant Principals: Ursula Parris, Jennifer Crady, Marvin McQueen, and Dawuan Smith- provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic

patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Foundations Chair: Dr. Marvin McQueen & Michael McNair - Provide information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

ESE Lead Teacher: Vanessa Bracy-Jenkins - participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

MTSS Facilitator: Marishay Griffin - participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.

School Counselors: Marishay Griffin & Travis Pinckney - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; credit checks, student scheduling, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Professional Development Facilitator: Andrea Barletta - develops or brokers technology necessary to manage and display data; provides professional development and technical support to new teachers and staff regarding data management and display

ELA/Reading Chairperson: Andrea Barletta, Math Chairperson: Sabrina Hall, Science Chairperson: Yolanda Carlise, Social Studies Chairperson: Willie Robinson, Electives Chairperson: Zenja Stallworth - - provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

The Building Leadership Team's meetings focus around the following academic and behavioral questions:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?
The team meets twice per month, and the grade level/departments will meet weekly, to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data in the department and at the classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):
• Identifying and analyzing systematic patterns of student need
• Identifying appropriate evidence-based differentiation and intervention strategies
• Implementing and overseeing progress monitoring
• Analyzing progress monitoring data and determining next steps
For the most intensive interventions at Tier 3, the building instructional teams will provide classroom support for students, document progress accordingly and work in conjunction with the Guidance Department to refer students when that data deems the situation necessary.

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

Baseline data:
- Florida Comprehensive Assessment Test (FCAT)
- IOWA Assessment
- DAR Assessment
- IReady Assessment
- Curriculum Based measurements
- Duval County Curriculum Guide Assessments (CGA's)
- Duval County Timed Writing Assessments
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences
Midyear data:
- IOWA Assessment
- DAR Assessment
- IReady Assessment
- Curriculum Based measurements
- Duval County Curriculum Guide Assessments (CGA's)
- Duval County Timed Writing Assessments
- Office Discipline Referrals
- Grades
- Absences
End of year data:
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- EOC Exams
- IOWA Assessment results
- Promotion/Retention rates
- IReady Assessment
- Curriculum Based measurements
- Duval County Curriculum Guide Assessments (CGA's)
- Duval County Timed Writing Assessments
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

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

The school's Professional Development plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. In addition to Early Dismissal, Faculty Meetings, and Department Meetings, RtI learning will be embedded in classroom instruction, collaborative planning, and analysis of student work. Teachers meet regularly to discuss RtI strategies and interventions for students who are struggling. We have built Common Planning into the master schedule.

Professional development will be offered to RtI school based team by district staff. The school based RtI team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings, etc). These in-service opportunities will include, but are not limited to, the following:
- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading
In addition, RtI learning will be job-embedded and occur during the following:
- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study

## Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 240

After school tutoring will be offered in the areas of reading, math, and science. This will be additional instruction in core academic subjects.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Students who are in attendance during after-school tutoring will be tracked to determine the effectiveness of the intervention. The data collected will include weekly scrimmages, classroom assessments, as well as district and state assessment data.

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

The school administration, instructional coaches, and the classroom teachers.

**Strategy:** Weekend Program

**Minutes added to school year:** 39

Saturday School will be offered in the areas of reading, math, and science. This will be additional instruction in core academic subjects.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Students who are in attendance during Saturday School will be tracked to determine the effectiveness of the intervention. The data collected will include weekly scrimmages, classroom assessments, as well as district and state assessment data.

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

The school administration, instructional coaches, and the classroom teachers.

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Jennifer Crady | Assistant Principal |
| Ashlyn Martin | Reading Coach |
| Andrea Barletta | ELA Department Chairperson |
| Amy Albritton | ELA/Reading Teacher |

| Name | Title |
|------|-------|
| Salvador Ocampo | Math Teacher |
| Heather Ziemba | Science Teacher |
| Richard Barnes | Social Studies Teacher |
| Jennifer Huesman | Health Science Teacher |

**How the school-based LLT functions**

Data assessment notebooks are maintained by all teachers for the collection and efficient analysis of student data and are discussed in weekly Department meetings. In addition, the principal monitors school reading data reports and data notebook usage through classroom observation and conferencing with teachers to ensure that safety nets and intervention programs/instructional materials support students' needs as determined by the data. The LLT meets weekly to bi-weekly to review progress and trends in the data as well as discuss effective instruction focused on literacy across all content areas.

**Major initiatives of the LLT**

Ensure that the ELA/Reading Department are participating in Common Planning, and ensure that identified teachers are participating in literacy related professional development with reading teachers. Participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction and strategies, notify the faculty of professional development opportunities, attend state and national reading conferences when possible, join reading related professional organizations, and encourage teachers to earn their Reading Endorsement. In addition, Science and Social Studies teachers will be encouraged to be trained in CAR-PD.

## Every Teacher Contributes to Reading Instruction

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

Teachers incorporate reading strategies into the content areas of science, social studies, and math using text books and leveled non-fiction books. These materials support the use of "before, during, and after" reading strategies, which result in a deeper understanding of the content. Teacher's model read aloud/ think aloud strategies to increase comprehension. Classroom libraries and novel studies, combined with an assigned independent reading time, provide students with the opportunity to practice these reading strategies. Teachers also utilize effective strategies for fiction and non-fiction texts including the seven key strategies identified by Harvey and Goudvis in Strategies That Work - making connections, questioning, visualizing, inferring/predicting, determining importance in text, and synthesizing. Furthermore, Bloom's Taxonomy is incorporated into staff development to improve teacher's questioning techniques.

## College and Career Readiness

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

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

Students are offered elective courses in business, technology, AFJROTC, art and medical courses. The business courses teach employability skills while verifying that the students maintain gainful employment, while courses in the Medical Academy require student clinical hours. These courses provide students with the opportunity to earn a Certified Nursing Assistant (CNA) certification and industry requirements for Home Health Aide. Through AFJROTC students can choose to continue studies and enlist in the military or further educational studies.

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

Students participate in ePeps, to develop a 4 year plan for high school, as well as a course selection process that starts with students selecting courses with a guidance counselor, engaging in conversation with parents/guardians about course selection then follow-up consultation with a guidance counselor. Students have the opportunity to select elective course offerings which include business technology, AFJROTC, art, AVID, television production, french, spanish and medical courses.
The business courses teach employability skills while verifying that the students maintain gainful employment, Courses in the Health Sciences Academy require student clinical hours, this providing students with the opportunity to become a CNA and industry requirements for Home Health Aide.
Through AFJROTC students can choose to continue studies and enlist in the military or further educational studies.
All students complete the Florida Ready to Work assessment giving them the opportunity to earn additional credentials for employability.

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

Andrew Jackson is establishing a college going culture. Students are encouraged to participate in any of the Five Advanced Placement (AP) courses currently offered. The AP Honors program is offered as a county-based accelerated program. Students agree to complete 9 Advanced Placement courses within their high school career and after taking all exams will receive a special seal on their diploma. AP Summer Bridge is offered for all incoming 9th graders as well as AP study sessions for students who need additional assistance with the rigor of the coursework. Additionally all 9th graders are provided a Transition elective class.
Dual Enrollment courses are offered through Florida State College at Jacksonville. Tenth and eleventh grade students take the College Placement exam in the spring and are encouraged to take the courses for which they qualify. Students participate daily in ACT and SAT prep during school-based enrichment time and/or the ACT/SAT Prep course offered in the master schedule. Andrew Jackson is a testing site for both ACT and SAT and therefore students are encouraged to test in the familiar environment of their high school. Yearly, Guidance Counselors provide assistance in applying to at least one college or university. While college tours are conducted and college presentations are planned onsite, students are given additional recognition for
attending college fairs and/or completing non school planned college tours. All seniors who have been accepted to a college or university are recognized immediately via the morning announcements and annually at a school based Scholarship Awards breakfast planned by the guidance department.
Annually, in the spring, students participate in an onsite interview day. Area businesses interview students and offer immediate employment. In preparing for this event students receive instruction in appropriate resume writing, interviewing and other professional development skills.

## Expected Improvements

### Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 31% | 21% | No | 38% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 29% | 20% | No | 36% |
| Hispanic | | | | |
| White | 56% | 47% | No | 60% |
| English language learners | | | | |
| Students with disabilities | 23% | 0% | No | 31% |
| Economically disadvantaged | 29% | 19% | No | 36% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 56 | 17% | 26% |
| Students scoring at or above Achievement Level 4 | 26 | 8% | 13% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 100% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 100% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 161 | 48% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 49 | 58% | 78% |

### Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | | |

### Postsecondary Readiness

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

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 76 | 50% | 70% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

## Area 3: Mathematics

### High School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 34% | 32% | No | 41% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 34% | 32% | No | 41% |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 17% | 12% | No | 25% |
| Economically disadvantaged | 33% | 30% | No | 39% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 |  |  |  |
| Students scoring at or above Level 7 |  |  |  |

**Learning Gains**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) |  |  |  |
| Students in lowest 25% making learning gains (EOC) |  |  |  |

**Postsecondary Readiness**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 164 | 25% | 50% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 44 | 28% | 38% |
| Students scoring at or above Achievement Level 4 | 14 | 9% | 14% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 40 | 22% | 40% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 10% |

## Area 4: Science

**High School Science**

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 |  |  |  |
| Students scoring at or above Level 7 |  |  |  |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 57 | 41% | 46% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 10% |

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

**All Levels**

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

**High Schools**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | | | |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | | | |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | | | |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 26 | 5% | 10% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 0 | 0% | 5% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses |  | 26% | 30% |
| Students taking CTE industry certification exams | 54 | 50% | 50% |
| Passing rate (%) for students who take CTE industry certification exams |  | 50% | 50% |
| CTE program concentrators | 6 | 40% | 40% |
| CTE teachers holding appropriate industry certifications | 4 | 100% | 90% |

**Area 7: Social Studies**

### U.S. History End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 |  |  |  |
| Students scoring at or above Achievement Level 4 |  |  |  |

### Civics End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 |  |  |  |
| Students scoring at or above Achievement Level 4 |  |  |  |

**Area 8: Early Warning Systems**

**High School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time |  |  |  |
| Students in ninth grade with one or more absences within the first 20 days |  |  |  |
| Students in ninth grade who fail two or more courses in any subject | 21 | 8% | 5% |
| Students with grade point average less than 2.0 | 421 | 56% | 46% |
| Students who fail to progress on-time to tenth grade | 26 | 10% | 5% |
| Students who receive two or more behavior referrals | 124 | 16% | 10% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 116 | 15% | 10% |

**Graduation**

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

## Area 9: Parent Involvement

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

**Parental involvement targets for the school**

Our goal is to Increase the percentage of parental attendance at parental involvement activities in our school. We are working to develop programs that allow parents to have an active role in their child's education and learning environment. We will target parental involvement by coordinating and integrating programs that align the parents understanding of grades and school programs with the instructional goals established for our school.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
| --- | --- | --- | --- |
| Senior Parent Meeting | | | 50% |
| PTSA Meeting | | | 20% |
| SAC Meetings | | | 20% |
| Report Card Conferences | | | 20% |

## Area 10: Additional Targets

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
| --- | --- | --- | --- |

## Goals Summary

**G1.** Teachers will incorporate instructional strategies that enhance rigor and student discourse.

**G2.** Students will be able to effectively make meaning of a variety of texts and articulate understanding through formal and informal writing across all content areas.

**G3.** Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

## Goals Detail

**G1.** Teachers will incorporate instructional strategies that enhance rigor and student discourse.

### Targets Supported

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

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- CTE

- EWS

- EWS - High School

- EWS - Graduation

### Resources Available to Support the Goal

- Academic Coaches

- District Specialists

- Administrators

- Instructional Strategies professional literature

### Targeted Barriers to Achieving the Goal

- Teachers' understanding of qualitative and quantitative measures

- Teachers' understanding of student discourse and how to implement during instruction

**Plan to Monitor Progress Toward the Goal**

Student performance data and student ability to articulate objectives and the level of understanding during data chats

### Person or Persons Responsible

Administrators, Academic Coaches, Testing Coordinator

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Increase in student performance data based upon quarterly CGAs and school-based assessments

**G2.** Students will be able to effectively make meaning of a variety of texts and articulate understanding through formal and informal writing across all content areas.

**Targets Supported**

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

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- CTE

- EWS

- EWS - High School

- EWS - Graduation

**Resources Available to Support the Goal**

- District Specialists

- Academic Coaches

- Item Specifications for State Assessments

- Reading and Writing Integration Strategies

**Targeted Barriers to Achieving the Goal**

- Varied levels of teacher understanding for supporting literacy instruction across contents

**Plan to Monitor Progress Toward the Goal**

Student scores on formal reading assessments (teacher-created, in-house, district) to reflect school-wide focus on literacy.

### Person or Persons Responsible
Teachers, Coaches, Administrators

### Target Dates or Schedule:
ongoing progress monitoring

### Evidence of Completion:
Student scores should reflect growth on reading assessments.

**G3.** Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

### Targets Supported

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

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- CTE

- EWS

- EWS - High School

- EWS - Graduation

### Resources Available to Support the Goal

- Professional Development resources

- Strategies provided to teachers

- District Specialist

- School-based Coaches

- Administrators

### Targeted Barriers to Achieving the Goal

- Teachers have difficulty effectively using student data to drive differentiated instruction.

**Plan to Monitor Progress Toward the Goal**

Tiering of teachers with level of success with differentiating instruction based on student data, the level of student-owned monitoring, and the increase of student scores on formal assessment data

### Person or Persons Responsible

Administrators

### Target Dates or Schedule:

Weekly, bi-weekly

### Evidence of Completion:

Documentation of informal classroom observations by multiple administrators for calibration, student formal data, student tracking systems

## Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** Teachers will incorporate instructional strategies that enhance rigor and student discourse.

**G1.B1** Teachers' understanding of qualitative and quantitative measures

**G1.B1.S1** Professional development facilitated by teacher leaders who have mastered the strategy and academic coaches, targeting the difference between qualitative and quantitative data

### Action Step 1

Conduct a school-based training that will target the differences of quality and quantity when assessing students. The goal is for the teachers to understand that rigorous activities are not the same as various activities with the same objective.

**Person or Persons Responsible**

Academic Coaches, District Specialists, Model Teachers

**Target Dates or Schedule**

Calibration period

**Evidence of Completion**

PD agenda, teacher task in transfer

**Facilitator:**

Academic Coaches, Administrators

**Participants:**

All content area teachers and elective teachers

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

Classroom observations, teacher lesson plans - focus on the independent activity, student work samples during PLC

### Person or Persons Responsible

Academic Coaches, Administrators

### Target Dates or Schedule

ongoing

### Evidence of Completion

observation logs with emphasis on student work activity, focus walks to survey the level of rigor of student activity during work period, teacher data chats, teacher-created assessments

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

Student performance on multiple assessments (CGA, school-based assessments)

### Person or Persons Responsible

Administrators and District Specialists

### Target Dates or Schedule

ongoing comparisons to baseline assessments

### Evidence of Completion

Student data that shows an increase in performance and mastery of the objectives

**G1.B2** Teachers' understanding of student discourse and how to implement during instruction

**G1.B2.S1** Professional development for all building teachers to target student discourse and how to effectively implement during instruction

### Action Step 1

Professional development that explains student discourse, the need for implementation, and the impact on instruction and student performance

**Person or Persons Responsible**

Teachers, Academic Coaches, Administrators

**Target Dates or Schedule**

calibration period

**Evidence of Completion**

PD agenda, teacher task in transfer for implementation into lesson

**Facilitator:**

Academic Coaches, model teachers, administrators

**Participants:**

All content areas teachers and elective teachers

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

Focus walks observation and surveys, classroom observations/walk through forms

**Person or Persons Responsible**

Administrators, Academic Coaches, District Specialists

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Focus Walk Data, Observational data and collaboration from focus walk team

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

Student data chats - students explanation and knowledge of content objectives and the expectations of performance assessment data

### Person or Persons Responsible

Administrators, School Support partners (Diplomas Now, GEARuP)

### Target Dates or Schedule

2nd semester

### Evidence of Completion

Students will improve on school-based and district assessments due to the ability to effectively articulate and comprehend objectives and misconceptions and "own" individual data

**G2.** Students will be able to effectively make meaning of a variety of texts and articulate understanding through formal and informal writing across all content areas.

**G2.B2** Varied levels of teacher understanding for supporting literacy instruction across contents

**G2.B2.S1** Develop school-wide Literacy Leadership Team to meet routinely to provide literacy support across all content areas.

### Action Step 1

Leadership team will collaborate with the ELA department to develop focus areas for literacy instruction in other content areas. Professional development held to target focus areas and how they impact students ability to understand and explain concepts across multiple contents.

### Person or Persons Responsible

Literacy Leadership Team, ELA Department

### Target Dates or Schedule

weekly, bi-weekly

### Evidence of Completion

Notes from LLT Meetings, Incorporation of literacy support strategies in teacher lesson plans

### Facilitator:

ELA Lead teachers, Reading Coach, Administrators

### Participants:

all content area teachers and electives

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

Teachers tasked with implementing literacy support strategies in instruction and student work tasks with evidence displayed in lesson plans. Classroom observations to determine the inclusion of deliberate reading and writing strategies.

### Person or Persons Responsible

Academic Coaches, Administrators, Teacher Leaders

### Target Dates or Schedule

weekly during common planning and PLC

### Evidence of Completion

evidence of reading strategies and writing in student work products and instructional delivery

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

Student level of writing in response to reading to increase in explicit work samples during ELA and other content areas

### Person or Persons Responsible

Teachers, Coaches, Administrators

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

level of writing produced by students in all content area classes and electives

**G3.** Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

**G3.B1** Teachers have difficulty effectively using student data to drive differentiated instruction.

**G3.B1.S1** Modeling of lesson design and delivery by district specialists to address using student data through the instructional framework and follow up models by academic coaches

### Action Step 1

Teachers will be provided with detailed modeling in all content areas, demonstrating the use of informal and formal assessment data in the planning and delivery of lessons within the instructional framework.

#### Person or Persons Responsible

District Specialists/Content Area Directors, School-based Academic Coaches

#### Target Dates or Schedule

As needed based upon the recommendations of the leadership team

#### Evidence of Completion

Teacher lesson plans, informal/formal class observations of lesson delivery

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

Coaching observations, administrative informal observations, lesson plans, documentation of PLC notes

#### Person or Persons Responsible

Principal, Assistant Principals, Academic Coaches

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Evidence of teacher differentiation during instructional time and student work period, scaffolded lessons, evidence of student work

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

Informal school observation tool, level of teacher conversation during PLC, teacher created lesson plans, student work samples

### Person or Persons Responsible

Academic Coaches, Administrators

### Target Dates or Schedule

weekly, bi-weekly

### Evidence of Completion

Students formal and informal assessment data increases to show mastery of benchmarks addressed through differentiation

**G3.B1.S2** Provide a professional development facilitated by admin, coaches, and teacher leaders to target building formal assessments that align with complexity expectations and informal assessment practices to determine student ability

### Action Step 1

School-based professional development on Cognitive Complexity and the process of developing higher order tasks and assessments. Understanding the process students must take to effectively perform at the expected level of cognitive thinking.

### Person or Persons Responsible

Academic Coaches, Administrators, Teacher Leaders

### Target Dates or Schedule

bi-weekly, during early release trainings

### Evidence of Completion

Teachers delivery of instruction will improve to include various levels of questions, leading to higher levels of thinking. Teacher lesson plans will include more questions on a higher complexity level, providing parallel experiences for students to the formal assessments.

### Facilitator:

Academic Coaches, Administrators

### Participants:

All content area teachers and elective teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Teachers will routinely bring evidence to subsequent PLC meetings/professional development sessions for discussion. Also, during classroom observations, coaches and admin will monitor the delivery of questioning during instruction and the level of tasks students are expected to complete. During PLCs, teachers will provide and discuss student work samples and tasks for department review.

**Person or Persons Responsible**

Academic Coaches, District Content Area Specialists, Administrators

**Target Dates or Schedule**

weekly, bi-weekly

**Evidence of Completion**

Administrative Observation tool, coaching log responses, informal student assessments

**Plan to Monitor Effectiveness of G3.B1.S2**

Student work samples and tasks, teacher lesson plans to show explicit instruction and the alignment of tasks to the level of instruction, lesson plans to show inclusion of informal assessments

**Person or Persons Responsible**

Teachers, Academic Coaches, Admin

**Target Dates or Schedule**

during weekly common planning/ PLCS

**Evidence of Completion**

Student improvement based on assessment data, increase in the levels of planning during common planning

## Coordination and Integration

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

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

Title I, Part A
Services are provided to verify that students in need of remediation have assistance after school and for an extended school year.
Title X- Homeless
Services are provided to make certain students who are designated as homeless have assistance. Primary assistance is provided by school-based guidance counselors and is extended through the Full Service Schools program.
Supplemental Academic Instruction (SAI)
SAI funding will be used for afterschool tutoring and Saturday School. When made available, funds will be used to purchase tutoring and enrichment supplies. Students are provided additional tutoring by certified teachers.
Nutrition Programs
All students will be provided free breakfast and free lunch.
Adult Education
Community education courses will be offered in the evening and on weekends in the areas of technology and Driver's Education.
Career and Technical Education
Andrew Jackson serves as a magnet school for Health Sciences and AFJROTC. Students have an opportunity to complete the requisite coursework and take the CNA exam prior to graduating.

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

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

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

**G1.** Teachers will incorporate instructional strategies that enhance rigor and student discourse.

**G1.B1** Teachers' understanding of qualitative and quantitative measures

**G1.B1.S1** Professional development facilitated by teacher leaders who have mastered the strategy and academic coaches, targeting the difference between qualitative and quantitative data

### PD Opportunity 1

Conduct a school-based training that will target the differences of quality and quantity when assessing students. The goal is for the teachers to understand that rigorous activities are not the same as various activities with the same objective.

**Facilitator**

Academic Coaches, Administrators

**Participants**

All content area teachers and elective teachers

**Target Dates or Schedule**

Calibration period

**Evidence of Completion**

PD agenda, teacher task in transfer

**G1.B2** Teachers' understanding of student discourse and how to implement during instruction

**G1.B2.S1** Professional development for all building teachers to target student discourse and how to effectively implement during instruction

### PD Opportunity 1

Professional development that explains student discourse, the need for implementation, and the impact on instruction and student performance

#### Facilitator

Academic Coaches, model teachers, administrators

#### Participants

All content areas teachers and elective teachers

#### Target Dates or Schedule

calibration period

#### Evidence of Completion

PD agenda, teacher task in transfer for implementation into lesson

**G2.** Students will be able to effectively make meaning of a variety of texts and articulate understanding through formal and informal writing across all content areas.

**G2.B2** Varied levels of teacher understanding for supporting literacy instruction across contents

**G2.B2.S1** Develop school-wide Literacy Leadership Team to meet routinely to provide literacy support across all content areas.

### PD Opportunity 1

Leadership team will collaborate with the ELA department to develop focus areas for literacy instruction in other content areas. Professional development held to target focus areas and how they impact students ability to understand and explain concepts across multiple contents.

#### Facilitator

ELA Lead teachers, Reading Coach, Administrators

#### Participants

all content area teachers and electives

#### Target Dates or Schedule

weekly, bi-weekly

#### Evidence of Completion

Notes from LLT Meetings, Incorporation of literacy support strategies in teacher lesson plans

**G3.** Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

**G3.B1** Teachers have difficulty effectively using student data to drive differentiated instruction.

**G3.B1.S2** Provide a professional development facilitated by admin, coaches, and teacher leaders to target building formal assessments that align with complexity expectations and informal assessment practices to determine student ability

### PD Opportunity 1

School-based professional development on Cognitive Complexity and the process of developing higher order tasks and assessments. Understanding the process students must take to effectively perform at the expected level of cognitive thinking.

#### Facilitator

Academic Coaches, Administrators

#### Participants

All content area teachers and elective teachers

#### Target Dates or Schedule

bi-weekly, during early release trainings

#### Evidence of Completion

Teachers delivery of instruction will improve to include various levels of questions, leading to higher levels of thinking. Teacher lesson plans will include more questions on a higher complexity level, providing parallel experiences for students to the formal assessments.

## Appendix 2: Budget to Support School Improvement Goals