

Young Womens Leadership Academy/ Young Mens Leadership Academy

900 ACORN ST, Jacksonville, FL 32209

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Former F		Wayne Green
No		Turnaround Status

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

To build positive teacher student relationships at The Leadership Schools at Eugene J. Butler teachers were provide several opportunities to volunteer in the community and tour the neighborhoods that students reside in. Teachers were also provided with a tool kit of strategies on creating a strong structural environment that promotes respect for all learners.

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

The Leadership Schools at Eugene J. Butler Middle students uses structure movement throughout the entire day as a preventive method to ensure student safety.

At 7:30 am designated faculty and staff report to the front of the school to welcome students and provide direction on there building entry locations. Students enrolled in the Young Men's Academy assemble in the auditorium; while students assigned to the Young Women's Academy assemble in the cafeteria. Those students enrolled in the PRIDE Academy report directly to their classrooms. Supervision is provided as early as 8:00 am to in these various locations to prevent incidents from occurring.

Within the classroom teachers are encouraged to use student names and create a seating chart that minimizes off task behaviors. All classroom adopt school wide CHAMPs practices. YMLA teachers will utilize the behavior strategy called Meet at the Square. As a part of their classroom progressive discipline, teachers will have students complete a behavior reflection form and conference with the student about their disruptive behavior. Teachers are asked to keep a listening ear for situations that may need the attention of the counselor or dean to resolve any conflict. The Leadership Schools has partnered with City Year; Communities in School (CIS); Achievers for Life (AFL); and Big Brothers and Big Sisters to help eliminate barriers that prevent students from being successful.

Throughout the school day students are escorted from one class to the next at designated times. This helps create a safe environment and eliminate unsafe conditions during transition. Administration and members of the leadership team are in the cafeteria to monitor students and reduce unwanted behaviors. Students are typically escorted to the restroom at various intervals of the school day to minimize disciplinary consequences.

After school dismissal procedures for PRIDE Academy students are escorted to their bus by either a faculty or staff member. There is a structured dismissal procedure that allows students in the Young Men's and Young Women's Academy to be dismissed in three waves to maximize adult supervision and safe dismissal procedures. Wave 1 car riders are dismissed to the car rider's pick up location; wave 1 walkers are dismissed to the front gate; wave 2 BOLD Young Men go directly to the cafeteria and Young Women bus riders report to the auditorium; wave 3 Young Men bus riders are escorted to the bus loading zone while Bold Young Women are escorted to the cafeteria.

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 Leadership Schools at Eugene J. Butler uses the districts plan for both school base and classroom behavioral protocols. Listed are the below are initiatives that are implemented at the school level:

1. Foundations - School Wide System
2. CHAMPs - Classroom rituals and routines
3. Restorative Justice - Behavioral Plan for students who fail to uphold the code of conduct.
4. Hero Points
5. School Stock (YMLA)

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 social-emotional needs are being met through school based counseling, mentoring, school-based partnerships that are used to eliminate all barriers that prevent students from being successful. At any time a teacher, student, or even a parent can refer a student to the counselor for assistance. The hold monthly leadership seminars/symposiums on various topics based on the interest and needs of the student population. YMLA has a comprehensive mentoring program called I AM (individuals achieving through mentoring). I Am allows middle school Young Men to serve as mentors to elementary students that attend S.P. Livingston. I AM pairs middle school Young Men with high school students to get mentored.

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

Attendance below 90 percent – Teachers meet to discuss student attendance concerns and possible strategies for improvement. Teachers make calls regarding attendance concerns regardless of whether the absence is excused or a result of out of school suspension. Teachers refer students to the school counselor and administrators. The school runs attendance reports for 5 or more absences, sends warning letters to parents, offers parent/teacher conference opportunities, sets truancy meetings, and allows students to take assessment(s) for grade improvement(s) from an F to a D.
One or more suspensions – Students lose privileges, warnings are discussed with students and parents, behavior contracts signed by both the parent and student, counseling, parent conferences, restorative practices and peer mediation, and MTSS meetings set for student concerns.
Course failure in ELA or Math – Teachers meet quarterly to discuss failing students and possible strategies and plans for remediation. Remediation is scheduled weekly during differentiated instruction and data chats with students are conducted. Teachers make parent contact when students receive F's and parent conferences are made when necessary. Students with failing grades sometimes lose privileges and rewards.
Level 1 on statewide assessment – Intensive reading and mathematics courses, DI remediation for struggling students, bottom quartile students paired with mentors for extra data chats, guidance & counseling, reading interventionist targets tier 3 students for small group.

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	
	0	0	0	
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension	6	7	5	18
One or more suspensions, whether in school or out of school	45	39	27	111
Course failure in English Language Arts or mathematics	8	9	7	24
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics	74	65	39	178

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

Indicator	Grade Level			Total
	6	7	8	
	16	18	14	48

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

Teachers will have real-time data chats with students to immediately address students' learning gaps. The data from all core content will assist teachers in identifying students who need assistance and support in their course. Teachers will use differentiated instruction by implementing rotational stations in which student academic needs based on assessment results will be addressed. Teacher will also attend parent teacher conferences to address the needs of struggling students.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We at the Leadership Academies believe that our partnership with our students' and their parents/guardians is a vital part of the transitioning stage into young adulthood. With strategic planning and nurturing adult influence, our students will become successful in addition to be an asset to our world. Parents/guardians are invited and encouraged to attend our SAC and PTSA meetings via flyers, phone calls, school marquee, and school website.

To increase family involvement, many activities, including conferences are conducted after school hours to accommodate our parents' and or guardians' schedules. We believe all parents want the very best for their child, therefore our teachers are trained to provide research based strategies daily thus increasing engagement of each student.

In addition to essential information provided during Orientation and Open House we conduct Parent Meetings each nine weeks. To ensure accurate academic data parents are urged to use the Districts grade portal at each of these Parent Meetings. They are also encouraged to schedule a day to shadow their child if they desire. Parents/guardians are provided with their teachers email addresses and school phone numbers.

We are committed to our students and their success!

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 meetings are held with business partners to increase communication and coordinate calendars of events that will occur on the campus. Principals meet with community partners to look at the resources that are necessary to increase academic success.

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
Moreland, Truitte	Principal
Williams, Tamara	Principal
Roberson, Mack	Dean
Barlow, Cassandra	Dean
Dozier, Andrew	Guidance Counselor
Wellington, Chelvert	Assistant Principal

Duties

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

The team consists of both building principals and administrators plus a team of teachers that come from each grade and core content area as well as each school: Moreland (Principal), Williams (Principal), Bush (Assistant Principal), Wellington (Assistant Principal), Thomas (Math Coach), Keiffer (Reading Coach), Scott (Gender Coach), Roberson (Dean), Barlow (Dean), Denson-Butler (Testing), Tolbert (ESE Chair), Thomas, C. (Math 7th), Francis (English/Reading 8th), Diverio (Science 8th), Ansley (Counselor YWLA), Dozier (Counselor YMLA), Carr (Electives), and Errico (Social Studies), Delphonse (SDM Chair).

Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Schools at Eugene J. Butler Middle School and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive. As teams begin to move into tier two or three supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions.

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

Administration and the Leadership team monitor the effectiveness of the SIP and MTSS supports on a frequent and regular basis, meeting biweekly to discuss findings and problem solve. Data based decision making framed the master schedule, as students' Lexile levels and iReady scores were used to determine reading and math placement. Leadership monitors core instruction for effectiveness by observing classrooms, reviewing lesson plans, and student work products. Further consideration is based on assessment results.

The effectiveness of resource allocation is monitored by the administrators and district. YWLA/YMLA has resources such as ESE teachers, coaches, counselors, and after school BOLD ("Building Our Limitless Dreams"-B.O.L.D) and City Year. Teacher support systems such as professional development and mentoring are monitored for effectiveness by the Leadership team through the use of observations, conferences, peer support and collaborative opportunities. The meeting of small group and individual student needs is monitored for effectiveness by teachers primarily, as well as coaches, guidance, and administrators. Students are provided additional support via Saturday School and after school tutoring with City Year and Bold.

Services are provided to ensure students requiring additional remediation have access to before school tutoring and after-school programs which a Boys and Girls Club affiliated program BOLD, College Reach Out Program (CROP), Achievers For Life (AFL), City Year corp members, S.O.A. R. and Saturday Academy Title I funds are used to provide teachers with on-going professional development and to purchase supplemental materials for teachers, tutoring sessions and Saturday School Academy. Plus, these funds provide additional instructional personnel for teachers and students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Truitte I. Moreland	Principal
Mack Roberson	Teacher
Tamara Williams	Principal
Hank Rogers	Business/Community
Jordan Baker	Business/Community
Monique Tookes	Parent
Hiram Tookes	Student
Rochelle Rogers	Parent
Stephen Mathis	Student
Kenton Carter	Teacher
Keven Burennett	Education Support Employee
Brenda Bellard	Business/Community
Cyrus Tookes	Parent
Chila Johnson	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council will be given a copy of the 2013-2014 School Improvement Plan to review during the first meeting. The principals will go over the document and highlight accomplishments and areas that need continual attention throughout the 2014-2015 school year. The revision of the School Improvement Plan will consist of input from the SAC members. As a faculty and staff complete designated portions, SAC will have the opportunity to review the final document.

SAC will meet the third Tuesday of each month to discuss the state of the school. Each month the SAC will make recommendations to the Principal for improving and supporting the school.

Development of this school improvement plan

The School Advisory Council (SAC) will work with the Leadership Team in designing and developing goals to increase academic success and parental involvement. During the meeting the principals will discuss the SIP with the SAC committee and take suggestions on increasing instruction.

Preparation of the school's annual budget and plan

The school adhere's to both state and district budgeting guidelines.

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

Funding for SAC will assist with incentives that will be provided to both parents and students to improve the learning experience for all learners.

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
Moreland, Truite	Principal
Williams, Tamara	Principal
Ansley, Patricia	Guidance Counselor
Nesmith, Elanna	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to increase literacy across content areas by utilizing best practices for reading and writing instruction across all content areas. With a focus on cross-curricular lessons that use reading strategies, while expanding student academic vocabulary through vocabulary acquisition. The school reading targets are to increase the number of students meeting proficiency in

Reading to 35%, increase the number of students making learning gains in reading to 62% and increase the number of lowest 25% making learning gains in reading to 73%. The LLT course of action is to promote literacy through various activities such as: 25 Book Campaign and School-wide Reading/Instructional Strategies.

Teachers will participate in researched-based professional development to improve reading and writing instruction in their content. Lesson Studies will be used to provide lesson implementation with fidelity to improve instructional delivery and create strategic intervention for struggling or novice teachers to improve academic reading. The following school wide strategies will be used to improve students reading levels: dialectical journaling, annotating the text and interactive journaling. Reading, Science, Social Studies teachers will use the Achieve3000 program to pull high engaging informational text to strengthen students critical reading skills.

A secondary initiative is to increase literacy engagement and build lifelong readers by increasing positive experiences and celebrating reading success. The LT course of action is to promote positive literacy experiences through various activities such as: The Literacy Campaign Kick-Off in September will jump start the initiatives of the LT by sharing the calendar of events with the students. The LT will also facilitate an evening event to celebrate reading and reach out to families and community members, such as Literacy Parent Night. Other activities for student engagement are Character/ Author Dress-up Day, and the 25 book campaign.

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

YWLA/YMLA at Eugene J. Butler Middle School strategic plan to improve positive relationships with teachers the staff has been broken down into two schools with more direct access to the schools administrative staff.

Teachers have planning with other content and with their grade level peers; which increases the teachers opportunity to work with other instructors and plan both cross-curricular lessons and participate in Lesson Studies to improve teaching and learning.

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

Strategy Person Reponsible

1. Recruit via Interview process/ referrals Principals
2. Recruit via Teach for America Principals
3. Retain via Teacher Induction Program Professional Development Facilitator
4. Retain via Mentoring/ Coaching Assistant Principals
5. Retain via teaming and collaboration Team Leaders
6. Provide on-going PD Principal, AP's, Reading and Math Coach

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

The Mentoring Program (MINT) at YWLA/YMLA at Eugene J. Butler Middle School supports new teachers as they navigate through their first year teaching. MINT participants (novice teachers and mentors) meet the monthly as a group. In the meetings, novice teachers learn about the program expectations and tasks and how these are integrated into their daily work.

Professional development, led by the Professional Development Facilitator and Mentors, is provided on topics such as classroom management, differentiation, student work and data, ESE awareness and implementation, to navigating Performance Matters and FOCUS.

Mentors are the backbone of this program as they meet weekly with their mentee to provide advice,

feedback, and a listening ear. Mentors observe their mentee four times during the year and guide them in the selection of the required four focus observations of peers. Mentors are paired with new teachers as closely as possible by content and grade level. Teachers are supported as they learn to implement and demonstrate proficiency in the six accomplished practices. In year one, teachers focus on quality instruction, learning environment and ethics and in year two, they address instructional delivery and facilitation, assessment, and continuous improvement of instructional delivery.

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

YWLA/YMLA at Eugene J. Butler Middle School's core teachers were provided intense coaching on the Florida standards and work with either a school-base or district academic coach to ensure alignment. Administration monitors teacher's lesson plans and conducts informal and formal observations. Feedback is provided to teachers on how to improve instruction and align lessons to the state standards.

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 and school based leadership team will be trained in how to use Performance Matters (district data) to create a diverse instructional plan. Teachers will use data to drive instruction through small groups and creating stations to improve teaching and learning 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:

During the school day, City Year corps members are attached to the ELA/Math teachers that provide instruction for our lowest quartile and bubble students. The City Year members provide small group and one-on-one instruction to those struggling students.

Strategy Rationale

To improve students ability to read and compute mathematics at grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected informally and formally through observations of teachers and City Year personnel. On a weekly basis, we conduct meetings to discuss strengths and weaknesses, as well as, next steps. Using the data, we make sound instructional decisions to improve student performance. Achieve3000 level set assessments and i-Ready assessments will be used to track the academic growth of students. The data is analysed using the Florida Continuous Improvement Model. Students are grouped based on their academic needs and teachers provide interventions that are aligned to the standards.

Strategy: After School Program

Minutes added to school year:

We have several after-school programs that provide additional academic support to students, such as, "Building Our Limitless Dreams" (BOLD program), College Reach-Out Program, Achievers for Life, Students. Outreach. Achieve. Results. (SOAR program), and Saturday School.

Strategy Rationale

To improve students ability to read and compute mathematics at grade level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Achieve3000 level set assessments and i-Ready assessments will we used to track the academic growth of students. The data is analysed using the Florida Continuous Improvement Model. Students are grouped based on their academic needs and teachers provide interventions that are aligned to the standards.

Student Transition and Readiness

PreK-12 Transition

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

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

The majority of 6th grade who attend the Leadership Schools are enrolled in an elective course that addresses their transition to middle school. Students are provided with skills and strategies on being successful throughout their middle and high school career.

The majority of 8th grade students are enrolled in a Leadership course to help prepare their transition from middle to high school. Throughout the course students will have the opportunity to visit various high school programs and determine the school that best fits their academic and career needs.

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 school promotes academic and career planning by scheduling qualified students in high school courses. This will allow students to gain high school credits for graduation and allow students the flexibility to take meaningful personalized high school courses.

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

We have a college readiness program through YWLA/YMLA at Eugene J. Butler through our leadership and transition courses that address the students academic needs. The program encourages those students who have the ability to succeed, but need a support system and organizational skills. This program provides students the opportunity to acquire those critical skills in preparation for both high school and career/college.

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

Students will have the opportunity to enroll in a career technical course.

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

N/A

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.** If teachers implement single gender strategies, thus improving relationships and rapport with students, then the number of discipline infractions will decrease.

- G2.** If all teachers provide students with the necessary intervention and enrichment opportunities as reflected by assessment data and using Performance Matters to improve instructional outcomes, then teachers will transfer the behaviors and actions of the four pillars of excellent instruction to students.

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 teachers implement single gender strategies, thus improving relationships and rapport with students, then the number of discipline infractions will decrease. 1a

G071807

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	400.0
School Climate Survey - Student	68.0

Resources Available to Support the Goal 2

- Single Gender Coach
- ESE teachers

Targeted Barriers to Achieving the Goal 3

- The conventional classroom instructional model does not address the needs of all students.

Plan to Monitor Progress Toward G1. 8

Data from student work, content specific formal and summative assessments as well as Achieve3000 and i-Ready data. Performance Matters will be used to access and track the students' progress.

Person Responsible

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Performance Matters will be used to access and track the students' progress.

G2. If all teachers provide students with the necessary intervention and enrichment opportunities as reflected by assessment data and using Performance Matters to improve instructional outcomes, then teachers will transfer the behaviors and actions of the four pillars of excellent instruction to students. 1a

G071808

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	70.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- The resources available are veteran teachers that have successfully implemented rotations and or stations. Veteran teachers, instructional coaches, and administration will assist with professional development for teachers that need assistance.

Targeted Barriers to Achieving the Goal 3

- Lack of craft to plan and manage rotations and or stations.

Plan to Monitor Progress Toward G2. 8

Teacher observations will be used to determine the progress towards the goal.

Person Responsible

Truitte Moreland

Schedule

Biweekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Teacher observations will reflect that the four pillar look-fors are evident in classrooms.

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 teachers implement single gender strategies, thus improving relationships and rapport with students, then the number of discipline infractions will decrease. **1**

 G071807

G1.B1 The conventional classroom instructional model does not address the needs of all students. **2**

 B187199

G1.B1.S1 The teachers will be provided professional development for implementing single-gender strategies. **4**

 S198655

Strategy Rationale

Single gender professional development will provide teachers with the knowledge of the instructional best practices that have assisted single gender schools with their academic success.

Action Step 1 **5**

Planning relevant professional development that aligns to the needs of the staff.

Person Responsible

Schedule

Semiannually, from 9/14/2015 to 6/30/2016

Evidence of Completion

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

Minutes and sign-in sheets will be collected from teacher professional development meetings.

Person Responsible

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teacher observations will serve as evidence that the strategies are being implemented.

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

The single gender coach will support teachers during instructional time as needed.

Person Responsible

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

The single gender coach logs will serve as evidence that she is supporting teachers in the classroom.

G2. If all teachers provide students with the necessary intervention and enrichment opportunities as reflected by assessment data and using Performance Matters to improve instructional outcomes, then teachers will transfer the behaviors and actions of the four pillars of excellent instruction to students. 1

G071808

G2.B1 Lack of craft to plan and manage rotations and or stations. 2

B187200

G2.B1.S1 Provide teachers with professional development on data analysis. 4

S198656

Strategy Rationale

Teachers will analyze data to determine how their students should be grouped. Teachers will provide students with academic interventions based on the data analysis.

Action Step 1 5

Provide teachers with professional development during their common planning time.

Person Responsible

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

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

An agenda and sign in sheet will be collected for all professional development that is provided.

Person Responsible

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teacher will perform data chats with their students and complete intervention logs.

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

Administration will review student data chat sheets as well as teacher intervention logs.

Person Responsible

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

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	Planning relevant professional development that aligns to the needs of the staff.		9/14/2015		6/30/2016 semiannually
G2.B1.S1.A1	Provide teachers with professional development during their common planning time.		9/8/2015		6/3/2016 quarterly
G1.MA1	Data from student work, content specific formal and summative assessments as well as Achieve3000 and i-Ready data. Performance Matters will be used to access and track the students' progress.		9/10/2015	Performance Matters will be used to access and track the students' progress.	6/3/2016 monthly
G1.B1.S1.MA1	The single gender coach will support teachers during instructional time as needed.		9/14/2015	The single gender coach logs will serve as evidence that she is supporting teachers in the classroom.	6/3/2016 monthly
G1.B1.S1.MA1	Minutes and sign-in sheets will be collected from teacher professional development meetings.		9/14/2015	Teacher observations will serve as evidence that the strategies are being implemented.	6/3/2016 biweekly
G2.MA1	Teacher observations will be used to determine the progress towards the goal.	Moreland, Truitte	9/21/2015	Teacher observations will reflect that the four pillar look-fors are evident in classrooms.	6/3/2016 biweekly
G2.B1.S1.MA1	Administration will review student data chat sheets as well as teacher intervention logs.		9/14/2015		6/3/2016 quarterly
G2.B1.S1.MA1	An agenda and sign in sheet will be collected for all professional development that is provided.		9/14/2015	Teacher will perform data chats with their students and complete intervention logs.	6/3/2016 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. If teachers implement single gender strategies, thus improving relationships and rapport with students, then the number of discipline infractions will decrease.

G1.B1 The conventional classroom instructional model does not address the needs of all students.

G1.B1.S1 The teachers will be provided professional development for implementing single-gender strategies.

PD Opportunity 1

Planning relevant professional development that aligns to the needs of the staff.

Facilitator

Various; Gurian Institute; Dream Deferred Conference

Participants

Faculty, Staff, and Administration

Schedule

Semiannually, from 9/14/2015 to 6/30/2016

G2. If all teachers provide students with the necessary intervention and enrichment opportunities as reflected by assessment data and using Performance Matters to improve instructional outcomes, then teachers will transfer the behaviors and actions of the four pillars of excellent instruction to students.

G2.B1 Lack of craft to plan and manage rotations and or stations.

G2.B1.S1 Provide teachers with professional development on data analysis.

PD Opportunity 1

Provide teachers with professional development during their common planning time.

Facilitator

Instructional Coaches, Administrators, or District Specialists

Participants

Teachers

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

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	Planning relevant professional development that aligns to the needs of the staff.	\$0.00
2	G2.B1.S1.A1	Provide teachers with professional development during their common planning time.	\$0.00
Total:			\$0.00