

Duval County Public Schools

First Coast High School



2015-16 School Improvement Plan

First Coast High School

590 DUVAL STATION RD, Jacksonville, FL 32218

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	66%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	48
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	0

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

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

Provide the school's vision statement

The mission of First Coast High School is to develop a professional learning community of faculty and staff that will prepare all students to enter the post-secondary world without remediation and to enter the workforce with the skills necessary to become successful citizens.

School Environment

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

Our process is to build teacher pedagogical knowledge and skills in making meaningful relationships and working with the diverse needs of students and families of free and reduced lunch (FRL) by providing job-embedded professional development to all staff on culturally responsive topics.

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

Teachers can refer students to the Restorative Justice Program specifically if they need support in certain behaviors and students are assigned Bully Free/Anti-Violence lessons as a part of the Student Accountability Board and Peer Mediation sessions. These lessons will be identified based upon data collected from the previous months referrals at the school and identify what lessons students are in most need of.

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

Currently, training and support for teachers in classroom-based proactive strategies to manage minor behavior has dominantly been focused on our new teachers in the school. They are supported in these areas through the CHAMPS training, MINT mentors, and subject-area coaches (when applicable). Though most faculty-wide early-release trainings are focused on content area professional development, most of these trainings do partially address classroom-based strategies for behavior management.

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

Our student services team provides differentiated support through: Restorative Justice, MTSS, individual and group counseling, monitoring of attendance (i.e. tardies),

Early Warning Systems

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

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

The early warning system consists of the following indicators: attendance below 90%, 1 or more suspensions, Level 1 on statewide assessments and 1 or more retentions. Any student exhibiting 2 or more early warning indicators will be targeted for intervention. Data is reviewed monthly.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	10	7	3	4	24
One or more suspensions	15	44	41	7	107
Course failure in ELA or Math	317	228	162	69	776
Level 1 on statewide assessment	0	177	194	125	496

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Push-in tutorials for Level 1 and and Level 2 students for reading and math; After-school tutorials for targeted students; Restorative Justice, Leadership Academy for students who successfully complete behavioral contracts,

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/222878>.

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

Monthly SAC/PTSA meetings are held and attended by staff and community PBIS team utilizes our business partnership with Edible Arrangements to recognize student academic and behavioral achievements.

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
Brennan, Alvin	Principal
Brailsford, Shawn	
Black, Richard	
Davis, Paul	Assistant Principal
Donald, Natalie	Teacher, K-12
Dunn, Jamel	Other
Fluent, Justin	Assistant Principal
Kristansen, Emily	Assistant Principal
Lipsky, Iris	Teacher, K-12
McCann, Jeremy	Teacher, K-12
Melton, Loneva	Instructional Coach
Nolan, Marjorie	Teacher, K-12
Pickett, Catrece	SAC Member
Ryan, Heather	Teacher, K-12
Stallworth, Zenja	Teacher, K-12
Strong, Latroy	Dean
Townsend, Nicole	Assistant Principal
Whitehead, Aristian	Guidance Counselor

Duties

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

As the instructional and organizational leader of the school, the principal is ultimately responsible for the effective implementation of the school improvement process. However, effective implementation by definition includes the sharing of responsibilities and decision-making with other members of the team.

Each member of the SLT·

- **Facilitates the development of the School Improvement Plan
- **Monitors, assesses and amends the School Improvement Plan
- **Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- **Facilitates communication within the professional learning community
- **Builds the capacity of the school to address parent and staff concerns
- **Builds the capacity of the school to improve in the following areas:

- ***High Academic Achievement
- ***Effective Educators
- ***Adequate Resources and Facilities
- ***Safe and Orderly Schools
- ***Strong Parent and Community Relations

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-based MTSS/RtI Team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need;
- Identifying appropriate evidence-based differentiation and intervention strategies;
- Implementing and overseeing progress monitoring;
- Analyzing progress monitoring data and determining next steps.

For the most intensive interventions at Tier 3, instructional teams (i.e. PLCs) will provide classroom support for students. This support will include one-on-one individualized instruction with school interventionists.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Catrece Pickett	Parent
Alvin Brennan	Principal
Justin Fluent	Education Support Employee
J'Nai Leachman	Parent
Kathy Nagel	Parent
Vickie Snipes	Parent
Andrew Farmer	Parent
Nicole Revels	Parent
Nefertiti Harris	Parent
Eulyssa Williams	Parent
Cynthia Smith	Parent
Balora Wilkins	Parent
Kenneth Kallina	Teacher
Thomas Johnston	Business/Community
Aishail Everett	Education Support Employee
Maya Morris	Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

Budget proposals and data were reviewed at regular SAC meetings. SAC members were provided an opportunity for input into the SIP.

Preparation of the school's annual budget and plan

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

SAC funds will be used to provide student incentives and help support other School Improvement goals. Allocation amounts still to be determined

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brennan, Alvin	Principal
Townsend, Nicole	Assistant Principal
Kristansen, Emily	Assistant Principal
Davis, Paul	Assistant Principal
Nolan, Marjorie	Instructional Coach
Lipsky, Iris	Teacher, K-12
Black, Richard	Teacher, K-12
Donald, Natalie	Teacher, K-12
Melton, Loneva	Instructional Coach
Whitehead, Aristian	Teacher, K-12
Fluent, Justin	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The team will work to determine our faculty's professional development needs, to plan professional development training, and to provide a structure for our school-wide reading initiatives. The LLT will address Tier 1 forms of intervention, building the literacy culture at First Coast High School. Through the selection and implementation of school-wide reading initiatives, the LLT will promote research-based Common Core literacy strategies. The LLT will also develop a calendar of activities designed to promote a culture of readers among staff and students.

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

Administration and academic coaches facilitates 60 minutes department PLCs weekly
 Buc of the month staff-to-staff recognition program
 Schoolwide PBIS Team & Walk-the-Walk Program bi-weekly meetings for 90 minutes
 Monthly mentor/mentee meetings
 Early Release PLCs

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

1. Mentor high quality teachers and inform them of opportunities for on-going professional development - Person responsible: Administrators, Academic Coaches, Professional Development Facilitator; Mentors.
 2. Implement a school-based professional development program that differentiates professional activities to meet the needs of all teachers - Person responsible: Administrators
 3. Offer professional development during PLC meeting times and after-school to enhance effective instructional strategies in lesson design, best practices, pedagogy, and literacy. - Person responsible: Academic Coaches
- **School-based professional development - Florida State Standards Implementation/Diversity Training of Learners/Schoolwide Discipline Plan
- **Job-Embedded PD (Administration/Deans/Academic Coaches) - Restorative Justice/ISS, Referral

Writing, **Behavior Management, Math and Science, and Literacy
**Walk-Through Feedback Forms

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

Each new teacher will be assigned a mentor/collaborative partner. Planned activities included observation of mentee's instruction with feedback, planning sessions with mentee, connecting lesson activities to state standards, discussing student progress, analyzing student work, and modeling or co-teaching lessons.

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
- other activities that are specific to your school...

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 such as classroom management and best practices
- additional training in Foundations of Mentoring is valued

Administration recognize mentors from classroom walk-throughs and model classrooms, potential mentors are sent to CET trainings and Foundations of Mentors training. Novice mentors go through a school-based mentorship orientation to support MINT teachers.

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

Planning for all content areas is aligned to Florida Standards/Item Specifications.
Lesson Plans are reviewed weekly

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

Teachers study formative/district/Tier 2 assessment results, as teams, to plan for and deliver instruction using Better Learning Through Structured Teaching: A Framework for Gradual Release of Responsibility by Fisher and Frey, study the GRRM lesson plan template, form small groups and

provide strategies to meet their students' differentiated needs. MTSS team students Early Warning System data and Tier 2/Tier 3 assessment results to monitor the effectiveness of strategies being implemented. Data is utilized to form school-wide groups to provide reading interventions/enrichment for all students.

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

Strategy: After School Program

Minutes added to school year: 8,650

At least one teacher from each PLC is available during after school tutoring sessions to provide academic assistance and grade recovery. After school tutoring is offered on Mondays and Thursdays for two hours after school for a total of four hours per week.

Strategy Rationale

Lengthening of the school day for struggling students increases a students' time on task in a smaller setting.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fluent, Justin, fluentj@duvalschools.org

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

Teachers report the number of students who attend their after school tutoring sessions. The administrative staff collects the data compares the G.P.A. of students who attend after school tutoring versus those who do not attend.

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

To improve student readiness for postsecondary, students are tracked by administrators, school counselors and academic coaches throughout the school year. Students are assigned to school counselors by grade level and the school counselors track graduation requirements and post-secondary readiness. Administrators, school counselors, and academic coaches review data to identify and appropriately schedule students in need of remedial course work in reading and math. Students receive information about test prep and test opportunities through individual, small group and classroom lessons. The leadership team and counselors identify students needing ACT or SAT scores for postsecondary readiness and provide test fee waivers for those who are eligible. PERT is offered at the high school several times of year. Juniors are encouraged to take PSAT. Test preparation is available. Students are advised of dual enrollment and AP opportunities. AVID has been re-established for the 9th grade cohort to provide additional support. Parent programs are offered several times of year.

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

At First Coast High School, the guidance counselors are charged with assisting our students in academic and career planning. The counselors work with the students individually to make course selections that are personally meaningful to the student. The counselors also work with all students in accessing Florida Online Learning Resource Center for college and career planning and advising. They also assist students in making sure that they complete their 4 year plan and encourage students to prepare for and take the PSAT, ACT, SAT, PERT and ASVAB in an effort to achieve their post-secondary goals.

First Coast High School partners with these corporations to advance college and career awareness: Jaxport, Horizon Lines, Burris, Seaonus, Beaver Street Fisheries, Crowley Maritime Corporation. These companies are partnering with our Global Logistics and Supply Chain Academy to allow students to have authentic real world experiences that will allow them to connect deeper with the curriculum.

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

First Coast High School uses career academies to create a cross-curricular and interdisciplinary focus to help students understand the relationships between subjects and relevance to their futures.

The Culinary program provides ServSafe certification.

The Intro to Information Technology provides MOS certification.

The Digital Media Fundamentals provides ACA Adobe Photoshop CS6 certification.

The Digital Media Production Systems provides ACA Adobe Premiere Pro CS6 certification.

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

For the past eight years First Coast High School has made a concentrated effort to involve as many students as possible in college preparatory programs. We have increased the number of students taking accelerated courses—Advanced Placement and Dual Enrollment courses.

First Coast is implementing a cross-curricular PLC between the CTE and the math department in order to incorporate more math instruction into the CTE curriculum for the purpose of supporting the students' math skills.

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

One strategy for student readiness for the public post-secondary level is to provide math push-ins with two math interventionists. The graduation coach is conducting "lunch and learn" sessions once a week for post-secondary readiness. In addition, a reading interventionist has been provided as well as senior meetings, senior parent nights, and credit checks once a semester and as requested.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the use of the Restorative Justice Program to decrease the number of Office Disciplinary Referrals by 25% by the end of the 2nd Quarter.
- G2.** Increase the quality of units/lessons that include integrated and focused tasks aligned to the Florida State Standards.
- G3.** Students will demonstrate conceptual understanding and apply procedural skill to real world application in all mathematics classes.
- G4.** Implement a school-wide cross-curricular vocabulary study in order to increase student reading proficiency.
- G5.** Implement close reading school-wide in order to increase student reading proficiency.
- G6.** Ensure students are working on appropriately rigorous standards based content in biology and deeply focused on grade level content.
- G7.** 75% of U.S. History students will score a level 3 or higher on the U.S. History EOC exam

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. Increase the use of the Restorative Justice Program to decrease the number of Office Disciplinary Referrals by 25% by the end of the 2nd Quarter. 1a

G071694

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	54.0
Attendance rate	10.0

Resources Available to Support the Goal 2

- Restorative Justice Program
- In-School Suspensions Program including student reflections focused on replacing negative behaviors with positive behaviors
- Lessons focused on Positive Behaviors and Strategies
- Student Code of Conduct
- Positive Behavior Interventions and Support Team
- Behavior and Consequence tracking through Genesis and Weekly Behavior Report completed by the Deans Office

Targeted Barriers to Achieving the Goal 3

- A lack of teacher and student knowledge about the Restorative Justice Program

Plan to Monitor Progress Toward G1. 8

Data will be collected comparing the number of office disciplinary referrals from 2013-2014 and 2014-2015. The data will also include code violation frequency.

Person Responsible

Justin Fluent

Schedule

Weekly, from 10/26/2015 to 12/18/2015

Evidence of Completion

Data chats with the administrative team during the weekly administrative meetings. Documentation for monitoring student behavior is provided to all members of the administrative team to monitor progress and revisit strategies to successfully accomplish the goal.

G2. Increase the quality of units/lessons that include integrated and focused tasks aligned to the Florida State Standards. 1a

G071695

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	
AMO Math - SWD	

Resources Available to Support the Goal 2

- The appropriate hours needed for on-going professional learning.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Student proficiency on unit performance tasks, Curriculum Guide Assessments, and unit tests

Person Responsible

Nicole Townsend

Schedule

Biweekly, from 12/2/2014 to 5/22/2015

Evidence of Completion

Analysis of student work during common planning and formative and summative assessment results.

G3. Students will demonstrate conceptual understanding and apply procedural skill to real world application in all mathematics classes. 1a

G071696

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	
AMO Math - SWD	

Resources Available to Support the Goal 2

- District Curriculum Pearson Algebra 1, Pearson Geometry and Carnegie Algebra 1
- Aligned lessons, use tutorials, and participate in professional development from www.cPalms.org Participate in professional development in achievethecore.org
- Use Florida Standard Item Specifications when planning lessons

Targeted Barriers to Achieving the Goal 3

- Limited time for remediation of skill deficiency

Plan to Monitor Progress Toward G3. 8

Real world performance tasks, end of year projects, unit tests, and curriculum guide assessments

Person Responsible

Nicole Townsend

Schedule

Biweekly, from 10/1/2015 to 5/6/2016

Evidence of Completion

Formatives: Common assessments, and student work data (anecdotal notes) Summative: CGA1, CGA2, and EOCs

G4. Implement a school-wide cross-curricular vocabulary study in order to increase student reading proficiency. 1a

G071697

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- "Knowledge for College" vocabulary plan
- We have a school-based "Knowledge for College" vocabulary plan that focuses on one root word or prefix per week. These root words/prefixes have been selected by Kaplan to teach in their SAT/ACT preparation courses.
-

Targeted Barriers to Achieving the Goal 3

- Teachers need additional professional development in developing brief interactive vocabulary lessons and in incorporating vocabulary strategies in their content lessons.
-

Plan to Monitor Progress Toward G4. 8

The administrative team will review lesson plans, Common Planning minutes, and observation notes each week. Teachers who need further support will be identified, and the district literacy specialist and/or reading coach will begin the coaching cycle with these teachers.

Person Responsible

Emily Kristansen

Schedule

Weekly, from 10/15/2015 to 5/6/2016

Evidence of Completion

The administrators, district literacy coach, and reading coach will keep copies of the feedback that is provided to teachers. The Administrators will keep minutes of their discussions in administrative meetings.

G5. Implement close reading school-wide in order to increase student reading proficiency. 1a

G071698

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Common planning time
- Planning support from the administrator for English and Reading, district literacy specialist, and school-based reading coach
-

Targeted Barriers to Achieving the Goal 3

- Teachers need additional professional development in incorporating close reading strategies in their content lessons.
-

Plan to Monitor Progress Toward G5. 8

Monitoring lesson plans, Common Planning minutes, and lessons to ensure teachers are incorporating close reading strategie

Person Responsible

Emily Kristansen

Schedule

On 5/6/2016

Evidence of Completion

lesson plans, Common Planning minutes, classroom feedback from administrators observations

G6. Ensure students are working on appropriately rigorous standards based content in biology and deeply focused on grade level content. 1a

G071699

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	60.0

Resources Available to Support the Goal 2

- Science Teachers
- District Science Specialist
- District Curriculum and Biology Textbook
- CARPD
- Achieve 3000
- CPALMS
- Monthly Science Teacher Trainings

Targeted Barriers to Achieving the Goal 3

- Students lack skills to fully comprehend and engage in grade level text and content specific information
- Limited access to computers for supplemental instructional support
- Limited time for remediation of skill deficiencies
- Limited consistent content instructional support for ESL and ESE students

Plan to Monitor Progress Toward G6. 8

Mini-assessments

Person Responsible

Schedule

Evidence of Completion

Data Analysis

G7. 75% of U.S. History students will score a level 3 or higher on the U.S. History EOC exam 1a

G071700

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0

Resources Available to Support the Goal 2

- Social Studies teachers, school based coaches, District Literacy and Social Studies Specialist
- Achieve 3000
- School based professional development

Targeted Barriers to Achieving the Goal 3

- Students lack skills to fully comprehend and engage in grade level text and content specific information

Plan to Monitor Progress Toward G7. 8

interactive journals will be collected and compared with U.S. History Year at a Glance (YAG) and timeline to ensure pacing and standard/benchmark coverage

Person Responsible

Paul Davis

Schedule

Evidence of Completion

Interactive journals and YAG are concurrent with each other

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. Increase the use of the Restorative Justice Program to decrease the number of Office Disciplinary Referrals by 25% by the end of the 2nd Quarter. **1**

 G071694

G1.B1 A lack of teacher and student knowledge about the Restorative Justice Program **2**

 B186911

G1.B1.S1 Provide training for teachers and students on the Restorative Justice program and processes with a focus on moving away from punitive discipline. **4**

 S198325

Strategy Rationale

Training the teachers and students on the Restorative Justice program and processes will establish a basic understanding of the restorative process and the benefits it will provide for modeling positive behavior in students.

Action Step 1 **5**

Provide Restorative Justice Training Sessions

Person Responsible

Kenneth Kallina

Schedule

On 10/21/2015

Evidence of Completion

Faculty and staff sign in sheet for the training to indicate who was in attendance. Mr. Kallina will monitor the amount of faculty that refer students to the restorative justice program after the training has been completed.

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

Weekly review of Restorative Justice Data

Person Responsible

Justin Fluent

Schedule

On 12/18/2015

Evidence of Completion

Evidence collected will include teacher requests for pre-disciplinary referral restorative justice sessions as well as teacher participation in restorative justice. Restorative Justice feedback forms for teachers and students will be implemented and monitored to improve the program based on teacher and student feedback.

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

Tracking disciplinary referrals with a focus on the implementation of Restorative Justice

Person Responsible

Justin Fluent

Schedule

Weekly, from 10/21/2015 to 12/18/2015

Evidence of Completion

Tracking student and teacher feedback forms to monitor the effectiveness of the Restorative Justice Program. Monitoring the number of students that repeatedly violate the Student Code of Conduct after going through the Restorative Justice Program.

G3. Students will demonstrate conceptual understanding and apply procedural skill to real world application in all mathematics classes. 1

G071696

G3.B1 Limited time for remediation of skill deficiency 2

B186915

G3.B1.S1 Hire a retired math teacher to provide push-in (tutoring) support for (differentiated) Tier II/III math instruction 4

S198328

Strategy Rationale

After school tutoring and push-in assistance will provide students with the extra time and support needed to improve their fluency and procedural skills so that remediation does not supplant appropriately rigorous tasks.

Action Step 1 5

Secure teachers who will tutor after school and an interventionist that will push-in to the classrooms.

Person Responsible

Nicole Townsend

Schedule

Weekly, from 10/1/2015 to 3/31/2016

Evidence of Completion

After school tutoring records and lesson plans from interventionist.

Action Step 2 5

Professional development will be provided to the math department on scaffolding, problems solving strategies, and effective questioning to maximize instructional time.

Person Responsible

Nicole Townsend

Schedule

Biweekly, from 12/2/2015 to 4/1/2016

Evidence of Completion

Common planning agendas.

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

Keep attendance for all tutoring sessions and professional development.
Interventionist will keep documentation of students and classrooms they have supported.

Person Responsible

Nicole Townsend

Schedule

Weekly, from 10/1/2015 to 3/25/2016

Evidence of Completion

Attendance sheets from tutoring sessions, interventionist lesson plans and reflections

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

Analysis of student work, creation of proficiency skills, and review of data during common planning

Person Responsible

Nicole Townsend

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Lesson plans, common planning minutes and agendas, and observation of problem solving strategies being utilized in classrooms

G3.B1.S2 Utilize the district's mathematics instructional framework 4

 S198329

Strategy Rationale

To ensure learning activities have reasonable time allocations with appropriate differentiation for students.

Action Step 1 5

Provide refresher professional development on implementing the instructional framework through detailed lesson planning

Person Responsible

Nicole Townsend

Schedule

Weekly, from 9/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Weekly review of lesson plans with feedback from Assistant Principal Townsend. Lesson plans will be submitted to Assistant Principal to analyze for detailed feedback to receive specific (differentiated) support as needed from the math coach, Christine Bicksler and/or during common planning.

Person Responsible

Loneva Melton

Schedule

Biweekly, from 9/29/2015 to 9/29/2015

Evidence of Completion

Lesson plan feedback form

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Analyze student work during common planning with teachers and math coach
Classroom observations to observe student work

Person Responsible

Schedule

Weekly, from 9/29/2015 to 1/15/2016


Evidence of Completion

Student work, formative assessments, and math journals

G4. Implement a school-wide cross-curricular vocabulary study in order to increase student reading proficiency. 1

 G071697

G4.B1 Teachers need additional professional development in developing brief interactive vocabulary lessons and in incorporating vocabulary strategies in their content lessons. 2

 B186916

G4.B1.S1 Teachers will attend professional development on vocabulary strategies and will be required to show evidence of vocabulary strategies in their lessons and plans. 4

 S198330

Strategy Rationale

Given additional training and support, teachers will incorporate effective vocabulary lessons. Students will benefit from interactive vocabulary lessons and strategy instruction.

Action Step 1 5

Professional development on vocabulary strategies

Person Responsible

Emily Kristansen

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

lesson plans, Common Planning minutes, classroom feedback from administrators observations

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

Vocabulary strategies will be effectively incorporated into lessons and plans

Person Responsible

Emily Kristansen

Schedule

Weekly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Administrators will monitor the use of effective vocabulary strategies by reviewing lesson plans, PLC and Common Planning minutes, and classroom observations.

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

Administrators will monitor teachers' incorporation of effective vocabulary strategies

Person Responsible

Emily Kristansen


Schedule

Weekly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Administrators will monitor implementation of the strategies learned through this professional development by participating in Common Planning Sessions, reviewing Common Planning minutes, and reviewing lesson plan. In addition, administrators will conduct focused observations to look for evidence of effective vocabulary instruction and the incorporation of the Knowledge for College word study.

G4.B2 2

 B186917

G4.B2.S1 4

 S198331

Strategy Rationale

Action Step 1 5

Instructional focus lessons that target the tested benchmarks

Person Responsible

Schedule

Evidence of Completion

Lessons, plans, and CGAs

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Instructional focus lessons to increase background knowledge

Person Responsible

Schedule

Evidence of Completion

Lessons, plans, CGAs

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Data analysis of CGAs

Person Responsible

Schedule

Evidence of Completion

CGA results

G5. Implement close reading school-wide in order to increase student reading proficiency. 1

G071698

G5.B1 Teachers need additional professional development in incorporating close reading strategies in their content lessons. 2

B186918

G5.B1.S1 Professional development on close reading will be provided for all teachers during Common Planning time. The administrators, district literacy specialist and school-based coach will provide this learning support. 4

S198332

Strategy Rationale

Teachers will learn how to incorporate rigorous reading tasks and to scaffold these tasks through the use of close reading strategies.

Action Step 1 5

Provide close reading professional development.

Person Responsible

Emily Kristansen

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

lesson plans, Common Planning minutes, classroom feedback from administrators observations

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

Monitor the fidelity of the implementation of the professional development for close reading in all content area classrooms.

Person Responsible

Emily Kristansen

Schedule

Weekly, from 10/14/2015 to 10/30/2015

Evidence of Completion

lesson plans, Common Planning minutes, classroom feedback from administrators observations

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

Close reading professional development

Person Responsible

Emily Kristansen


Schedule

Weekly, from 10/1/2015 to 10/16/2015

Evidence of Completion

lesson plans, Common Planning minutes, classroom feedback from administrators observations

G5.B2 2

 B186919

G5.B2.S1 Implement instructional focus lessons to build background knowledge. 4

 S198333

Strategy Rationale

Action Step 1 5

Teachers will use data analysis to create and implement an instructional focus calendar and lessons.

Person Responsible

Schedule

Evidence of Completion

Lessons and plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Evidence in lesson plans

Person Responsible

Schedule

Evidence of Completion

Lessons and plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

CGAs

Person Responsible

Schedule

Evidence of Completion

CGA data analysis

G6. Ensure students are working on appropriately rigorous standards based content in biology and deeply focused on grade level content. 1

G071699

G6.B1 Students lack skills to fully comprehend and engage in grade level text and content specific information 2

B186920

G6.B1.S1 Incorporate the daily use of interactive journals 4

S198334

Strategy Rationale

Students who read, write, and interpret instruction by paraphrasing develop and reinforce skills necessary for increasing the level of cognitive complexity and understanding.

Action Step 1 5

Monitor the use of interactive journals.

Person Responsible

Schedule

Weekly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Classroom walk-throughs and observations. Work samples.

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

Administrator and district science coach will monitor the use of interactive journals and have collaborative conversations with teachers regarding fidelity of implementation

Person Responsible

Schedule

Weekly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Common planning minutes, interactive journals

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

Administrator, teachers, and district science coach will analyze student work during common planning. Classroom observations to observe student work.

Person Responsible

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Student work, formative assessments, and interactive journals

G6.B1.S2 Achieve 3000 4

 S198335

Strategy Rationale

The utilization of Achieve 3000 will move students towards proficiency in literacy by increasing Lexile reading scores.

Action Step 1 5

Teachers and administrator will implement use of Achieve 3000 according to school-wide computer lab rotation

Person Responsible

Ernest Griffin

Schedule

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

Evidence of Completion

Track evidence of usage of program and lexile reading gains

Action Step 2 5

Teachers and administrator will implement use of Achieve 3000 according to school-wide computer lab rotation

Person Responsible

Ernest Griffin

Schedule

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

Evidence of Completion

Track evidence of usage of program and lexile reading gains

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

Teachers and administrator will monitor of Achieve 3000

Person Responsible

Ernest Griffin

Schedule

Monthly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 program tracking

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

Teachers and administrator will monitor use of Achieve 3000 and measure its impact on student Lexile reading gains.

Person Responsible

Schedule

Quarterly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Student Lexile scores

G6.B3 Limited time for remediation of skill deficiencies 2

B186922

G6.B3.S1 Identify teachers who will tutor students after school to increase time available for instruction and remediation of skill deficiencies. 4

S198338

Strategy Rationale

Afterschool tutoring will increase the window of time required for the development of skills necessary to impact understanding of instructional content.

Action Step 1 5

Identify teachers who will tutor students after school to increase time available for instruction and remediation of skill deficiencies.

Person Responsible

Schedule

On 6/3/2016

Evidence of Completion

Tutoring logs

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Monitor teacher and student tutoring logs

Person Responsible

Justin Fluent

Schedule

Monthly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Tutor logs

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Analyze student work during common planning with teachers and district science coach

Person Responsible

Ernest Griffin

Schedule

Monthly, from 10/16/2014 to 6/5/2015


Evidence of Completion

Student work, formative assessments

G7. 75% of U.S. History students will score a level 3 or higher on the U.S. History EOC exam 1

 G071700

G7.B1 Students lack skills to fully comprehend and engage in grade level text and content specific information 2

 B186924

G7.B1.S1 Interactive journals will be full incorporated into U.S. History classes 4

 S198339

Strategy Rationale

Interactive journals will allow students an opportunity to develop writing skills of content specific information

Action Step 1 5

Incorporating written responses into lessons through Interactive journals

Person Responsible

Paul Davis

Schedule

Evidence of Completion

Lessons, interactive journals and writing samples

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Regular interactive journal checks

Person Responsible

Paul Davis

Schedule

Evidence of Completion

interactive journal checks

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Random student interactive journals will be collected and examined

Person Responsible

Paul Davis

Schedule

Evidence of Completion

completion of interactive journal assignments

G7.B1.S2 Achieve 3000 will be incorporated into U.S. History classes 4

S198340

Strategy Rationale

Achieve 3000 will allow students to have access to content specific concepts at their current reading comprehension level

Action Step 1 5

Achieve 3000

Person Responsible

Marjorie Nolan

Schedule

Weekly, from 12/14/2015 to 6/1/2016

Evidence of Completion

Work samples and monitoring of student progress in Achieve 3000

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Quarterly Achieve 3000 refresher training during PLC's and tracking of Achieve 3000 usage

Person Responsible

Marjorie Nolan

Schedule

Quarterly, from 9/23/2015 to 3/9/2016

Evidence of Completion

Achieve 3000 reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Achieve 3000 usage will be discussed along with effectiveness during common planning

Person Responsible

Marjorie Nolan

Schedule

Evidence of Completion

class assignments and assessments

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	Provide Restorative Justice Training Sessions	Kallina, Kenneth	10/21/2015	Faculty and staff sign in sheet for the training to indicate who was in attendance. Mr. Kallina will monitor the amount of faculty that refer students to the restorative justice program after the training has been completed.	10/21/2015 one-time
G3.B1.S1.A1	Secure teachers who will tutor after school and an interventionist that will push-in to the classrooms.	Townsend, Nicole	10/1/2015	After school tutoring records and lesson plans from interventionist.	3/31/2016 weekly
G3.B1.S2.A1	Provide refresher professional development on implementing the instructional framework through detailed lesson planning	Townsend, Nicole	9/24/2015	Lesson Plans Classroom walk throughs	6/3/2016 weekly
G4.B1.S1.A1	Professional development on vocabulary strategies	Kristansen, Emily	10/1/2015	lesson plans, Common Planning minutes, classroom feedback from administrators observations	6/3/2016 weekly
G4.B2.S1.A1	Instructional focus lessons that target the tested benchmarks		Lessons, plans, and CGAs	once	
G5.B1.S1.A1	Provide close reading professional development.	Kristansen, Emily	10/1/2015	lesson plans, Common Planning minutes, classroom feedback from administrators observations	6/3/2016 weekly
G5.B2.S1.A1	Teachers will use data analysis to create and implement an instructional focus calendar and lessons.		Lessons and plans	once	
G6.B1.S1.A1	Monitor the use of interactive journals.		10/15/2015	Classroom walk-throughs and observations. Work samples.	6/3/2016 weekly
G6.B1.S2.A1	Teachers and administrator will implement use of Achieve 3000 according to school-wide computer lab rotation	Griffin, Ernest	10/5/2014	Track evidence of usage of program and lexile reading gains	6/5/2015 monthly
G6.B3.S1.A1	Identify teachers who will tutor students after school to increase time available for instruction and remediation of skill deficiencies.		10/15/2015	Tutoring logs	6/3/2016 one-time

Duval - 2651 - First Coast High School - 2015-16 SIP
First Coast High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.A1	Incorporating written responses into lessons through Interactive journals	Davis, Paul	9/9/2015	Lessons, interactive journals and writing samples	daily
G7.B1.S2.A1	Achieve 3000	Nolan, Marjorie	12/14/2015	Work samples and monitoring of student progress in Achieve 3000	6/1/2016 weekly
G3.B1.S1.A2	Professional development will be provided to the math department on scaffolding, problems solving strategies, and effective questioning to maximize instructional time.	Townsend, Nicole	12/2/2015	Common planning agendas.	4/1/2016 biweekly
G6.B1.S2.A2	Teachers and administrator will implement use of Achieve 3000 according to school-wide computer lab rotation	Griffin, Ernest	10/5/2014	Track evidence of usage of program and lexile reading gains	6/5/2015 monthly
G1.MA1	Data will be collected comparing the number of office disciplinary referrals from 2013-2014 and 2014-2015. The data will also include code violation frequency.	Fluent, Justin	10/26/2015	Data chats with the administrative team during the weekly administrative meetings. Documentation for monitoring student behavior is provided to all members of the administrative team to monitor progress and revisit strategies to successfully accomplish the goal.	12/18/2015 weekly
G1.B1.S1.MA1	Tracking disciplinary referrals with a focus on the implementation of Restorative Justice	Fluent, Justin	10/21/2015	Tracking student and teacher feedback forms to monitor the effectiveness of the Restorative Justice Program. Monitoring the number of students that repeatedly violate the Student Code of Conduct after going through the Restorative Justice Program.	12/18/2015 weekly
G1.B1.S1.MA1	Weekly review of Restorative Justice Data	Fluent, Justin	10/21/2015	Evidence collected will include teacher requests for pre-disciplinary referral restorative justice sessions as well as teacher participation in restorative justice. Restorative Justice feedback forms for teachers and students will be implemented and monitored to improve the program based on teacher and student feedback.	12/18/2015 one-time
G2.MA1	Student proficiency on unit performance tasks, Curriculum Guide Assessments, and unit tests	Townsend, Nicole	12/2/2014	Analysis of student work during common planning and formative and summative assessment results.	5/22/2015 biweekly
G3.MA1	Real world performance tasks, end of year projects, unit tests, and curriculum guide assessments	Townsend, Nicole	10/1/2015	Formatives: Common assessments, and student work data (anecdotal notes) Summative: CGA1, CGA2, and EOCs	5/6/2016 biweekly
G3.B1.S1.MA1	Analysis of student work, creation of proficiency skills, and review of data during common planning	Townsend, Nicole	10/1/2015	Lesson plans, common planning minutes and agendas, and observation of problem solving strategies being utilized in classrooms	6/3/2016 weekly
G3.B1.S1.MA1	Keep attendance for all tutoring sessions and professional development. Interventionist will keep documentation of students and classrooms they have supported.	Townsend, Nicole	10/1/2015	Attendance sheets from tutoring sessions, interventionist lesson plans and reflections	3/25/2016 weekly
G3.B1.S2.MA1	Analyze student work during common planning with teachers and math coach Classroom observations to observe student work		9/29/2015	Student work, formative assessments, and math journals	1/15/2016 weekly
G3.B1.S2.MA1	Weekly review of lesson plans with feedback from Assistant Principal Townsend. Lesson plans will be submitted to Assistant Principal to analyze for detailed feedback to receive specific (differentiated) support	Melton, Loneva	9/29/2015	Lesson plan feedback form	9/29/2015 biweekly

Duval - 2651 - First Coast High School - 2015-16 SIP
First Coast High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	as needed from the math coach, Christine Bicksler and/or during common planning.				
G4.MA1	The administrative team will review lesson plans, Common Planning minutes, and observation notes each week. Teachers who need further support will be identified, and the district literacy specialist and/or reading coach will begin the coaching cycle with these teachers.	Kristansen, Emily	10/15/2015	The administrators, district literacy coach, and reading coach will keep copies of the feedback that is provided to teachers. The Administrators will keep minutes of their discussions in administrative meetings.	5/6/2016 weekly
G4.B1.S1.MA1	Administrators will monitor teachers' incorporation of effective vocabulary strategies	Kristansen, Emily	10/14/2015	Administrators will monitor implementation of the strategies learned through this professional development by participating in Common Planning Sessions, reviewing Common Planning minutes, and reviewing lesson plan. In addition, administrators will conduct focused observations to look for evidence of effective vocabulary instruction and the incorporation of the Knowledge for College word study.	6/3/2016 weekly
G4.B1.S1.MA1	Vocabulary strategies will be effectively incorporated into lessons and plans	Kristansen, Emily	10/14/2015	Administrators will monitor the use of effective vocabulary strategies by reviewing lesson plans, PLC and Common Planning minutes, and classroom observations.	6/3/2016 weekly
G4.B2.S1.MA1	Data analysis of CGAs		CGA results	once	
G4.B2.S1.MA1	Instructional focus lessons to increase background knowledge		Lessons, plans, CGAs	once	
G5.MA1	Monitoring lesson plans, Common Planning minutes, and lessons to ensure teachers are incorporating close reading strategie	Kristansen, Emily	10/15/2015	lesson plans, Common Planning minutes, classroom feedback from administrators observations	5/6/2016 one-time
G5.B1.S1.MA1	Close reading professional development	Kristansen, Emily	10/1/2015	lesson plans, Common Planning minutes, classroom feedback from administrators observations	10/16/2015 weekly
G5.B1.S1.MA1	Monitor the fidelity of the implementation of the professional development for close reading in all content area classrooms.	Kristansen, Emily	10/14/2015	lesson plans, Common Planning minutes, classroom feedback from administrators observations	10/30/2015 weekly
G5.B2.S1.MA1	CGAs		CGA data analysis	once	
G5.B2.S1.MA1	Evidence in lesson plans		Lessons and plans	once	
G6.MA1	Mini-assessments		Data Analysis	one-time	
G6.B1.S1.MA1	Administrator, teachers, and district science coach will analyze student work during common planning. Classroom observations to observe student work.		10/15/2015	Student work, formative assessments, and interactive journals	6/3/2016 monthly
G6.B1.S1.MA1	Administrator and district science coach will monitor the use of interactive journals and have collaborative conversations with teachers regarding fidelity of implementation		10/15/2015	Common planning minutes, interactive journals	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B3.S1.MA1	Analyze student work during common planning with teachers and district science coach	Griffin, Ernest	10/16/2014	Student work, formative assessments	6/5/2015 monthly
G6.B3.S1.MA1	Monitor teacher and student tutoring logs	Fluent, Justin	10/15/2014	Tutor logs	6/5/2015 monthly
G6.B1.S2.MA1	Teachers and administrator will monitor use of Achieve 3000 and measure its impact on student Lexile reading gains.		10/15/2015	Student Lexile scores	6/3/2016 quarterly
G6.B1.S2.MA1	Teachers and administrator will monitor of Achieve 3000	Griffin, Ernest	10/15/2014	Achieve 3000 program tracking	6/5/2015 monthly
G7.MA1	interactive journals will be collected and compared with U.S. History Year at a Glance (YAG) and timeline to ensure pacing and standard/ benchmark coverage	Davis, Paul	9/14/2015	Interactive journals and YAG are concurrent with each other	every-2-months
G7.B1.S1.MA1	Random student interactive journals will be collected and examined	Davis, Paul	10/8/2015	completion of interactive journal assignments	monthly
G7.B1.S1.MA1	Regular interactive journal checks	Davis, Paul	9/9/2015	interactive journal checks	weekly
G7.B1.S2.MA1	Achieve 3000 usage will be discussed along with effectiveness during common planning	Nolan, Marjorie	10/14/2015	class assignments and assessments	quarterly
G7.B1.S2.MA1	Quarterly Achieve 3000 refresher training during PLC's and tracking of Achieve 3000 usage	Nolan, Marjorie	9/23/2015	Achieve 3000 reports	3/9/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the use of the Restorative Justice Program to decrease the number of Office Disciplinary Referrals by 25% by the end of the 2nd Quarter.

G1.B1 A lack of teacher and student knowledge about the Restorative Justice Program

G1.B1.S1 Provide training for teachers and students on the Restorative Justice program and processes with a focus on moving away from punitive discipline.

PD Opportunity 1

Provide Restorative Justice Training Sessions

Facilitator

Mr. Strong and Mr. Kallina

Participants

First Coast High School Faculty

Schedule

On 10/21/2015

G3. Students will demonstrate conceptual understanding and apply procedural skill to real world application in all mathematics classes.

G3.B1 Limited time for remediation of skill deficiency

G3.B1.S1 Hire a retired math teacher to provide push-in (tutoring) support for (differentiated) Tier II/III math instruction

PD Opportunity 1

Professional development will be provided to the math department on scaffolding, problems solving strategies, and effective questioning to maximize instructional time.

Facilitator

School based mathematics coach, district math specialist, and mathematics assistant principal

Participants

Mathematics Department

Schedule

Biweekly, from 12/2/2015 to 4/1/2016

G3.B1.S2 Utilize the district's mathematics instructional framework

PD Opportunity 1

Provide refresher professional development on implementing the instructional framework through detailed lesson planning

Facilitator

Nicole Townsend Administrator and Math Coach

Participants

All Math and CTE teachers

Schedule

Weekly, from 9/24/2015 to 6/3/2016

G4. Implement a school-wide cross-curricular vocabulary study in order to increase student reading proficiency.

G4.B1 Teachers need additional professional development in developing brief interactive vocabulary lessons and in incorporating vocabulary strategies in their content lessons.

G4.B1.S1 Teachers will attend professional development on vocabulary strategies and will be required to show evidence of vocabulary strategies in their lessons and plans.

PD Opportunity 1

Professional development on vocabulary strategies

Facilitator

Kristansen, Emily; Nolan, Marjorie

Participants

All teachers

Schedule

Weekly, from 10/1/2015 to 6/3/2016

G5. Implement close reading school-wide in order to increase student reading proficiency.

G5.B1 Teachers need additional professional development in incorporating close reading strategies in their content lessons.

G5.B1.S1 Professional development on close reading will be provided for all teachers during Common Planning time. The administrators, district literacy specialist and school-based coach will provide this learning support.

PD Opportunity 1

Provide close reading professional development.

Facilitator

Administrator for Reading and English, district literacy specialist, school-based reading coach

Participants

All teachers

Schedule

Weekly, from 10/1/2015 to 6/3/2016

G7. 75% of U.S. History students will score a level 3 or higher on the U.S. History EOC exam

G7.B1 Students lack skills to fully comprehend and engage in grade level text and content specific information

G7.B1.S1 Interactive journals will be full incorporated into U.S. History classes

PD Opportunity 1

Incorporating written responses into lessons through Interactive journals

Facilitator

Margorie Nolan

Participants

World History and U.S. History professional learning communities

Schedule

G7.B1.S2 Achieve 3000 will be incorporated into U.S. History classes

PD Opportunity 1

Achieve 3000

Facilitator

Marjorie Nolan

Participants

World History and U.S. History professional learning communities

Schedule

Weekly, from 12/14/2015 to 6/1/2016

Technical Assistance Items

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

G3. Students will demonstrate conceptual understanding and apply procedural skill to real world application in all mathematics classes.

G3.B1 Limited time for remediation of skill deficiency

G3.B1.S1 Hire a retired math teacher to provide push-in (tutoring) support for (differentiated) Tier II/III math instruction

PD Opportunity 1

Secure teachers who will tutor after school and an interventionist that will push-in to the classrooms.

Facilitator

Participants

Schedule

Weekly, from 10/1/2015 to 3/31/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide Restorative Justice Training Sessions	\$0.00
2	G3.B1.S1.A1	Secure teachers who will tutor after school and an interventionist that will push-in to the classrooms.	\$0.00
3	G3.B1.S1.A2	Professional development will be provided to the math department on scaffolding, problems solving strategies, and effective questioning to maximize instructional time.	\$0.00
4	G3.B1.S2.A1	Provide refresher professional development on implementing the instructional framework through detailed lesson planning	\$0.00
5	G4.B1.S1.A1	Professional development on vocabulary strategies	\$0.00
6	G4.B2.S1.A1	Instructional focus lessons that target the tested benchmarks	\$0.00
7	G5.B1.S1.A1	Provide close reading professional development.	\$0.00
8	G5.B2.S1.A1	Teachers will use data analysis to create and implement an instructional focus calendar and lessons.	\$0.00
9	G6.B1.S1.A1	Monitor the use of interactive journals.	\$0.00
10	G6.B1.S2.A1	Teachers and administrator will implement use of Achieve 3000 according to school-wide computer lab rotation	\$0.00

Budget Data

11	G6.B1.S2.A2	Teachers and administrator will implement use of Achieve 3000 according to school-wide computer lab rotation	\$0.00
12	G6.B3.S1.A1	Identify teachers who will tutor students after school to increase time available for instruction and remediation of skill deficiencies.	\$0.00
13	G7.B1.S1.A1	Incorporating written responses into lessons through Interactive journals	\$0.00
14	G7.B1.S2.A1	Achieve 3000	\$0.00
Total:			\$0.00