Frank H. Peterson Academies

2015-16 School Improvement Plan

Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/fhp

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	Yes	41%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	65%

School Grades History

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

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide all students with the tools and skills needed to realize their greatest potential by offering high quality academic and career-technical education and supporting the development of our students' work ethic, personal responsibility, and respect for others.

Provide the school's vision statement

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

School Environment

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

At the beginning of each school year teachers and students study, respond and discuss five Foundation lessons which bring to the fore front our expectations of mutual respect and acceptance for all. These lessons are built on the district's Student Code of Conduct by reinforcing policies of promptness, attendance, sexual harassment, bullying and affirmation of positive goal setting. These lessons encourage all shareholders to understand and embrace policies created and held for the benefit of all. During the first week of school there are student assemblies held by grade level and/or gender to address specific policies with a Q & A period. Throughout the year these policies and lessons are continued in our vocational career and academic classes with applications to current student learning and life expectations as well as many club options ie. Anime, Peterson Roses, Gay/Straight Alliance, Bible, Fitness/weightlifting, Spanish etc. We also have an active Community in Schools program that bridges any gap between student needs to allow teachers to give food, clothing, tutoring etc. for students in need. Our ELL interpreter greatly aids in communications between school and families of non-English speakers.

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

Teachers, staff and administration set the tone by welcoming all, being helpful, pleasant and approachable. This occurs by being present and actively involved with students before, during and after school; greeting each student at the door, establishing a relationship with students while being consistent of policies and expectations of safety and academic excellence. Students are encouraged to voice concerns or problems to teachers, staff, or administration, encouraged by our open door policy. Classrooms are secure and locked, routinely practicing fire drills and lock downs, showing control, safety and concern in all situations for all.

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

We are here to educate therefore our goal in discipline is to return students to instructional classrooms as quickly as possible after any infractions or offenses of the Code of Conduct. All faculty and staff are informed of changes or particular areas of concerns of the Student Code of Conduct

during pre-planning with expectations of how to uphold all policies. Students are informed of the Code of Conduct which is reinforced through Foundation Lessons and assemblies the first week of school. We have an established electronic referral system with a prescribed checklist of applicable discipline options for all offenses to expedite disciplinary actions with a quick return of students to the classroom. We have instituted several means to achieve this goal, for example, for dress code issues we have compliant loaner clothes that students change into before returning to the classroom, then return at the end of the day to exchange clothes. By making use of after school busing options we enroll students into our Academic Focus computer lab to use tutorial programs for academic gains while administering disciplinary actions. Before and after school work details are also disciplinary options used to keep students in class. When necessary we have an In School Suspension Program where students are removed from common areas during school hours, including lunch. We give instructors 24 hour notice of students in ISSP so we can provide work, textbooks and/or computers for students' use while in ISSP. ISSP maintains strict order as well as opportunity for mediation and conferencing for students with the ISSP facilitator, Dean or ELL interpreter. We have a Leadership class made up of 26 seniors who were nominated by faculty to be trained to be Peer Mediators and serve on Student Court. Student Court /Peer Mediation is held once a week to confer with students who have Level I and Level II violations. This has been an extremely successful program. The Dean and a district Truancy officer conduct Attendance Intervention Team meetings as needed throughout the year to handle absenteeism issues.

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

We ensure that all students are aware of the open door policy for easy access to all faculty and staff. All offices (main, dean, guidance, media center, clinic, student services, CIS) are available before during and after school hours daily. All teachers and staff are instructed to allow students access (within reason) to all offices and services. Confidentiality is strictly enforced. We provide information on community services as needed. Peer mentoring, Peer Mediation and Student Court are conducted through the Leadership class and the Dean of Discipline.

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
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
GPA below a 2.0

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	7	4	13	24
Course failure in ELA or Math	49	58	22	10	139
Level 1 on statewide assessment	81	78	66	30	255

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	34	24	27	4	89

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

Parent/student/admin/guidance contract meetings three times per year for students whose GPA falls between a 1.75 & 2.0.
Before and after school tutoring for ELA, math, social studies and science
Intensive reading classes for all students with level 1 on FCAT reading and for students with level 2 on FCAT and below grade level lexile score.
Intensive math classes for students who have not passed Algebra 1 EOC.
Teacher and admin mentors for seniors who have not met all graduation requirements.
AIT meetings begin at 10 absences.
Push-in tutoring during the school day
Incentive programs: Earn Your Wings ceremony for students who become industry certified and PSR; once meet requirement students get put in an academy class

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 available at the school site.

Description

Increase the number of parents attending Title 1 Parent Activities/Workshops by 5% and increase the number of parents that will attend the Parent Academy.

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

We have Advisory Board Meetings for AgScience, Automotive, Aviation, Communications, Cosmetology, Culinary Arts, Early Childhood Education and Robotics 4 times a year which include teachers, parents, students and business/community partners. These meetings are designed for all parties involved to collaborate, support and assist with student engagement and student achievement.

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
Barnes, Cathy	Principal
Banks, Antonio	Assistant Principal
Parrish, Jessica	Assistant Principal

Duties

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

The design team met with the Principal to assist in the development of the SIP. The deans provide the discipline and attendance data. The assisstant principals provide data in each discipline. The graduation coach provides data on post-secondary readiness, at-risk and acceleration data. The reading coach responds to specific instructional issues that arise in the weekly meetings. The counselor reports on graduation credits and readiness.

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 leadership Team will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students.
The team meets weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions. Title I funds will be used to purchase additional support for lower performing students in the means of reading and math teachers. SAI will be utlized to provide RTI as needed by students. CTE funds will be used to purchase field trips, training and equipment for specialized programs. Magnet school money will be used to purchase part time hourly teaching positions to assist in meeting industry certifications. State and local funds will be used to purchase teachers, support staff and supplies.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Education Support Employee
Carlene Stitz stitzc@duvalschools.org	Education Support Employee
Kimberly Kirkland kirkland@coj.net	Business/Community
Gary Kimball kimball.32@comcast.net	Parent

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 SAC was actively involved with the evaluation of the last year's SIP. They analyzed data and made appropriate recommendations. They stated involved through once a month meetings and tracked the status of programs and procedures.

Development of this school improvement plan

A SAC meeting was held prior to the development of the SIP to address their concerns. The SIP will be presented to the SAC at the next meeting.

Preparation of the school's annual budget and plan

The SAC is actively involved the annual budget and plan. The committee made recommendations for streamlining procedures. They made recommendations to build commitment and motivation considering the impact of less dollars for the school this year. They provide feedback directly and constructively.

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

Funds will be used to meet unfunded request from the school. The robotics programs has requested kits for competition.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Training of the SAC in regards to the compliance with section 1001.452.F.S. will be presented at the October SAC meeting. Documentation will be collected to correct this issue. Principal and SAC chair will maintain the documentation.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Parrish, Jessica	Assistant Principal
Barnes, Cathy	

Duties

Describe how the LLT promotes literacy within the school

The major tasks of the LLT are to show in increase in the FCAT scores of our lowest quartile in reading and mathematics, as well as to enrich the instructional practices and student accountability for our level 3, 4, and 5 students so that they continue to grow academically throughout the year. LLT meets to discuss student learning and effective common assessments.

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 to provide common planning for like content areas, as well as cohorted common planning times for academies and academic content areas to work together. The content areas meet weekly and the academy cohorts meet two times/month. The dates, times and locations are set up at the beginning of the school year and are published. Teams are provided with a guide sheet with the essential work the PLC or cohort ought to be working on and producing while collaborating. An administrator and/or coach attends each meeting to provide feedback, answer questions, provide ideas, etc. The PLCs develop common assessments, examine student work, discuss and implement effective teaching techniques, work with each other to determine positive . The cohorts develop interdisciplinary lessons that tie academic work to the academy specialization.

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

Year long comprehensive Professional Development schedule.
Regular meetings with new teachers and Principal or designee.
Partnering new teachers with veteran teachers.
Soliciting referrals for potential teachers from current employees.
Recognition for great lessons, student successes as a large group, in small groups and individually.
One on one coaching with administrator on teaching practices.
Collaborative PLCs for each content area and for academies.
Provide teachers with resources as requested as budget allows.
Transparency regarding budget.
Including teacher leaders on interview teams

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

Teachers new to our school are paired with a CET trained, veteran teacher. The novice teacher would be paired with a veteran that is within their content area. Each novice teacher and veteran teacher will attend a beginning of the year workshop with our Professional Development Facilitator. Throughout the year the novice teachers will also attend monthly workshops with our Professional Development Faciliator. Selection Criteria:
Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.
Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
• subject/ grade level
• certification
• disposition/interpersonal skills
• common planning

- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

For the area of 9th grade Enrichment, teachers will follow the county's recommended instructional program of Read to Achieve with the optional use of the county's recommended online reading program Achieve 3000. The focus of the Read to Achieve program is to re-establish a strong reading foundation for students which includes an overall focus for all students with differentiated instruction in a small group setting for struggling students. The following areas are covered within Read to Achieve: phonics (and phonemic awareness support as needed), vocabulary, fluency, and reading comprehension. All of these elements are addressed within the rotational model and all lessons are aligned to the Florida Standards.

For the area of 10th grade Enrichment, the teacher will follow the county's recommended instructional program of Plugged into Reading with optional use of the county's recommended online reading program Achieve 3000. The focus of Plugged into Reading is to provide students with high-interest novels with scaffolded activities to complete to strengthen their overall reading comprehension and/or to build upon weaker links within their comprehension (fluency, vocabulary, and overall comprehension). The focus will be to provide a strong foundation and to continue to build additional rigor throughout the year with less scaffolding. This class will also follow the rotational model with whole group instruction, independent work, independent reading, and a teacher-led group for differentiated instruction for struggling students. All lessons are aligned to the Florida Standards.

For the area of Language Arts in grades 9-12, teachers will be utilizing the county's recommended online reading program entitled Achieve 3000. This program is a 5-step reading comprehension program that addresses fluency, vocabulary, reading comprehension, and writing. All students will read the same article and information, but what they view on the screen is their personal Lexile-level version of the article. Students will rotate daily through Achieve 3000 in order to complete the lessons. Students will also have access for additional time through their reading classes and after school tutoring. In addition, students will also be utilizing the online writing program Write to Learn. This thorough online writing program assists the students in planning, writing, and multiple revisions. After each revision, the computer grades the writing on a rubric and displays for the student their area(s) of weakness prior to formal submission of the paper to the teacher. This online program is in alignment with the writing criteria for the Florida 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 use a variety of data points to determine what students are struggling with and in what areas. For the whole picture, teachers will use Performance Matters to measure class performance on assessments. Teachers are then able to disaggregate the data to determine which items the whole class met and then analyze which specific students are somewhat proficient and which students need a reteach of the lesson. Teachers will then differentiate their instruction in a teacher-led small group for review and/or reteach based on the student data.

Teachers will also have data points from the individual instructional programs (iLit, Achieve 3000, and Write to Learn) to filter and determine the placement of mastery for each student. By visiting these

program's reporting tabs weekly, teachers and students will have the opportunity to track closely the progress, review, or reteach needed for students to be successful.

In addition, teachers meet weekly to discuss student work and strategies that they use in the classroom for either whole group or teacher-led differentiated instruction. This technique of sharing strategies provides a constant resource for teachers to pull from when they've exhausted their current efforts and the students are still not progressing. The sharing of student work provides teachers trends of what classes are progressing and how/why where others are not. This professional learning community is the heart of where teachers get together to self-monitor their effectiveness with their students and to gain further tools to assist students toward progress.

Teachers in the math department will utilize the Carnegie software program to assist students in learning standards-based concepts. This software will not only provide the student with classroom support of concepts, but also to prepare students for future testing of these concepts. The data used from Carnegie will provide teachers a resource to construct differentiated small-group instruction. Ongoing PERT testing by our Graduation Coach assists 11th and 12th grade students who have not yet passed the FCAT for their graduation requirement. The concordance score will be used in lieu of the FCAT score to satisfy their graduation requirement for testing.

An additional resource we offer our students to satisfy the FCAT graduation requirement is by offering ACT/SAT vouchers to students. Students must attend three after school ACT prep sessions in order to be eligible for a voucher in order for students to perform their very best on the assessment.

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: 8,320

Provide one hour tutoring sessions for students in English, math, and science classes three day/week after school (activity buses run these days). Teachers will individually offer tutoring before/after school by appointment or designated day and time for students.

Strategy Rationale

Provide students additional practice time to work on assignments, log in more time on Achieve 3000 or Write to Learn, or direct instructional support from a teacher on items the students are struggling with in their classes.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Barnes, Cathy, barnesc@duvalschools.org

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

Sign-in sheets of students attending and monitoring student progress through teacher observation, data, and tests.

Strategy: Extended School Day

Minutes added to school year: 975

Provide students an activity period every other Wednesday that they choose to attend. Activities include college clubs, scholarship clubs, book clubs, art, guitar, etc.

Strategy Rationale

Strategy Purpose(s)
""

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

Monitoring CGA scores

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

Most of our incoming cohorts are placed in a transitions class to assist them with study skills, time management and secondary school expectations.
Outgoing cohorts have internships and on job training to assist them in transitioning to work. Career/technical colleges and state colleges visit the academic and career technical classes with information that is important for them in transitioning to college and technical schools. Academic teachers and career technical teachers conduct field trips to colleges, universities and businesses.

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

Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college
recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes.

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

However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their

academy classes.
Industry certifications and academies are as follows:
Culinary Arts - ProStart and ServSafe
Automotive - ASE and FADA
Communications - Adobe Premiere Pro, Photoshop and Illustrator
Aviation - FAA Ground Pilot
AgriScience - FFA
Cosmetology - State Cosmetology License
Early Childhood Education - CDA
Robotics/Advance Manufacturing - MSSC

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

In an effort to increase the number of college ready graduates Frank H. Peterson has increased the number of students taking SLS. Senior English, math and science teachers are prepping students for the PERT. A counselor is assigned to the senior class to monitor graduation. A graduation coach is a part of the faculty and monitors postsecondary readiness. The graduation coach oversees the after school ACT/SAT prep course for reading and math, meets with students and parents, and schedules PERT test administration. All academies are scheduled in Cohorts. Academic teachers and CTE teachers meet weekly to provide integrated lessons related to the Academies. Instructional Focus lessons for CTE teachers are developed to coordinate vocabulary through the CTE curriculum. Many times a student's schedule is less flexible than one might imagine.

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

All juniors and seniors are encouraged to take the ACT, SAT or PERT to determine readiness for college courses. After school tutoring is offered in math and language arts to assist students in test preparation.
All teachers have increased course rigor in academics and career/technical classes.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Utilize data effectively and consistently to drive instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place.

G2.   Improve perception of school culture for student body, faculty, and community by reducing disciplinary infractions and increasing sense of safety and structure by setting strategic systems in place for positive reinforcement and increasing preventative measures to avoid conflicts and confrontations between 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. Utilize data effectively and consistently to drive instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place. `1a`

🔍 G071911

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G1. `8`

PERT and Algebra I EOC retakes beginning in December and continuing through May 2016.

Person Responsible
Cathy Barnes

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

Evidence of Completion
Increase in PERT scores and Algebra I FSA/EOC scores throughout the year.

Plan to Monitor Progress Toward G1. `8`

U. S. History teacher-created common assessments according to item specifications for essays within the content.

Person Responsible
Cathy Barnes

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

Evidence of Completion
Test scores and the item analysis, and essays. Students must score a 70% + on tests and on writing rubrics to demonstrate proficiency of standards.

Plan to Monitor Progress Toward G1. `8`

Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards.

Person Responsible
Cathy Barnes

Schedule
Weekly, from 9/18/2015 to 6/3/2016

Evidence of Completion
Lesson plans, student work, performance on assessment (teacher-made and district-mandated).

Plan to Monitor Progress Toward G1. `8`

Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided the opportunity to be trained on strategic reading strategies and written response to their reading across all the content areas.

Person Responsible
Cathy Barnes

Schedule
Biweekly, from 9/18/2015 to 6/3/2016

Evidence of Completion
Lesson plans, instructional delivery/modeling, student work samples, school-based timed writing, and FSA Writing March 2016.

Plan to Monitor Progress Toward G1. `8`

To support our EL students in the areas of listening, speaking, reading and writing English so they can reach or exceed proficiency on the CELLA assessment.

Person Responsible
Cathy Barnes

Schedule
Monthly, from 1/5/2016 to 5/30/2016

Evidence of Completion
Lesson plans, PLC meetings, Performance Matters data, student work, discussions with the ESOL paraprofessional, and performance scores on the CELLA and FSA assessments.

Plan to Monitor Progress Toward G1. `8`

To increase the postsecondary readiness in ready by 5% which is 81% and to increase the postsecondary readiness in math by 5% which is 57%.

Person Responsible
Mary Buchanan

Schedule
Monthly, from 9/10/2015 to 6/7/2016

Evidence of Completion
Data notebook which includes ACT/SAT tutor courses, student sign-in forms,copies of tests, registration tickets, and student waiver documentation.

Plan to Monitor Progress Toward G1. `8`

Graduation Coach will post data charts and updated reports of postsecondary readiness progress for the Design Team (admin) at the beginning of each month.

> **Person Responsible**
> Mary Buchanan
>
> **Schedule**
> Monthly, from 9/10/2015 to 6/7/2016
>
> *Evidence of Completion*
> Charts, reports included in the minutes of weekly meetings.

Plan to Monitor Progress Toward G1. `8`

Increase the number of students taking industry certification examinations by 50%.

> **Person Responsible**
> Cathy Barnes
>
> **Schedule**
> Weekly, from 8/18/2015 to 6/3/2016
>
> *Evidence of Completion*
> Look at academic data and pretest data to determine student preparedness for industry certification assessment success.

Plan to Monitor Progress Toward G1. `8`

Increase the percentage of students performing at level of proficiency on the Biology I EOC assessment.

> **Person Responsible**
> Jessica Parrish
>
> **Schedule**
> Weekly, from 9/11/2015 to 6/3/2016
>
> *Evidence of Completion*
> Examine student work, common assessment results, and the end-of-year EOC assessment results.

Plan to Monitor Progress Toward G1. `8`

To ensure that all bottom-quartile students make yearly academic gain in reading on the FSA assessment.

Person Responsible
Cathy Barnes

Schedule
Daily, from 6/1/2015 to 6/1/2015

Evidence of Completion
Results from the FSA assessment will show student performance on the assessment and gains were made by each student.

Plan to Monitor Progress Toward G1. `8`

Learning gains in reading will increase for grades 9 and 10.

Person Responsible
Cathy Barnes

Schedule
Monthly, from 10/13/2015 to 6/6/2016

Evidence of Completion
Results from CGA data, formative data, and the results from the FSA assessment.

Plan to Monitor Progress Toward G1. `8`

Increase the percentage of first-time students showing proficiency on the Algebra I EOC

Person Responsible
Cathy Barnes

Schedule

Evidence of Completion
Data chats with individual student after each unit assessment.

Plan to Monitor Progress Toward G1. `8`

Increasing the number of students scoring proficiency on the Geometry EOC.

Person Responsible
Cathy Barnes

Schedule
Daily, from 9/9/2015 to 6/6/2016

Evidence of Completion
Grades on common assessments, exit slips.

G2. Improve perception of school culture for student body, faculty, and community by reducing disciplinary infractions and increasing sense of safety and structure by setting strategic systems in place for positive reinforcement and increasing preventative measures to avoid conflicts and confrontations between students. `1a`

🔑 G071912

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Common planning

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G2. `8`

Decrease absences and increase classroom instructional contact time.

Person Responsible
Cathy Barnes

Schedule
Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Decreases in absences recorded in Focus

Plan to Monitor Progress Toward G2. `8`

Implementing Restorative Justice to decrease suspension rate using Peer Mentoring, Peer Mediation, and Student Accountability Board to establish positive peer relationships and interactions among students.

Person Responsible
Antonio Banks

Schedule
Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion
Decrease in referrals for students who have been referred to Restorative Justice.

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

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.MA1	PERT and Algebra I EOC retakes beginning in December and continuing through May 2016.	Barnes, Cathy	9/9/2015	Increase in PERT scores and Algebra I FSA/EOC scores throughout the year.	6/10/2016 monthly
G1.MA2	U. S. History teacher-created common assessments according to item specifications for essays within the content.	Barnes, Cathy	9/9/2015	Test scores and the item analysis, and essays. Students must score a 70% + on tests and on writing rubrics to demonstrate proficiency of standards.	6/3/2016 monthly
G1.MA3	Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards.	Barnes, Cathy	9/18/2015	Lesson plans, student work, performance on assessment (teacher-made and district-mandated).	6/3/2016 weekly
G1.MA4	Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided the opportunity to be trained on strategic reading strategies and written response to their reading across all the content areas.	Barnes, Cathy	9/18/2015	Lesson plans, instructional delivery/ modeling, student work samples, school-based timed writing, and FSA Writing March 2016.	6/3/2016 biweekly
G1.MA5	To support our EL students in the areas of listening, speaking, reading and writing English so they can reach or exceed proficiency on the CELLA assessment.	Barnes, Cathy	1/5/2016	Lesson plans, PLC meetings, Performance Matters data, student work, discussions with the ESOL paraprofessional, and performance scores on the CELLA and FSA assessments.	5/30/2016 monthly
G1.MA6	To increase the postsecondary readiness in ready by 5% which is 81% and to increase the postsecondary readiness in math by 5% which is 57%.	Buchanan, Mary	9/10/2015	Data notebook which includes ACT/SAT tutor courses, student sign-in forms,copies of tests, registration tickets, and student waiver documentation.	6/7/2016 monthly
G1.MA7	Graduation Coach will post data charts and updated reports of postsecondary readiness progress for the Design Team (admin) at the beginning of each month.	Buchanan, Mary	9/10/2015	Charts, reports included in the minutes of weekly meetings.	6/7/2016 monthly
G1.MA8	Increase the number of students taking industry certification examinations by 50%.	Barnes, Cathy	8/18/2015	Look at academic data and pretest data to determine student preparedness for industry certification assessment success.	6/3/2016 weekly
G1.MA9	Increase the percentage of students performing at level of proficiency on the Biology I EOC assessment.	Parrish, Jessica	9/11/2015	Examine student work, common assessment results, and the end-of-year EOC assessment results.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA10	To ensure that all bottom-quartile students make yearly academic gain in reading on the FSA assessment.	Barnes, Cathy	6/1/2015	Results from the FSA assessment will show student performance on the assessment and gains were made by each student.	6/1/2015 daily
G1.MA11	Learning gains in reading will increase for grades 9 and 10.	Barnes, Cathy	10/13/2015	Results from CGA data, formative data, and the results from the FSA assessment.	6/6/2016 monthly
G1.MA12	Increase the percentage of first-time students showing proficiency on the Algebra I EOC	Barnes, Cathy	6/10/2016	Data chats with individual student after each unit assessment.	one-time
G1.MA13	Increasing the number of students scoring proficiency on the Geometry EOC.	Barnes, Cathy	9/9/2015	Grades on common assessments, exit slips.	6/6/2016 daily
G2.MA1	Decrease absences and increase classroom instructional contact time.	Barnes, Cathy	8/24/2015	Decreases in absences recorded in Focus	6/10/2016 biweekly
G2.MA2	Implementing Restorative Justice to decrease suspension rate using Peer Mentoring, Peer Mediation, and Student Accountability Board to establish positive peer relationships and interactions among students.	Banks, Antonio	8/17/2015	Decrease in referrals for students who have been referred to Restorative Justice.	5/31/2016 weekly

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.

Technical Assistance Items

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

Budget

Budget Data	
Total:	**$0.00**