

Duval County Public Schools

# Mattie V Rutherford Alt Ed Center



2015-16 School Improvement Plan

## Mattie V Rutherford Alt Ed Center

1514 HUBBARD ST, Jacksonville, FL 32206

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Mattie V. Rutherford Alternative Middle School is to provide our students with a holistic and supportive educational experience. We are committed to helping our students achieve the highest level of academic behavioral, and socio-emotional functioning.

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

Students will leave Mattie V. Rutherford with the capacity to be successful in any middle or high school.

#### School Environment

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

The school learns about students' cultures and build relationships through various methods. The methods consists of reviewing learning inventory sheets, parent conferences, teacher/student data chats, reviewing IEP's, referring students to guidance counselors and support organizations for counseling, mentoring and tutoring.

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

The school provides a safe and respected environment for all students by establishing a set of school-wide rituals and routines before school, during school and after school. The school's Foundations Teams met several times to set and establish these rituals and routines. The principal, assistant principal and Dean of Students monitors these procedures to ensure they remain constant and fair for all students. We have developed a school safety plan and along with code procedures to ensure the safety of all students in any situation. Also, as an alternative education center, students are searched each morning and only allowed to bring approved items outlined by the district. All rituals and routines are designed to maximize students academic potential while attending Mattie V. Rutherford Middle School.

##### **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**

Mattie V. Rutherford Middle School instructors are utilizing the "CHAMPS" classroom management program to minimize distractions in order to maximize students learning. The "Foundations Team" have set and established school-wide rituals and routines to minimize school distractions that are clear and fair to all students. All instructors have received or will receive "CHAMPS" training. School-based administration trained all school personnel on the implementation of the school-wide rituals and routines. The administrative team consistently monitors the implementation of all school-wide procedures.

##### **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**



Ours students social-emotional needs are being met through counseling and mentor services provided by the schools guidance department, social worker, psychologist transition specialist and outside organizations such as River Region and Full Service.

### 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, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Overall discipline data
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

#### 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	
Attendance below 90 percent	4	8	5	17
One or more suspensions	23	25	25	73
Course failure in ELA or Math	26	37	31	94
Level 1 on statewide assessment	18	25	30	73

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	27	33	30	90

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

- \*Parent Conference - Parent conferences are held when students are not performing well academically or demonstrating behavioral issues that hinders their academic success. Parent conferences are scheduled on a weekly basis as need.
- \*Provide support programs and mentors - Students are referred to support programs and mentors such as social worker, psychologist and transition specialist when demonstrating low performance academically, poor attendance or displaying behaviors that hinder their academic success. Students are referred by the principal, assistant principal and teachers on a daily basis.
- \*Refer students to Guidance Services -Students are referred to guidance services we demonstrating low performance academically, poor attendance ore displaying behaviors that hinder their academic success. Students are referred by the principal, assistant principal and teachers on a daily basis.

### 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/48645>.

**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**

All stakeholders at Mattie V. Rutherford assist in building relationships with the community and securing resources by soliciting volunteers, mentors, community organizations, support organizations, faith-based organizations and business partners. All of these organizations and community groups can provide additional resources needed to increase students' academic achievement. These resources are sustain by keeping all stakeholders well informed about MVR and education reform, inviting them to SAC, PTSA, parent activities and school functions.

**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
Nesmith, Maurice	Principal
Hall, Sheketta	Teacher, K-12
L'Heureux, Constello	Teacher, K-12
Robinson, Carla	Teacher, K-12
Owens, Latonya	Teacher, ESE
Garceau, Elyce	Guidance Counselor
McQueen, Marvin	Assistant Principal
Kelly, Kacy	Teacher, K-12
Harold, Claude	Teacher, K-12
Royster, Charmalita	Instructional Coach
	Dean
Trent, Erica	Instructional Coach

**Duties**

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

Dr. Marvin McQueen, Assistant Principal will manage the discipline process for students, facilitate the foundations team, conduct emergency and safety drills and training for teachers and will be the liaison for ELA/Reading and Social Study department.

Ms. Shaketta Hall, 8th grade math instructor and the math department head. She will distribute instructional materials and information to the math department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other math instructors.

Ms. Carla Robinson is a 7th grade math instructor and science department head. She will distribute instructional materials and information to the science department. She will facilitate department meetings, provide professional development and assist with analyzing data to other science instructors.

Ms. Constello L'Heureux is an 8th grade social studies instructor and social studies department head. She will distribute instructional materials and information to the social studies department. She will facilitate department meetings, provide professional development and assist with analyzing data to other social studies instructors.

Ms. Kacy Kelly is a 6th grade Language Arts and Reading instructor department head. She will distribute instructional materials and information to the Language Arts and Reading department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other Language Arts and Reading instructors.

Ms. Latanya Owens is an ESE support facilitator that provides support services to students in math and science. She will provide instructors with data points and effective strategies to meet the needs of students with disabilities.

Ms. Elyce Garceau is the Guidance department chairperson. She provide guidance services to students, and disseminate guidance information to both faculty and students.

Ms. Erica Trent is our Reading Academic Coach. She will facilitate and conduct weekly department and common planning meetings, provide professional development, model lessons, coach instructors to enhance their instructional craft and mentor ELA/Reading teachers. She will also assist with providing PD and instructional strategies to the social studies department.

Ms. Charmelita Royster is our Mathematics Academic Coach. She will facilitate and conduct weekly department and common planning meetings, provide professional development, model lessons, coach instructors to enhance their instructional craft and mentor math teachers. She will also assist with providing PD and instructional strategies to the science department.

Mr. Jonathan Walker is our Dean of Student Services. He we handle student discipline issues, develop PBIS plans, collect and analyze discipline data and conduct discipline meetings with faculty and students.

***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 MTSS Team will employ the following problem solving process:

(Team Members: Maurice NeSmith-Principal, Marvin McQueen-Assistant Principal, Kacy Kelly -ELA Instructor, Shaketta Hall - Math Instructor, Carla Robinson - Science Instructor, Latonya Owens - ESE Instructor, Elyce Garceau - Guidance Counselor. Charmalita Royster - Math Coach, Erica Trent - Reading)

\* Define the student's challenges.

\*Gather facts and data.

\* Generate and evaluate alternative solutions.

\* Implement and monitor the most effective solutions determined by the team.

Title 1, Part A - used to fund instructional positions and parent involvement activities. Title X- Homeless the District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for student identified as homeless under the McKinney-Vento act to eliminate

barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) - used to fund instructional positions. Mattie V. Rutherford Alternative Middle School participates in the Community Eligibility Option (CEO) program which provides healthy breakfast and lunches each day at no charge for all students attending our school.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Maurice NeSmith	Principal
Latonya Owens	Teacher
Jannette Watkins	Education Support Employee
Trina Salter	Parent
Randy Sewell	Business/Community
Sherrie Stephens	Parent
William Sowers	Teacher
Livingston Perry	Parent
Jeanine Williamson	Education Support Employee
Barry Young	Business/Community
Keith Strippling	Business/Community
Carolyn Harold	Business/Community
Yahshanti Byers	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*

During the our monthly SAC meeting on September 8, 2015, the principal along with school-based personnel and SAC members reviewed the 2014-2015 school improvement plan. While reviewing last year's school improvement plan, we discussed the goals that were met, what strategies worked effectively and analyzed our barriers. After discussing the previous year plan, committee members were able revise our goals, provide additional or eliminate strategies to improve the students performance academically and socially at Mattie V. Rutherford Education Center.

*Development of this school improvement plan*

A SAC meeting was held at the beginning of the year in September to discuss last year's School Improvement Plan (SIP) and begin to develop the SIP for the 2015-2016 school year. After the first meeting through email, SAC members will be provided a draft of the SIP developed by school-based personnel with input from committee members. SAC members will have the opportunity to review the plan and send suggestions to the principal by email or bring them to the next SAC meeting. At this meeting, the plan was discussed and changes were made collectively.

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

During the monthly SAC meeting, academic updates are discussed for each content area. During this portion of the meeting, we discussed what teachers and students need to be successful mastering the new "Florida State Standards". It's was determined that teachers and students need additional

resources and supplemental materials to increase their knowledge and ability to master the new standards. Also, incentives will be provided for academic improvement and resources to improve the learning environment.

ELA/Reading Florida State Standards Resource Materials - \$125

Math Florida State Standards Resource Materials - \$125

Incentives - \$500

Safety Resources - \$250

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

Funds were used for supplemental instructional materials, resources and incentives for teachers, students and support staff.

***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
Albright, Jayne	Teacher, K-12
Nesmith, Maurice	Principal
McQueen, Marvin	Assistant Principal
Garceau, Elyce	Guidance Counselor
Kelly, Kacy	Teacher, K-12
Jocelyn, John	Teacher, K-12
Trent, Erica	Instructional Coach
L'Heureux, Constello	Teacher, K-12
Royster, Charmalita	Instructional Coach

**Duties**

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

Every Mattie V. Rutherford teacher promotes literacy and contributes to the reading improvement of all students. Regardless of the subject matter, teachers understand that core literacy is essential to students academic success. It is important to provide time for students to read, think and discuss their reading. Daily reading and writing is expected in all core classes. Teachers will be provided Professional Development opportunities on researched based literacy practices and strategies that teachers will implement within their classrooms to support student improvement in reading. Some of the strategies that will be implemented to improve students reading are selective underling, writing in the margins, and marking the text to interact with text and Cornell note taking. Several writing strategies will be implemented such as Statement, Reason and Evidence (SRE) for short and extended responses and GIST strategy. Writing rubrics will be utilized to effectively assess students comprehension of the text.

Also, quarterly themes that will engage the students in the reading and writing process by allowing them to synthesize, compare and contrast information.

## Public and Collaborative Teaching

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

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

The master schedule is designed for teachers to collaborate and plan during their planning period with their content area teachers. Teachers are able to plan lessons together, discuss strategies and best practices to improve student achievement. Also, during planning time and early release days, teachers will be provided additional professional development opportunities that all them the enhance their craft further build a positive working relationship.

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

The principal will collaborate with the Human Resource Department to recruit qualified teachers to fill vacant positions. The principal, assistant principal, academic coaches and professional development facilitator will provide on-going school-wide and content area professional development for novice and experienced teachers. Mentors will be assigned to each novice teacher. The mentors will meet with the novice teacher on a regular basis to provide support to assist with content strategies, classroom management, completion of MINT requirements.

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

Novice teachers are paired with an experience teacher at the beginning of the year. The novice teacher meets with the experienced teacher bi-weekly to discuss any areas of needed improvement and best practices. The experience teacher observe a lesson taught by the novice teacher, and provide timely feedback. The following activities are available for the novice teachers: CHAMPs training, Writing Effective Lesson Plans, Aligning the Standards with the Curriculum.

## 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***

Mattie V. Rutherford ensures instructional programs and materials are aligned to Florida Standards by utilizing the district's Learning Guides that was developed by district content specialists that are aligned with the Florida Standards. All district supplied and supplemental materials are Common Core/Florida Standard specific.

#### 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***

Multiple data points will be utilized to differentiate instruction to meet the need of students. Data points used will Achieve 3000, DAR Reading Assessment, I-Ready (Math data) and Digits (Math

data) will be utilized to diagnose student deficiencies and plan instruction based on need. These multiple data sets will allow teachers to gain a deeper understanding of the cognitive ability of their students. Teachers will be able to provide Tier 1, Tier 2 or Tier 3 instruction to overcome the of their students.

For Tier 1 instruction, teachers will utilize the district adopted curriculum, novel sets and use the district generated Learning Guides for all core subjects.

For Tier 2 instruction, teachers will use Tier 1 instructional interventions, scheduled in Enrichment Reading and Math classes along with supplemental materials for the following content areas: Reading - Achieve 3000, Math - Carnegie Math Curriculum and I-Ready.

For Tier 3 instruction teachers will use Tier 1 and Tier 2 instructional interventions along with small group instruction, one on one instruction with instructor or support personnel using DAR and TTS for reading and I-Ready tool kit for math. .

**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:** Extended School Day

**Minutes added to school year:** 0

N/A

**Strategy Rationale**

N/A

**Strategy Purpose(s)**

- Enrichment

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

Nesmith, Maurice, nesmithm@duvalschools.org

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

N/A

## 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**

Each student and parent upon enrollment meets with the guidance counselor to review the students' academic history and to determine the most appropriate course schedule. In the Social Studies courses the students complete a career planning survey to determine career path interest.

### 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**

N/A

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

All students are enrolled in Peer Counseling and World Culture courses that will aid in more productive decision making skills, which will allow them to make them appropriate and relevant choices in the future.

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

All students are taking Law Studies along with their social studies classes. Technology intergration is embedded within the core curriculum.

**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 in all content areas utilize the blended learning programs, student academic achievement will improve.
  
- G2.** If teachers utilize the CHAMPS classroom management tool and constantly follow the school-wide Foundations plan, then class and school disruptions will improve which will decrease student suspensions.

## 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 in all content areas utilize the blended learning programs, student academic achievement will improve. 1a

G071878

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	15.0
FSA English Language Arts - Achievement	25.0
FCAT 2.0 Science Proficiency	12.0
Highly Effective Teachers (Performance Rating)	20.0
Effective Teachers (Performance Rating)	80.0
Attendance Below 90%	5.0
Math Gains	55.0
ELA/Reading Gains	60.0
Civics EOC Pass	15.0
One or More Suspensions	5.0

**Resources Available to Support the Goal** 2

- Blended Learning Programs - Carnegie, Achieve 3000, Digits, Common Planning Time for Planning Instructional Coaches

**Targeted Barriers to Achieving the Goal** 3

- Lack of planning to incorporate blended learning station during instructional delivery.

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

Administration will review multiple assessment data throughout the school year. (Assessment Reviewed: Teacher made, Achieve 300 I-Ready, Digits, Mid-Year Assessment Data)

**Person Responsible**

Maurice Nesmith

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Multiple assessment data, Score Sheets

**G2.** If teachers utilize the CHAMPS classroom management tool and constantly follow the school-wide Foundations plan, then class and school disruptions will improve which will decrease student suspensions.

1a

G071879

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	20.0
Effective Teachers (Performance Rating)	80.0
One or More Suspensions	5.0
Attendance Below 90%	5.0

**Resources Available to Support the Goal** 2

- CHAMPS Manual CHAMPS Training Foundations Meetings

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack of understanding and implementation of the CHAMPS Classroom Management tool and teacher consistency with following the rituals and routines outlined in the Foundations Plan.

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

Administration will review referral and suspension data to monitor the progress.

**Person Responsible**

Maurice Nesmith

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Teacher Referrals and Student Suspension Data

## 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 in all content areas utilize the blended learning programs, student academic achievement will improve. **1**

 G071878

**G1.B1** Lack of planning to incorporate blended learning station during instructional delivery. **2**

 B187431

**G1.B1.S1** School Academic coaches and district specialist will plan lessons with teachers during common that incorporates stations for blended learning. **4**

 S198919

### Strategy Rationale

Teachers must differentiated instruction that utilizes blended learning programs that will meet the needs of individual students.

### Action Step 1 **5**

School-Based coaches and district specialist will plan lessons with teachers during common planning.

#### Person Responsible

Maurice Nesmith

#### Schedule

Weekly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Observing Common Planning Sessions, Teacher Lesson Plans

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

Administration will review lessons after each common planning session. .

**Person Responsible**

Maurice Nesmith

**Schedule**

Weekly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Teacher Lesson Plans

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

Administration and academic coaches will review blended usage data and observe classrooms for implementation.

**Person Responsible**

Maurice Nesmith

**Schedule**

Biweekly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Increased student performance on multiple assessments (Achieve 3000, Carnegie, Digits, Teacher Made Assessments, Mid-Year Assessment), Improvement in blended learning usage data

**G1.B1.S2** Academic Coaches will model how to implement blended learning stations within their instructional delivery. **4**

 S198920

### **Strategy Rationale**

Teachers must visualize how blended learning can be incorporated within their daily instructional delivery.

### **Action Step 1** **5**

Academic Coaches will model lessons that incorporates blended learning for teachers to observe.

#### **Person Responsible**

Maurice Nesmith

#### **Schedule**

Monthly, from 9/7/2015 to 6/3/2016

#### ***Evidence of Completion***

Teacher Lesson Plan, Teacher Observation Notes

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

Administration will review lessons developed for modeling and review teacher observation notes.

#### **Person Responsible**

Maurice Nesmith

#### **Schedule**

Monthly, from 9/7/2015 to 6/3/2016

#### ***Evidence of Completion***

Lesson Plans, Teacher Observation Notes, and Administration Observation

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

Administration will conduct classroom observations to monitor the effectiveness of the modeled lessons.

**Person Responsible**

Maurice Nesmith

**Schedule**

Weekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Administrator observation forms

**G2.** If teachers utilize the CHAMPS classroom management tool and constantly follow the school-wide Foundations plan, then class and school disruptions will improve which will decrease student suspensions. 1

 G071879

**G2.B1** Teachers lack of understanding and implementation of the CHAMPS Classroom Management tool and teacher consistency with following the rituals and routines outlined in the Foundations Plan. 2

 B187432

**G2.B1.S1** Provide CHAMPS training for new and struggling teachers. 4

 S198921

**Strategy Rationale**

Teachers must understand the CHAMPS model and utilize with fidelity.

**Action Step 1 5**

Provide TDE's for teachers to CHAMPS professional development training.

**Person Responsible**

Maurice Nesmith

**Schedule**

Semiannually, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Sign-In Sheet, Training Materials

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

This process will be monitored by reviewing teacher attendance and training materials.

**Person Responsible**

Maurice Nesmith

**Schedule**

Semiannually, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Sign-In Sheets, TDE Leave Forms, Training Materials

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

Classroom observations will be conducted to monitor the effectiveness of the training.

**Person Responsible**

Maurice Nesmith

**Schedule**

Biweekly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Administration and Dean Classroom Observation Notes



**G2.B1.S2** Meet regularly with the Foundations team and review foundations plan with the staff. 4

 S198922

### **Strategy Rationale**

Faculty and Staff must understand that we must follow the established rituals and routines constantly.

### **Action Step 1** 5

The Foundations team will meet monthly as a team and with the faculty to review the school-wide foundations plan.

#### **Person Responsible**

Marvin McQueen

#### **Schedule**

Monthly, from 8/21/2015 to 6/3/2016

#### ***Evidence of Completion***

Foundations Plan, Meeting Agendas

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

Administration will support this providing meeting time during early release and faculty meeting.

#### **Person Responsible**

Marvin McQueen

#### **Schedule**

On 6/3/2016

#### ***Evidence of Completion***

Agenda, Meeting Dates and Times, Meeting Notes

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

On-going observations in common areas to monitor the effectiveness and administration will allow teacher input to support the Foundation Plan.

**Person Responsible**

Marvin McQueen

**Schedule**

On 6/3/2016

**Evidence of Completion**

Observation Data, Agendas, Foundation Plan

**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	School-Based coaches and district specialist will plan lessons with teachers during common planning.	Nesmith, Maurice	8/31/2015	Observing Common Planning Sessions, Teacher Lesson Plans	6/3/2016 weekly
G1.B1.S2.A1	Academic Coaches will model lessons that incorporates blended learning for teachers to observe.	Nesmith, Maurice	9/7/2015	Teacher Lesson Plan, Teacher Observation Notes	6/3/2016 monthly
G2.B1.S1.A1	Provide TDE's for teachers to CHAMPS professional development training.	Nesmith, Maurice	8/31/2015	Sign-In Sheet, Training Materials	6/3/2016 semiannually
G2.B1.S2.A1	The Foundations team will meet monthly as a team and with the faculty to review the school-wide foundations plan.	McQueen, Marvin	8/21/2015	Foundations Plan, Meeting Agendas	6/3/2016 monthly
G1.MA1	Administration will review multiple assessment data throughout the school year. (Assessment Reviewed: Teacher made, Achieve 300 I-Ready, Digits, Mid-Year Assessment Data)	Nesmith, Maurice	8/31/2015	Multiple assessment data, Score Sheets	6/3/2016 monthly
G1.B1.S1.MA1	Administration and academic coaches will review blended usage data and observe classrooms for implementation.	Nesmith, Maurice	8/31/2015	Increased student performance on multiple assessments (Achieve 3000, Carnegie, Digits, Teacher Made Assessments, Mid-Year Assessment), Improvement in blended learning usage data	6/3/2016 biweekly
G1.B1.S1.MA1	Administration will review lessons after each common planning session. .	Nesmith, Maurice	8/31/2015	Teacher Lesson Plans	6/3/2016 weekly
G1.B1.S2.MA1	Administration will conduct classroom observations to monitor the effectiveness of the modeled lessons.	Nesmith, Maurice	9/7/2015	Administrator observation forms	6/3/2016 weekly
G1.B1.S2.MA1	Administration will review lessons developed for modeling and review teacher observation notes.	Nesmith, Maurice	9/7/2015	Lesson Plans, Teacher Observation Notes, and Administration Observation	6/3/2016 monthly
G2.MA1	Administration will review referral and suspension data to monitor the progress.	Nesmith, Maurice	9/7/2015	Teacher Referrals and Student Suspension Data	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Classroom observations will be conducted to monitor the effectiveness of the training.	Nesmith, Maurice	8/31/2015	Administration and Dean Classroom Observation Notes	6/3/2016 biweekly
G2.B1.S1.MA1	This process with monitored by reviewing teacher attendance and training materials.	Nesmith, Maurice	8/31/2015	Sign-In Sheets, TDE Leave Forms, Training Materials	6/3/2016 semiannually
G2.B1.S2.MA1	On-going observations in common areas to monitor the effectiveness and administration will allow teacher input to support the Foundation Plan.	McQueen, Marvin	9/7/2015	Observation Data, Agendas, Foundation Plan	6/3/2016 one-time
G2.B1.S2.MA1	Administration will support this providing meeting time during early release and faculty meeting.	McQueen, Marvin	9/7/2015	Agenda, Meeting Dates and Times, Meeting Notes	6/3/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If teachers in all content areas utilize the blended learning programs, student academic achievement will improve.

**G1.B1** Lack of planning to incorporate blended learning station during instructional delivery.

**G1.B1.S1** School Academic coaches and district specialist will plan lessons with teachers during common that incorporates stations for blended learning.

### PD Opportunity 1

School-Based coaches and district specialist will plan lessons with teachers during common planning.

#### Facilitator

Erica Trent (Reading Coach), Charmalita Royster (Math Coach)

#### Participants

Teachers and Administrators

#### Schedule

Weekly, from 8/31/2015 to 6/3/2016

**G2.** If teachers utilize the CHAMPS classroom management tool and constantly follow the school-wide Foundations plan, then class and school disruptions will improve which will decrease student suspensions.

**G2.B1** Teachers lack of understanding and implementation of the CHAMPS Classroom Management tool and teacher consistency with following the rituals and routines outlined in the Foundations Plan.

**G2.B1.S1** Provide CHAMPS training for new and struggling teachers.

### PD Opportunity 1

Provide TDE's for teachers to CHAMPS professional development training.

#### Facilitator

Erica Trent (Reading Coach), Charmalita Royster (Math Coach)

#### Participants

Teachers, Paraprofessionals and Administration

#### Schedule

Semiannually, from 8/31/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	<b>School-Based coaches and district specialist will plan lessons with teachers during common planning.</b>				<b>\$0.00</b>
2	G1.B1.S2.A1	<b>Academic Coaches will model lessons that incorporates blended learning for teachers to observe.</b>				\$0.00
3	G2.B1.S1.A1	<b>Provide TDE's for teachers to CHAMPS professional development training.</b>				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Mattie V Rutherford Alt Ed Ctr	School Improvement Funds		\$250.00
<i>Notes: Supplemental Florida State Standards materials in Reading and Mathematics.</i>						
4	G2.B1.S2.A1	<b>The Foundations team will meet monthly as a team and with the faculty to review the school-wide foundations plan.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Mattie V Rutherford Alt Ed Ctr	School Improvement Funds		\$500.00
<i>Notes: Walkie-Talkies for security guards, administration and support staff.</i>						
<b>Total:</b>						<b>\$750.00</b>