Douglas Anderson School Of The Arts

2015-16 School Improvement Plan

Douglas Anderson School Of The Arts

2445 SAN DIEGO RD, Jacksonville, FL 32207

http://www.da-arts.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	21%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	37%

School Grades History

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

Douglas Anderson School of the Arts will be the leading public arts high school in the nation.

Provide the school's vision statement

We believe that the arts define us.
We believe that the arts enrich all human endeavors by bridging differences among people and teaching creative and critical thinking skills.
We believe that the integration of arts and academics offers students great opportunity to succeed in post-secondary education.
We believe that creative freedom and rigorous discipline are fundamental to student success.
We believe that an environment that promotes student learning and encourages the creative process is physically, intellectually and emotionally safe.
We believe that good teaching practice recognizes and addresses the various ways by which students learn.
We believe that leadership, citizenship and ethics are a part of every student's learning experience.
We believe that student progress should be monitored to ensure students' personal and educational success.
We believe that periodic evaluation of our programs and policies insures that we meet the needs of our diverse student population.
We believe that cooperation and collaboration among students, parents, faculty, staff, and community are vital to the success of our school.
We believe that the audition process is fundamental to our success.

School Environment

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

Information about students' cultures is gathered through our application process as well as through teacher surveys at the start of the year. This information is used by teachers to build relationships between them and the students in their classroom. Often the students art major is used as a connection to learn more about the student. In addition, we have analyzed data from Gallup survey conducted in the Spring 2015 regarding students' belief regarding culture and their relationships at school. Each year a survey is given to determine which students have parents in the military and/or live on base housing. This information is used to facilitate relationships between teachers and students and gain a deeper understanding of our students' past.

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

Before school, students have common areas around the school where they are able to meet with friends. Teachers are present at their classroom doors and participate in hallway supervision during the transitions for students between classes. Administrators have an open door policy where students feel comfortable going for concerns. Also, students assume leadership roles within their respective art areas where they are able to feel respected from different stakeholders. We offer nationally affiliated honor societies and student government where students hold offices and assume leadership roles. After school students are swept to a common area where supervision is provided. This common area

also provides a safe place where students can work in groups which allows for more collaboration among the student body. Additionally, students may receive peer tutoring after 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

School wide protocols for disciplinary incidents are reviewed and developed before the start of the school year. These protocols support the Duval County Public Schools Board approved Student Code of Conduct; and teachers incorporate these guidelines into their classroom procedures. Behavior expectations are reviewed with the students in each course as well as addressed during general class meetings the first week of school and during orientation with parents. Expectations and protocols are reviewed with the faculty and staff during pre-planning before the start of the school year with an in-depth session for new faculty members. As a whole, protocols are revisited as needed during faculty meetings throughout the school year. The administrative team monitors the enforcement of school rules/policies to ensure it is fair and consistent during administrative meetings where the Dean, Mrs. Thurlow, presents specific issues or concerns. The school utilizes a positive behavior intervention support plan which clearly identifies the expectations regarding progressive discipline.

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

All students have an arts area mentor assigned to them when they start at Douglas Anderson School of the Arts (DA). Their art area mentors follow up with them regarding the student's graduation requirements, grades, after-school activities, and their overall well-being. If a teacher or mentor sees a student's grades drop or a change in their attendance, they are referred to the counseling office. Our guidance counselors provide the necessary follow-up with these students to get back on track. Students are placed on probation if they have two or more F's during a quarter or their GPA falls below a 2.0. These students are provided additional support strategies through remediation sessions with a teacher or a counselor, and small group sessions emphasizing study/organizational skills. Student probation meetings are held one on one with a member of the probation committee or a member of the district support team member. Additionally, each year every sophomore and their family receives one-on-one services from the school counseling office. These services include discussion of the coursework required for graduation, scholarship information, and any information required regarding their child's emotional needs.

Early Warning Systems

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

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

The DA faculty and staff work hard to build positive relationships with families through open communication. Important messages are sent home via students through written communication or mail-outs as well as School Messenger phone system to remind parents of upcoming events. DA faculty and staff use social media and internet based blogs to keep students and parents abreast of school events and information. Our website, www.da-arts.org is continuously updated with important information including a performance calendar. Our web master, Mr. Michael Lipp, updates the website daily with the "Spotlight" which highlights announcements made daily. The Administrative team works with teachers to ensure Focus grade book is updated regularly so students and parents can monitor progress. Parents are encouraged to get involved at DA through various avenues including SAC, PTSA, and the various Arts area Booster Groups. All of our parent groups are very involved in the school and contribute many hours to ensure the success of our programs.

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

Douglas Anderson is fortunate to have many partnerships with the local community. Mrs. Cornelius is a strong force in securing and utilizing resources to support the school mission and vision and student achievement. For example, through a partnership, we are able to offer scholarships to send students to intensive summer programs across the country. When these students return, they bring back a wealth of knowledge to share with their department and conduct workshops for their peers. All of our events, performances, gallery openings, and concerts are open to the community. Our annual event, Extravaganza, is performed in the Moran Theatre, downtown Jacksonville, and it brings in many supporters and opportunities to develop partnerships. All of our art areas participate through affiliations in the community. For example, our Instrumental department works with the Jacksonville Symphony, our Creative Writing Department collaborate in providing writing workshops through the City of Jacksonville, and our Dance program works with the Jacksonville Ballet. We are extremely appreciative of our partnerships with the Jacksonville Arts Community.

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
Cornelius, Jackie	Principal
Gaiter, Sonya	Assistant Principal
Hammer, Melanie	Assistant Principal
Sample, Jennifer	Teacher, K-12
Thurlow, Sarah	Dean
Lipp, Michael	Other
Raeford, Charles	Teacher, K-12
Hogue, Hillary	Teacher, K-12
Christian, Eddie	Other
Shistle, Ted	Teacher, K-12
Cowgill, Patti	Teacher, ESE
Anderson, Kathy	Guidance Counselor

Duties

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

Our DA shared decision making committee (Steering) assists instructors in serving students' needs through planning professional development, leading workshops and presentations, and mentoring new teachers. The members of our Steering committee oversees the process where our faculty members mentor students to help provide support and resources. We analyze teacher and student data to make decisions on which professional development should be provided throughout the school year. Using the Florida Continuous Improvement Model (FCIM), we ask for feedback on the professional development so they can determine if modifications to our practices are needed to ensure support is being provided. The Steering committee meets every first Wednesday.
The members of the Leadership team support the school operations and the School Improvement Plan (SIP). The Administrative team members Jackie Cornelius, Sonya Gaiter, Melanie Hammer serve as instructional leaders as we conduct classroom visits for focused walk-throughs, informal and formal observations where specific feedback is given regarding teaching and learning. We look for evidence of the Four Pillars of Student Engagement, Demonstrating Understanding, Rigor and Taking Ownership when using the rubric of the CAST evaluation system. Through the observation and walk-through process, model teachers are identified and given additional responsibilities including mentoring new teachers, leading Professional Learning Communities (PLC's), and assisting with Professional Development (PD).

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

We meet as an entire faculty during pre-planning to discuss and analyze the different Multi-Tiered System of Supports (MTSS) offered at Douglas Anderson. Jackie Cornelius leads in the assignment of responsibilities in the alignment of resources. The Administrative Team along with members of the specific department screen potential teachers to make sure that they are a "best fit" for the teaching staff. We provide support for new teachers with mentors, district content specialist, and specific feedback through classroom observations. We coordinate our materials through each department and supplement our materials through funds appropriated to the school.

We use Our MTSS program includes a Remediation and Enrichment Day, (RED). Students are given the opportunity to attend either an enrichment or remediation session every Thursday for 55 minutes. Teachers are able to tag students to attend a remediation session if the teacher feels the student is falling behind and needs additional support in that course. We defined the three tiers of MTSS as well as which students fall into the tiers and what safety nets/strategies we offer for each tier. Depending on the tier, students are required to attend remediation sessions, work with a student peer, and/or attend before or after tutorials. SAI Funds are used to provide tutoring for our students who have not passed an assessment required for graduation, as well as ramp up sessions before all State assessments. Tutoring is provided after school, on Saturdays, and as pull outs of a specific course. The meeting schedules are planned by each department and generally start about 6 weeks prior to the assessment window. The Leadership Team oversees all remediation sessions to ensure students are attending and monitor the data to determine if the meetings are effective.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jackie Cornelius	Principal
Deborah Knauer	Business/Community
Carol Garner	Parent
Nathlyn Hemmingway	Parent
Carol Sumpter	Parent
Warren Hodge	Business/Community
Gary Merritt	Business/Community
Martin Wander	Business/Community
France Soper	Education Support Employee
Christina Parrish	Parent
Charles Raeford	Teacher
Dwight James	Student
Eric McClure	Teacher
Carol Herman-Rubin	Parent
Elizabeth Augustus	Business/Community
Dave Baldwin	Parent
Vicki-Lynne Gloger	Business/Community
Mark MacLean	Parent
Lori Newton	Parent
Rose Nicholson-Stone	Business/Community
Marilyn Ogburn	Business/Community
Dorcas Tanner	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews our Douglas Anderson Data Story which consists of compiled data regarding the goals identified in last year's SIP. SAC members discuss the effectiveness of the strategies outlined based upon whether the targets were attained.

Development of this school improvement plan

The data shared with the SAC is also reviewed with the faculty and staff during the pre-planning sessions before the start of school year. Every department reviews and submits strategies regading their role and responsibility to the implementation of the SIP. The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending, and 5) evaluating the school improvement plan. The SAC will meet monthly to assist with the targets listed on the school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget is determined by the district from our FTE. Once we have a budget and plan this information is presented to SAC and members of the committee give suggestions and input into how the funds are used.

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

School improvement funds last year were used to purchase student planners to help our students stay organized and record assignments and practice opportunities. Approximately, $2400 was budgeted to purchase these planners. Additionally, students presented to the committee on the importance of maintaining a safe and positive school culture where students take ownership of their campus. Consequently, recycling bins were funded. Lastly, the committee underwrote several teachers to attend the Arts Schools Network annual conference. At this conference teachers are provided the opportunity to network with other professionals within their field. They are able to learn innovative strategies to bring back to their respective teams.

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
Dvorak, Denise	Teacher, K-12
Hammer, Melanie	Assistant Principal
Gaiter, Sonya	Assistant Principal
Cornelius, Jackie	Principal
Cowgill, Patti	Teacher, K-12
Sample, Jennifer	Teacher, K-12
Thurlow, Sarah	Dean
Raeford, Charles	Teacher, K-12
Anderson, Kathy	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by creating book study teams, providing professional development to the teachers, and encouraging the student body to read. A list of books were sent out to the faculty so that book study teams can be created. Each group will select a book, meet monthly to discuss the book, and then present to the faculty at faculty meetings. Professional development is provided during faculty meetings as well as early release sessions to help teachers incorporate literacy across the curriculum. One focus of this team is to show that literacy should not just be promoted through the English classrooms, but all our classes and faculty should be involved in promoting literacy school wide. Students are encouraged to read more by having assignments in classes that include reading as well as having access to books in the Media Center and classroom libraries. Achieve 3000 is utilized by the ELA, Science, and Social Studies departments to promote

literacy and reading comprehension. The student's lexile score is determined through level set in Achieve 3000 and the assignment are designed to meet student need based on their lexile score.

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

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

When there is an open position at Douglas Anderson the position is posted through the district website. Once we start getting applicants we set up interviews. All of our interviews include members from the administrative team as well as a member of the department, often the department chair. We have a standard set of questions we ask all applicants to ensure we can find the teacher that best fits with our schools program and department. When selecting a teacher we look at many different areas to ensure we select a highly qualified, in-field, effective teacher. We look at how the new hire will work with the existing department, their past experience, and what type of teaching style they implement in their classroom. Once we hire a new teacher we set them up with a mentor teacher to support them. Having mentor teachers for all new hires helps us retain teachers over the years. Our Professional Development Facilitator (PDF) meets regularly with our new hires and observes their classes to give them feedback and support needed. Administrators conduct walk throughs to see what professional development and support is needed.

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

During pre-planning we have a team, made up of our PDF, administrative team, Guidance Department Chair, and other teachers, host a new teacher orientation. During this orientation new teachers are given a tour of the school, information about who to contact for various needs, and school policies and procedures. This orientation helps our news teachers become familiar with how things work at our school. At this meeting we also assign a mentor to every new teacher. New teachers are paired with a CET trained teacher in their department who has been at DA for at least 5 years. They meet as often as needed with their mentor as well as get observed by their mentor to determine what resources and professional development trainings are needed. Meeting with their mentor can include common planning, creating assessments, analyzing data, as well as providing support and teaching strategies. Our PDF meets with our new teachers monthly to review the requirements for the district new teacher program, Mentoring and Induction for Novice Teachers (MINT) and offer support and resources.

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

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

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

Strategy: After School Program

Minutes added to school year: 21,600

Math teachers, Science teacher, and ELA teachers hold after school tutoring sessions for the State assessments. These sessions review the standards that are covered on the assessment and teach students testing strategies. This time is also used for the remediation of students who may have fallen behind in the classroom.

Strategy Rationale

Not all students can master the standards during the regular school day. Therefore, after school tutoring can give students the extra time needed to master the standards and gain a deeper understanding of testing strategies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hammer, Melanie, hammerm@duvalschools.org

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

Attendance sheets will be kept for each tutoring session to monitor how many students are taking advantage of these sessions. Assessment data will be collected and compared to benchmark data for the students who participated in the after school tutoring sessions. Comparing benchmark data to final data will help determine the effectiveness of the tutoring sessions.

Strategy: Extended School Day

Minutes added to school year: 1,540

Every Thursday DA follows a RED bell schedule. This schedule allows for 55 minutes of remediation or enrichment for the student body. Teachers tag students, who are identified by looking at the data, to attend specific remediation sessions. Those students not tagged can select an enrichment activity to attend.

Strategy Rationale

There is time built into the school day for remediation. This way students who are unable to stay after school or come on a Saturday still have opportunities for remediation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gaiter, Sonya, gaiters@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Attendance sheets will be kept for each RED remediation session to monitor how many students are attending a remediation session. Teachers will monitor to ensure the students who are tagged for a session attend the session they were tagged for. Teachers will be able to see student growth through assessment data, classwork, homework, and classroom observations.

Strategy: Weekend Program
Minutes added to school year: 3,900

Douglas Anderson teachers will hold Saturday Ramp Up sessions for FSA, writing, U.S. History and the Biology EOC. Students will meet at the school from 9 -2 on the Saturday that the ramp up is being offered and participate in meaningful lessons and review sessions. Teachers will create lesson plans for these ramp up sessions that will include engaging activities.

Strategy Rationale

Not all students can master the standards during the regular school day. Therefore, Saturday sessions can give students the extra time needed to master the standards and gain a deeper understanding of testing strategies. Many of our students participate in after school rehearsals and classes and are unable to stay for after school tutoring. Saturday sessions give an alternative to after school tutoring

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thurlow, Sarah, thurlows@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Attendance sheets will be kept for each Saturday session to monitor how many students are taking advantage of these sessions. Assessment data will be collected and compared to benchmark data for the students who participated in the after school tutoring sessions. Comparing benchmark data to final data will help determine the effectiveness of the Saturday sessions.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students who come to DA in the 9th grade get support through the orientation process. At orientation, the week before school starts, 9th grade students get their schedules, IDs, textbooks, and lockers. Then they are able to walk the campus to find out where their classrooms are located. We have 11th and 12th grade students and teachers in the halls to help students locate their classes. During orientation we also hold a class meeting where we review expectations, policies, and procedures of Douglas Anderson. Once school starts each 9th grade student is paired with a senior buddy in their arts area. Their senior buddy is there to guide them, offer support, and answer any questions they have along the way.

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

Our school counselors meet individually with every student to ensure that students are taking meaningful, relevant, and rigorous courses based on the students' course of study and future goals. We use teacher, parent and counselor recommendations for course selections, as well as review data from FSA, EOC, SAT/ACT, Achieve 3000 and transcripts. School Counselors conduct classroom guidance lessons where they promote college and career activities with the classes to help build awareness. School Counselors host parent nights, once per semester, to education parents on college and career planning. In addition, all arts areas conduct college nights as well as counsel students one on one about their future college/career options, as well as track their students from 9-12 grades. Teachers are provided with post-secondary readiness data in order to reach out to those students who are not post-secondary ready and encourage them to take the assessments to become post-secondary ready. During these meetings teachers take the opportunity to explain why achieving a post-secondary readiness score is important.

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

Our students are enrolled based on acceptance into one of eight art areas. We have created an extensive Curriculum Guide that outlines each course required specifically for each art area along with a rigorous academic schedule. All departments integrate "real life" scenarios within lessons. Through our Cinematic Arts program our students are able to get industry certification in Photoshop or Premiere.

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

Real life applications are taught in all area-academics and the arts. Through arts area classes students are taught about careers in that art field, while academic classes implement real world problem solving and innovative thinking for students to use long after they graduate. School counselors invite professionals from specific areas to attend RED sessions. During these sessions students are able to learn more about the profession and what is needed to be in that profession. The process for applying to colleges are also offered during RED sessions.
A workshop is conducted where students are taught how to read the scoring associated with PSAT scoring and how this scoring related to SAT testing.The School Counseling Office educates students on being post secondary ready and the scores needed to maintain PSR status.
Counselors maintain a blog focused on upcoming scholarship opportunities, college visits, and other important information related to graduation and course requirements.
Guest artists and other community professionals are invited to provide lessons and a variety of information on how to be successful after high school.

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

-Using DA as an SAT Center allows students a familiarity when testing and encourages them to register for the test.
-Credit checks one-on-one by a School Counselor
-Guidance, administration, and teachers encourage students to become post-secondary ready (PSR) through regular monitoring and mentoring.
-Scores needed to achieve PSR status are posted around the school
-Class meetings are held where students learn more about post-secondary options
-DA encourages all juniors to take the PSAT
-Art area departments require juniors and seniors to keep a post secondary readiness portfolio
-College application work sessions – after school, during RED, through classroom guidance
-Parent information nights where college information and PSR scores are shared

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   If all curriculum is implemented with fidelity then student achievement will increase.

G2.   If students are post-secondary ready then graduation rate and the number of graduates accepted to college will increase.

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 all curriculum is implemented with fidelity then student achievement will increase. `1a`

Targets Supported `1b`   🔑 G072004

Indicator	Annual Target

Resources Available to Support the Goal `2`
- PLC work

Targeted Barriers to Achieving the Goal `3`
- Lack of common planning time

G2. If students are post-secondary ready then graduation rate and the number of graduates accepted to college will increase. `1a`

🔍 G072005

Targets Supported `1b`

Indicator	Annual Target
Postsecondary Enrollments	98.0
College Readiness Reading	90.0
College Readiness Mathematics	85.0

Resources Available to Support the Goal `2`

- Resources provided by publisher

- Achieve 3000

- Tutoring sessions - Saturday and after school

- Interactive Labs

Targeted Barriers to Achieving the Goal `3`

- Low level Readers

- Poor test takinsg skill

Plan to Monitor Progress Toward G2. `8`

CGA data, Student work, and unit exams

Person Responsible
Melanie Hammer

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

Evidence of Completion
Minutes from data chats and exit slips

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 all curriculum is implemented with fidelity then student achievement will increase. 1

🔑 G072004

G1.B1 Lack of common planning time 2

🔑 B187753

G1.B1.S1 Use Early Release time for common planning. 4

🔑 S199262

Strategy Rationale

Allows teachers to work together to create common lesson plans and assessments.

Action Step 1 5

Early release common planning time

Person Responsible

Melanie Hammer

Schedule

Monthly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Minutes from common planning meetings.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. If students are post-secondary ready then graduation rate and the number of graduates accepted to college will increase. 1

🔍 G072005

G2.B1 Low level Readers 2

🔍 B187754

G2.B1.S1 Use of DCPS Super Six Reading Strategies 4

🔍 S199263

Strategy Rationale

Use strategies to increasing student reading level

Action Step 1 5

Implement the DCPS Super Six Reading Strategies into the Biology classes.

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans

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

Check lesson plans and student work

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lab reports and interactive journals

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

Monitor CGA data to determine growth, Review student work

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data chats during PLC or Early Release.

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	Early release common planning time	Hammer, Melanie	8/25/2015	Minutes from common planning meetings.	6/3/2016 monthly
G2.B1.S1.A1	Implement the DCPS Super Six Reading Strategies into the Biology classes.	Hammer, Melanie	8/24/2015	Lesson plans	6/10/2016 quarterly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G2.MA1	CGA data, Student work, and unit exams	Hammer, Melanie	8/24/2015	Minutes from data chats and exit slips	6/10/2016 quarterly
G2.B1.S1.MA1	Monitor CGA data to determine growth, Review student work	Hammer, Melanie	8/24/2015	Data chats during PLC or Early Release.	6/10/2016 quarterly
G2.B1.S1.MA1	Check lesson plans and student work	Hammer, Melanie	8/24/2015	Lab reports and interactive journals	6/10/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

		Budget Data	
1	G1.B1.S1.A1	Early release common planning time	$0.00
2	G2.B1.S1.A1	Implement the DCPS Super Six Reading Strategies into the Biology classes.	$0.00
		Total:	$0.00