Baldwin Middle Senior High School

2015-16 School Improvement Plan

Baldwin Middle Senior High School

291 MILL ST W, Baldwin, FL 32234

http://www.duvalschools.org/bmhs

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	No	46%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Baldwin Middle-Senior High School is dedicated to providing high quality educational opportunities for all students.

Provide the school's vision statement

All students at Baldwin Middle-Senior High School will graduate with the knowledge and skills to be successful in their post-secondary education and/or the workforce.

School Environment

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

Baldwin is a middle-senior high school that serves grades 6 – 12. The school learns about the students' cultures and builds relationships between teachers and students in a variety of ways. Firstly, the school stresses teacher-student connections. This is initiated before school starts when orientation is held. For four nights, teachers are in their rooms and students come and pick up their schedules. Students then walk their class route and meet teachers to become familiar with the school and the adult faces they will encounter every day to increase the comfort level among students, so that instruction begins on Day 1. Teachers begin their school year with an eye toward interest inventories to learn the students' needs, likes, family backgrounds, motivating factors, and academic goals. Guidance counselors meet with each student individually throughout the year - seniors are seen a minimum of twice in private conferences to extend rapport. Teachers are also encouraged to engage their students outside of the designated classroom hours, and they do that in the form of sports, clubs, activities and tutoring opportunities. These opportunities are emphasized with the hope that providing these types of opportunities will allow some of the barriers that exist in the student/teacher dynamic to be broken down, while also building trust and mutual respect. The school also has a mentoring program, specifically for at-risk students, wherein faculty members "adopt" a student to become that "one adult in the building" to whom they can talk and find a constant source of guidance.

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

Based on a needs assessment from the last school year the decision was made to have a "Safety & Security Team" this school year. The team consists of 8 teachers, our 2 security guards and the 2 assistant principals. Each member of the team has a designated station in the morning and the security guards and assistant principals have stations throughout and including the end of the day. To begin the day, all middle school students report to the gym as their area of supervision. They are supervised by an assistant principal along with 2 of the teachers from the "Safety & Security Team". They are held there until 7:05 when they are then released to begin their day. We also have members of our "Safety & Security Team" stationed at the bus port, cafeteria and courtyards to monitor all common areas in the morning. The school also has a Foundations Committee that met before school began to go over the Safe and Civil Schools policies, and other procedures related to safety and well-being. During the first three days of school, each teacher dedicated a portion of class to going over Foundations of the school, including the rules of decorum in school, the importance of getting to class on time, how to follow the rules and why the rules are necessary for a safe and orderly school. The county has a no-use-of-cell-phones-on-campus policy that has increased the student's area of safe

space where they can have casual conversations and appropriate social interactions without the increased worry of social media causing anxiety and outside stress to social. After school, students are allowed to attend tutoring with teachers, and must be supervised on the campus. In the event that tutoring ends before the student has secured a ride home, students may sit with an adult in charge of detention to ensure supervision at all times. Our building is secured at 4 p.m.

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

The school-wide behavioral system has been centralized through the district office, which includes a list of offenses as well as a designated discipline progression. The county's code of student conduct also includes grouped offenses that continue a progression of offences instead of starting a new one, and a matrix of offenses in which if a student earns enough points, they can be referred to the district's hearing office. Student offenses to the code of student conduct may result in a conference, ISSP (In School Suspension), ATOSS (Alternative to Out of School Suspension), suspension or a referral to the hearing office, which can lead to enrollment in an alternative school setting. The code of student conduct is reviewed with each grade level during grade level meetings at the beginning of the school year.
The school has two deans, one each for middle and high school, to guide students and to apply disciplinary actions. Students are informed during the first week of school about the Code of Conduct requirements and specifically given guidance through Foundation's PowerPoints in each class during the first three days. Additional behavioral expectations are posted in classrooms, and teachers are provided CHAMPS training to ensure students are aware of factors that lead to academic success. This year we were also chosen as a "Hero" school. Hero is program whereby students are given points and eventually rewards for positive behaviors, with the hope being that we reinforce behaviors we would like to see repeated and discourage behaviors that could lead to a class or school disruption or a behavior referral.

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

Students' emotional needs are met in a variety of ways. In the main setting, counselors refer students to a variety of outside support settings for social-emotional issues that can compromise decision making, including SOS. SOS is a program that students attend with their parents, following a school referral, if a student shows behaviors that include alcohol and drug abuse. A referral for behavioral issues to deal with peer pressures can also be provided, but SOS attendance in that scenario is voluntary. There are peer mentoring groups set up across the age groups, such as upperclassmen being paired with middle-school students to provide a transition bridge and encourage responsible behaviors for the older students. The school uses the student survey information collected annually to plan its programs to meet student needs.

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

All students who score below proficiency on statewide, standardized assessments, such as the FCAT which was last administered in the 2013-2014 school year and is used in conjunction with other assessments, such as Achieve 3000 and iReady, to make informed decisions for the beginning of the 2015-16 school year, are scheduled into intervention classes for additional support, including Reading and Math Enrichment. These classes have specific strategies and core academic skills reinforced to

allow students direct, differentiated instruction from teachers in small "centers" settings. Data from these assessments is also used for scheduling purposes in core classes. The county provides master scheduling guidelines which indicate which students, based on the various test scores mentioned above, should be scheduled into which classes, including differentiating between standard and honors, and different courses entirely based on need and academic readiness (ex. a 9th grade student being scheduled into Physical Science as opposed to Biology I).

In the discipline venue, all suspensions are tracked and the district has implemented new programs to deter out-of-school suspensions by increasing in-school suspension days where a variety of programs are applied to correct non-academic behavior, including guidance intervention sessions and restorative justice.

Attendance and tardy issues are tracked and the administrators and school counselors conduct monthly attendance meetings with parents whose students are chronically absent. Teachers call home if a student has missed more than three days of class, and an automated system calls nightly to a student's home if the student missed one or more class periods.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	18	15	26	19	21	38	43	180
One or more suspensions	80	64	75	52	62	35	42	410
Course failure in ELA or Math	67	44	39	29	56	35	0	270
Level 1 on statewide assessment	50	55	25	41	61	25	13	270

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	32	29	14	22	35	19	29	180

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

All students who exhibit less-than-satisfactory mastery on statewide assessments are assigned an enrichment course in reading and/or math along with being placed in the appropriate core courses based on the master scheduling guidelines provided by the county to help them gain stronger skills to show mastery in a subsequent administration of the assessment. Such growth is charted at the district level through assessments and at the school level through regular monitoring. Additionally, students who have failed a course are evaluated for correlations in attendance and contact with the parent is initiated at the school level and through attendance teams to ascertain the problem and possible increased supports. Students with similar trends in discipline (i.e. discipline/course failure) receive additional counseling and teacher support to broaden the student's use of academic behavior tools that would allow the student more time in an instructional setting. A mentoring program is also in place where upperclassmen are paired with middle school students struggling academically or behaviorally, to form a peer support system for success.

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/180990.

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

Our school has an active School Advisory Council (SAC) and PTSA. These both consist of parents, students, business partners, faith based partners and community members. Meetings are held monthly with the purpose of the school informing our stakeholders of our current status and progress and the stakeholders giving feedback and recommendations to our school. Both SAC and PTSA also help determine how funds are used, with SAC having a specific budget allocated for resources for our school and its students. We are also a Title I school for the first time this year and have already held our Parent Involvement Meeting, where parents gathered to give input about the needs they believed our school had and recommendations on how to spend the money in the budget allocated for parent involvement. Baldwin also has a business booster organization whereby businesses are encouraged to become involved in the school in a manner they are comfortable with, whether that be by donating and helping financially, supporting school programs and initiatives or providing mentors to students. Our local faith based partners, while also involved in other organizations mentioned above, also serve as their own support organization for our school. They provide facilities for tutoring camps and testing sites, as well as provide food for our students during a number of activities.

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
Hall, Denise	Principal
Tuccillo, Jeffery	Assistant Principal
Ballard, Nancy	Instructional Coach
Larkins, Tanisha	Dean
Shields, Steve	Dean
Goodman, Alexis	Teacher, K-12
Bridwell, Jennifer	Assistant Principal
Norris, Karen	Instructional Coach
Saoud, Bachir	Administrative Support
Kirk, Angela Kinlin	Administrative Support

Duties

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

Dr. Denise Hall, principal - Dr. Hall is the architect of the plan to increase student performance. She directs teams as solution centers to persistently seek answers and strategies for students who are performing below grade level. She also monitors interventions through results and feedback from parents, students, guidance counselors, and teachers. Additional data monitoring is provided in the form of observations, and through data disaggregation from multi-assessed skills in all core content areas through state and district testing and problems.
Jeffery Tuccillo, assistant principal - Mr. Tuccillo assists and supports through planning, teacher observations and feedback, instructional design and monitoring, and in academic training sessions with instructors on strategies to spot RtI trends or behaviors that require intervention or alternative learning strategies. Additional duties include facility management.
Jennifer Bridwell, assistant principal - Mrs. Bridwell is tasked with creating and implementing a course master and schedules for all students that provides instructional time to address group deficiency. Additionally, she supervises the guidance department and monitors plans that are developed for students to reach mastery. Mrs. Bridwell also is tasked with the printing and distribution of progress reports, report cards, and of parent contact via School Messenger and our school newsletter to notify parents of academic changes or school events. Her supervision of the guidance department includes the direction of a newsletter delivered electronically when appropriately that provides student support in terms of testing and studying strategies that parents can review with their student at home.
Angela Kinlin Kirk, testing coordinator - Mrs. Kirk organizes, coordinates, and executes a series of state and district test and facilitates the collection and dissemination of data, and assists in spotting trends and solutions for academic spots that need additional shoring.
Karen Norris, academic coach, high school reading and ELA, - Mrs. Norris provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement. Additionally, she serves as a mentor to new teachers in reading and ELA that are either new to the county or new to teaching entirely.
Nancy Ballard, academic coach, middle school reading and ELA - Provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement.
Bachir Saoud, graduation coach, - Mr. Saoud is tasked with tracking students in high school, with special attention paid to each year's graduating class. He identifies students that are lacking in a graduation requirement area, such as GPA, credits or test scores, and works with the school counselors, teachers as well as other members of the leadership team to get those students back on

track in those areas. He is in charge of compiling data on high school students as it pertains to their promotion and school grade. Mr. Saoud also tracks and works with students on becoming post-secondary ready in the area of reading and math. He informs students of ACT/SAT test dates and registration deadlines as well as facilitates the sign up process. He also administers the PERT test and offers remediation for students lacking in math skills.

Steven Shields, dean, high school discipline - Mr. Shields collects discipline data and is involved in the positive behavior interventions that are the underpinning of successful academic behaviors in the classroom and on campus.

Tanisha Larkins, dean, middle school discipline - Ms. Larkins collects discipline data and is involved in the positive behavior interventions that are the underpinning of successful academic behaviors in the classroom and on campus.

Alexis Goodman, teacher, ISSP coordinator, professional development facilitator - Mrs. Goodman conducts and supervises ISSP students and designs programs to assist in corrective behaviors which include diversity instruction and restorative justice. Additionally, she conducts teacher trainings for beginning teacher to help them understand the data they are collecting and to make sense of the signals that show a child needs additional support.

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 uses a variety of data to identify students, and groups of students, in need of intervention services. The most basic is FCAT, which experienced the last full-scale administration in 2013-2014. Data from this assessment is still used however, in conjunction with other current assessments such as Achieve 3000 and iReady. The FCAT reading, writing, math, and science scores at the middle-school level were used for planning purposes to develop a support curriculum with targeted support for students performing below grade level. Additionally, other data, including discipline reports, district and teacher-made tests, are all used as indicators of a student needing additional supports to gain mastery. Teacher supports to recognize students who need these additional instruction or strategies is provided through professional development, and in department and Professional Learning Community meetings or Team meetings, which are grouped either by content, grade, or cohort. Additional monitoring by guidance counselors, including, but not limited to academic history audits, individual student meetings, and parent-student interaction, provide additional support to the core instruction. The problem-solving process involves an evaluation of data from the previous year's end and strategies needed to support students to meet their annual growth goals. Anticipated barriers to student's growth are evaluated and a course of action is plotted out with supports to encounter and overcome those obstacles. The students' progress towards growth is evaluated, and the supports, too, are evaluated for their effectiveness and realigned or enhanced, as necessary.

Additionally, SAC, PTSA and those involved with our Title I parent nights, which all occur monthly and are facilitated by various members of the leadership team at different times, but spearheaded by the two assistant principals Jeffery Tuccillo and Jennifer Bridwell, along with the parent involvement liaison, Julie Brooke, meet, plan and make decisions on perceived needs of the school as a whole and individual student groups or grade levels, as well as make decisions on the distribution of certain funds and resources to support student achievement in school grade accountability areas, discipline, student well being and student progression/promotion.

The leadership team, as a whole, meets a minimum of once a week to monitor programs and their effectiveness and highest impact as well as design-team meetings with the principal for academic ramp-up, tracking, and program alignment, as well as is needed. Sub-groups within the leadership team, including administrative, instructional coaches and discipline also meet individually with Dr. Hall weekly to discuss in detail areas of support, concerns and next steps with both teachers, students and groups of students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chris Drum	Business/Community
Dan Search	Business/Community
L. Fish	Business/Community
Denise Hall	Principal
C. Oca	Parent
Alexis Goodman	Teacher
Elise Fair	Business/Community

Duties

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

Evaluation of last year's school improvement plan

SAC supported the school last year in a variety of ways, particularly in visible support, volunteering at student events ranging from the Day 1, Million Father Take-Your-Child-To-School day, to providing human capital during instructional reviews. SAC was involved in monthly discussions on the implementation and growth of several instructional initiatives, including outside-of-school instructional camps (FSA Writes, FSA reading, Alg. I EOC, Senior breakfast, back-to-school breakfast for faculty). SAC received quarterly instructional review updates and provided input about the goals to increase student achievement and benchmarks.

Development of this school improvement plan

SAC has described areas of interest, particularly in Common Core, in leadership conversations. SAC is committed to continuing increased community involvement. Additionally, SAC supported and will continue to support student achievement by participating in events such as the school-supply backpack giveaway and support other academic expansion programs after school, including the Wow Wednesdays for students at the West Regional Branch Library, which is held on early-release days when teacher professional development is scheduled. SAC members discussed and became involved in the conversation on how to increase EOC scores and to be aware of the new measurements in various assessments so that they can help all stakeholders understand the rating systems and brainstorm ways to provide new and innovative supports to increase student achievement. SAC has access to the plan, and has a monthly meetings to provide input in ways to increase student performance and school operations.

Preparation of the school's annual budget and plan

The school's annual budget is prepared by the principal and discussed with SAC, including the staff and faculty slots, expansion of classes, and class size, as determined by district budget guidelines. Staffing and funding are included in SAC meeting discussions.

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

SAC will use the funds it receives to provide basic student and staff supplies. SAC also conducts needs assessments periodically and determines if funds can be used on resources to support areas of need.

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
Bridwell, Jennifer	Assistant Principal
Norris, Karen	Instructional Coach
Ballard, Nancy	Instructional Coach
Hall, Denise	Principal
Tuccillo, Jeffery	Assistant Principal
Kirk, Angela Kinlin	Other
Saoud, Bachir	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

Sustainability of reading levels of 3 or higher and a increases for students on the bubble, through monthly strategies that can be used across multiple content areas. Strategy examples will be posted in classrooms and the LLT will designate an area where the focus strategy can be posted for student view in a common area. The LLT works together to design a series of professional learning sessions for teachers to increase their communication about literacy standards and tools to become more literate.

As for the physical plant, the ELA bulletin boards promote a variety of reading suggestions, and the school newspaper is a draw for students to read beyond their academic texts. An annual spelling bee is held at the middle school level, which brings attention to the issue of spelling and its association with literacy. Within the academic framework, middle school students who did not score a 3 or higher on the FCAT, and also score low on Achieve 3000, also receive specialized reading support in the SRA program which is designed to sharpen word recognition skills and comprehension, leading to stronger literacy. High school students receive a different support system, which includes SRA: Read to Achieve and iLit, a computer program that tracks student responses and allows for choice.

A BaldwinReads campaign is being drawn up to encourage teachers and adults to share with students the titles of the books they have read and the benefits that generated, and possible student read-a-thons outside of required reading logs are teacher initiatives being considered.

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

Collaboration between teachers is encouraged and is the professional norm at Baldwin. Departments have common planning periods, and one of those periods each week is dedicated to a Professional Learning Community that follows a teacher-led, coach facilitated format to examine data, instructional goals and outcomes, higher-order questions and activities, and dilemmas. Teachers have early-release, duty-free periods twice monthly to collaborate in a non-structured environment, in addition to their non-

scheduled common planning time during the week. Teachers are also afforded, by department, at least one training day during the school year where they can collaborate with their peers and hone best-practices techniques and apply it to their lesson planning.

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

The school uses district-based resources and teacher networks to recruit teachers. The school is in a rural area on the outskirts of a large metropolitan area. More than 23 percent of the teachers who work at Baldwin went to school here and have returned due to the sense of community. Advertisement is done through the county with vacancies listed on the county website. The district also hires teachers on open contracts and distributes those lists to schools so we may find the best candidates for our vacancies. The recruitment is also an administrative function, split between the Principal Dr. Denise Hall, Assistant Principal Jeffery Tuccillo, and Assistant Principal Jennifer Bridwell. Placements are also structured by the district office in years where there exists a surplus of employees due to changing school demographics or school design. As for retention, our professional development facilitator is tasked with ensuring that all new teachers meet the requirements to eventually earn their professional certificate in the allotted time (usually 3 years) and is also responsible for ensuring that veteran teachers are aware of professional development opportunities to earn in service points towards the renewal of their certificates as well as to stay aware of best practices as they are introduced. New teachers are also assigned a mentor that is responsible for ensuring that they become acclimated to the school setting and that they have someone to go to if questions regarding practice or school culture arise.

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

Our school uses the MINT program for new teachers and also assigns new teacher mentors from the seasoned staff. Mentoring sessions take place on a formal schedule (monthly) and an informal basis, almost daily, as each new staff member is paired with a teacher so they can inquire about best practices, on-site school rituals and routines, and provide a professional support base. Our pairings are generally within core areas, and the mentees and mentors also meet with the PDF at least monthly to compare notes and reflections, to support new faculty members. MINT support activities include: mentor observation cycles in which new teachers receive formative feedback and targeted coaching, new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices, PDF monthly MINT learning sessions that focus on identified areas of need, collaborative learning groups or PLCs provide additional layers of support and learning opportunities, and coaching cycles that give specific support for new teachers learning the craft.
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
Recruiting mentors begins with leadership conversations about desired outcomes, needs for the individual teacher, and skill sets available on staff. Once this is evaluated, potential mentors are approached by a leadership team member and a dialogue of interest is started with the needs and expectations. Mentor-candidates can choose to accept or decline based on their current workload and

perceived ability to provide assistance. Generally, acceptance is forthcoming. Mentors are recognized at the end of the year luncheon. Mentors also include their mentoring activities in their professional portfolios, which become part of their evidence to support building school capacity outside of their classrooms.

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

Through various professional development opportunities, such as teacher academy over the summer, content area professional development days through the district during the school year, school level content training days during the school year and professional learning communities facilitated through common planning weekly, teachers are provided an opportunity to gain mastery on unpacking the benchmarks and breaking down standards into examples of culminating tasks judged on a student work protocol (equip rubric).
The same rubric is used when visiting classrooms and upon examination of lesson plans, which brings the conversation into tighter focus that standard's-based instruction is a primary focus.
Teachers are learning the new Florida standards and expanding their approaches to expand student's critical thinking in concert with student products.
The district has specialists assigned for core alignment and weekly visits to support the school are part of the protocol, in addition to administrative classroom visits for alignment checks.

Instructional Strategies

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

The district has implemented use of a lesson plan format that allows teachers to use data to plan their DI groups, in centers or in a rotation setting for small-group teacher interaction. Students with IEPs receive additional accommodations for testing and assignments, and our ESE resources (paras and certified ESE teachers) are deployed in every classroom where a special-needs learner is scheduled. Additionally, data-identified students who need additional instruction are often candidates for instructional camps and pull-out sessions for specific remediation on skills needed to demonstrate mastery on the state assessments. After-school tutoring and computer-aided help sessions are available after school for students. Based on the data provided by the college-readiness exams, all students are eligible to attend a three-Saturday session to help them prepare academically for the ACT, and those students are grouped and regrouped according to entry and exit test-performance data.

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: Weekend Program

Minutes added to school year: 1,440

Provide students with ACT Prep on weekends beginning in October to prepare students for the content, rigor, and the test-taking strategies needed to be successful on the test. This session is aimed for students who may already be college-ready according to state guidelines, but are seeking to better their scores and the likelihood of college acceptance at the student's first-choice. this is also a support for students who are enrolled in the regular-day ACT/SAT class, but may require more testing practice or a different delivery in content information.

Strategy Rationale

Students who receive direct instruction in skill and in test methodology on this particular assessments show gains of 2 to 4 points on average in the composite score, as determined by six-years of data collected through this proram.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tuccillo, Jeffery, tuccilloj@duvalschools.org

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

Data is collected at the beginning of the school year with an eye toward determining who is Post Secondary Ready. Those students are identified and invited to attend the session. Students cold test when they enter the room. While that data is being processed, students are instructed about how the test is set up and how to master the selected sections of focus. When the data is processed (about 30 minutes later) students are given their results and a whole-group instruction of the most frequent errors are discussed. Direct content instruction is used based on predictive errors and actual errors. Two continuous hours of practice in problem areas is offered. Students then re-test and are given their results immediately to chart grown and plan for additional resources or tutoring.

Strategy: Extended School Day

Minutes added to school year: 6,720

Student study hall for any student involved in after-school activities, including athletics. Students spend a two-hour block weekly working on school work or receive extra help from athletic coaches prior to participating in that day's activity. On early-release, they go to study hall as well, and are supervised and assisted by substitute teachers; This accounts for 2,400 minutes annually.

Strategy Rationale

Schools that emphasize a commitment to academics in concert with whole-child development are more successful in student engagement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Shields, Steve , shieldss@duvalschools.org

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

Student eligibility for after-school events, maintenance or increase in these grades.

Strategy: Extended School Day

Minutes added to school year: 27,360

Direct instruction through tutoring, after school, minimum of four teachers a week, at one three-hour session per teacher for 38 weeks. Tutoring schedules are posted by teacher and tutoring sessions can either be teacher or parent initiated.

Strategy Rationale

Teachers who connect with students and provide additional time and identify individual issues and develop stronger bonds with students, which are key indicators in student success and teacher efficiency when constructing future student-data-driven DI.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tuccillo, Jeffery, tuccilloj@duvalschools.org

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

Individual student data collected and monitored by the teacher following their own RtI plan.

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

Students are met at their level when they begin the transition process to middle school from elementary school with counselor visits, ambassador visits from other students, and a specific welcome that sets them apart as new-to-the-school. For example, orientation sessions are combined for most grade levels, with the exception of the 6th graders, who get a whole night of teacher and staff attention and freedom to explore the campus without the distractions from older, more comfortable students. On the first day of school, 6th graders are escorted to the cafeteria and taken to class by their first-period teacher to ease the transition. Middle schoolers are escorted to and from lunch by their teachers, and they find an additional safety net to allow for transitioning to a combination school with their own Dean and the use of the Red Line. The Red Line is a painted strip that delineates the middle school from the high school. Middle school students can venture into high school areas, but not vice versa.

We hold a "transition to high school night" annually withe the purpose of the meeting being to inform students and parents about all graduation requirements, including testing, GPA, online course requirement and credits, along with expectations for high school students and a focus on forward thinking about college or career. Eighth graders transitioning to high school have a ceremony that recognizes the accomplishment, but it is not called a graduation. In a combination school, the term "graduation" is a sacred term and used to that signify students have successfully completed all of the requirements to be awarded such distinction. As such, seniors are held in special regard, and are given access to supports to ensure timely graduation, application for college, and Bright Futures registration. Seniors are required to meet with their school counselors twice a year to ensure all information about post-high school options have been received to plan for the best possible outcome. We also have a graduation coach that works in conjunction with the entire faculty, and specifically with members of the leadership team to ensure that all seniors have met graduation requirements and working to become post-secondary ready.

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 counselors meet individually with students in each grade level, and expand those meeting with seniors to include twice-a-year meetings, supplemented by classroom visits and talks about post-secondary options, which include college and/or entering the workforce or the military. ACT/SAT practice is offered in the remedial reading courses for 11th and 12th graders to allow for other reading support options. The push for Post-Secondary Readiness is enhanced by a "gold card" seniors can apply for, which includes off-campus lunch privileges, once a student has earned post-secondary-ready status. We also have a "going to college" week in which students are encouraged to wear their favorite college team's colors and learn more about the universities they plan on applying to along with their admissions requirements, the culminating event of the week is the college fair that is held in the city in which all students are encouraged to attend. We also hold many "lunch and learns" in which students have the opportunity to come during their lunch time to the media center and hear from representatives from various colleges and technical schools, and learn more about specific programs, admissions requirements and the application process. We also hold a financial aid night in which students and their parents have the opportunity to come and learn about the FAFSA application along with how to look for scholarship opportunities.

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

The high school course progression is designed to weave in academic courses with courses that lead to industry certification, which culminates in an industry certification course or an accelerated course of learning that will enhance college success. We offer a full range of Digital Design along with

programming courses. Through these courses students have the opportunity to earn industry certifications in the following Adobe applications: Dreamweaver, InDesign, and Photoshop.

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

The technical and career classes offered at Baldwin are a cornerstone of the developing Digital Communications Magnet program, where students can link their experiences on-line with those in a traditional print medium, such as journalism, and pre-broadcast (public speaking/speech), in addition to enhancing their computer skills for presentations in all other classes. We are also working on more modern forms of media such as blogging and podcasting, with the majority of these endeavors taking place through our journalism classes. As we continually move to more student-driven learning in the classroom, the digital design and programming courses come in handy as the school transitions to a writing platform that requires computer composition on demand.

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

The high school feedback report was last updated for Baldwin in 2013. The data listed on the High School feedback report for Baldwin for recent years shows that there is a gradual increase in the numbers of high school graduates who were eligible for the maximum Bright Futures award. The percentage for the years available, show that the population was gaining at the rate of about a half-percent annually, topping out around 7 percent. Since the time the report was made, however, there has been an overhaul to the Bright Futures threshold levels, which now require a student to make the highest score to date to gain Bright Futures scholarship opportunities (29 on the ACT; 1170 SAT). We anticipate this to be a hurdle that is being tackled by education campaigns in the classroom and also with extended practice on the weekends for those key admission tests. Along with the weekend sessions students are also invited to after school and pullout opportunities to gain a better understanding of both test taking strategies for ACT/SAT as well as tutoring in content for those same tests.

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:

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.   If we increase the quality of embedded professional development and professional learning communities as it relates to lesson planning and assessment development then we will increase proficiency in all core accountability areas.

G2.   If we schedule all qualified students into an on campus dual enrollment course then we will increase acceleration performance by 5%.

G3.   If we provide professional development to teachers on classroom management and communicate expectations on discipline to students then we will decrease the number of class 2 violations by 10%.

G4.   If we improve the availability and variety of teacher professional development then we will also increase its efficacy as measured by TNTP data, and also increase teacher efficacy with the hopes of increasing student achievement.

G5.   If we provide explicit instruction on test-taking strategies and test content both in appropriate courses and on Saturday tutoring sessions then we will Increase Post-Secondary Readiness in both reading and math by 5%.

G6.   If we schedule students strategically and provide them with the proper high stakes testing preparation then we will increase the school's graduation rate to 92%.

Strategic Goals Detail

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

G1. If we increase the quality of embedded professional development and professional learning communities as it relates to lesson planning and assessment development then we will increase proficiency in all core accountability areas. 1a

Targets Supported 1b

🔍 G071681

Indicator	Annual Target
5Es Score: Ambitious Instruction	5.0

Resources Available to Support the Goal 2

- Teacher department chairs, Instructional coaches, Administrators, PLC meetings (90 minutes weekly)

Targeted Barriers to Achieving the Goal 3

- Lack of ability to combine common core standards, curriculum guides, higher order questions and tasks into cohesive lessons delivered daily.

Plan to Monitor Progress Toward G1. 8

A variety of assessment data will be collected including interim district assessments, school based assessments and state assessments to determine both instructional and support efficacy.

Person Responsible

Denise Hall

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Assessment results, teacher evaluations

G2. If we schedule all qualified students into an on campus dual enrollment course then we will increase acceleration performance by 5%. 1a

G071682

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	95.0

Resources Available to Support the Goal 2

- School counselors, core teachers, graduation coach, administrators

Targeted Barriers to Achieving the Goal 3

- Students may have low GPAs that disqualify them from on campus dual enrollment opportunities, or no room in their schedule for acceleration courses.

Plan to Monitor Progress Toward G2. 8

We will use the cohort data tracker to monitor student success in accelerated coursework along side anticipated graduation rate to determine a true measure of acceleration performance.

Person Responsible
Jeffery Tuccillo

Schedule
Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion
Final grades, cohort data tracker, transcripts

G3. If we provide professional development to teachers on classroom management and communicate expectations on discipline to students then we will decrease the number of class 2 violations by 10%. `1a`

🔍 G071683

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	261.0

Resources Available to Support the Goal `2`

- Teacher leaders, Deans of discipline, PD on classroom management, Athletic coaches, HERO system, Discipline PowerPoints, CHAMPS training for teachers, Restorative Justice, PBIS plan, School counselors

Targeted Barriers to Achieving the Goal `3`

- Perceived lack of time to properly initiate interventions, and desire to have a suitable learning environment which leads to the removal of students that disrupt the leaning process. Teachers may have an inclination to "remove" the behavior problem, rather than "manage" the behavior problem in the interest of student instruction.

Plan to Monitor Progress Toward G3. `8`

Number and type of referrals written and received by teachers and students, respectively.

Person Responsible

Tanisha Larkins

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Discipline reports will be shared out at leadership meetings and next steps will be determined. These reports will be compared from week to week, month to month, year to date and the current year to the previous year.

G4. If we improve the availability and variety of teacher professional development then we will also increase its efficacy as measured by TNTP data, and also increase teacher efficacy with the hopes of increasing student achievement. 1a

🔍 G071684

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0

Resources Available to Support the Goal 2

- Atlas Protocols custom designed for Baldwin. Data provided by Performance Matters and teacher-generated. Item Specs for new standards. Curriculum frameworks.

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the new standards and the task demands for each item, which is required to provide rigorous activities and instruction every day. This can lead to students not being able to complete tasks that meet the standards.

Plan to Monitor Progress Toward G4. 8

Monitor rigorous task implementation with standard alignment.

Person Responsible

Jennifer Bridwell

Schedule

Weekly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Observations, district walk-throughs, feedback from district specialists

G5. If we provide explicit instruction on test-taking strategies and test content both in appropriate courses and on Saturday tutoring sessions then we will Increase Post-Secondary Readiness in both reading and math by 5%. 1a

Targets Supported 1b

🔍 G071685

Indicator	Annual Target
Postsecondary Enrollments	65.0
College Readiness Reading	75.0

Resources Available to Support the Goal 2

- ACT/SAT training offered on weekends for selected sessions, practice tests, bulletin boards announcing the day. This is done to familiarize students both with test format and the content that will be covered on each section of each test.

Targeted Barriers to Achieving the Goal 3

- Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time.

Plan to Monitor Progress Toward G5. 8

Monitor numbers of students who are tested and who are PSR

Person Responsible

Jeffery Tuccillo

Schedule

Biweekly, from 9/1/2014 to 9/22/2014

Evidence of Completion

PSR reports from the county

G6. If we schedule students strategically and provide them with the proper high stakes testing preparation then we will increase the school's graduation rate to 92%. 1a

G071686

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

Resources Available to Support the Goal 2

- School counselors, parent education, targeted instruction, mentoring, close-monitoring in curriculum, community leaders, business partners

Targeted Barriers to Achieving the Goal 3

- Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation. Additionally there are students that have yet to pass the Algebra I EOC, have low GPAs and are behind on credits.

Plan to Monitor Progress Toward G6. 8

Analyze data and propose next steps or interventions

Person Responsible

Jennifer Bridwell

Schedule

Monthly, from 8/11/2014 to 6/30/2015

Evidence of Completion

observation notes. leadership team meeting notes on graduate progress or plans to increase graduation rates.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

G1. If we increase the quality of embedded professional development and professional learning communities as it relates to lesson planning and assessment development then we will increase proficiency in all core accountability areas. `1`

🔍 G071681

G1.B1 Lack of ability to combine common core standards, curriculum guides, higher order questions and tasks into cohesive lessons delivered daily. `2`

🔍 B186876

G1.B1.S1 Teachers will receive embedded professional development on lesson planning within their professional learning communities delivered by instructional coaches and administrators and will also have the opportunity to peer review lesson plans and assignments/assessments to gain constructive feedback. `4`

🔍 S198296

Strategy Rationale

All members of the instructional staff need to be on the same page as it relates to what makes a good lesson in order to ensure that quality instruction is taking place in each classroom and so that common planning can occur.

Action Step 1 `5`

Lesson plan components will be reviewed weekly to ensure that students are receiving quality instruction.

Person Responsible

Denise Hall

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teacher created lesson plans, PLC agendas, PLC minutes

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

Instructional coaches and administrators will conduct walk-throughs and evaluations of teacher practice to determine if planned instruction is being delivered effectively.

Person Responsible

Denise Hall

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Walk-through and evaluation notes, teacher observations

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

Instructional coaches and administrators will provide feedback and next steps, noting positive instructional practices that should be repeated and changes to instructional practice that should be made.

Person Responsible

Denise Hall

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Coach's logs, next step forms from administrators

G2. If we schedule all qualified students into an on campus dual enrollment course then we will increase acceleration performance by 5%. 1

🔑 G071682

G2.B1 Students may have low GPAs that disqualify them from on campus dual enrollment opportunities, or no room in their schedule for acceleration courses. 2

🔑 B186877

G2.B1.S1 All students that meet the admission requirements will be placed into an on campus dual enrollment course, and those that do not initially meet will be supported and monitored in hopes of being scheduled into the course 2nd semester. 4

🔑 S198297

Strategy Rationale

Dual Enrollment is the best the way to ensure that each student is successful in an accelerator course as success in dual enrollment automatically equates to an acceleration point and there is no one exam that students have to pass.

Action Step 1 5

Review transcripts and schedules of all students and ensure that all students that meet requirements are scheduled into DE and also create a watch list of students that may meet requirements for 2nd semester if given support and are monitored.

Person Responsible

Bachir Saoud

Schedule

Weekly, from 8/24/2015 to 2/5/2016

Evidence of Completion

Student meeting logs, schedules, transcripts

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

The status of these students will be reported out weekly at leadership meetings and next steps will be determined based on student need. Scheduling will be completed by the beginning of the first semester and we will know our final results in July when AP scores come in. Dual enrollment and Industry Certification scores will come in by the end of the year.

Person Responsible

Jeffery Tuccillo

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Student meeting logs, progress reports, report cards

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

We will review progress reports and report cards to determine success as well to see if GPAs have risen enough for students initially on our watch list.

Person Responsible

Jeffery Tuccillo

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Final grades, transcripts and student schedules

G3. If we provide professional development to teachers on classroom management and communicate expectations on discipline to students then we will decrease the number of class 2 violations by 10%. 1

G071683

G3.B1 Perceived lack of time to properly initiate interventions, and desire to have a suitable learning environment which leads to the removal of students that disrupt the leaning process. Teachers may have an inclination to "remove" the behavior problem, rather than "manage" the behavior problem in the interest of student instruction. 2

B186878

G3.B1.S1 Professional development provided to teachers on classroom management as well as on going discipline chats with students by grade level to educate them on the code of student conduct and disciplinary actions that will result if violations occur. 4

S198298

Strategy Rationale

Everyone in the school needs to be educated on best practices to handle misbehavior and to make positive choices as it relates to one's own behavior,

Action Step 1 5

PD sessions held for teachers during preplanning and faculty meetings; Discipline chats held with students during assemblies throughout the year and on an individual basis as needed.

Person Responsible

Steve Shields

Schedule

Quarterly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Meeting agendas, presentations used

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Referral tracking done through Focus (SIS) for teachers and student discipline share outs during leadership meetings. We will compare discipline data by week, month, year to date and current to previous year to determine progress.

Person Responsible

Tanisha Larkins

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Referrals logged for both teachers and students.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

The types of referrals teachers write and the types of referrals students receive will be monitored. Individual conferences for both will be held as needed.

Person Responsible

Steve Shields

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

G4. If we improve the availability and variety of teacher professional development then we will also increase its efficacy as measured by TNTP data, and also increase teacher efficacy with the hopes of increasing student achievement. `1`

🔍 G071684

G4.B1 Teachers are unfamiliar with the new standards and the task demands for each item, which is required to provide rigorous activities and instruction every day. This can lead to students not being able to complete tasks that meet the standards. `2`

🔍 B186879

G4.B1.S1 Conduct a detailed training to allow teachers to become familiar with the standard and to unpack the standards. `4`

🔍 S198299

Strategy Rationale

Unpacking the standards will allow teachers to categorize the skills needed and plan for rigorous activities, along with scaffolded support in questioning that leads to the culminating task.

Action Step 1 `5`

Meet with the principal and set specific protocols and adapt Atlas model for PLCs. Roll out PLC model in pre-planning and facilitate the protocol during PLCs.

Person Responsible

Karen Norris

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

PLCs agendas and meeting notes.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor to see that protocols are followed and a routine is developed.

Person Responsible

Jeffery Tuccillo

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Notes and debriefing coaching logs.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Literacy team will meet weekly to assess the effectiveness of the protocol to advance the rigorous nature of the assignments.

Person Responsible

Jeffery Tuccillo

Schedule

On 5/27/2015

Evidence of Completion

Feedback from teachers on weekly reflections, products from TDE day of training, and revamped protocol design schematics based on new needs.

G4.B1.S2 Provide teachers with a hard-copy of the new standards and a copy of the item specs, and refer them to the electronic copy, too. 4

S198300

Strategy Rationale

It's difficult to see a progression for some in electronic form only. This will allow teachers to have a single binder that holds all of these important and needed documents so that they can plan online or off and not have to hunt and peck for crucial information.

Action Step 1 5

Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.

Person Responsible

Karen Norris

Schedule

Semiannually, from 8/25/2014 to 5/27/2015

Evidence of Completion

Agenda for Trainings Days and the products and the feedback from from teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review of comments and products generated from using the item-spec books and curriculum binders. Monitoring is by subject-area coach/admin

Person Responsible

Jeffery Tuccillo

Schedule

Biweekly, from 9/11/2014 to 5/27/2015

Evidence of Completion

Notes from PLCs will show the type of product. Coaching cycles and logs of cycles initiated for lack of rigorous instruction or plans will indicate effectiveness or implementation issue.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Classroom observations and product inspection on task demand, in addition to lesson plan scrutiny

Person Responsible

Jennifer Bridwell

Schedule

Biweekly, from 9/29/2014 to 5/20/2015

Evidence of Completion

Notes that recommend coaching cycles. CAST data indicating good and rigorous instruction and lesson planning.

G5. If we provide explicit instruction on test-taking strategies and test content both in appropriate courses and on Saturday tutoring sessions then we will Increase Post-Secondary Readiness in both reading and math by 5%. `1`

🔑 G071685

G5.B1 Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time. `2`

🔑 B186880

G5.B1.S1 Teach college-entrance test-taking strategies and information about the test through class visits and Saturday instruction. `4`

🔑 S198301

Strategy Rationale

An information campaign that is constant will increase the chances that students will attempt the college-entrance test.

Action Step 1 `5`

Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.

Person Responsible

Jeffery Tuccillo

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

Evidence of Completion

increased participation in college-entrance exam tests given off campus.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

ACT/SAT/PERT data

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Copies of the students' ACT sign up sheets or counseling sessions with guidance.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Fidelity of AC/SAT/PERT data and publicity and information campaign

Person Responsible

Jeffery Tuccillo

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

growth from quarter to quarter and from previous year to current year.

G6. If we schedule students strategically and provide them with the proper high stakes testing preparation then we will increase the school's graduation rate to 92%. 1

🔑 G071686

G6.B1 Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation. Additionally there are students that have yet to pass the Algebra I EOC, have low GPAs and are behind on credits. 2

🔑 B186882

G6.B1.S1 Offer test specific tips and practice prior to the test (test-taking strategies and question identification/classification). Students self-assess using their previous data to focus on weak areas. 4

🔑 S198302

Strategy Rationale

Student confidence and practice with particular question sets will increase their familiarity with the academic language and assess what skill they must employ to reach the correct answer.

Action Step 1 5

Conduct weekend, in school and after school sessions for test-taking strategies. Teach students to self assess.

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 9/1/2014 to 6/8/2015

Evidence of Completion

Student attendance and testing records and surveys from ACT prep

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Monitor status of senior checks

Person Responsible

Jennifer Bridwell

Schedule

On 6/8/2015

Evidence of Completion

Senior check report

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Evaluate the number of students on track to graduate

> ### Person Responsible
>
> Bachir Saoud
>
> ### Schedule
>
> On 6/8/2015
>
> ### *Evidence of Completion*
>
> On-time graduation report

G6.B1.S2 Provide teachers with direct instruction support on FCAT benchmarks for re-take students to provided enriched, targeted instruction on areas of non-mastery `4`

`S198303`

Strategy Rationale

Teacher understanding of the content limits and the style of selection for the four primary reporting categories is essential to proper delivery.

Action Step 1 `5`

Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.

> ### Person Responsible
>
> Karen Norris
>
> ### Schedule
>
> Monthly, from 9/1/2014 to 6/1/2015
>
> ### *Evidence of Completion*
>
> Coaching logs with specific interventions with teachers on FCAT data and materials students needs to work on.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Monitor fidelity of benchmark delivery and authentic student practice

Person Responsible

Jeffery Tuccillo

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Support logs, student work samples and rubric protocol practice

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

FCAT retake scores

Person Responsible

Jeffery Tuccillo

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

Oct. 2-3 Camp/ camp plans, data from pre- and post tests. Nov. 30 - FCAT retake data and action plans that result from those results.

G6.B1.S3 Provide PERT remediation for students in need of a concordant score on the Algebra I EOC, and schedule testing for these students weekly to ensure they have the maximum number of opportunities. 4

S198304

Strategy Rationale

Student confidence and practice with particular question sets will increase their familiarity with the academic language and assess what skill they must employ to reach the correct answer.

Action Step 1 5

Students will receive direct instruction in PERT content and will be tested within the same week.

Person Responsible

Bachir Saoud

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Remediation attendance session rosters as well as testing schedules.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

The assistant principal will ensure that both the remediation and testing schedule meet the district guidelines for frequency of testing students and that the correct students are participating.

Person Responsible

Jeffery Tuccillo

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Remediation attendance rosters and testing schedules.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

Test scores will be checked frequently along with attendance to ensure that students are showing up and progress is improving.

Person Responsible

Jeffery Tuccillo

Schedule

Daily, from 8/24/2015 to 2/1/2016

Evidence of Completion

Score reports and attendance sheets.

G6.B1.S4 Students are scheduled strategically into all necessary courses including those they failed to ensure that all credit requirements are met and that students have the opportunity to raise their GPA. `4`

S198305

Strategy Rationale

As much as possible students need course recovery built into their schedule as they are highly unlikely to be successful outside of the school environment.

Action Step 1 `5`

Credit checks will be performed to determine which classes are needed for graduation and which to repeat for GPA purposes.

Person Responsible

Bachir Saoud

Schedule

Daily, from 8/24/2015 to 2/5/2016

Evidence of Completion

Credit check sheets, student schedules and the master schedule.

Plan to Monitor Fidelity of Implementation of G6.B1.S4 `6`

The assistant principal will review credit checks to determine accuracy.

Person Responsible

Jennifer Bridwell

Schedule

Daily, from 8/24/2015 to 2/5/2016

Evidence of Completion

Credit check sheets, student schedules and master schedule.

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 `7`

School counselors and administrative mentors will meet with students to ensure they taking the necessary steps to pass their courses.

Person Responsible

Jennifer Bridwell

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Weekly meetings and progress reports.

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	Lesson plan components will be reviewed weekly to ensure that students are receiving quality instruction.	Hall, Denise	8/24/2015	Teacher created lesson plans, PLC agendas, PLC minutes	6/6/2016 weekly
G2.B1.S1.A1	Review transcripts and schedules of all students and ensure that all students that meet requirements are scheduled into DE and also create a watch list of students that may meet requirements for 2nd semester if given support and are monitored.	Saoud, Bachir	8/24/2015	Student meeting logs, schedules, transcripts	2/5/2016 weekly
G3.B1.S1.A1	PD sessions held for teachers during preplanning and faculty meetings; Discipline chats held with students during assemblies throughout the year and on an individual basis as needed.	Shields, Steve	8/17/2015	Meeting agendas, presentations used	6/6/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Meet with the principal and set specific protocols and adapt Atlas model for PLCs. Roll out PLC model in pre-planning and facilitate the protocol during PLCs.	Norris, Karen	8/25/2014	PLCs agendas and meeting notes.	5/27/2015 weekly
G4.B1.S2.A1	Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.	Norris, Karen	8/25/2014	Agenda for Trainings Days and the products and the feedback from from teachers.	5/27/2015 semiannually
G5.B1.S1.A1	Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.	Tuccillo, Jeffery	9/1/2014	increased participation in college-entrance exam tests given off campus.	5/1/2015 semiannually
G6.B1.S1.A1	Conduct weekend, in school and after school sessions for test-taking strategies. Teach students to self assess.	Tuccillo, Jeffery	9/1/2014	Student attendance and testing records and surveys from ACT prep	6/8/2015 monthly
G6.B1.S2.A1	Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.	Norris, Karen	9/1/2014	Coaching logs with specific interventions with teachers on FCAT data and materials students needs to work on.	6/1/2015 monthly
G6.B1.S3.A1	Students will receive direct instruction in PERT content and will be tested within the same week.	Saoud, Bachir	9/14/2015	Remediation attendance session rosters as well as testing schedules.	6/10/2016 weekly
G6.B1.S4.A1	Credit checks will be performed to determine which classes are needed for graduation and which to repeat for GPA purposes.	Saoud, Bachir	8/24/2015	Credit check sheets, student schedules and the master schedule.	2/5/2016 daily
G1.MA1	A variety of assessment data will be collected including interim district assessments, school based assessments and state assessments to determine both instructional and support efficacy.	Hall, Denise	8/24/2015	Assessment results, teacher evaluations	6/6/2016 weekly
G1.B1.S1.MA1	Instructional coaches and administrators will provide feedback and next steps, noting positive instructional practices that should be repeated and changes to instructional practice that should be made.	Hall, Denise	8/24/2015	Coach's logs, next step forms from administrators	6/6/2016 weekly
G1.B1.S1.MA1	Instructional coaches and administrators will conduct walk-throughs and evaluations of teacher practice to determine if planned instruction is being delivered effectively.	Hall, Denise	8/24/2015	Walk-through and evaluation notes, teacher observations	6/6/2016 weekly
G2.MA1	We will use the cohort data tracker to monitor student success in accelerated coursework along side anticipated graduation rate to determine a true measure of acceleration performance.	Tuccillo, Jeffery	8/24/2015	Final grades, cohort data tracker, transcripts	6/6/2016 weekly
G2.B1.S1.MA1	We will review progress reports and report cards to determine success as well to see if GPAs have risen enough for students initially on our watch list.	Tuccillo, Jeffery	8/24/2015	Final grades, transcripts and student schedules	6/6/2016 weekly
G2.B1.S1.MA1	The status of these students will be reported out weekly at leadership meetings and next steps will be determined based on student need. Scheduling will be completed by the beginning of the first semester and we	Tuccillo, Jeffery	8/24/2015	Student meeting logs, progress reports, report cards	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will know our final results in July when AP scores come in. Dual enrollment and Industry Certification scores will come in by the end of the year.				
G3.MA1	Number and type of referrals written and received by teachers and students, respectively.	Larkins, Tanisha	8/24/2015	Discipline reports will be shared out at leadership meetings and next steps will be determined. These reports will be compared from week to week, month to month, year to date and the current year to the previous year.	6/6/2016 weekly
G3.B1.S1.MA1	The types of referrals teachers write and the types of referrals students receive will be monitored. Individual conferences for both will be held as needed.	Shields, Steve	8/24/2015		6/6/2016 weekly
G3.B1.S1.MA1	Referral tracking done through Focus (SIS) for teachers and student discipline share outs during leadership meetings. We will compare discipline data by week, month, year to date and current to previous year to determine progress.	Larkins, Tanisha	8/24/2015	Referrals logged for both teachers and students.	6/6/2016 weekly
G4.MA1	Monitor rigorous task implementation with standard alignment.	Bridwell, Jennifer	8/18/2014	Observations, district walk-throughs, feedback from district specialists	5/27/2015 weekly
G4.B1.S1.MA1	Literacy team will meet weekly to assess the effectiveness of the protocol to advance the rigorous nature of the assignments.	Tuccillo, Jeffery	8/20/2014	Feedback from teachers on weekly reflections, products from TDE day of training, and revamped protocol design schematics based on new needs.	5/27/2015 one-time
G4.B1.S1.MA1	Monitor to see that protocols are followed and a routine is developed.	Tuccillo, Jeffery	8/20/2014	Notes and debriefing coaching logs.	5/27/2015 weekly
G4.B1.S2.MA1	Classroom observations and product inspection on task demand, in addition to lesson plan scrutiny	Bridwell, Jennifer	9/29/2014	Notes that recommend coaching cycles. CAST data indicating good and rigorous instruction and lesson planning.	5/20/2015 biweekly
G4.B1.S2.MA1	Review of comments and products generated from using the item-spec books and curriculum binders. Monitoring is by subject-area coach/ admin	Tuccillo, Jeffery	9/11/2014	Notes from PLCs will show the type of product. Coaching cycles and logs of cycles initiated for lack of rigorous instruction or plans will indicate effectiveness or implementation issue.	5/27/2015 biweekly
G5.MA1	Monitor numbers of students who are tested and who are PSR	Tuccillo, Jeffery	9/1/2014	PSR reports from the county	9/22/2014 biweekly
G5.B1.S1.MA1	Fidelity of AC/SAT/PERT data and publicity and information campaign	Tuccillo, Jeffery	9/1/2014	growth from quarter to quarter and from previous year to current year.	6/1/2015 quarterly
G5.B1.S1.MA1	ACT/SAT/PERT data	Tuccillo, Jeffery	9/1/2014	Copies of the students' ACT sign up sheets or counseling sessions with guidance.	6/1/2015 monthly
G6.MA1	Analyze data and propose next steps or interventions	Bridwell, Jennifer	8/11/2014	observation notes. leadership team meeting notes on graduate progress or plans to increase graduation rates.	6/30/2015 monthly
G6.B1.S1.MA1	Evaluate the number of students on track to graduate	Saoud, Bachir	8/18/2014	On-time graduation report	6/8/2015 one-time
G6.B1.S1.MA1	Monitor status of senior checks	Bridwell, Jennifer	8/18/2014	Senior check report	6/8/2015 one-time
G6.B1.S2.MA1	FCAT retake scores	Tuccillo, Jeffery	10/1/2014	Oct. 2-3 Camp/ camp plans, data from pre- and post tests. Nov. 30 - FCAT retake data and action plans that result from those results.	5/1/2015 semiannually
G6.B1.S2.MA1	Monitor fidelity of benchmark delivery and authentic student practice	Tuccillo, Jeffery	9/1/2014	Support logs, student work samples and rubric protocol practice	6/1/2015 monthly
G6.B1.S3.MA1	Test scores will be checked frequently along with attendance to ensure that students are showing up and progress is improving.	Tuccillo, Jeffery	8/24/2015	Score reports and attendance sheets.	2/1/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S3.MA1	The assistant principal will ensure that both the remediation and testing schedule meet the district guidelines for frequency of testing students and that the correct students are participating.	Tuccillo, Jeffery	9/14/2015	Remediation attendance rosters and testing schedules.	6/10/2016 weekly
G6.B1.S4.MA1	School counselors and administrative mentors will meet with students to ensure they taking the necessary steps to pass their courses.	Bridwell, Jennifer	8/24/2015	Weekly meetings and progress reports.	6/3/2016 weekly
G6.B1.S4.MA1	The assistant principal will review credit checks to determine accuracy.	Bridwell, Jennifer	8/24/2015	Credit check sheets, student schedules and master schedule.	2/5/2016 daily

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.

G4. If we improve the availability and variety of teacher professional development then we will also increase its efficacy as measured by TNTP data, and also increase teacher efficacy with the hopes of increasing student achievement.

G4.B1 Teachers are unfamiliar with the new standards and the task demands for each item, which is required to provide rigorous activities and instruction every day. This can lead to students not being able to complete tasks that meet the standards.

G4.B1.S2 Provide teachers with a hard-copy of the new standards and a copy of the item specs, and refer them to the electronic copy, too.

PD Opportunity 1

Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.

Facilitator

Norris, Ballard, Bridwell, Tuccillo, Kirk

Participants

ELA, SS, Sci., Math

Schedule

Semiannually, from 8/25/2014 to 5/27/2015

G5. If we provide explicit instruction on test-taking strategies and test content both in appropriate courses and on Saturday tutoring sessions then we will Increase Post-Secondary Readiness in both reading and math by 5%.

G5.B1 Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time.

G5.B1.S1 Teach college-entrance test-taking strategies and information about the test through class visits and Saturday instruction.

PD Opportunity 1

Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.

Facilitator

Tuccillo

Participants

All ACT teachers in the Saturday session; those offering after-school tutoring, too.

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

G6. If we schedule students strategically and provide them with the proper high stakes testing preparation then we will increase the school's graduation rate to 92%.

G6.B1 Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation. Additionally there are students that have yet to pass the Algebra I EOC, have low GPAs and are behind on credits.

G6.B1.S2 Provide teachers with direct instruction support on FCAT benchmarks for re-take students to provided enriched, targeted instruction on areas of non-mastery

PD Opportunity 1

Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.

Facilitator

Karen Norris// district coach

Participants

All reading teachers in retake classes.

Schedule

Monthly, from 9/1/2014 to 6/1/2015

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	Lesson plan components will be reviewed weekly to ensure that students are receiving quality instruction.	$0.00
2	G2.B1.S1.A1	Review transcripts and schedules of all students and ensure that all students that meet requirements are scheduled into DE and also create a watch list of students that may meet requirements for 2nd semester if given support and are monitored.	$0.00
3	G3.B1.S1.A1	PD sessions held for teachers during preplanning and faculty meetings; Discipline chats held with students during assemblies throughout the year and on an individual basis as needed.	$0.00
4	G4.B1.S1.A1	Meet with the principal and set specific protocols and adapt Atlas model for PLCs. Roll out PLC model in pre-planning and facilitate the protocol during PLCs.	$0.00
5	G4.B1.S2.A1	Print the curriculum guidelines and item specs and sample assessments for each core-subject teacher and create a hard-copy binder for portability and easy access.	$0.00
6	G5.B1.S1.A1	Baldwin, through direct instruction, will teach strategies and content limits about the PSR test(s) to students.	$0.00
7	G6.B1.S1.A1	Conduct weekend, in school and after school sessions for test-taking strategies. Teach students to self assess.	$0.00
8	G6.B1.S2.A1	Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.	$0.00
9	G6.B1.S3.A1	Students will receive direct instruction in PERT content and will be tested within the same week.	$0.00
10	G6.B1.S4.A1	Credit checks will be performed to determine which classes are needed for graduation and which to repeat for GPA purposes.	$0.00
		Total:	$0.00