

Duval County Public Schools

Samuel W. Wolfson High School



2015-16 School Improvement Plan

Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

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

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| High | Yes | 53% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 80% |

School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | C* | B | B | C |

**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 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Samuel W. Wolfson High School's major focus is creating a student focused learning environment. The administration and faculty will work throughout the school year to foster an environment that is culturally sensitive which ultimately leads to the creation of a healthy learning environment. The relationships that evolve through promotion of cultural sensitivity bridges gaps and creates an environment that promotes high levels of student achievement. As part of the process of promoting cultural sensitivity and improving instructional practices Samuel W. Wolfson focuses its weekly Professional Learning Community (PLC) meetings on students and meeting their respective needs. Each Professional Learning Community (PLC) meeting has a focus and topics of discussion can vary anywhere from data disaggregation to small group instruction to differentiated instruction to meeting the needs of English Language Learners (ELAs). The goal of Samuel W. Wolfson is to create the most positive learning environment for all students. Through the process of collaboration teachers are able to collaborate and agree on best practices in classrooms to increase and promote high levels of student achievement.

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

Samuel W. Wolfson High School is committed to developing a campus atmosphere which promotes a safe environment, optimal instruction and learning for all. This can only be accomplished in a structured environment fortified with order, respect, responsibility, and accountability throughout the entire school community. In order to facilitate this type of environment successfully, students must be taught and thus understand the importance of complying with all school rules and also state and federal laws. Samuel W. Wolfson High School employs a proactive systematic approach to dealing with student problem behavior. The overall focus of the campus-wide Discipline Plan is to support and promote positive behavior by redirecting unacceptable student behavior. Students are greeted each morning as they walk through the halls with visible administrators, security and teachers posted at their pre-assigned daily locations. Having highly visible staff allows for the students to freely speak with those who can impact their academic careers and create an environment where students feel comfortable coming to staff with issues and concerns. In an effort to more readily deal with student needs Samuel W. Wolfson High School has created security posts that have been positioned throughout the school. Having the fixed security posts provides a location for assistance in the event that students have issues or concerns. At the end of the day administration and staff are also readily available as they are posted in assigned areas to watch the student population leave school. Staff is posted in all the high traffic areas as well as the bus and car loading zones to ensure a safe dismissal. Each of the staff members that are positioned around the school

have radio communication between them to decrease the reaction time should an event take place. Increased administration, teacher and staff presence creates a safer environment for the students.

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

Students, teachers, school administrators, and parents share the responsibility for administering the campus wide discipline plan, working together on a daily basis and understanding the goals for responsibility and behavior. In order for discipline to be fair and consistent, there must be an effort to establish student expectations, campus wide rules of conduct and a set of rules that must be enforced in each class room. This campus wide discipline plan provides specific goals, behavior expectations, teacher and staff responsibilities, strategies and procedures for handling behavior infractions, and specific routines to be followed.

Samuel W. Wolfson High School and more specifically the teacher's use a school-wide behavior program called C.H.A.M.P.s The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations. This requires thorough planning for each teacher to establish the rules of their classroom and post clear and concise rules for each activity.

Along with the C.H.A.M.P.s program that is in place there are additional school wide policies and procedures that the students have been made aware of in a variety of ways. During the first week of school, administration held grade level assemblies for all of the students. During the assembly, all school-wide policies and procedures were discussed including the cell phone policy, Twenty/Twenty Rule, dress code, and the new code of conduct infraction clusters.

Cell Phone Policy:

1. First Offense: The device or hat will be confiscated by the staff member, labeled, and given to the administrator. The administrator will notify the parent/guardian and will return the device to the student at the end of the day.
2. Second Offense: The device will be confiscated by the staff member, labeled and given to the administrator. A mandatory conference will be scheduled and the electronic device or hat will be returned to the parent. This can be a phone conference since some parents cannot physically come to the school.
3. Third Offense: The device or hat will be confiscated by the staff member, labeled, and given to the administrator. A mandatory conference will be held with the parent/guardian and disciplinary actions will be imposed by administration (detention, work detail, etc.).
4. Any future offenses will result in the device or hat being confiscated and a meeting arranged with the parent/guardian to discuss further disciplinary action for willful disobedience and possible Out-of-School Suspension.

Twenty/Twenty Rule:

"Twenty – Twenty Minute" Rule – The most valuable time for teaching/learning in class is typically the first twenty minutes of class. All students are encouraged to get to class on time to engage in meaningful instruction. Students are not permitted to leave class for any reason the first or last twenty minutes of class. No student leaves the class without a hall pass that has been signed by the teacher.

Dress Code Policy - Females:

INAPPROPRIATE DRESS FOR GIRLS:

- Hats, caps, visors, hoods, sunglasses, bandanas, hair rollers, picks or other headgear
- Pajamas or pajama pants
- Tank tops of any kinds including traditional or razor back, tube tops, halter tops, crop tops or tops with spaghetti straps
- Mesh or sheer garments exposing bare skin

- Halter dresses, dresses with spaghetti straps, strapless dresses, dresses cut higher than 3 inches above the knee or jeans with holes
- Sheer maxi shirts or dresses with lining cut higher than 3 inches above the knee
- Skirts or shorts cut higher than 3 inches above the knee
- Running/compression shorts or yoga pants
- Exposed undergarments
- ABSOLUTELY NO LEGGINGS OF ANY KIND

Dress Code Policy - Males:

INAPPROPRIATE DRESS FOR BOYS:

- Hats, caps, visors, hoods, sunglasses, bandanas, hair rollers, picks, do-rag, wave caps or other headgear
- Pajamas or pajama pants
- Tank tops of any kinds including traditional or razor back
- Mesh or sheer garments exposing bare skin
- Jeans or pants with holes in the upper thigh
- Running or compression shorts cut higher than 3 inches above the knee
- Exposed undergarments
- Spikes or chains
- Garments displaying vulgar or explicit material, drugs, alcohol, tobacco, or gang activities

Furthermore, we are excited to implement a new initiative at Wolfson this school year regarding student behavior called Hero PBIS. PBIS stands for "Positive Behavior Interventions and Support." It is a planned approach for school behavior that emphasis: prevention of problem behaviors through proactive instruction of desired behavior; regular reinforcement of appropriate behavior; monitoring and correction of problem behavior; application of more intensive and individualized behavior support for students who do not respond to prevention efforts.

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 Guidance Team at Samuel W. Wolfson High School collaborates with students, parents, and staff members to provide a dynamic student centered community which fosters and develops academic ownership, social, emotional, and career and college preparatory needs of our diverse student body. As professional school counselors, we empower students to cultivate and accomplish present and future goals which include character, integrity, and community involvement. All students in our diverse population will develop the educational foundation, critical thinking, and social skills needed to excel in a competitive and ever-changing global society.

Also, we have established a 5000 Role Model of Excellence program that is designed to boost the self-image, increase social skills, and academic performance of targeted students, in part, by motivating them to interact with respected and successful adults whose real-life accomplishments can inspire young adults to succeed. Students are paired up with mentors and they meet bi-weekly to discuss academics, current teen issues, and world-wide issues. Students are recommended by their teachers, peers, counselors, and administrators.

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

The curriculum office and guidance department is in charge of monitoring attendance. For a student to be in attendance ninety percent (90%) of the time, he or she cannot be absent for more than 18 days. This allows for about 4 absences per quarter. An attendance report will be pulled 2 times per

grading period (progress report time and report card time). Parents will be contacted by a school counselor once the students has reached 5 or more absences per quarter. Thus far as of 9/13/14, 23 students that have been flagged as high risk because their attendance is below 90%. The Deans of Discipline are responsible for reviewing suspension (both in and out of school) data. The deans will conference with students and parents once suspensions becomes excessive. Restorative justice practices are used in the In School Suspension classroom. Grades will be monitored and reviewed every 4 1/2 weeks. Conferences are held with teachers every 9 weeks to discuss students who are currently failing along with safety nets that are in place. For our level 1 students, the school is putting a big emphasis on instructional strategies for our lower quartile. Research-based strategies are discussed within department level professional learning communities and expected to be included in teacher lesson plans.

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 | 3 | 7 | 6 | 6 | 22 |
| One or more suspensions | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 78 | 90 | 68 | 19 | 255 |
| Level 1 on math statewide assessment | 11 | 105 | 9 | 2 | 127 |
| Level 1 on science statewide assessment | 0 | 17 | 41 | 2 | 60 |
| Level 1 on social studies state assessment | 0 | 3 | 19 | 45 | 67 |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| | 12 | |
| Students exhibiting two or more indicators | 1 | 1 |

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

The following are the intervention strategies used at Samuel W. Wolfson High School to improve academic performance of students identified by the early warning system:

- a) Teachers are required to use differentiated instruction in their classrooms to address the needs of struggling as well as those who need additional assistance.
- b) Many of our teachers host after school tutoring sessions with students who are struggling in their classes and require additional assistance.

c) Samuel W. Wolfson High School offers American College Test (ACT) preparation which is done monthly and is conducted by the Graduation Coach. Attendance to four sessions earns a students a waiver of the American College Test (ACT) fee.

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/199503>.

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

Samuel W. Wolfson High School values its business partners because they play a key role in benefiting students, schools, and the community by ensuring the quality of education, strengthening the future workforce, and enhancing economic growth through community support. Business partnerships take on many roles and have evolved over time. Relationships which may have started out as a one-time in-kind donation for an event has resulted in a long-term relationship in which the business partner and the school have joined together to give back to the community. Business partnerships at Samuel W. Wolfson High School have increased over the past few years. We now have a wide variety of partners. Some are fast food restaurants who help us by donating breakfasts/lunches, incentives for student performance and "thank yous" for faculty and staff. We also have partners who help our students by giving them the opportunity to participate in competitions to win college scholarships. One local company partnered with our school to give a student a chance at an apprenticeship upon high school graduation. We also have business partners that allow the students to give back to the community by mentoring and tutoring local elementary school students.

We consistently contact our business partners and try to find ways to make the relationship mutually beneficial to them and our school and students. Business partners can cover a wide variety of areas. Overall, they help to give Samuel W. Wolfson High School, its administration, faculty/staff and student body a more positive image within the community.

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 |
|-------------------|---------------------|
| Connor, Terrence | Principal |
| Ramdath, Ria | Assistant Principal |
| Kristol, Joshua | Dean |
| Butler, Rhodeshia | Dean |
| Lockett, Gerrie | Guidance Counselor |
| Humphreys, Julie | Assistant Principal |
| Williams, Timothy | Instructional Coach |

Duties

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

The principal and all members of the Leadership Team lead the faculty in understanding and adopting the Four Pillars of Instruction as a way of work. The Four Pillars of Instruction are:

1. Students are fully engaged
2. Students are exposed to rigorous content
3. Students take ownership of their learning
4. Students can demonstrate their learning.

At the beginning of the school year the team presented these four instructional practices as daily expectations for every classroom and will continue to provide professional development sessions to train teachers on how classroom instruction looks when all pillars are present.

The principal and assistant principals monitor school-wide progress in the Four pillars of Excellent Instruction and share this progress at leadership team meetings. The team brainstorms ways to improve instruction and set goals for improving each pillar of instruction in specific classrooms and across content areas. Both the reading and math coach choose research-based strategies and models them for teachers during Professional Learning Communities (PLCs), common planning sessions, and early release trainings. These strategies focus on improving student engagement, using the rigorous texts from the curriculum guide, fostering student ownership of their learning, and creating authentic ways for students to demonstrate their learning.

The Leadership Team also analyzes school data by grade level and content area. The team pulls data from Performance Matters and keeps track of student progress on curriculum guide assessments. The team also accesses data from the Achieve 3000, which is the school's Tier 2 support for all students. For the reading retake students, the reading coach monitors progress of the lower twenty-five percentile and tracks student progress in the four strands of the Florida Comprehensive Assessment Test (FCAT) for the 12th graders and Florida State Assessment (FSA) standards for the 11th grade. The math coach does the same for students in Intensive Math classes. Furthermore, the team monitors Tier 1 support our Algebra 1 students' growth through iReady. Progress of all students is shared at leadership meetings and the team re-evaluates attaining the school-wide goal every 3-months.

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 school's principal provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing Multi-Tiered System of Support (MTSS). The principal monitors and assesses the Multi-Tiered System of Support (MTSS) skills of school staff,

monitors the implementation of intervention support and documentation, ensures that adequate professional development is provided to support the implementation of the Multi-Tiered System of Support (MTSS), and communicates with parents regarding school-based Multi-Tiered System of Support (MTSS) plans and activities. The school's Leadership Team is comprised of teachers from every core content area. The team analyzes both academic and behavioral data and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, provides feedback and collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The Leadership Team meets weekly for instructional updates and to participate in the shared decision-making process. Exceptional Student Education (ESE) teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers. The Math and Reading Coaches will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; to assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" to assist in the design and implementation for progress monitoring, data collection, and data analysis and to participate in the design and delivery of professional development. They will provide support for assessment and implementation monitoring; facilitation and will support data collection activities. They will assist in data analysis, provide professional development and technical assistance to teachers regarding data-based instructional planning and will support the implementation of Tier 1, 2, and 3 intervention plans. They will also work directly with students, providing one-on one and small group instruction via classroom pull-outs and push-ins. The Math and Reading Coaches meet with their departments weekly as Professional Learning Communities (PLCs).

Assistant Principal (Science) - 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; and provides support for assessment and implementation monitoring; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, 2, and 3 intervention plans; works directly with students, providing one-on one and small group instruction via classroom pull-outs and push-ins. The Assistant Principal will meet with the science department weekly as a Professional Learning Community (PLC).

The funds received at Wolfson High School are used for the enhancement of student achievement. Through the use of Title I funds, positions are acquired in Reading, Math, and Science to target the low achieving population of students at Wolfson High School. We target those students based on their previous academic history. Supplemental Academic Instruction (SAI) funds are utilized to provide tutoring for students in the form of Saturday School and morning and afternoon tutoring. Also, students have the opportunity to experience educational field trips that enhance their knowledge of the world around them. Career and Technical Education (CTE) and Science, Technology, Engineering and Math (STEM) courses offer our students the opportunity to become certified in a specific industry, hence, helping them to become successful after high school. In addition to the resources mentioned we are also staffed with a part-time Parent Involvement Liaison. Our liaison works with families to encourage parents to become involved with Wolfson High School. Through the Parent Involvement office volunteers are staffed, and events are held to help parents become active members of their child's educational experience. In addition to a Parent Liaison we are staffed with a part-time Business Partnership Liaison. Ms. Naumann reaches out to members of our community to gather support for our school. As a result, our partnerships have grown within the community and more business partners are seeking out relationships with Wolfson High School.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Terrance Connor | Principal |
| Geree Lockett | Education Support Employee |
| Mary Naumann | Business/Community |
| Carol Contos | Parent |
| Phyliss Thompson | Parent |
| Estella Groover | Business/Community |
| Rachel Smith | Student |
| Tim Scott | Teacher |
| Nikkite Bridgeman | Parent |
| | Student |
| Kendra Shealey | Business/Community |
| | Student |
| Stephen Doty | Business/Community |
| Donal Carpenter | Business/Community |
| Brenton Thompson | Student |
| | Student |

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 School Advisory Council (SAC) meets at the beginning of the school year about the previous year's school improvement plan. The School Advisory Council reviews the plan from the previous year to reflect on the goals that were delineated, those that were accomplished and to determine if there are goals that may not have been accomplished and may need to be included in the upcoming year's School Improvement Plan.

Development of this school improvement plan

The School Advisory Council meets at the beginning of the school year about the school improvement plan. This is where School Advisory Council (SAC) provides input. The input is then collected and included in the revision process prior to the plan being submitted.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) reviews the school's annual budget and is allowed to participate in the decision-making process as to how the school will utilize available funds to support instructional objectives.

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

The use of school improvement funds last year went towards enhancing our Culinary Arts program by providing supplies and equipment. Additionally, in an effort to help our seniors become post-secondary ready, funds were used to provide incentives and pay for students to take a college entrance exams, such as ACT and SAT.

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 |
|-------------------|---------------------|
| Connor, Terrence | Principal |
| Williams, Timothy | Instructional Coach |
| Humphreys, Julie | Assistant Principal |
| Ramdath, Ria | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

Reading classes are offered to students that have been identified as struggling readers, . We offer programs such as iLit and Plugged In To Reading are used as instructional platforms to meet our students' needs. In addition to these instructional programs which are used on a daily basis, the Literacy Leadership Team (LLT) promotes small group differentiated instruction through the classroom rotational model. For additional practice and reinforcements in comprehension and vocabulary, all students have access to Achieve3000 both at home and at school. The Literacy Leadership Team (LLT) monitors student activity and performance and keeps the English/Language Arts (ELA), Reading, Social Studies, and Science departments abreast of student activity through weekly emails with attached reports showing comparative performance by class and teacher.

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 has been designed to provide all core teachers with at least one(1) common planning session per week. During these common planning session all teachers from that core subject area meet collaboratively as a Professional Learning Community (PLC) to plan and discuss lessons for the upcoming week. The objective of common planning is to plan common lessons and assessments which will be used department-wide. This system of common planning and collaboration fosters an atmosphere of collegiality and camaraderie and promotes high levels of student achievement.

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

The administration of Samuel W. Wolfson High School provides ongoing professional development to retain and build highly-qualified capacity in each of our teachers. In the hiring process, we look for teachers who are aligned with the vision of "educating the whole child." We promote positive relationship building with the faculty and the students in each of their classes. Ms. Pinkney is responsible for keeping our new teachers on track in the Mentoring and Induction for Novice Teacher (MINT) program, and assigning each new teacher a mentor. We look for leadership opportunities for our teachers to take on, and encourage our faculty to be the "model" within their department.

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

The mission of the Mentoring and Induction for Novice Teacher (MINT) Team is to provide a comprehensive induction program that will increase retention, teacher quality, and ultimately student achievement. The vision is that Duval County Public Schools (DCPS) will be a school system in which every student has a high-quality, effective teacher who is will prepared to foster student learning and achievement. Mentors are assigned by considering subject/grade level, certification, common planning, proximity, and interpersonal skills. The first meeting is a general "getting to know" you and later asking mentors who they feel they can work best with. After the first couple of mentor/mentee meetings changes will be made if they feel it is not a good fit. There is a Support Team monthly schedule and at least one(1) Mentoring and Induction for Novice Teacher (MINT) meeting a month with all mentees. Novice teachers are also supported by quarterly Clinical Educator Training (CET) observations which assists them with their first CAST observation within the first forty-five (45) days and they are required to register for CHAMPS and ETHICS workshops. Novice teachers are also asked to do FOCUS observations in experienced teachers' classrooms and assigned school personnel work closely with novice teachers to complete Mentoring and Induction for Novice Teacher (MINT) requirements for certification.

At Samuel W. Wolfson High School MINT support activities include the following:

- a) mentor observation cycles in which new teachers receive formative feedback and targeted coaching.
- b) new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices.
- c) Monthly sessions facilitated by the Professional Development Facilitator (PDF) that focus on identified areas of need.
- d) Professional Learning Communities (PLCs) that provide additional layers of support and extended learning opportunities.

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team. Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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

Samuel W. Wolfson High School creates on-going opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

For Mathematics, the Carnegie Learning program is being used for Algebra I Enrichment as well as

IReady for progress monitoring. The Algebra I Credit Recovery classes will be using Carnegie Learning, Algebra Nation, and resources from the previous Glencoe book. After a student passes the Algebra I EOC, during the second semester, the teachers will concentrate their efforts on Geometry to get these students ready to pass the Geometry End-Of-Course (EOC) Assessment. Teachers offer tutoring after school built around their schedule and based on student signing up. Also, the district has also purchased books and resources for Algebra I, Algebra II and Geometry that are aligned with the Math Common Core Standards.

For English Language Arts, Achieve3000 program is being used in all ELA classes. The Achieve3000 is an online differentiated instruction. The programs reaches students at their precise Lexile® reading levels. Achieve3000 provides differentiated instruction with nonfiction content that supports core curriculum, Response to Intervention, English language learning, and special education. The articles are aligned with the FSA standards for English language arts.

Accountability/Core areas meet weekly during common planning to break down the Common Core standards that will be used to teach a particular unit. The FSAassessment.com Educator site is used to obtain copies of the Item Specifications for Algebra I, Algebra II, Geometry and ELA.

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

Samuel W. Wolfson High School utilizes the Response to Intervention (RtI) process, tutorials, intensive reading, and small group instruction to differentiate instruction to meet the diverse needs of students.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

For Mathematics, teachers provide ongoing tutoring before and after school to provide safety nets and prevent failure. Teachers utilize the Gradual Release of Responsibility Model (GRRM), Differentiated Instruction, the Coaching Cycle, and Instructional Rounding to enhance the effectiveness of instruction. Teachers offer individual times for students to take advantage of extra help in their desired subject areas. Students who have an Individualized Education Plan (IEP), can use extra time from that next class period or during their Learning Strategies class, and may use lunch periods to complete tests. Teachers collect ongoing data to drive their instruction and utilize common planning to collaborate as a Professional Learning Community. Teachers utilize the Curriculum Guide Assessments (CGAs) to determine student's readiness levels pertaining to specific learning targets. These assessments help teachers to drive instruction in areas of greatest need.

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: 0

After school tutoring is conducted by individual teachers based around their schedule and based on student sign-up.

Strategy Rationale

Students will maintain C or above average for their grades for each quarter.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Connor, Terrence, connort@duvalschools.org

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

Grade reports from Focus will be analyze determine if the safety net is effective.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and student progression as it relates to promotion from one grade level to the next as well as progress being made towards graduation. The guidance department meets individually with students and teachers to counsel them on strategies to utilize to reach their goal.

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

The Samuel W. Wolfson High School Guidance Team collaborates with students, parents, and staff members to provide a dynamic student centered community which fosters and develops academic ownership, social, emotional, and career and college preparatory needs of our diverse student body. As professional school counselors, we empower students to cultivate and accomplish present and future goals which include character, integrity, and community involvement. All students in our diverse population will develop the educational foundation, critical thinking, and social skills needed to excel in a competitive and ever-changing global society. Counselors meet with students individually to develop a personalized action plan that guide them to academic enrichment and college and career readiness. This plan prepares students for effective participation in a rapidly evolving and global society and assists in the following ways:

- to develop physically, intellectually, emotionally and ethically
- to acquire a breadth and depth of knowledge and understanding, studying courses from subject groups

- to make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course.
 - to enhance personal and interpersonal development through creativity, action and service.
- In addition to the aforementioned strategies, Samuel W. Wolfson High School provides real life on the job training opportunities for its Finance students via its partnership with Vystar Credit Union. The onsite credit union facility allows students to simulate real world applications of the finance program in which they are currently enrolled.

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

In terms of applied and integrated courses, magnet classes prepare students for post high school and career readiness. The courses include: Information Technology; Business Systems Application I & II; Financial Operations; Financial Planning; Financial Intern; Law Studies; Legal Systems and Concepts; Comprehensive Law Studies; Court Procedures and Court Internship; and Advanced Algebra with Financial Application.

The following are the actual certifications that can be obtained through enrollment in these courses:

Course: Introduction to Information Technology

Industry Certification : CIW Internet Business Associate

Grade level : 9th (first year academy participation)

Course: Financial Operations

Industry Certification : Microsoft Office Bundle/Word

Grade level : 10th (second year participants)

Course: Accounting I

Industry Certification : Quickbooks/Microsoft Office/Excel

Grade level : 11th (third year academy participation)

Course: Financial Planning

Industry Certification : Microsoft Bundle (any courses not completed in prior years)

Grade level : 12th

Course: Digital Media Fundamentals

Industry Certification : Photoshop

Grade level : 10th

Course: Digital Media Production Systems

Industry Certification : Dreamweaver

Grade level : 11th

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

In an effort to encourage post-secondary readiness for our students at Wolfson High School we are taking the following steps. All Juniors will be enrolled in an American College Test (ACT)/Scholastic Assessment Test (SAT) prep course, along with all Seniors who have yet to pass the Florida Comprehensive Assessment Test (FCAT). We will identify all Juniors and Seniors who have either not taken, or not passed Post Secondary Readiness (PSR) tests and encourage them to do so. We will encourage all students to prepare to take or retake a Post Secondary Readiness (PSR) test by utilizing test prep resources, such as Major Tests and March 2 Success. Students will be exposed to post-secondary education opportunities by having college visits. Also, students will be encouraged to attend National Association for College Admission Counseling (NACAC) College Fair to further explore the possibilities to pursue ongoing education. We will provide guidance lessons on the importance of post secondary readiness in classrooms.

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

Samuel W. Wolfson High School will provide assistance to specific students as needed. Students will be offered American College Test (ACT)/Scholastic Assessment Test (SAT) test preparation workshops.

Counselors will conduct classroom guidance and individual counseling sessions with student at intervals. Counselors will meet with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

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.

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.** Behavior Goal: To ensure 100% of our students feel they belong to a safe and positive learning environment.

- G2.** To ensure 85 % of our students are college and career ready by utilizing the four-pillars of excellent instruction through all content areas on a daily basis.

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. Behavior Goal: To ensure 100% of our students feel they belong to a safe and positive learning environment. 1a

G071649

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 100.0 |

Resources Available to Support the Goal 2

- Hero PBIS Model
- 5000 Role Model
- Carnegie Learning and iReady for Enrichment Math Students
- TCA Curriculum for online ACT test prep
- iLit and SRA for Intensive Reading Students
- School-wide success binders
- School-wide learning strategies (Cornell Notes and Interactive Notebooks)
- Biology Florida Continuous Improvement Model (FCIM) Focus Lessons
- Biology computer based programs (e.x. GIZMOS)
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Learning environment is not optimal for students based on TNTP survey.
- Across the school, there are inconsistent expectations and consequences for students.
- The school environment lacks a productive safe and learning environment.

Plan to Monitor Progress Toward G1. 8

A variety of data will be collected and analyzed to determine if the strategies are working to meet the behavior goal such as referral, attendance, grades, and TNTP survey data. The leadership team will examine these data points to determine if the new strategies need to be implemented.

Person Responsible

Terrence Connor

Schedule

On 6/15/2016

Evidence of Completion

The leadership team will analyze on a monthly basis through the number of referrals, attendance rates, as well as the quarterly TNTP survey data. Furthermore, the leadership team will compare these data sets to previous months in order to determine if the strategies are impacting our behavior goal.

G2. To ensure 85 % of our students are college and career ready by utilizing the four-pillars of excellent instruction through all content areas on a daily basis. 1a

G071650

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 85.0 |

Resources Available to Support the Goal 2

- Graduation Coach
- Credit Checks
- Scholastic Assessment Test (SAT)/American College Test (ACT) prep classes after school
- After school tutoring in academic subjects
- Instructional Coach
- Utilize TCA program in the Retake Reading Classes
- Math Coach
- Literacy Coach
- IB coordinator

Targeted Barriers to Achieving the Goal 3

- Failure of students to pass the Florida Comprehensive Assessment Test (FCAT) or to earn a concordant score on the American College Test (ACT) or Scholastic Assessment Test (SAT).
- Failure of students to meet course and credit requirements for a standard diploma.
- Failure of students to earn the required minimum 2.0 Grade Point Average (GPA) required to earn a standard diploma.

Plan to Monitor Progress Toward G2. 8

Monitor Scholastic Assessment Test (SAT)/American College Test (ACT) score reports and Florida Comprehensive Assessment Test (FCAT) retake score reports.

Person Responsible

Julie Humphreys

Schedule

Every 6 Weeks, from 10/6/2015 to 10/6/2015

Evidence of Completion

a) Scholastic Assessment Test (SAT)/American College Test (ACT) score reports. b) Individual graduation check summary will be updated for each student when receive new test scores. c) Achieve300 monthly progress reports d) PERT Assessment scores e) Math-XL weekly reports d)iReady weekly reports e) Achieve 3000 Blending Learning Reports f) Weekly Grad Tracking Monitoring Report

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. Behavior Goal: To ensure 100% of our students feel they belong to a safe and positive learning environment. **1**

 G071649

G1.B1 Learning environment is not optimal for students based on TNTP survey. **2**

 B186790

G1.B1.S1 The Curriculum/ Instruction and Professional Development action teams will survey teachers to determine professional development needs in order to create a positive learning environment. **4**

 S198196

Strategy Rationale

Teachers will be equip with the tools and understanding for handling disruptive classroom behaviors that hinders learning to occur in the classroom.

Action Step 1 **5**

Teachers will be surveyed to determine professional development needs in order to create a positive learning environment.

Person Responsible

Joshua Kristol

Schedule

On 11/30/2015

Evidence of Completion

Lunch and Learn

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

Students will be surveyed to determine if they belong to a safe and positive learning environment.

Person Responsible

Terrence Connor

Schedule

On 10/2/2015

Evidence of Completion

Gallop Survey data will be use to analyze if the students feel they below to a safe and learning environment.

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

Admin will conduct walk-throughs to determine if teachers are implementing the strategies from the Lunch and Learn.

Person Responsible

Julie Humphreys

Schedule

On 1/31/2016

Evidence of Completion

Admin will utilize the school-wide Google document to record observations and provide feedback to teachers.

G1.B1.S2 The Curriculum/Instruction and Professional Development action teams will create an intervention teacher toolkit for teachers as well as quick guide(step-by-step) for common classroom management issues. 4

 S198197

Strategy Rationale

The Curriculum/ Instruction and Professional Development action teams will provide relevant strategies that will allow teachers to address the behaviors inside the classroom instead of always writing a referral.

Action Step 1 5

Professional development will be provided to support teachers with a toolkit for quick guide for common classroom management issues.

Person Responsible

Joshua Kristol

Schedule

On 11/30/2015

Evidence of Completion

PowerPoint from the Lunch and Learn professional development.

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

Teachers will have a follow up professional development to discuss the grows and glows of implementing the quick guide.

Person Responsible

Joshua Kristol

Schedule

On 11/30/2015

Evidence of Completion

The dean will analyze the teachers' referral rate before and after the professional development in order to see if they pd was beneficial.

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

Person Responsible

Schedule

Evidence of Completion

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

Admin will conduct observations with a focus on teachers implementing the classroom management strategies.

Person Responsible

Julie Humphreys

Schedule

On 1/31/2016

Evidence of Completion

Admin will collect observational data using a Google document where they can immediate feedback to the teachers.

G1.B1.S3 Hero PBIS model is implemented as a new initiative at Wolfson this school year regarding student behavior called PBIS. PBIS stands for “Positive Behavior Interventions and Support.” It is a planned approach for school behavior that emphasis: prevention of problem behaviors through proactive instruction of desired behavior; regular reinforcement of appropriate behavior; monitoring and correction of problem behavior; application of more intensive and individualized behavior support for students who do not respond to prevention effort **4**

 S198198

Strategy Rationale

Students will feel they belong to a safe and positive learning environment.

Action Step 1 **5**

Students will receive HERO points on a daily basis based on positive behavior by teachers, deans, and admin.

Person Responsible

Terrence Connor

Schedule

On 6/30/2016

Evidence of Completion

The principal will post bi-weekly updates of students' HERO points throughout the school

Plan to Monitor Fidelity of Implementation of G1.B1.S3 **6**

The principal will share with the faculty through Connor's Connection the progress of the HERO program on a weekly basis.

Person Responsible

Terrence Connor

Schedule

On 6/30/2016

Evidence of Completion

The evidence will be Connor's Connection HERO data display.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

100% of our students in the building will receive HERO points throughout the year for positive behavior.

Person Responsible

Terrence Connor


Schedule

On 6/30/2016

Evidence of Completion

Students will redeem their points for rewards for materials in Wolfpack school supply room, or they can redeem points to have access to the VIP room.

G1.B2 Across the school, there are inconsistent expectations and consequences for students. 2

 B186791

G1.B2.S1 Offer teachers a variety of professional development in order for consequences for students' behavior to be more consistent. We will offer "How to Write a Referral" and FOCUS training at our weekly Lunch and Learn. 4

 S198199

Strategy Rationale

All stakeholders will be more engaged in the learning process as well ensuring that all students are treated fairly while understanding the school expectations.

Action Step 1 5

Teachers were trained on how to write a referral using our Focus platform.

Person Responsible

Joshua Kristol

Schedule

On 9/25/2015

Evidence of Completion

Attendance sheet and Powerpoint that was delivered.

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

The dean will monitor referral data in order to determine if referrals have declined after the Lunch and Learn.

Person Responsible

Joshua Kristol

Schedule

On 11/30/2015

Evidence of Completion

FOCUS reports for the months of November, December, and January.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

While the dean is processing referrals, he will identify teachers who are still having problems writing referrals. In addition, he will determine if the appropriate safety nets were implemented before the referral was written.

Person Responsible

Schedule

On 6/30/2016

Evidence of Completion

FOCUS reports for each month to determine if referrals are decreasing.

G1.B2.S2 In order for the evacuation system to improve, the admin team will repaint the court lines and replace signs for evacuation as well as recreate evacuation route for portables due to congregation. 4

 S198200

Strategy Rationale

The school environment will have a safer environment by improving the evacuation system.

Action Step 1 5

The admin team will repaint the court lines and replace signs for evacuation as well as recreate evacuation route for portables.

Person Responsible

Joshua Kristol

Schedule

On 11/30/2015

Evidence of Completion

The evaluation drills will run more smoothly and time will improve of evacuating students.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The admin will follow up with dean to ensure the project is completed.

Person Responsible

Terrence Connor

Schedule

On 11/30/2015

Evidence of Completion

The time for evacuation will improve from previous months.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The admin team will assign personnel to support the dean with this project.

Person Responsible

Julie Humphreys


Schedule

On 11/2/2015

Evidence of Completion

Court lines will be repainted, signs will be replaced, and evacuation routes will be posted in the classrooms.

G1.B3 The school environment lacks a productive safe and learning environment. 2

 B186792

G1.B3.S1 The Family and Community action team will create a parent newsletter to engage the community about positive behavior based interventions at Wolfson. 4

 S198201

Strategy Rationale

Parents and students will be more engaged in the learning process and develop an understanding of school expectations.

Action Step 1 5

Parent newsletters will be created on a quarterly basis in order to engage the community about our positive behavior interventions.

Person Responsible

Julie Humphreys

Schedule

On 11/30/2015

Evidence of Completion

Newsletters that are sent out to our parents will be the evidence of implementation.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Admin will review the parent newsletters before they are sent out to the parents for each quarter.

Person Responsible

Julie Humphreys

Schedule

On 6/30/2016

Evidence of Completion

Electronic copies of the final newsletters will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Admin will conduct meetings for the action team in order for the newsletters to drafted and revised.

Person Responsible

Julie Humphreys

Schedule

On 11/2/2015


Evidence of Completion

Attendance for the meetings and follow-up emails.

G2. To ensure 85 % of our students are college and career ready by utilizing the four-pillars of excellent instruction through all content areas on a daily basis. **1**

 G071650

G2.B1 Failure of students to pass the Florida Comprehensive Assessment Test (FCAT) or to earn a concordant score on the American College Test (ACT) or Scholastic Assessment Test (SAT). **2**

 B186793

G2.B1.S1 Require students who use American College Test (ACT) and/or Scholastic Assessment Test (SAT) fee waivers to attend four (4) after school American College Test (ACT)/ Scholastic Assessment Test (SAT) prep sessions. **4**

 S198203

Strategy Rationale

Students will be better prepared to take the American College Test (ACT)/Scholastic Assessment Test (SAT) test if equipped with valuable strategies and increased knowledge of all areas included on the Scholastic Assessment Test (SAT) and American College Test (ACT).

Action Step 1 **5**

Schedule after school American College Test (ACT)/Scholastic Assessment Test (SAT) test preparation sessions.

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Schedule of SAT/ACT test prep sessions

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

Students will be required to sign in at tutoring sessions and will not be given American College Test (ACT)/Scholastic Assessment Test (SAT) waiver until they have attended at least four (4) sessions. Students will be given an exit slip at the end of the session to ensure they have attended the entire session.

Person Responsible

Julie Humphreys

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

American College Test (ACT)/Scholastic Assessment Test (SAT) prep sessions sign in sheets/exit slips. Scholastic Assessment Test (SAT)/American College Test (ACT) waiver tracking log

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

American College Test (ACT)/Scholastic Assessment (SAT) score reports and Florida Comprehensive Assessment Test (FCAT) retake scores will be reviewed.

Person Responsible

Terrence Connor

Schedule

On 6/10/2016

Evidence of Completion

Score reports from ACT will be used to target students in order to determine the our targeted population between testing windows.

G2.B1.S2 Retake Reading, Literacy Coach, and Reading Interventionist will implement a FSA/FCAT 2.0 boot camp to provide an additional layer of support before the assessment. 4

 S198204

Strategy Rationale

Targeted benchmarks will be chosen based on student needs as well as extra support with the writing process.

Action Step 1 5

Retake students will participate in an FSA/FCAT 2.0 boot camp in order for students to receive targeted instruction.

Person Responsible

Timothy Williams

Schedule

On 10/9/2015

Evidence of Completion

Student work will be collected to determine if students improved based on the safety net.

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

Student work will be analyzed to determine the fidelity of the boot camp.

Person Responsible

Julie Humphreys

Schedule

On 10/9/2015

Evidence of Completion

We will analyze the students' retake scores to determine if the boot camp impacted student achievement.

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

Literacy Coach and Retake Reading teachers will monitor student work on a daily basis to determine next steps with the boot camp.

Person Responsible

Timothy Williams

Schedule

On 10/9/2015

Evidence of Completion

Student Work

G2.B1.S3 Retake Reading teachers will provide differentiated lessons during small group that were created by the district. The lessons will be chosen for the students based deficiencies with certain standards. 4

 S198205

Strategy Rationale

Based on formal assessments, students are struggling with specific standards. If students receive the strategic support, student achievement will increase.

Action Step 1 5

Teachers will provide differentiated instruction during teacher led group based on standard deficiencies.

Person Responsible

Timothy Williams

Schedule

On 10/9/2015

Evidence of Completion

Teachers will analyze student work during the PLC to determine if activities are increasing student achievement.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Admin will monitor through observations. During the observations, the admin will look for teachers providing differentiated instruction based on the lesson provided by the district.

Person Responsible

Julie Humphreys

Schedule

On 10/9/2015

Evidence of Completion

Admin will track feedback to teachers through weekly observational log.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers and Literacy Coach will analyze student work during the PLC.

Person Responsible

Timothy Williams

Schedule

On 10/9/2015

Evidence of Completion

Teachers will complete the student work protocol document from the district.

G2.B1.S4 Teachers, Literacy Coach, and Admin will monitor students' progress with the Acheive3000 reading program on a monthly basis. During this process, we will track students Lexile scores for growth. We will reward the students that are College and Career Ready based on their Lexile score. [copy] 4

 S198206

Strategy Rationale

Students will take ownership of their learning and begin monitoring their own progress on a daily basis.

Action Step 1 5

Teachers, Literacy Coach, and Admin will monitor students' progress with the Acheive3000 reading program on a monthly basis. During this process, we will track students Lexile scores for growth. We will reward the students that are College and Career Ready based on their Lexile score.

Person Responsible

Julie Humphreys

Schedule

On 6/10/2016

Evidence of Completion

Achieve reports will be utilized in order to determine if students are progressing.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Teachers will monitor student 75% correct on their daily activities.

Person Responsible

Timothy Williams

Schedule

On 6/10/2016

Evidence of Completion

Teachers will utilize analyzing Student Work protocol during the PLC..

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Liteacy Coach will guide the way of work during PLC in order to ensure students are making progress with their Achieve3000 activities.

Person Responsible

Timothy Williams

Schedule

On 6/10/2016

Evidence of Completion

Teachers will submit a list of group students that are not making progress and a lesson plan that addresses the standards that students are struggling with in the program.

G2.B1.S5 Math for College Readiness teachers will implement embedded ACT, SAT, and PERT review lessons in their classrooms. Math Coach will conduct PERT review sessions prior to students taking the PERT assessment. 4

 S198207

Strategy Rationale

Students will gain knowledge of the question types and item types associated with each assessment and will strengthen their mathematical skills required for each assessment.

Action Step 1 5

Math for College Readiness teachers will implement embedded ACT, SAT, and PERT review lessons in their classrooms. Math Coach will conduct PERT review sessions prior to students taking the PERT assessment.

Person Responsible

Ashley Ralston

Schedule

On 6/30/2016

Evidence of Completion

MCR teachers will analyze data of ACT, SAT, and PERT practice tests as well as actual ACT, SAT, and PERT scores during PLC meetings and complete item analysis template at the conclusion of each uni

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Math Coach will monitor data analysis and lesson implementation through PLC meetings with the MCR teachers. Math Coach and admin will observe MCR teachers' implementation of test prep lessons on a bi-monthly basis.

Person Responsible

Ashley Ralston

Schedule

On 6/30/2016

Evidence of Completion

ACT, SAT, and PERT scores will provide data and information regarding the effectiveness of the action plan.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Admin will monitor weekly basis to determine if teachers are providing PERT lessons in the classroom.

Person Responsible

Terrence Connor


Schedule

On 6/30/2016

Evidence of Completion

Admin observational logs

G2.B2 Failure of students to meet course and credit requirements for a standard diploma. 2

 B186794

G2.B2.S1 Graduation coach will monitor students that do not meet course and credit requirements for a standard diploma throughout the year. The graduation coach will provide resources that will allow the students to make up their missing credits such Florida Virtual School. 4

 S198208

Strategy Rationale

With the graduation coach constantly monitoring the students' progress with credit recovery, the students will complete the requirements before graduation.

Action Step 1 5

Graduation coach will constantly monitor students in order to ensure they are meeting the credit requirements.

Person Responsible

Joann Walker

Schedule

On 5/20/2016

Evidence of Completion

Graduation coach will monitor student's progress through a tracking system.

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

Graduation coach will conduct data chats at least twice a 9 weeks with the students that are not making progress.

Person Responsible

Joann Walker

Schedule

On 6/10/2016

Evidence of Completion

Students will sign a data chat form and determine their goals for they will implement between each meeting.

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

Principal will conduct meetings with the graduation coach in order to determine the students that are high risk of not meeting course and credit requirements.

Person Responsible

Terrence Connor

Schedule

On 5/31/2016

Evidence of Completion

A tracking chart will be created and discussed with the coach on a bi-weekly basis.

G2.B2.S2 Students in Enrichment Math and Retake Enrichment Math classes will work with iReady software to re-mediate the mathematical skills they are lacking to be successful on the Algebra I FSA.

4

 S198209

Strategy Rationale

Students lack foundational math skills which is preventing them from being successful on the Algebra I FSA.

Action Step 1 5

Students in Enrichment Math and Retake Enrichment Math classes will work with iReady software to remediate the mathematical skills they are lacking to be successful on the Algebra I FSA.

Person Responsible

Ashley Ralston

Schedule

On 6/30/2016

Evidence of Completion

Enrichment teachers will pull reports from iReady on a weekly basis to monitor student progress.

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

Math Coach will observe Enrichment teachers using the iReady software in their classrooms on a bi-weekly basis. Math Coach and admin will pull student progress reports from iReady to monitor students use and progress.

Person Responsible

Ashley Ralston

Schedule

On 6/30/2016

Evidence of Completion

The admin pulls monthly iReady reports which monitors each classes' progress with the use of iReady.

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

Admin will conduct weekly walk-throughs to determine if the program is being utilized on a daily basis.

Person Responsible

Terrence Connor


Schedule

On 6/30/2016

Evidence of Completion

iReady reports will be pulled from the admin to determine if the students' are making progress.

G2.B3 Failure of students to earn the required minimum 2.0 Grade Point Average (GPA) required to earn a standard diploma. 2

 B186795

G2.B3.S1 Graduation coach will monitor students that have not earned the required 2.0 Grade Point Average for a standard diploma. The graduation coach will have data chats with students that have been flagged twice a nine weeks in order to ensure students are passing their courses. 4

 S198210

Strategy Rationale

The targeted students need a support monitoring their GPA because they are at a high risk of not meeting the requirement. Students will be encouraged and supported throughout the year in order to avoid this barrier.

Action Step 1 5

Graduation Coach will conduct data chats with students that are earning a 2.0

Person Responsible

Joann Walker

Schedule

On 5/31/2016

Evidence of Completion

Student data chat forms.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Admin will monitor the dates and data chats that are conducted by the graduation coach.

Person Responsible

Ria Ramdath

Schedule

On 7/29/2016

Evidence of Completion

Students documenting their goals for each 9weeks.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

There will be less students that will have less than 2.0 for each 9 weeks.

Person Responsible

Ria Ramdath

Schedule

On 6/30/2016

Evidence of Completion

Graduation tracking forms will demonstrate the students that can making progress.

G2.B3.S4 All math classes will implement MathXL software in the classroom as a differentiated instruction tool as well as a home learning tool. 4

 S198213

Strategy Rationale

Students need additional practice both inside and outside of the classroom to reinforce new and complex concepts as well as to re-mediate certain concepts which were not fully grasped.

Action Step 1 5

All math classes will implement MathXL software in the classroom as a differentiated instruction tool as well as a home learning tool.

Person Responsible

Ashley Ralston

Schedule

On 6/30/2016

Evidence of Completion

Teachers will collect data through the scores obtained from assignments on MathXL and use this data to drive their instruction.

Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

All Math common planning meetings will be used to devise lesson plans and home learning assignments that incorporate the use of MathXL.

Person Responsible

Ashley Ralston

Schedule

On 6/30/2016

Evidence of Completion

Math coach and admin will observe and document classroom use of MathXL on a monthly basis.

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

Admin will conduct weekly walk-through to determine if Math-XL is being utilized on a consistent basis.

Person Responsible

Terrence Connor

Schedule

On 6/30/2016

Evidence of Completion

Math-XL reports will show evidence students are using the program and making gains with their math skills.

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 | Teachers will be surveyed to determine professional development needs in order to create a positive learning environment. | Kristol, Joshua | 10/26/2015 | Lunch and Learn | 11/30/2015 one-time |
| G1.B1.S2.A1 | Professional development will be provided to support teachers with a toolkit for quick guide for common classroom management issues. | Kristol, Joshua | 11/2/2015 | PowerPoint from the Lunch and Learn professional development. | 11/30/2015 one-time |
| G1.B1.S3.A1 | Students will receive HERO points on a daily basis based on positive behavior by teachers, deans, and admin. | Connor, Terrence | 8/31/2015 | The principal will post bi-weekly updates of students' HERO points throughout the school | 6/30/2016 one-time |

Duval - 2241 - Samuel W. Wolfson High School - 2015-16 SIP
Samuel W. Wolfson High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-------------------|-------------------------------|---|---------------------|
| G1.B2.S1.A1 | Teachers were trained on how to write a referral using our Focus platform. | Kristol, Joshua | 9/25/2015 | Attendance sheet and Powerpoint that was delivered. | 9/25/2015 one-time |
| G1.B2.S2.A1 | The admin team will repaint the court lines and replace signs for evacuation as well as recreate evacuation route for portables. | Kristol, Joshua | 9/1/2015 | The evaluation drills will run more smoothly and time will improve of evacuating students. | 11/30/2015 one-time |
| G1.B3.S1.A1 | Parent newsletters will be created on a quarterly basis in order to engage the community about our positive behavior interventions. | Humphreys, Julie | 11/1/2015 | Newsletters that are sent out to our parents will be the evidence of implementation. | 11/30/2015 one-time |
| G2.B1.S1.A1 | Schedule after school American College Test (ACT)/Scholastic Assessment Test (SAT) test preparation sessions. | | 8/24/2015 | Schedule of SAT/ACT test prep sessions | 6/10/2016 monthly |
| G2.B1.S2.A1 | Retake students will participate in an FSA/FCAT 2.0 boot camp in order for students to receive targeted instruction. | Williams, Timothy | 9/21/2015 | Student worked will be collected to determine if students improved based on the safety net. | 10/9/2015 one-time |
| G2.B1.S3.A1 | Teachers will provide differentiated instruction during teacher led group based on standard deficiencies. | Williams, Timothy | 8/31/2015 | Teachers will analyze student work during the PLC to determine if activities are increasing student achievement. | 10/9/2015 one-time |
| G2.B1.S4.A1 | Teachers, Literacy Coach, and Admin will monitor students' progress with the Acheive3000 reading program on a monthly basis. During this process, we will track students Lexile scores for growth. We will reward the students that are College and Career Ready based on their Lexile score. | Humphreys, Julie | 10/1/2015 | Achieve reports will be utilized in order to determine if students are progressing. | 6/10/2016 one-time |
| G2.B1.S5.A1 | Math for College Readiness teachers will implement embedded ACT, SAT, and PERT review lessons in their classrooms. Math Coach will conduct PERT review sessions prior to students taking the PERT assessment. | Ralston, Ashley | 10/1/2015 | MCR teachers will analyze data of ACT, SAT, and PERT practice tests as well as actual ACT, SAT, and PERT scores during PLC meetings and complete item analysis template at the conclusion of each uni | 6/30/2016 one-time |
| G2.B2.S1.A1 | Graduation coach will constantly monitor students in order to ensure they are meeting the credit requirements. | Walker, Joann | 9/14/2015 | Graduation coach will monitor student's progress through a tracking system. | 5/20/2016 one-time |
| G2.B2.S2.A1 | Students in Enrichment Math and Retake Enrichment Math classes will work with iReady software to remediate the mathematical skills they are lacking to be successful on the Algebra I FSA. | Ralston, Ashley | 10/1/2015 | Enrichment teachers will pull reports from iReady on a weekly basis to monitor student progress. | 6/30/2016 one-time |
| G2.B3.S1.A1 | Graduation Coach will conduct data chats with students that are earning a 2.0 | Walker, Joann | 9/28/2015 | Student data chat forms. | 5/31/2016 one-time |
| G2.B3.S4.A1 | All math classes will implement MathXL software in the classroom as a differentiated instruction tool as well as a home learning tool. | Ralston, Ashley | 10/1/2015 | Teachers will collect data through the scores obtained from assignments on MathXL and use this data to drive their instruction. | 6/30/2016 one-time |
| G1.MA1 | A variety of data will collected and analyzed to determine if the strategies are working to meet the behavior goal such as referral, attendance, grades, and TNTP survey data. The leadership team will examine these data points to determine if the new strategies need to be implemented. | Connor, Terrence | 9/9/2015 | The leadership team will analyze on a monthly basis through the number of referrals, attendance rates, as well as the quarterly TNTP survey data. Furthermore, the leadership team will compare these data sets to previous months in order to determine if the strategies are impacting our behavior goal. | 6/15/2016 one-time |
| G1.B1.S1.MA1 | Admin will conduct walk-throughs to determine if teachers are implementing | Humphreys, Julie | 11/2/2015 | Admin will utilize the school-wide Google document to record | 1/31/2016 one-time |

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Samuel W. Wolfson High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|------------------|-------------------------------|---|-------------------------|
| | the strategies from the Lunch and Learn. | | | observations and provide feedback to teachers. | |
| G1.B1.S1.MA1 | Students will be surveyed to determine if they belong to a safe and positive learning environment. | Connor, Terrence | 9/21/2015 | Gallop Survey data will be use to analyze if the students feel they belong to a safe and learning environment. | 10/2/2015 one-time |
| G1.B2.S1.MA1 | While the dean is processing referrals, he will identify teachers who are still having problems writing referrals. In addition, he will determine if the appropriate safety nets were implemented before the referral was written. | | 10/5/2015 | FOCUS reports for each month to determine if referrals are decreasing. | 6/30/2016 one-time |
| G1.B2.S1.MA1 | The dean will monitor referral data in order to determine if referrals have declined after the Lunch and Learn. | Kristol, Joshua | 11/1/2015 | FOCUS reports for the months of November, December, and January. | 11/30/2015 one-time |
| G1.B3.S1.MA1 | Admin will conduct meetings for the action team in order for the newsletters to drafted and revised. | Humphreys, Julie | 11/2/2015 | Attendance for the meetings and follow-up emails. | 11/2/2015 one-time |
| G1.B3.S1.MA1 | Admin will review the parent newsletters before they are sent out to the parents for each quarter. | Humphreys, Julie | 11/2/2015 | Electronic copies of the final newsletters will be collected. | 6/30/2016 one-time |
| G1.B1.S2.MA1 | Admin will conduct observations with a focus on teachers implementing the classroom management strategies. | Humphreys, Julie | 11/30/2015 | Admin will collect observational data using a Google document where they can immediate feedback to the teachers. | 1/31/2016 one-time |
| G1.B1.S2.MA1 | Teachers will have a follow up professional development to discuss the grows and glows of implementing the quick guide. | Kristol, Joshua | 11/1/2015 | The dean will analyze the teachers' referral rate before and after the professional development in order to see if they pd was beneficial. | 11/30/2015 one-time |
| G1.B1.S2.MA3 | [no content entered] | | | once | |
| G1.B2.S2.MA1 | The admin team will assign personnel to support the dean with this project. | Humphreys, Julie | 11/2/2015 | Court lines will be repainted, signs will be replaced, and evacuation routes will be posted in the classrooms. | 11/2/2015 one-time |
| G1.B2.S2.MA1 | The admin will follow up with dean to ensure the project is completed. | Connor, Terrence | 11/30/2015 | The time for evacuation will improve from previous months. | 11/30/2015 one-time |
| G1.B1.S3.MA1 | 100% of our students in the building will receive HERO points throughout the year for positive behavior. | Connor, Terrence | 9/1/2015 | Students will redeem their points for rewards for materials in Wolfpack school supply room, or they can redeem points to have access to the VIP room. | 6/30/2016 one-time |
| G1.B1.S3.MA1 | The principal will share with the faculty through Connor's Connection the progress of the HERO program on a weekly basis. | Connor, Terrence | 9/1/2015 | The evidence will be Connor's Connection HERO data display. | 6/30/2016 one-time |
| G2.MA1 | Monitor Scholastic Assessment Test (SAT)/American College Test (ACT) score reports and Florida Comprehensive Assessment Test (FCAT) retake score reports. | Humphreys, Julie | 10/6/2015 | a) Scholastic Assessment Test (SAT)/American College Test (ACT) score reports. b) Individual graduation check summary will be updated for each student when receive new test scores. c) Achieve300 monthly progress reports d) PERT Assessment scores e) Math-XL weekly reports d)iReady weekly reports e) Achieve 3000 Blending Learning Reports f) Weekly Grad Tracking Monitoring Report | 10/6/2015 every-6-weeks |
| G2.B1.S1.MA1 | American College Test (ACT)/Scholastic Assessment (SAT) score reports and Florida Comprehensive Assessment Test (FCAT) retake scores will be reviewed. | Connor, Terrence | 10/12/2015 | Score reports from ACT will be used to target students in order to determine the our targeted population between testing windows. | 6/10/2016 one-time |

Duval - 2241 - Samuel W. Wolfson High School - 2015-16 SIP
Samuel W. Wolfson High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-------------------|-------------------------------|--|--------------------|
| G2.B1.S1.MA1 | Students will be required to sign in at tutoring sessions and will not be given American College Test (ACT)/Scholastic Assessment Test (SAT) waiver until they have attended at least four (4) sessions. Students will be given an exit slip at the end of the session to ensure they have attended the entire session. | Humphreys, Julie | 10/6/2014 | American College Test (ACT)/Scholastic Assessment Test (SAT) prep sessions sign in sheets/exit slips. Scholastic Assessment Test (SAT)/American College Test (ACT) waiver tracking log | 6/5/2015 monthly |
| G2.B2.S1.MA1 | Principal will conduct meetings with the graduation coach in order to determine the students that are high risk of not meeting course and credit requirements. | Connor, Terrence | 9/14/2015 | A tracking chart will be created and discussed with the coach on a bi-weekly basis. | 5/31/2016 one-time |
| G2.B2.S1.MA1 | Graduation coach will conduct data chats at least twice a 9 weeks with the students that are not making progress. | Walker, Joann | 9/14/2015 | Students will sign a data chat form and determine their goals for they will implement between each meeting. | 6/10/2016 one-time |
| G2.B3.S1.MA1 | There will be less students that will have less than 2.0 for each 9 weeks. | Ramdath, Ria | 10/30/2015 | Graduation tracking forms will demonstrate the students that can making progress. | 6/30/2016 one-time |
| G2.B3.S1.MA1 | Admin will monitor the dates and data chats that are conducted by the graduation coach. | Ramdath, Ria | 9/7/2015 | Students documenting their goals for each 9weeks. | 7/29/2016 one-time |
| G2.B1.S2.MA1 | Literacy Coach and Retake Reading teachers will monitor student work on a daily basis to determine next steps with the boot camp. | Williams, Timothy | 9/28/2015 | Student Work | 10/9/2015 one-time |
| G2.B1.S2.MA1 | Student work will be analyzed to determine the fidelity of the boot camp. | Humphreys, Julie | 9/28/2015 | We will analyze the students' retake scores to determine if the boot camp impacted student achievement. | 10/9/2015 one-time |
| G2.B2.S2.MA1 | Admin will conduct weekly walk-throughs to determine if the program is being utilized on a daily basis. | Connor, Terrence | 10/1/2015 | iReady reports will be pulled from the admin to determine if the students' are making progress. | 6/30/2016 one-time |
| G2.B2.S2.MA1 | Math Coach will observe Enrichment teachers using the iReady software in their classrooms on a bi-weekly basis. Math Coach and admin will pull student progress reports from iReady to monitor students use and progress. | Ralston, Ashley | 10/1/2015 | The admin pulls monthly iReady reports which monitors each classes' progress with the use of iReady. | 6/30/2016 one-time |
| G2.B1.S3.MA1 | Teachers and Literacy Coach will analyze student work during the PLC. | Williams, Timothy | 9/28/2015 | Teachers will complete the student work protocol document from the district. | 10/9/2015 one-time |
| G2.B1.S3.MA1 | Admin will monitor through observations. During the observations, the admin will look for teachers providing differentiated instruction based on the lesson provided by the district. | Humphreys, Julie | 8/31/2015 | Admin will track feedback to teachers through weekly observational log. | 10/9/2015 one-time |
| G2.B1.S4.MA1 | Literacy Coach will guide the way of work during PLC in order to ensure students are making progress with their Achieve3000 activities. | Williams, Timothy | 9/28/2015 | Teachers will submit a list of group students that are not making progress and a lesson plan that addresses the standards that students are struggling with in the program. | 6/10/2016 one-time |
| G2.B1.S4.MA1 | Teachers will monitor student 75% correct on their daily activities. | Williams, Timothy | 9/2/2015 | Teachers will utilize analyzing Student Work protocol during the PLC.. | 6/10/2016 one-time |
| G2.B3.S4.MA1 | Admin will conduct weekly walk-through to determine if Math-XL is being utilized on a consistent basis. | Connor, Terrence | 10/1/2015 | Math-XL reports will show evidence students are using the program and making gains with their math skills. | 6/30/2016 one-time |
| G2.B3.S4.MA1 | All Math common planning meetings will be used to devise lesson plans and home learning assignments that incorporate the use of MathXL. | Ralston, Ashley | 10/1/2015 | Math coach and admin will observe and document classroom use of MathXL on a monthly basis. | 6/30/2016 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|------------------|-------------------------------|---|--------------------|
| G2.B1.S5.MA1 | Admin will monitor weekly basis to determine if teachers are providing PERT lessons in the classroom. | Connor, Terrence | 10/1/2015 | Admin observational logs | 6/30/2016 one-time |
| G2.B1.S5.MA1 | Math Coach will monitor data analysis and lesson implementation through PLC meetings with the MCR teachers. Math Coach and admin will observe MCR teachers' implementation of test prep lessons on a bi-monthly basis. | Ralston, Ashley | 10/1/2015 | ACT, SAT, and PERT scores will provide data and information regarding the effectiveness of the action plan. | 6/30/2016 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.

G1. Behavior Goal: To ensure 100% of our students feel they belong to a safe and positive learning environment.

G1.B1 Learning environment is not optimal for students based on TNTP survey.

G1.B1.S2 The Curriculum/Instruction and Professional Development action teams will create an intervention teacher toolkit for teachers as well as quick guide(step-by-step) for common classroom management issues.

PD Opportunity 1

Professional development will be provided to support teachers with a toolkit for quick guide for common classroom management issues.

Facilitator

Mr. Kristol

Participants

All teachers

Schedule

On 11/30/2015

G1.B2 Across the school, there are inconsistent expectations and consequences for students.

G1.B2.S1 Offer teachers a variety of professional development in order for consequences for students' behavior to be more consistent. We will offer "How to Write a Referral" and FOCUS training at our weekly Lunch and Learn.

PD Opportunity 1

Teachers were trained on how to write a referral using our Focus platform.

Facilitator

Mr. Kristol

Participants

Teachers during Lunch and Learn

Schedule

On 9/25/2015

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 | Teachers will be surveyed to determine professional development needs in order to create a positive learning environment. | \$0.00 |
| 2 | G1.B1.S2.A1 | Professional development will be provided to support teachers with a toolkit for quick guide for common classroom management issues. | \$0.00 |
| 3 | G1.B1.S3.A1 | Students will receive HERO points on a daily basis based on positive behavior by teachers, deans, and admin. | \$0.00 |
| 4 | G1.B2.S1.A1 | Teachers were trained on how to write a referral using our Focus platform. | \$0.00 |
| 5 | G1.B2.S2.A1 | The admin team will repaint the court lines and replace signs for evacuation as well as recreate evacuation route for portables. | \$0.00 |
| 6 | G1.B3.S1.A1 | Parent newsletters will be created on a quarterly basis in order to engage the community about our positive behavior interventions. | \$0.00 |
| 7 | G2.B1.S1.A1 | Schedule after school American College Test (ACT)/Scholastic Assessment Test (SAT) test preparation sessions. | \$0.00 |
| 8 | G2.B1.S2.A1 | Retake students will participate in an FSA/FCAT 2.0 boot camp in order for students to receive targeted instruction. | \$0.00 |
| 9 | G2.B1.S3.A1 | Teachers will provide differentiated instruction during teacher led group based on standard deficiencies. | \$0.00 |
| 10 | G2.B1.S4.A1 | Teachers, Literacy Coach, and Admin will monitor students' progress with the Acheive3000 reading program on a monthly basis. During this process, we will track students Lexile scores for growth. We will reward the students that are College and Career Ready based on their Lexile score. | \$0.00 |
| 11 | G2.B1.S5.A1 | Math for College Readiness teachers will implement embedded ACT, SAT, and PERT review lessons in their classrooms. Math Coach will conduct PERT review sessions prior to students taking the PERT assessment. | \$0.00 |
| 12 | G2.B2.S1.A1 | Graduation coach will constantly monitor students in order to ensure they are meeting the credit requirements. | \$0.00 |
| 13 | G2.B2.S2.A1 | Students in Enrichment Math and Retake Enrichment Math classes will work with iReady software to remediate the mathematical skills they are lacking to be successful on the Algebra I FSA. | \$0.00 |
| 14 | G2.B3.S1.A1 | Graduation Coach will conduct data chats with students that are earning a 2.0 | \$0.00 |
| 15 | G2.B3.S4.A1 | All math classes will implement MathXL software in the classroom as a differentiated instruction tool as well as a home learning tool. | \$0.00 |
| Total: | | | \$0.00 |