

Duval County Public Schools

# Englewood High School



2015-16 School Improvement Plan

## Englewood High School

4412 BARNES RD, Jacksonville, FL 32207

<http://www.duvalschools.org/ehs>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	52%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	69%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	B	B

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission at Englewood High School is to maintain a culturally diverse community of students, parents and staff, dedicated to creating a highly successful educational environment in which each student is empowered and inspired to reach his or her full academic, social and emotional potential in every class, every day.

##### **Provide the school's vision statement**

Our vision at Englewood High School is to nurture and celebrate a culturally diverse environment highly regarded for its educational excellence, preparing all students for a successful transition into a collegiate journey or career path.

#### School Environment

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

The school administers various surveys to receive data about students and teachers. The surveys are administered and data collected. Once the data is collected and reviewed it is shared with all stakeholders to assist in the development of a plan to meet the needs of students as well as ways to facilitate the development of relationships between students and teachers.

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

Use of Foundations and CHAMPS. The school has a Foundations team which also serves as the PBIS team that reviews all common areas throughout the day and formulates supervision plans to make certain the campus is safe. Included in the PBIS Plan is information to students to allow for anonymous reporting of incidents to the dean, counselors and administrators.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The Duval County Student Code of Conduct provides the framework for the school wide behavioral systems. There is a 6 step process that creates a system of interventions prior to a behavior referral being written by a teacher. This allows the teachers the opportunity to take ownership of their classroom environment and build relationships with students which prevents disruption. All teachers and students are trained on the student code of conduct each year so that the expectations are clear. Englewood High School also has a system of Parent Shadowing as a noted intervention. In an effort to increase parent involvement and engagement, one of the interventions put in place by the deans is to assign "Parent Shadow" as a means of changing a student's behavior. Teachers are given twenty-four hours notice prior to a parent/guardian shadow. Surrounding the shadowing is a pre and post conference with the parent, student and dean. The student creates a set of personal goals and all involved sign their support of these goals.



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

The Social-emotional needs of the students are met by providing various wrap around services. Students are able to be referred to Full Service Schools to meet various needs, as well as services provided by the five school counselors, one of whom is an ESOL specialist. Teachers were trained on the use of Full Service School referrals during preplanning. The four grade level school counselors engage in "Counselors' Corner" on Fridays during lunches. During that time students can make appointments and work through minor issues without losing any of their academic class time.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

At the close of each nine week grading period, the following individuals will come together to determine students in high need based on the following indicators:  
 Principal, Assistant Principals, Deans, School Counselors, Graduation Coach, Academic Coaches

1. Students with attendance below 90 percent
2. Students with more than 1 In School Suspension and Students with any OSS
3. Students with a failing grade in any Mathematics or ELA course
4. Students scoring more than one grade level below their current grade on their diagnostic/baseline assessments

The identification of these students will prompt an action plan for each student. The action plan will include meeting with the student and parent and devising a Student Success Plan which will address each of these areas.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	58	57	57	57	229
One or more suspensions	27	19	13	7	66
Course failure in ELA or Math	163	298	151	50	662
Level 1 on statewide assessment	177	121	65	106	469

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Through collaboration between teachers, school counselors, administration, and support staff, a variety of monitoring systems have been put into place to indicate whether students are on track for graduation for the 2015-2016 school year:  
 Teachers mark attendance daily and school counselors are notified when students are chronically

absent; students that have poor attendance records are than referred to the Attendance Intervention Team and a meeting takes place with the student and parent or legal guardian.

Students also have opportunities for mentoring and oversight with help from a variety of community agencies including FSCJ Trio Program, Communities in Schools, Daniel Memorial, Upward Bound, Johnson & Johnson Vision Care Inc., and Take Stock in Children. Students are also referred to a variety of seasonal programs including initiatives by Mayor Alvin Brown's Office including: Mayor Summer Jobs Program, School Leaders, etc.

Students with chronic discipline issues are referred to a wrap-around in-school-suspension program and sometimes the offense requires restorative justice with one or more parties. This provides students an outlet to explain their behaviors and a management plan is put in place for students to get back on track. If additional mental health services are needed a referral for Englewood Full Service Schools is made and parents are contacted to follow up with the program.

Students that score below grade level on state-wide assessments might be placed into an Enrichment Reading or Enrichment Math course to help the student in their areas of weakness. In addition, students with scores close enough to passing may be selected for one-on-one "pull outs/push ins" to help improve their reading or math scores. After school and Saturday tutoring is also available for content EoC's, DVIA, FSA, and SAT/ACT prep courses.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182028>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Multiple community partnership benefit Englewood High School.

Partnership with Englewood Full Service Schools

Full Service Schools offer wrap-around services to all Englewood students. Administrators, Counselors, Teachers and Staff can refer students for a multitude of reasons and the students' families receive support as well. Students are also able to retrieve school supplies and food items if necessary.

Several grants have been made possible through the Full Service School's partnership as well. The all girls' after school club, Soyini Circles, was created through a grant and focuses on self-esteem and STEM-related fields for students. A mini-grant made a campus beautification program possible. Another grant is going to allow for after school tutoring for students who need to pass the ACT/SAT/PERT assessments for graduation.

Partnership with Johnson and Johnson, Vision Care Inc. (Vistakon)

One Early College Track at Englewood is dedicated solely to earning an AS degree through the Academy of Advanced Manufacturing. Vistakon supports these students through mentoring, summer internships and priority interviews. They are also constructing a student union lab within Englewood to

serve as the main hub of instructional and technological support for Academy students.

**Southside Baptist Church**

A new Faith-based partnership has been formed with Southside Baptist Church, which also houses the Karen ministry. Many Karen families have students at Englewood High School. Southside Baptist Church has served as a partner in the beautification of the campus, offered help with the language barrier challenge and over the course of the 2015,2016 school year, will be working to build a mentoring program for at-risk students.

**School Advisory Council**

The Englewood School Advisory Council meets once a month and it is a goal of the principal and current SAC chair to grow the Council to double in size for the 2015.2016 school year. The SAC's mission is to advise the principal in decision making that impacts Englewood's budget, instructional goals, school culture, parent involvement and multi-cultural standing.

**Deerwood Rotary**

The Deerwood Rotary serves Englewood through a three pronged approach.

1. The Interact Club - EHS students who are interested in engaging in leadership growth and civic-minded action are invited to join Interact.
2. Interact Students are eligible for a college scholarship sponsored by the Deerwood Rotary.
3. The Rotary sponsors a speech contest for EHS students each year.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Bravo, Sara	Principal
Boyd, Chanthony	Dean
Carias, Ingrid	Assistant Principal
George, Marie	Assistant Principal
Dunnington, Dama	Instructional Coach
Houston, Jerrell	Instructional Coach
Ache, Laura	Guidance Counselor
Crooms, Patrice	Other
Williams, June	Dean
	Assistant Principal

**Duties**

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

Principal: Reviews all school-wide data through weekly Friday Instructional meetings and Monday Administrative Leadership Meetings, provides training and guidance to leadership and staff on the use of

this data and works directly with the guidance counselors, test chair, APs, Instructional Coaches and PLC Lead Teachers to ensure school-wide implementation; uses data to drive appropriate interventions and observes RtI interventions to determine efficacy.

Assistant Principal of Curriculum: Determines student placement in courses to ensure

appropriate class-based levels of intervention (i.e. Tier 1, 2, 3) is in place and makes appropriate adjustments to students' schedules as determined by student data.

Assistant Principals and Principal (Serving as administrative liaisons to the content areas): Facilitates and supports MTSS implementation within PLCs. Monitors and assesses interventions through classroom visitations and serves as a communication liaison for parents and students in the MTSS process.

Test Chairperson: Ensures that assessments, school-wide, are planned, implemented and organized with fidelity. Ensures that all faculty and staff are trained in the handling, implementation and understanding of all assessments.

Math Coach: Works closely with all math teachers to utilize data to impact instructional change. Monitors and assesses interventions through classroom visitations. Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as iReady and Carnegie Math, Co-Leads and facilitates PLC meetings and answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures that these interventions are data-driven and facilitates the learning and understanding of math-based interventions school-wide.

Literacy Coach: Works closely with all ELA and Reading teachers to utilize data to impact instructional change. Monitors and assesses interventions through classroom visitations. Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as Achieve 3000 and iLit. Co-Leads and facilitates PLC meetings and answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures these interventions are data-driven and facilitates the learning and understanding and literacy-based interventions school wide. Assists in the completion of DAR testing at key points throughout the school year.

Guidance Counselors: Each counselor is assigned to a specific grade level and the needs of those students are their first priority. Work daily with these students to ensure their schedule aligns with their goals and graduation needs. Conduct credit checks and grade reviews each nine weeks to ensure students are receiving the support necessary. Certain counselors also oversee programs such as Dual Enrollment and Early College.

Deans of Students: Works daily with students displaying the need for behavioral interventions. Records tardies, absences and tracks overall attendance trends that could contribute to a students' need for behavioral interventions. Oversees the implementation of the PBIS plan school wide. Works closely with parents to communicate the ongoing need for parent support and engagement with school-based behavioral interventions.

Graduation Coach; Main focus is to ensure the twelfth grade students meet all requirements to graduate. Tracks the ACT and SAT scores and meets regularly with students to make certain all credits are being met.

School Technology Coordinator: Works alongside test chair to ensure all technology-based testing is moving forward. Works with teachers to troubleshoot issues with various technology platforms and encourage consistent use of blended learning programs.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The leadership team was divided into subgroups to address the development and implementation of different parts of the SIP and RtI plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, and facilitated the development of a systemic approach to teaching.

The School Leadership Team along with the School Advisory Council will monitor the use of fund and services to maximize the use of all resources.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Sara Bravo	Principal
Beth Allen	Parent
Don Redman	Business/Community
Jennifer Hammock	Parent
Christopher Luke	Parent
Michelle Bourgholtzer	Parent
Marchelle Smith	Business/Community
Vasco Eagle	Parent
Kristi Grinsted	Parent
Marissa Alexander	Parent
Jeanilla Lass	Parent
Pedro Reyes	Parent
Frankie Gross	Parent
Valerie Reynolds	Parent
Gary Weise	Business/Community
Ralph Hodges	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

The previous year's SIP was reviewed several times throughout the year and in depth at the Mid-year Stakeholder's meeting in which progress monitoring data was reviewed and input solicited on next steps. Also, the release of school data over the summer the data was reviewed along with the SIP at the September SAC meeting.

*Development of this school improvement plan*

Over the course of a school year, parts of the School Improvement Plan are reviewed with SAC beginning in September. The document was reviewed with SAC prior to being submitted to the FDOE.

The SAC have historically been very interested in documenting the programs and initiatives that assist and support the largest number of students and focus their funding decision making on this piece as well.

*Preparation of the school's annual budget and plan*

The Budget process is reviewed with the SAC and input solicited from the SAC members each Spring and Fall.

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

The school improvement funds will be used for the benefit of the entire school as determined by the SAC.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Dunnington, Dama	Instructional Coach
Houston, Jerrell	Instructional Coach
Bravo, Sara	Principal
George, Marie	Assistant Principal
Carias, Ingrid	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The school-based LLT functions by meeting on a bi-monthly basis to review ongoing reading and writing data. This data includes FSA, Achieve 3000, DAR, Edgenuity, baseline assessments, writing prompts, ESOL and various other in class assessments.

These pieces of data are discussed at weekly Friday Instructional Focus meetings with the principal, Assistant Principals and Instructional Coaches.

LLT members guide individual teaching staff in making instructional modifications as a result of data analysis. Additionally, the LLT guides major initiatives and rollouts regarding school-based literacy topics.

The assigned district reading specialist visits our school, meets with the Assistant Principal serving as the Reading/ELA liaison, walks classrooms and provides objective feedback. This feedback is discussed at the weekly instructional meetings.

Reading Strategies used throughout ELA/Reading/Dev Lang/SS/Science classes- ACES strategy, Magnet strategy, Think-Write-Pair-Share, CUBE strategy, Turn and Talk, It Says, I Say and So (inferences), Frayer models, Literary Circles.

Writing Strategies used throughout ELA/Reading/Dev Lang/SS/Science classes –Cornell Notes, SRE, Graphic Organizers, Response to Literature.

Areas of focus for the 2015.2016 school year include:

Strengthening rigor at the Tier 1 Level of Instruction. Continued implementation of Language Arts Florida Standards with emphasis on Text Dependent Tasks. Teachers use of technology programs to enhance literacy in the content areas (Achieve 3000, Edgenuity). Extra tutoring for identified students in the areas of preparation for FSA, SAT/ACT, and Algebra 1 Retake students for word problems. A switch to push-in strategies with the instructional coaches after the first semester of the school year.

**Public and Collaborative Teaching**

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



**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The Master schedule is created to allow for Common Planning by department and by content areas. This allows for Common Planning sessions to be facilitated by instructional coaches and administrators. Department Chairs are being moved into more of a PLC Lead Teacher position with a focus on modeling, instructional excellence and a sharing of strategies and best practices. A peer visitation initiative has been instituted for the 2015.2016 school year. Teachers are scheduled on a rotating basis to visit colleagues using the pop in visit form used by the leadership team on a weekly basis. The visits are debriefed during PLC meetings shortly after the visits. Teachers are also following a Professional Development Schedule involving the four Pillars and have the opportunity to engage in an optional book study on the Gradual Release of Instructional. Through this job-embedded professional development the teachers interact together and allows for a structure of collaboration.

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

Teachers at Englewood High School are asked to communicate knowledge of any potential candidates for future hire to members of the school-based leadership team. The Leadership Team reviews the district teacher transfer list at the close of each school year to determine any potential openings AND to gain a pulse on the quality of candidates that could be applicants for the following school year. Englewood actively participates in all district recruitment events as they are made available. Teachers currently on staff are given consistent feedback and support from the school Leadership Team regarding instructional focus, PLC-driven collaboration, best practices and ongoing professional development. The school-based leadership team, comprised of the principal, three assistant principals, two deans and two instructional coaches are all responsible for supporting teachers and maintaining a high level of teacher retention at Englewood. District content specialists also provide a great deal of support, providing professional development at the school site, visiting classrooms and providing feedback both directly to teachers and to the school based leadership team.

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

Englewood High School uses the MINT program and all teachers new to the school or the profession are assigned a mentor. Mentees are paired with mentors based on subjects, common interests, and personalities.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The District Curriculum Guides are developed to provide a guide for teachers aligned to the Florida Standards. The Curriculum Guide implementation is monitored by school administration and discussed and updated during common planning sessions to allow for alignment with Florida Standards and the needs of the students.

Each administrator is assigned as the liaison to one of the core contents. PLC meetings are held each week to make certain all members of the PLC are on track with the school-wide expectations of gradual release, implementation of the Four Pillars of Excellent Instruction and to offer the opportunity to debrief after Peer Visitations. PLC meetings are also an opportunity to analyze ongoing data to determine tier 2 and tier 3 interventions.

In addition to whole group weekly PLC meetings, content-level breakout sessions take place each week for planning sessions with either the reading or math coach and/or the administrator over the content area. Common planning and assessment development ensures all students are receiving equitable instruction and pacing across the school.

### **Instructional Strategies**

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

The teachers use district created and teacher created assessments along with blended learning programs (Achieve 3000, Rosetta Stone, Cella, i-ready, Carnegie Learning, Edgenuity, i-Lit, Math-XL, Pearson Realize, Algebra Nation, and Interact Math) to determine the needs of groups of students and individual students.

Teachers follow the curriculum guide, but based on student achievement data modify instruction and create time through teacher rotations within class periods. At the mid-way point of the school year, both the reading and math coach begin to push into classroom to provide additional support to the groups of students whose data indicates they are in the highest need of additional support.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: After School Program**

**Minutes added to school year: 3,904**

Students are offered and recommended after school tutoring with the teachers of core subjects. Additionally, teachers collaborate and plan using data to drive instruction. A comprehensive school-wide Professional Development Plan is implemented to cover ongoing instructional expectations such as Gradual Release and Implementation of the Four Pillars of Excellent Instruction. Additional Professional Development is created for areas identified through data analysis, observations and evaluations to improve instruction in every area. Enrichment activities include mentor programs where students are paired with one adult. This adult monitors attendance, behavior, grades and assists (or refers student to someone who can assist) with personal issues as related to child welfare, teen pregnancy, and health issues. Englewood High School provides over twenty clubs that students can choose to be involved. These clubs are designed to build skills such as leadership, business development, web designs, etc. which will assist students in their future college life and careers. After school, students have an opportunity to stay in the media center and have extra time to work on school related assignments or use computers for research four days each week.

***Strategy Rationale***

Students that need the highest levels of support must be given opportunities to practice strategies and skills beyond the allotted classroom instructional time. By providing individualized and small group interventions after the school day, students are given the chance to stay on pace with their courses and to benefit from reteaching.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Bravo, Sara, [bravos@duvalschools.org](mailto:bravos@duvalschools.org)

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

Students targeted for after school tutoring are typically students who fall just shy of passing the required exams for graduation. We have tracked the pass rates of EOCs, ACT/SAT, PERT, and FSA of students that attended after school and/or Saturday school. We have seen a greater amount of student initiated involvement in enrichment activities and a larger parental base in activities at the school. Last year, we had over 400 parents attend a parent night, the largest amount of parents we have seen to date.

**Strategy: After School Program**

**Minutes added to school year: 1,200**

Youth Leadership Development Program (Johnson & Johnson Vision Care)

**Strategy Rationale**

provide enrichment for students and connect academic instruction to business environment

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

Graduation rate of participants and GPA.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

The school maintains the same school counselor with the cohort of students to allow for appropriate relationship building. All new ninth grade students and parents were encouraged to attend orientation where a presentation was made, school tours were provided, ID pictures were taken, students were able to receive their textbooks, a planner, their schedule, and lockers, and students were made aware of some of the club/team offerings at Englewood High School.

Grade level parent nights in addition to an Early College Night are offered throughout the first nine weeks of the school year.

Grade level student meetings are conducted during the first week of school to make certain there is a high level of understanding of expectations and a sense of cohesion and pride among each cohort of students.

Open House has been adjusted to replicate each student's school day, allowing all attending parents to experience the schedule of their student, furthering the understanding and support the student receives at home.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Englewood High School has five full-time school counselors and a graduation coach who use individual student data to generate schedules, ensuring students meet State of Florida requirements for graduation. Additionally, the junior and senior counselors make students aware of college fairs, college requirements, possible career paths and student's goals for life after high school. This information is used to develop a college/career track for the student so that the student is working with a goal in mind.

There are fully-developed Dual-Enrollment opportunities for students in the 11th and 12th grades.

There is also an expanding Early College Program with two tracks. One track is traditional and offers students the opportunity to earn an AA degree alongside their high school diploma. The other track

was created based on the partnership between Johnson and Johnson Vision Care (Vistakon) and offers students an AS degree alongside their high school diploma. This AS Early College track also includes paid summer internships, mentoring and a priority interviewing process through Vistakon in an effort to pull more students into STEM-related professional opportunities.

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

Four established Career and Technical Education programs continue at Englewood High School and include Television Production, Journalism, Custom Promotional Design and Building Construction. An HVAC program was created this school year to provide an additional career path and has begun with one ninth grade cohort of students.

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

Englewood High School offers courses that lead to various industry certifications in Premier Pro, PhotoShop, Microsoft Office, Building Construction, and Custom Promo. Students are able to choose from career academies in which they are cohort scheduled to include academics and Career Technical Courses.

The career academy options are Media (Journalism and T.V production), Building Construction, or Business. Each academy provides opportunities for class projects that assist the school, such as the creation of the yearbook, school newspaper, and even a construction capstone project of the construction of a storage building.

Students are also given the option to apply for dual enrollment classes which allows them to complete the five core general education classes to be applied for their Associates degree.

JROTC programs where students are required to complete two years in the program and are given the opportunity to meet with military recruiters and take the ASVAB placement test (all students have the option to take this test on campus).

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

School counselors/graduation coach meet with students frequently to share information on postsecondary readiness, test preparation, test dates, and Bright Futures eligibility (any other scholarships).

- Information on post-secondary readiness is provided to families via parent nights, parent link and mail-outs.
- College recruiters visit school regularly.
- Field trips to colleges are scheduled throughout the year.
- SAT/ACT waivers are provided to eligible students.
- PERT is offered several times a year.
- Senior assemblies to detail graduation requirements.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Englewood High School promotes excellence and professional growth among teachers through professional development opportunities to create a classroom culture of positive behavior then discipline referrals will decrease by 40% due to students increase in responsibility/accountability, character, and ownership of learning/education.
- G2.** If teachers participate in common planning for the purpose of developing rigorous and engaging lesson plans which are data-driven, differentiated, and delivered through explicit instruction using the gradual release model, then 70% of our students will increase in reading comprehension by Spring 2016 on state or district assessments.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If Englewood High School promotes excellence and professional growth among teachers through professional development opportunities to create a classroom culture of positive behavior then discipline referrals will decrease by 40% due to students increase in responsibility/accountability, character, and ownership of learning/education. 1a

G071644

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	
2+ Behavior Referrals	
1+ Suspensions Grade 09	
1+ Suspensions Grade 10	
1+ Suspensions Grade 11	
1+ Suspensions Grade 12	
Teacher attendance rate	95.0
Teachers with advanced degrees	
Certified in Field	80.0
ESOL Endorsed	25.0
Highly Qualified Teachers	80.0
Reading Endorsed	10.0

**Resources Available to Support the Goal** 2

- CHAMPS training
- Professional development
- PLC's
- Coaching cycles
- Positive behavior support
- Behavior protocol/referral
- Full Service Schools
- School Counselors
- Adopt-A-Ram
- Mentors
- Involvement in Extra-Curricular Activities
- Peer Visits
- Restorative Justice
- ISSP
- Inputting student comments on Focus
- Paraprofessionals
- MINT
- Common Planning

- Early Release Days
- Pre/Post planning

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge by the faculty on the resources available for positive behavior initiatives
- Lack of effective faculty and students relationship

**Plan to Monitor Progress Toward G1.** 8

SESIR data provided by the FLDOE, anecdotal data by the teachers and administrative personnel involved in the restorative justice programs, and Full Service School data

**Person Responsible**

Chanthony Boyd

**Schedule**

Monthly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Number/type of referrals written, number of students in the restorative justice program, number of students reported to Full Service Schools, and comments reported on Focus.

**Plan to Monitor Progress Toward G1.** 8

Collect exit slips from professional development meetings to determine the effect on classroom instruction or planning.

**Person Responsible**

Sara Bravo


**Schedule**

Biweekly, from 9/25/2015 to 6/10/2016

**Evidence of Completion**

3-2-1 Exit Slips after PD's, Early Release Meetings, and PLC's.

**G2.** If teachers participate in common planning for the purpose of developing rigorous and engaging lesson plans which are data-driven, differentiated, and delivered through explicit instruction using the gradual release model, then 70% of our students will increase in reading comprehension by Spring 2016 on state or district assessments. **1a**

 G071645

**Targets Supported** **1b**

Indicator	Annual Target
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**Resources Available to Support the Goal** **2**

- Instructional Coaches
- Planning time
- Lesson plan template/framework
- Professional development
- Peer Visits
- Performance Matters
- Baseline testing
- Coaching Cycle
- Lesson Study
- Achieve 3000, I-Lit, Rosetta Stone
- I-ready, Math-XL, Pearson Realize, InteractMath, Carnegie Learning
- Paraprofessionals
- Administration
- CBC Aligned with Gradual release

**Targeted Barriers to Achieving the Goal** **3**

- Understand how data is used to differentiate instruction
- Lesson plans are not consistently developed with evidence of the gradual release model.



**Plan to Monitor Progress Toward G2. 8**

1. Common planning agendas
2. Lesson plans
3. Daily walk-throughs
4. Interim Data (Achieve 3000, I-ready, Edgenuity, baselines, iLit, DAR)
5. Teacher Generated assessments
6. Timely review of data and a reflection of lesson plans
7. Bell ringers reflect cross-curricular planning within elective courses
8. Student work samples
9. Pop-in forms

**Person Responsible**

Sara Bravo

**Schedule**

Monthly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

1. Common planning agendas 2. Common assessments 3. Walk-throughs to see evidence of the gradual release model and the four pillars of excellent instruction. 4. Cross-curricular bell ringers in the lesson plans. 5. Lesson plans include engagement strategies, rigorous content, differentiated instruction, and alignment to curriculum guide. 6. Student work samples. 7. Pop-in forms

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Englewood High School promotes excellence and professional growth among teachers through professional development opportunities to create a classroom culture of positive behavior then discipline referrals will decrease by 40% due to students increase in responsibility/accountability, character, and ownership of learning/education. **1**

 G071644

**G1.B1** Lack of knowledge by the faculty on the resources available for positive behavior initiatives **2**

 B186782

**G1.B1.S1** In the weekly newsletter, information about positive behavior initiatives will be disseminated to the teachers. **4**

 S198183

### Strategy Rationale

If teachers have access to the information about the initiatives, they will be able to promote them in their classrooms.

### Action Step 1 **5**

The newsletter will include positive behavior initiatives for increased promotion by teachers.

#### Person Responsible

Sara Bravo

#### Schedule

Weekly, from 9/25/2015 to 6/10/2016

#### Evidence of Completion

Within the newsletter there will be an area for the positive behavior initiatives at the school, teachers will also have the information available to the students in the classroom.

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

Monitor the fidelity by counting the number of positive behavior referrals and submission of Ram of the Week names by teachers.

**Person Responsible**

Sara Bravo

**Schedule**

Weekly, from 9/25/2015 to 6/10/2016

***Evidence of Completion***

Teachers have knowledge and are appropriately giving information to students about the positive behavior initiatives here at school.

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

Newsletter includes positive behavior initiatives for teachers to gain knowledge and accurately refer students for the positive behavior initiatives.

**Person Responsible**

Sara Bravo


**Schedule**

Weekly, from 9/25/2015 to 6/10/2016

***Evidence of Completion***

The number of students in the positive behavior initiatives after teachers know more about them.

**G1.B1.S2** Provide PD by the PBIS District Discipline Team on PBIS best practices to be implemented in the classroom. 4

 S198184

### Strategy Rationale

If teachers implement PBIS best practices, then the classroom culture will improve and student discipline referrals will decrease.

### Action Step 1 5

Our PBIS District Team will facilitate an innovating and interactive hands-on PD.

#### Person Responsible

Chanthony Boyd

#### Schedule

On 1/1/2016

#### Evidence of Completion

PBIS PD agendas, sign-in logs and implementation positive behavior strategies in the classroom.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will sign-in and agenda will be provided for the PBIS PD.

#### Person Responsible

Chanthony Boyd

#### Schedule

On 1/8/2016

#### Evidence of Completion

The school leadership team will utilize the pop-in for monitoring the implementation of PBIS strategies presented during the PBIS PD.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Leadership team will utilize the pop-in form to document the effective use of PBIS strategies in the classroom.

**Person Responsible**

Sara Bravo


**Schedule**

On 6/6/2016

**Evidence of Completion**

Documentation of the PBIS strategies recorded on the pop-in forms.

**G1.B2 Lack of effective faculty and students relationship 2**

 B186783

**G1.B2.S1** On a weekly basis teachers are encourage to select a "Ram of the Week" student. The student will be recognize during the school leadership team meeting. 4

 S198185

**Strategy Rationale**

Promoting positive behavior and building a relationship with the students.

**Action Step 1 5**

Teachers are encourage to nominate a student that demonstrates positive behavior.

**Person Responsible**

Patrice Crooms

**Schedule**

On 6/6/2016

**Evidence of Completion**

Students names submitted for "Ram of the Week" nomination.

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

**Person Responsible**

Patrice Crooms

**Schedule**


On 6/6/2016

**Evidence of Completion**

**G2.** If teachers participate in common planning for the purpose of developing rigorous and engaging lesson plans which are data-driven, differentiated, and delivered through explicit instruction using the gradual release model, then 70% of our students will increase in reading comprehension by Spring 2016 on state or district assessments. 1

 G071645

**G2.B1** Understand how data is used to differentiate instruction 2

 B186784

**G2.B1.S1** Content area/grade level teams will analyze data to group students and plan appropriate differentiated instruction lessons. 4

 S198187

**Strategy Rationale**

Using data to differentiate instruction will allow teachers to more effectively meet the needs of every student in every classroom.

**Action Step 1 5**

Teachers will analyze data and group students to develop appropriate differentiated instruction lessons.

**Person Responsible**

Sara Bravo

**Schedule**

Monthly, from 9/25/2015 to 6/10/2016

**Evidence of Completion**

The coaches will facilitate the analysis and disaggregation of student data to develop differentiated lessons.

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

Teachers will group students based on data which is written in the lesson plans or grouping document.

**Person Responsible**

Sara Bravo

**Schedule**

Monthly, from 9/25/2015 to 6/10/2016

***Evidence of Completion***

During walk-throughs data based groupings are evident in teacher led instruction.

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

Lesson plans and walk-throughs with the pop in form will monitor data based groups.

**Person Responsible**

Sara Bravo

**Schedule**

Monthly, from 9/25/2015 to 6/10/2016

***Evidence of Completion***

Lesson plans and walk-throughs with the pop in form will be evaluated for effective data based decisions.

**G2.B1.S2** PD on differentiated instruction to support our ELLs and ESE students. 4

 S198188

**Strategy Rationale**

It will increase student achievement across content-area.

**Action Step 1** 5

District ESOL Team will facilitate a PD on differentiated instruction across content areas to support our ELLs students. Also, our ESE team will provide a PD on differentiated instruction across content areas to support our ESE students.

**Person Responsible**

Sara Bravo

**Schedule**

On 2/26/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Utilize the pop-in forms to monitor the implementation of differentiated instruction. Also, ESOL paraprofessionals will be placed across content area classrooms to provide support during differentiated instruction.

**Person Responsible**

Sara Bravo

**Schedule**

On 6/6/2016

***Evidence of Completion***

Pop-in forms, lesson plans, student work samples and ESOL paraprofessionals schedules/logs.



**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Utilize pop-in form, student work samples, and lesson plans.

**Person Responsible**

Sara Bravo


**Schedule**

On 6/6/2016

**Evidence of Completion**

Utilize pop-in form, student work samples, and lesson plans.

**G2.B2 Lesson plans are not consistently developed with evidence of the gradual release model. 2**

 B186785

**G2.B2.S1 Content/grade level Common planning 4**

 S198189

**Strategy Rationale**

Teachers will collaborate to develop effective lesson plans with the gradual release model (I do, We do, You do).

**Action Step 1 5**

Teachers will use the curriculum guide and item specs to develop lesson plans during common planning.

**Person Responsible**

Sara Bravo

**Schedule**

Weekly, from 9/25/2015 to 6/10/2016

**Evidence of Completion**

Effective data-driven lesson plans that exhibit excellent instruction.

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

PLC agendas, minutes, lesson plans and student work will be collected.

**Person Responsible**

Sara Bravo

**Schedule**

Weekly, from 9/25/2015 to 6/10/2016

***Evidence of Completion***

PLC agendas, minutes, student work samples and lesson plans will be collected.

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

Walk throughs using the pop-in forms will determine whether or not the teachers are implementing the gradual release model.

**Person Responsible**

Sara Bravo

**Schedule**

Weekly, from 9/25/2015 to 6/10/2016

***Evidence of Completion***

Walk-through feedback using the pop-in form will be monitored for implementation of the gradual release and four pillars of excellent instruction.

**G2.B2.S2** Provide an engaging and hands-on PD on gradual release model. 4

 S198190

**Strategy Rationale**

To model effective use of Gradual Release process in the classrooms.

**Action Step 1** 5

Provide a PD on the gradual release process to be implemented throughout the lessons.

**Person Responsible**

Sara Bravo

**Schedule**

On 3/25/2016

***Evidence of Completion***

Agenda for pd, sign-ins logs, and lesson plans.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Leadership team during walk-throughs will use the pop-ins forms and lesson plans to monitor the implementation of the gradual release process.

**Person Responsible**

Sara Bravo

**Schedule**

On 3/25/2016

***Evidence of Completion***

Pop-ins forms and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Leadership team will conduct weekly walk-throughs to monitor the effectiveness of the gradual release process throughout the lesson.

**Person Responsible**

Sara Bravo

**Schedule**

On 3/25/2016

**Evidence of Completion**

Pop-ins forms, lesson plans and student work samples.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The newsletter will include positive behavior initiatives for increased promotion by teachers.	Bravo, Sara	9/25/2015	Within the newsletter there will be an area for the positive behavior initiatives at the school, teachers will also have the information available to the students in the classroom.	6/10/2016 weekly
G1.B1.S2.A1	Our PBIS District Team will facilitate an innovating and interactive hands-on PD.	Boyd, Chanthony	10/23/2015	PBIS PD agendas, sign-in logs and implementation positive behavior strategies in the classroom.	1/1/2016 one-time
G1.B2.S1.A1	Teachers are encourage to nominate a student that demonstrates positive behavior.	Crooms, Patrice	9/7/2015	Students names submitted for "Ram of the Week" nomination.	6/6/2016 one-time
G2.B1.S1.A1	Teachers will analyze data and group students to develop appropriate differentiated instruction lessons.	Bravo, Sara	9/25/2015	The coaches will facilitate the analysis and disaggregation of student data to develop differentiated lessons.	6/10/2016 monthly
G2.B1.S2.A1	District ESOL Team will facilitate a PD on differentiated instruction across content areas to support our ELLs students. Also, our ESE team will provide a PD on differentiated instruction across content areas to support our ESE students.	Bravo, Sara	10/23/2015		2/26/2016 one-time
G2.B2.S1.A1	Teachers will use the curriculum guide and item specs to develop lesson plans during common planning.	Bravo, Sara	9/25/2015	Effective data-driven lesson plans that exhibit excellent instruction.	6/10/2016 weekly
G2.B2.S2.A1	Provide a PD on the gradual release process to be implemented throughout the lessons.	Bravo, Sara	10/23/2015	Agenda for pd, sign-ins logs, and lesson plans.	3/25/2016 one-time
G1.MA1	SESIR data provided by the FLDOE, anecdotal data by the teachers and administrative personnel involved in the restorative justice programs, and Full Service School data	Boyd, Chanthony	9/1/2015	Number/type of referrals written, number of students in the restorative justice program, number of students reported to Full Service Schools, and comments reported on Focus.	6/10/2016 monthly
G1.MA2	Collect exit slips from professional development meetings to determine the effect on classroom instruction or planning.	Bravo, Sara	9/25/2015	3-2-1 Exit Slips after PD's, Early Release Meetings, and PLC's.	6/10/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Newsletter includes positive behavior initiatives for teachers to gain knowledge and accurately refer students for the positive behavior initiatives.	Bravo, Sara	9/25/2015	The number of students in the positive behavior initiatives after teachers know more about them.	6/10/2016 weekly
G1.B1.S1.MA1	Monitor the fidelity by counting the number of positive behavior referrals and submission of Ram of the Week names by teachers.	Bravo, Sara	9/25/2015	Teachers have knowledge and are appropriately giving information to students about the positive behavior initiatives here at school.	6/10/2016 weekly
G1.B2.S1.MA1	[no content entered]	Crooms, Patrice	9/7/2015		6/6/2016 one-time
G1.B1.S2.MA1	Leadership team will utilize the pop-in form to document the effective use of PBIS strategies in the classroom.	Bravo, Sara	9/7/2015	Documentation of the PBIS strategies recorded on the pop-in forms.	6/6/2016 one-time
G1.B1.S2.MA1	Teachers will sign-in and agenda will be provided for the PBIS PD.	Boyd, Chanthony	10/23/2015	The school leadership team will utilize the pop-in for monitoring the implementation of PBIS strategies presented during the PBIS PD.	1/8/2016 one-time
G2.MA1	1. Common planning agendas 2. Lesson plans 3. Daily walk-throughs 4. Interim Data (Achieve 3000, I-ready, Edgenuity, baselines, iLit, DAR) 5. Teacher Generated assessments 6. Timely review of data and a reflection of lesson plans 7. Bell ringers reflect cross-curricular planning within elective courses 8. Student work samples 9. Pop-in forms	Bravo, Sara	9/1/2015	1. Common planning agendas 2. Common assessments 3. Walk-throughs to see evidence of the gradual release model and the four pillars of excellent instruction. 4. Cross-curricular bell ringers in the lesson plans. 5. Lesson plans include engagement strategies, rigorous content, differentiated instruction, and alignment to curriculum guide. 6. Student work samples. 7. Pop-in forms	6/10/2016 monthly
G2.B1.S1.MA1	Lesson plans and walk-throughs with the pop in form will monitor data based groups.	Bravo, Sara	9/25/2015	Lesson plans and walk-throughs with the pop in form will be evaluated for effective data based decisions.	6/10/2016 monthly
G2.B1.S1.MA1	Teachers will group students based on data which is written in the lesson plans or grouping document.	Bravo, Sara	9/25/2015	During walk-throughs data based groupings are evident in teacher led instruction.	6/10/2016 monthly
G2.B2.S1.MA1	Walk throughs using the pop-in forms will determine whether or not the teachers are implementing the gradual release model.	Bravo, Sara	9/25/2015	Walk-through feedback using the pop-in form will be monitored for implementation of the gradual release and four pillars of excellent instruction.	6/10/2016 weekly
G2.B2.S1.MA1	PLC agendas, minutes, lesson plans and student work will be collected.	Bravo, Sara	9/25/2015	PLC agendas, minutes, student work samples and lesson plans will be collected.	6/10/2016 weekly
G2.B1.S2.MA1	Utilize pop-in form, student work samples, and lesson plans.	Bravo, Sara	10/23/2015	Utilize pop-in form, student work samples, and lesson plans.	6/6/2016 one-time
G2.B1.S2.MA1	Utilize the pop-in forms to monitor the implementation of differentiated instruction. Also, ESOL paraprofessionals will be place across content area classrooms to provide support during differentiated instruction.	Bravo, Sara	10/23/2015	Pop-in forms, lesson plans, student work samples and ESOL paraprofessionals schedules/logs.	6/6/2016 one-time
G2.B2.S2.MA1	Leadership team will conduct weekly walk-throughs to monitor the effectiveness of the gradual release process throughout the lesson.	Bravo, Sara	10/30/2015	Pop-ins forms, lesson plans and student work samples.	3/25/2016 one-time
G2.B2.S2.MA1	Leadership team during walk-throughs will use the pop-ins forms and lesson plans to monitor the implementation of the gradual release process.	Bravo, Sara	10/23/2015	Pop-ins forms and lesson plans.	3/25/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	The newsletter will include positive behavior initiatives for increased promotion by teachers.	\$0.00
2	G1.B1.S2.A1	Our PBIS District Team will facilitate an innovating and interactive hands-on PD.	\$0.00
3	G1.B2.S1.A1	Teachers are encourage to nominate a student that demonstrates positive behavior.	\$0.00
4	G2.B1.S1.A1	Teachers will analyze data and group students to develop appropriate differentiated instruction lessons.	\$0.00
5	G2.B1.S2.A1	District ESOL Team will facilitate a PD on differentiated instruction across content areas to support our ELLs students. Also, our ESE team will provide a PD on differentiated instruction across content areas to support our ESE students.	\$0.00
6	G2.B2.S1.A1	Teachers will use the curriculum guide and item specs to develop lesson plans during common planning.	\$0.00
7	G2.B2.S2.A1	Provide a PD on the gradual release process to be implemented throughout the lessons.	\$0.00
<b>Total:</b>			<b>\$0.00</b>